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Higher Education

LLE Course Service Management

Service Definition

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**Contents**

[**1.** **List Of Terms** 4](#_Toc209517428)

[**2.** **Service Overview** 4](#_Toc209517429)

[**3.** **HEP responsibilities and terms of usage** 5](#_Toc209517430)

[**3.1 System** 5](#_Toc209517431)

[**3.2 CMS Information** 6](#_Toc209517432)

[**4. Provider, Course, Module Information** 6](#_Toc209517433)

[**4.1 Provider Information** 6](#_Toc209517434)

[4.1.1 Registered Providers In England 6](#_Toc209517435)

[4.1.2 Non-registered Providers In England 6](#_Toc209517436)

[4.1.3 UK Providers outside England (for English Students) 6](#_Toc209517437)

[4.1.4 Specific Designation Providers in England 7](#_Toc209517438)

[**4.2 Provider Details Screen Definitions** 7](#_Toc209517439)

[4.2.1 Teaching Excellence Framework (TEF) 7](#_Toc209517440)

[4.2.2 Fee Caps 7](#_Toc209517441)

[4.2.3 Cost Per Credit 7](#_Toc209517442)

[4.2.3 Course Designation 7](#_Toc209517443)

[**4.3 Provider Location and Arrangements** 7](#_Toc209517444)

[4.3.1 Campus Location 7](#_Toc209517445)

[4.3.2 Franchise Location 8](#_Toc209517446)

[4.3.3 Teacher Training School 8](#_Toc209517447)

[4.3.4 Validation Arrangements 8](#_Toc209517448)

[**4.4 LLE Course Information** 8](#_Toc209517449)

[4.4.1 Priority Courses 8](#_Toc209517450)

[4.4.2 Specialist Additional Entitlement (SAE) 8](#_Toc209517451)

[**4.5 LLE Module Information** 9](#_Toc209517452)

[4.5.1 Provider Module Responsibilities 9](#_Toc209517453)

[**5. Course Entry Definitions** 10](#_Toc209517454)

[**5.1 LLE Core Course Definitions** 10](#_Toc209517455)

[5.1.1 Course Year 10](#_Toc209517456)

[5.1.3 Academic Year 10](#_Toc209517457)

[5.1.4 Course Type 10](#_Toc209517458)

[5.1.5 Course Name 10](#_Toc209517459)

[5.1.6 Qualification 11](#_Toc209517460)

[5.1.7 Qualification Level 11](#_Toc209517461)

[5.1.8 Qualification Credits 11](#_Toc209517462)

[5.1.9 Course Length 11](#_Toc209517463)

[5.1.10 HEP Identifier 11](#_Toc209517464)

[5.1.11 Course Attributes 11](#_Toc209517465)

[5.1.12 HECoS Codes 11](#_Toc209517466)

[**5.2 LLE Variant Course Definitions** 11](#_Toc209517467)

[5.2.1 Study Mode 11](#_Toc209517468)

[5.2.2 Delivery Method 11](#_Toc209517469)

[5.2.3 Awarding Body 12](#_Toc209517470)

[5.2.4 Credit Bearing Indicator 12](#_Toc209517471)

[5.2.5 Study Periods 12](#_Toc209517472)

[5.2.6 Taught Credits 12](#_Toc209517473)

[5.2.7 Taught Fee 12](#_Toc209517474)

[5.2.8 Specialist Study 12](#_Toc209517475)

[5.2.9 Specialist Study Credits 12](#_Toc209517476)

[5.2.10 Specialist Study Fee 12](#_Toc209517477)

[5.2.11 Status 12](#_Toc209517478)

[**6. Preparing For Change** 13](#_Toc209517479)

[**6.1 Data entry changes due to LLE** 13](#_Toc209517480)

[**6.2 How you will enter your courses** 13](#_Toc209517481)

[6.2.1 New English Students 13](#_Toc209517482)

[6.2.2 Returning English Students 13](#_Toc209517483)

[6.2.3 New and Returning rUK domicile students. 14](#_Toc209517484)

[6.2.4 New Module Courses for New English Students 14](#_Toc209517485)

[**6.3 What this means for your resource?** 14](#_Toc209517486)

[**7. HEP support** 15](#_Toc209517487)

[**7.1 Guidance materials** 15](#_Toc209517488)

[**7.2 Partners Support Desk** 15](#_Toc209517489)

[**7.3 HEP Account Managers** 15](#_Toc209517490)

[**8. System access** 15](#_Toc209517491)

[**9. System availability** 16](#_Toc209517492)

[**10. Management information** 16](#_Toc209517493)

[**11. Maintenance and enhancements** 16](#_Toc209517494)

[**12. Student Loans Company responsibilities** 16](#_Toc209517495)

[**12.1 System** 16](#_Toc209517496)

[**12.2 Support** 16](#_Toc209517497)

[**13. Joint SLC and HEP Service Agreement** 17](#_Toc209517498)

[**14. Annexes** 17](#_Toc209517499)

[**14.1 Annex A: Per-course amounts for higher education courses** 17](#_Toc209517500)

[**14.2 Annex B: CMS Qualification List** 19](#_Toc209517501)

# **List Of Terms**

|  |  |  |  |
| --- | --- | --- | --- |
| **Term** | **Definition** | **Term** | **Definition** |
| ALL | Advanced Learner Loan | NI | Northern Ireland |
| ARB | Architects Registration Board | Ofqual | The Office of Qualifications and Examinations Regulation |
| AY | Academic Year | OfS | Office for Students |
| CMS | Courses Management Service | PAE | Priority Additional Entitlement |
| DAP | Degree Awarding Powers | PG | Postgraduate |
| DfE | The Department for Education | QTS | Qualified Teacher Status |
| FE | Further Education | PT | Part Time |
| FT | Full Time | SAE | Special Additional Entitlement |
| FTE | Full Time Equivalent | SCITT | Schools Centred Initial Teacher Training |
| HE | Higher Education | SFE | Student Finance England |
| HEP | Higher Education Provider | SLC | The Student Loans Company |
| HECoS | Higher Education Classification of Subjects | SOS | Secretary of State |
| HESA | Higher Education Statistics Agency | TEF | Teaching Excellence Framework |
| HESF | Higher Education Student Finance | TFL | Tuition Fee Loan |
| HTQ | Higher Technical Qualifications | UG | Undergraduate |
| ITT | Initial Teacher Training | UK DPA 2018 | UK Data Protection Act 2018 |

# **Service Overview**

Our Courses Management Service (CMS) is a directory of:

* higher education providers (HEPs)
* designated full-time (FT) and part-time (PT) undergraduate (UG) and postgraduate (PG) courses
* designated LLE modules

The design principles of CMS ensure that:

* there is a single point of entry for provider and course information
* students can easily find their course when they apply

We will open course collection and ask you to update your courses ahead of every academic year (AY). We will ask you to enter study periods and fee information for your existing courses. This includes both FT and PT courses at UG level. We will also ask you to give any new course information as the AY progresses.

For courses starting 1 January 2027 onwards, we will ask for new additional course and module (4.5) information for English students.

The course information on CMS is used for many purposes, so it is critical that it is accurate. We use this data to assess student funding applications for tuition fees, loan for living costs and supplementary grants. It helps us to ensure that any payments we make are correct, on time and go to the right location.

You can use CMS to maintain and manage a centralised log of your course and fee information.

# **HEP responsibilities and terms of usage**

You, as a service user, are responsible for ensuring that you are aware of, and implement, your responsibilities as defined in this document and the Joint SLC and HEP Service Agreement. You are responsible for following the business rules of each function detailed within the guidance documentation held on the HEP Services website.

## **3.1 System**

You are responsible for ensuring that a suitable number of staff are fully trained on all aspects of CMS processes and that they are available should we need to contact them.

We issued User Administrator access to a named user at each university or college who is deemed accountable for:

• undertaking biannual audits of access arrangements and removing any non-users

• removing access to CMS immediately when a user leaves the university or college's employment

• only assigning access roles to those who need it as part of their role and ensuring that the level of access is appropriate to their role responsibilities

• ensuring that course submissions are subject to assurance and validation checks within the university or college

You are also responsible for carrying out a regular review of contact details and notifying us if there are any contact detail changes involving the primary contact for CMS. These should be updated on the HE Gateway contacts section. This a UK DPA 2018 requirement.

You must ensure that an IT contact (either internal or external) is made available on request.

In the event of a cyber-attack, you should immediately notify your [HEP Account Manager](https://www.heinfo.slc.co.uk/contact/hep-account-managers/).

You must use Microsoft Edge, Mozilla Firefox (Version 59 and above) and Google Chrome (Version 74 and above) to access CMS.

## **3.2 CMS Information**

You must ensure that the course details you add to CMS are correct and meet the relevant student support regulations.

Once you start course collection, we will perform data entry validation checks on the courses you have submitted. We will tell you about any anomalies we find and will expect you to review and amend any errors accordingly ahead of student application launch.

You must submit your course information by the date we have determined for the AY in accordance with our joint service agreement (13). We will tell you this date before we make the CMS available for the new academic year so that you can be ready.

You must also make sure that the details we hold for all your courses are correct before student finance applications launch. This will let us assess students against the correct course details and make accurate and timely fee payments to you.

# **4. Provider, Course, Module Information**

## **4.1 Provider Information**

### 4.1.1 Registered Providers In England

To enable automatic designation of their full courses and modules, subject to the criteria set out in the sections below, English providers are required to be registered with the OfS.

The following categories of providers in England will be automatically designated courses for support:

* Providers registered in the Approved section of the OfS register; or
* Providers registered in the Approved (fee cap) section of the OfS register; or

Courses provided by a registered provider in England in conjunction with an institution which is situated outside the United Kingdom (UK) may also be automatically designated, as long as at least 50% of the learning is undertaken at the UK provider.

### 4.1.2 Non-registered Providers In England

Courses at non-registered providers in England may be automatically designated if they are delivering provision on behalf of a registered provider (4.1.1). This arrangement is commonly called a Franchise arrangement. Modular provision cannot be franchised.

### 4.1.3 UK Providers outside England (for English Students)

English domiciled students who are eligible to apply for funding may undertake a full course at a provider located outside of England but within Wales, Scotland, and Northern Ireland (NI). Such full courses may be automatically designated subject to criteria set out in sections below, if they are:

* provided by a registered provider on behalf of a regulated institution in Wales,
* provided by a publicly funded institution in Scotland, NI, or Wales on behalf of a regulated institution in Wales,
* provided by an authority-funded institution in Scotland or NI, in conjunction with an institution which is situated outside the UK,
* provided by a regulated institution in Wales or a regulated institution in Wales in conjunction with an institution which is situated outside the UK, or
* a Welsh designated course, a Scottish designated course or a NI designated course.

### 4.1.4 Specific Designation Providers in England

SOS has the power to specifically designate courses and modules that otherwise do not meet the criteria for automatic designation as they see fit.

English School Centred Initial Teacher Training (SCITT) providers need to be registered with the Department for Education (DfE) each year to add ITT courses to CMS.

## **4.2 Provider Details Screen Definitions**

### 4.2.1 Teaching Excellence Framework (TEF)

TEF is used to assess the quality of teaching by HEPs. Providers with Bronze, Silver, and Gold Ratings prior to 1 August in the applicable service year are able to charge a higher fee amount to students.

### 4.2.2 Fee Caps

Reference to fee caps on the Course Management System (CMS) refer to the **maximum tuition fee loan amount a HE Student Finance student (pre-LLE) can be charged for a standard full-time course year**.

This needs to be retained for your returning English students and your other domiciled (rUK) students.

The tuition fee loan limits would still be subject to the regulatory maximums per domicile.

### 4.2.3 Cost Per Credit

Cost per credit amount is the maximum fee chargeable per credit of study and varies by provider category, APP status, TEF status and whether or not the credit represents taught study or a specialist period

### 4.2.3 Course Designation

Course designation on the Course Management System (CMS) refers to the awarding authority from which your institution can attract student finance support. For example, if the Scotland" box is ticked, it means you run courses that are designated for funding by the Scottish regulations and students studying on these courses could be eligible for student support from Scotland.

## **4.3 Provider Location and Arrangements**

It is important that the location where the course is being delivered is accurately reflected on CMS. The location of where the course is studied could affect the funding a student is entitled to, but also, it’s important to understand where the course is being delivered and whether there are any franchising arrangements in place.

### 4.3.1 Campus Location

A campus is a location that students attend to gain their qualifications and is usually owned by the provider. The campus is the location of a university, college or school’s main building.

### 4.3.2 Franchise Location

A ‘franchise course’ is a course subject to an agreement by one institution (usually a provider with degree awarding powers (DAP)) that another organisation may deliver all or part of a programme approved and owned by the first institution. The franchising institution retains overall control of the programme's content, delivery, assessment and quality assurance arrangements.

The lead provider must add the course on CMS. Students will apply for funding at the lead provider and all tuition fee loan payments will be made to the lead provider.

### 4.3.3 Teacher Training School

A Teacher Training School is an organisation used to deliver SCITT courses for non-salaried students.

### 4.3.4 Validation Arrangements

Higher Education providers who do not have the power to award degrees, can offer a course leading to an award from a provider that has DAP by entering into a validation arrangement with that provider.

A validated course is described as a module or programme which a degree-awarding body approves to contribute, or lead, to one of their awards. Students on the course normally have a direct relationship with the provider delivering the course. It will be the responsibility of the validated provider to add the course to CMS, not the provider who is delivering the course.

## **4.4 LLE Course Information**

The LLE will be available for full courses at levels 4 to 6, including higher technical and degree qualifications.

### 4.4.1 Priority Courses

A priority course is a course that attracts additional entitlement exceeding the standard LLE entitlement as they have been identified by DfE as addressing priority skills need.

#### 4.4.1.1 Priority Additional Entitlement (PAE)

Priority additional entitlement will give learners whose LLE balance is £0 as much tuition fee loan as they need to complete their course

These priority courses are:

* *Medicine & Dentistry*
* *Nursing, Midwifery & Allied health profession subjects*
* *ITT*
* *Social Work*

An exception applies to students who choose medicine or dentistry as a second degree under the LLE. In such cases the student may qualify for an NHS bursary and partial contribution to their tuition fee costs under the NHS bursary scheme. These students will be able to access full tuition fee and standard maintenance support for those years not covered by the NHS bursary.

### 4.4.2 Special Additional Entitlement (SAE)

SAE will be broken down into two separate scenarios, Long Course additional entitlement and Special Period Additional Entitlement.

*Long Course Additional Entitlement*

Learners will be able to access limited special additional tuition fee entitlement for qualifications that could cost more than their standard entitlement in longer courses that are not priority subjects.

This entitlement will also come with usual maintenance support and repayment terms.

Learners can only access it when they have £0 LLE balance.

Learners will get up to 2 years of special additional tuition fee entitlement if they take these courses, with at least 5 years of taught study:

* veterinary surgery
* architecture (including ‘part 2’ courses taken after they complete an undergraduate degree in architecture)
* bachelor’s degrees and integrated master’s degrees provided in Scotland

*Special Period Additional Entitlement*

Providers will be able to charge up to an additional 120 credits per specialist activity over the duration of the course.

Special periods consist of:

* Foundation Year
* Placement
* Study Abroad/Turing

## **4.5 LLE Module Information**

Modules are defined as a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria that must be derived from designated full course which meets the criteria for modularisation.

OfS registered providers (4.1.1) will be able to provide modules for students that can attract student support, provided they have gone through DfE’s modular approval process and meet the designated module criteria set out by DfE. You will not have access to submit modules within CMS if you have not gone through the approval process. Access will only be granted to providers on DfE’s published list.

Non OfS registered providers who enter into franchise arrangements with an OfS registered provider, will not be able to offer modular provision. Modular provision cannot be franchised.

For a module to be automatically designated for support, it must be derived from a designated full course, otherwise known as a “Parent course”. The parent course must be an active course delivered by the same provider.

From 1 January 2027, the courses available for modularisation will be HTQs and Level 6 parent courses in priority subject areas as influenced by the work of Skills England (please see the LLE gov.uk page which details the list of eligible subjects: <https://www.gov.uk/government/publications/lifelong-learning-entitlement-lle-overview/lifelong-learning-entitlement-overview#courses-included-under-the-lle>).

Non-credit bearing courses, and non-taught elements of otherwise credit bearing courses may not be modularised (placements etc).

Modules must be a minimum of 30 credits to be automatically designated for support.

The 30-credit minimum can be met as a single “standalone module” of 30 credits or greater, or as a “bundled module” of smaller modules of less than 30 credits combined.

The HECoS codes are captured to identify the subject of the course and will be used to determine if a Module will be designated. The primary HECoS code given must be from the same area as the parent course, and that if more than one HECoS code given then at least 50% must be from the parent course. 

### 4.5.1 Provider Module Responsibilities

Providers will be responsible for forming bundled modules and determining which standalone modules from a parent course will be offered. Bundles must only contain smaller modules from the same parent course and be delivered at a single provider.

We will then ask you to add any module courses that you intend to run to CMS.

To be automatically designated for support under the LLE, a provider must ensure that modules contain an assessment that provides a standardised transcript. This is to facilitate credit transfer and module stacking whilst providing a clear and robust document for use in seeking employment and/or further study.

SLC will not monitor the provision of a transcript by the provider in our systems, as is the case with the award of a qualification in respect of full courses It is expected that a provider will not submit module information without the ability to issue the necessary award.

The responsibility for issuing transcripts rests with the individual module providers. If a student has not received their transcript, they should first contact the relevant provider directly. Should the issue remain unresolved, the student may escalate the matter through appropriate channels.

# **5. Course Entry Definitions**

## **5.1 LLE Core Course Definitions**

A course is referring to combined units of study that lead to eligible qualifications that can attract student finance. They are delivered by or are in partnership with designated providers in the UK.

The core course details are the core details of the course that won’t change year on year.

### 5.1.1 Course Year

A “course year” is the period of 12 months beginning with the first day of the month in which the course begins (“the first course year”), and each subsequent period of 12 months (if any) in which part of the course is undertaken. This will replace the regulatory concept of AY’s for LLE.

5.1.2 Service Year

A “**Service Year”** refers to the period from **1 August to 31 July**, aligning with the SLC’s annual application cycle. It is used to determine the timing of **annual updates to rates and figures,** such as tuition fee caps and maintenance support levels.

While the term is often used interchangeably with "academic year" in the context of student finance applications, it’s important to note that **the first Service Year under the LLE** will be **slightly shorter** due to its **January 2027 implementation.** The service year will runfrom 1st January 2027 until 31st July 2027.

### 5.1.3 Academic Year

Academic Year has always had use outside of the specific definition within the regulations by both the sector and SLC and it is expected that this use will continue.

### 5.1.4 Course Type

Course types have been introduced to help SLC identify certain types of courses which will aide student assessments as different entitlement rules will apply for certain courses. For example, some qualifications in Medicine subjects will be able to attract priority additional entitlement, whilst Architecture courses may be able to attract special additional entitlement. These will be subject to the qualifying criteria being met.

### 5.1.5 Course Name

A course name is the description of the course, which will be used to help students identify the course when applying. It should be named exactly as you market the course to your students.

### 5.1.6 Qualification

Qualifications are formal awards, such as degrees, diplomas, and certificates, given in recognition of successfully completing a course of study at a higher education institution that are designated for LLE funding. Do not attempt to add the closest match, you should contact your account manager if unsure. (Full list in Annex B)

### 5.1.7 Qualification Level

The level of the qualification you have entered on to CMS as per the Framework for Higher Education Qualifications (FHEQ).

### 5.1.8 Qualification Credits

The total number of credits for the entire course up to the maximum amount indicated in the per course amounts. (Annex A)

### 5.1.9 Course Length

The course length is the length it will take to complete the entire course from start to finish. This can be added to CMS in years and/or months.

### 5.1.10 HEP Identifier

HEP identifier is a free text field that can be used by you to help identify courses on your own systems. These are not mandatory and are not used on SLC’s systems.

### 5.1.11 Course Attributes

Course attributes are collected to help identify certain courses and course years that may change a student’s entitlement. The attributes available are Ambulance Trust, Placement Years, Study Abroad, Foundation Year, NHS Bursary, Intercalated, Pre-Reg and Medicine/Dentistry. These will be displayed depending on the type of course you begin entering to CMS.

### 5.1.12 HECoS Codes

It is a 6-digit code in the Higher Education Classification of Subjects (HECoS). The HECoS codes are captured to identify the subject of the course, however these codes will also be used to determine PAE and SAE funding. HECoS codes will also be used to identify lower fee foundation year subjects and will be used to determine if a Module will be designated.

## **5.2 LLE Variant Course Definitions**

### 5.2.1 Study Mode

Study mode is the way students on the course typically learn, full-time, part-time or accelerated.

### 5.2.2 Delivery Method

Delivery method is used to determine whether students on the course are in attendance or studying via distance learning.

A distance learning course is a course where a student is not required to be attendance other than for examination, during weekends and vacations or on infrequent occasions during the week.

It’s necessary to know the delivery method as there are qualification criteria on each student support product depending on what is selected.

### 5.2.3 Awarding Body

An awarding body is an organisation responsible for designing, developing, and awarding qualifications.

### 5.2.4 Credit Bearing Indicator

Some courses are not credit bearing and do not have credits attached to them. If your course does not have credits, then default credits will be applied using the per-course amounts set out by DfE, (Annex A). Therefore it is necessary for you to advise SLC using the credit bearing indicator so we can assign credits.

### 5.2.5 Study Periods

Study periods are defined blocks of time when teaching and learning activities take place. Typically, this is two semesters or three terms, but there is no limit on this and should be reflective of providers own course structuring.

### 5.2.6 Taught Credits

Taught Credits represent ordinary learning at your institution as part of a course, which includes lectures, seminars, independent study and assessments.

One credit is expected to equate to ten notional hours of learning.

### 5.2.7 Taught Fee

Taught fee will be the amount of fees that you are charging for your taught study. The fee amount per year cannot exceed your taught credits associated with the course year multiplied by your maximum allowable cost per credit. For example, if your maximum cost per credit based on your category is £9,535/120 and you have entered 60 taught credits, your taught fee cannot exceed £4,767.50 ((£9,535/120) x 60 = £4,767.50). If you are a non-Fee cap provider, DfE are working to confirm tuition fee loan limits for non-fee capped provision.

### 5.2.8 Specialist Study

Specialist study is features of courses that form part of the overall designated course. These are Foundation Years, Placement and Study Abroad. Intercalation years are classed as specialist study, however they should be entered as taught study.

### 5.2.9 Specialist Study Credits

Specialist study credits represent the number of credits that are attributed to specialist study features, and should be entered separately from taught credits. The per-course amount is a maximum120 credits for each separate period type undertaken.

### 5.2.10 Specialist Study Fee

Specialist study fee will be the amount of fees that you are charging for your specialist study feature. There will be a different per-credit rate associated to each specialist study feature. If the maximum per-credit fee limit for the specialist feature you are entering was £1200/120 and you have entered 60 specialist study credits, your specialist fee cannot exceed £600.00 ((£1200/120) x 60 credits = £600.00).

### 5.2.11 Status

The status of the course will be broken into 3 scenarios, Draft, In Review and Active. When the course is Active, students will be able to apply when student application system is open. Whilst in draft you will be able to make edits. Whilst In review, the course service management team are doing data entry checks on your course, and the course will not be visible to students.

# **6. Preparing For Change**

## **6.1 Data entry changes due to LLE**

Whilst the introduction of LLE will bring change, the majority of the course data we will ask you to enter will remain the same. There will be some new additional data fields that we will ask for, these are:

* Course Type
* Awarding Body
* Qualification Credits
* Credits per year
* Study Periods
* Specialist Periods
* Qualification level
* Parent Course (Modules only)

The full details for these additions are covered in the definitions (section 5).

## **6.2 How you will enter your courses**

For the current HESF products, during course collection you are expected to roll over and save any courses you intend to run for the upcoming AY for all domiciles, entering updated term dates and fees.

Due to the introduction of LLE, for courses starting from January 2027 onwards the way you enter your courses will change. The courses will need to be set up on different platforms depending on the domicile of support the student will attract, and whether the student is new or returning. All courses/modules will still be collected within the HE gateway, but will have separate dashboards within, "old" CMS which is the current HESF model, and "new" CMS which will cover the new LLE model.

### 6.2.1 New English Students

Any courses you have for new English students starting from 1st January 2027 onwards will need to be entered as new courses on to the "new" CMS platform. The details will not be held from previous course entry from the "old" CMS, so all data for the courses will need to be entered individually. The core details of each course will need to be entered once, but each variant details will need to be entered for each intake and/or location of the course.

### 6.2.2 Returning English Students

Any courses that have returning English students will continue to be rolled over on the "old" CMS as they are today. The available course year’s function will ensure no new English students apply via this route. However direct entrants on a course that started pre-1 Jan 2027 will also be treated as non LLE students.

### 6.2.3 New and Returning rUK domicile students.

Any courses that have new or returning Welsh/Scottish/NI students will be rolled over onto "old" CMS as they are today. There will be no need to split out the version to remove English designation, CMS will ensure only returners are able to apply in the background.

### 6.2.4 New Module Courses for New English Students

Any modules created for New English students will have to be entered on to the "new" CMS individually. We will not ask for any additional data that we ask for the full course, we will however ask you to tell us what course the module is part of. This will be presented to you via a dropdown of all your saved courses.

## **6.3 What this means for your resource?**

You need to consider how this will affect your resource within your own institution to ensure you are adequately prepared to enter your courses:

* If your catalogue of courses will remain the same as they are in the current AY, when course collection opens you will have 2 versions to set up.

1. One version for your returning English/Welsh/Scottish/NI + new Welsh/Scottish/NI students using the current rollover process
2. One version for your new English students for which all the data will need to be entered.

* If your catalogue of courses remains the same as they are today, but you now also wish to add module courses, you will have to set up 3 versions.

1. One version for your returning English/Welsh/Scottish/NI and new Welsh/Scottish/NI students,
2. One version for your new English students
3. One for all the new modules you intend to run

* If you are a new OfS registered provider you will have to set up 2 versions.

1. One version for your new English students on “new” CMS
2. One version for any new Welsh/Scottish/NI students on to “old” CMS.

Please note this is the same regardless of the domicile of provider entering the courses. For example, a Welsh provider who has New English students will still have to enter the courses on to the "New" CMS. However Welsh/Scottish/NI providers will not be able to add on modular courses.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Provider Type | Returners or New rUK students | New English Students | Module courses for English students | Versions |
| Existing OfS registered providers running modular courses | Y | Y | Y | 3 |
| Existing OfS registered providers not running modular courses | Y | Y | N | 2 |
| New OfS providers with modular courses | N | Y | Y | 2 |
| New OfS providers not running modular courses | N | Y | N | 1 |
| RUK providers with English students | Y | Y | N/A | 2 |
| RUK providers with no English students | Y | N | N/A | 1 |

# **7. HEP support**

## **7.1 Guidance materials**

You can find guidance materials for each service function in the [guidance section of the HEP Services website](https://www.heinfo.slc.co.uk/resources/guidance). We will notify you by email when new guidance is available or if there have been significant amendments to current documentation.

## **7.2 Partners Support Desk**

The Partners Support Desk is a dedicated support team to advise universities and colleges on all areas of our provider services. It is the first point of contact for providers. Any system or performance issues should be raised with them for escalation to the Digital teams.

You can contact the Partners Support Desk regarding service enquiries on 0300 100 0642 during the hours below. Monday – Friday 9:00 am – 5:00 pm

Please send email enquiries to [hep\_services@slc.co.uk](mailto:hep_services@slc.co.uk)

## **7.3 HEP Account Managers**

Our HEP Account Managers are responsible for helping you to submit timely and accurate data in accordance with our guidance and joint service agreement (12).

They monitor the performance of providers within each of their regions. Where required, HEP Account Managers will create action plans or performance improvement plans for universities and colleges that need extra support to bring performance up to the required level. Where improvement is not achieved or maintained this may result in an escalation.

The HEP Account Managers are tasked with problem solving in their roles, which uses their SLC expertise in combination with in-depth sector knowledge to support providers in working as partners with SLC in the delivery of student finance day to day. Another important aspect of the role is the delivery of external training to ensure providers have the knowledge and skills required to use our systems and follow our processes correctly.

You can find out more information about who your regional account manager is on the [HEP Services website](https://www.heinfo.slc.co.uk/contact/hep-account-managers/).

# **8. System access**

You will access the service through the HE Gateway. Each user’s access will be administered by the CMS User Administrator at your university or college. System access is a requirement of the UK DPA 2018 legislation, therefore it is vital that access roles are appropriate and up to date to remain compliant with law.

There are 3 separate user roles on CMS allowing access and administration to be tailored to the individual’s role:

* Course User Administrator - can set up any number of other CMS users or expire their accounts
* Course Administrator – can add locations and course information
* Course Advisor – can view provider and course information

You can raise access issues to CMS by emailing [hep\_services@slc.co.uk](mailto:hep_services@slc.co.uk)

# **9. System availability**

We provide as much notice as is reasonably possible if the HE Gateway will be unavailable due to planned maintenance or system upgrading. In the event of scheduled or unscheduled downtime, we will notify you by email.

The system will be supported from 9:00 am to 5:00 pm Monday to Friday (excluding Scottish public holidays). You can access the system outside of these business hours, but it will be unsupported.

If you identify a system issue or defect, please notify our Partners Support Desk with details of the problem.

# **10. Management information**

The system generates management information using the data on CMS for internal monitoring purposes. This helps us to improve business processes and provides the ability to report on sector performance against the service standards included in the Service Agreement.

# **11. Maintenance and enhancements**

We are responsible for the upkeep of the service and for providing system updates on any issues that are impacting system performance through release notes. We will communicate any enhancements to the service through email updates, release notes and updates to the guidance documents.

# **12. Student Loans Company responsibilities**

## **12.1 System**

The minimum availability of the CMS is 95% of the supported window. This excludes any periods of scheduled maintenance.

We intend that the average response time for retrieving data from the system will be 5 seconds.

## **12.2 Support**

The Partners Support Desk will answer 95% of CMS-related telephone calls within 60 seconds off-peak, and 80% in peak processing times (August to October). The Partners Support Desk will respond to 98% of email enquires within 10 days at peak processing times (August to October), and 4 days off-peak

# **13. Joint SLC and HEP Service Agreement**

You can find the Joint SLC and HEP Service Agreement on the [HEP Services website](https://www.heinfo.slc.co.uk/our-services/joint-slc-and-hep-service-agreement/)

# **14. Annexes**

## **14.1 Annex A: Per-course amounts for higher education courses**

|  |  |
| --- | --- |
| **Course type** | **Per-course amount** |
| **Architecture course:** A first-degree course leading to a PG qualification accredited by the ARB. | 600 |
| **Bachelor’s Degree:** A first-degree course leading to the qualification “bachelor’s degree”, meaning an ordinary (non-honours) degree. This is a separate course type to the bachelor’s degree with Honours, and not a classification of an Honours degree. | 300 |
| **Bachelor’s Degree with Honours, where either:** the course contains at least 4,800 notional learning hours and has a full-time equivalent duration of at least 4 full-time years, excluding qualifying periods of foundation year, repeat study, sandwich placement, study abroad, Turing mobility or intercalated year; or b) the course has no full-time equivalent, but the course has a minimum of 480 credits attached to it, excluding credits assigned to qualifying periods of foundation year, repeat study, sandwich placement, study abroad, Turing mobility or intercalated year - with each credit equalling 10 notional learning hours, in compliance with expectations and guidelines set out by the relevant regulatory body. | 480 |
| **Bachelor’s Degree with Honours, where the course does not meet the criteria to have per-course amounts of 480, and either:** a) the course contains at least 4,200 notional learning hours and has a standard FTE duration of 3 FT years plus an additional period of learning comprising at least 15 weeks of taught study, excluding qualifying periods of foundation year, repeat study, sandwich placement, study abroad, Turing mobility or intercalated year; or b) the course has no FTE, but a minimum of 420 credits are attached to the course, excluding credits assigned to qualifying periods of foundation year, repeat study, sandwich placement, study abroad, Turing mobility or intercalated year – with each credit equalling 10 notional learning hours, in compliance with expectations and guidelines set out by the relevant regulatory body. | 420 |
| **Bachelor’s degree with Honours, where the course does not meet the criteria to have per-course amounts of 480 or 420.** | 360 |
| **Certificate of Higher Education** | 120 |
| **Diploma of Higher Education** | 240 |
| **First degree in Medicine, Surgery, Dentistry, Veterinary Medicine, Veterinary Surgery, or Veterinary Science, with a duration of 6 years FTE or more.** | 720 |
| **First degree in Medicine, Surgery, Dentistry, Veterinary Medicine, Veterinary Surgery, or Veterinary Science, with a duration of less than 6 years FTE:** | 600 |
| **Foundation Degree** | 240 |
| **Graduate Certificate** | 120 |
| **Graduate Diploma** | 120 |
| **Graduate Entry Medical, Dentistry and Veterinary Courses** | 480 |
| **Higher National Certificate (non-Ofqual regulated)** | 120 |
| **Higher National Diploma (non-Ofqual regulated)** | 240 |
| **Initial Teacher Education programme (one year):** A course leading to a level 4-7 qualification in teaching, and is not on the Ofqual register, and either contains at least 120 credits, or more than 900 notional learning hours (including time spent on integrated placements). | 120 |
| **Integrated master’s degree:** A first-degree course leading to the qualification “Master’s Degree”. | 480 |
| **PG Course in Architecture:** A PG course accredited by the ARB. | 240 |
| **PG Healthcare (2 years FTE):** Where the course does not meet the criteria to have per-course amounts of 360 or 300. | 240 |
| **PG Healthcare (2 years FT, plus additional short year):** Where the course does not meet the criteria to have a per-course amount of 360 credits, but either: a) the course has a standard FTE duration of 2 years FT plus an additional period of learning comprising at least 15 weeks of study containing more than 450 notional learning hours, or b) the course has no FTE, but a minimum of 300 credits are attached to the course – with each credit equalling 10 notional learning hours, in compliance with expectations and guidelines set out by the relevant regulatory body. | 300 |
| **PG Healthcare (3 years FTE), where either:** a) the course has a standard FTE duration of at least 3 full-time years, excluding qualifying periods of foundation year, repeat study, sandwich placement, study abroad, Turing mobility or intercalated year; or b) the course has no FTE , but a minimum of 360 credits are attached to the course – with each credit equalling 10 notional learning hours, in compliance with expectations and guidelines set out by the relevant regulatory body. | 360 |

## **14.2 Annex B: CMS Qualification List**

|  |  |  |
| --- | --- | --- |
| **Qualification** | **Code** | **Level** |
| Advanced Certificate | ADCERT | Level 4 |
| Certificate of Higher Education | CERT-HE | Level 4 |
| FE Level 4 Certificate | FEL4Cert | Level 4 |
| FE Level 4 Diploma | FEL4Dip | Level 4 |
| Higher National Certificate (HNC) | HNC | Level 4 |
| Level 4 Diploma | L4Dip | Level 4 |
| Advanced Diploma | Adv Dip | Level 5 |
| Certificate in Education | CertEd | Level 5 |
| Diploma of Higher Education | DIP-HE | Level 5 |
| Diploma of Higher Education | DIP-HE | Level 5 |
| FE Level 5 Certificate | FEL5Cert | Level 5 |
| FE Level 5 Diploma | FEL5Dip | Level 5 |
| Foundation Degree | FND-DEG | Level 5 |
| Higher National Diploma (HND) | HND | Level 5 |
| Bachelor Degree | B-DEGREE | Level 6 |
| Bachelor Degree with Honours | BDEG-HON | Level 6 |
| Bachelor Degree with Honours with QTS | BACHHQTS | Level 6 |
| Bachelor Degree with QTS | BDEG-QTS | Level 6 |
| Graduate Certificate | GRD-CERT | Level 6 |
| Graduate Diploma | GRAD-DIP | Level 6 |
| Professional Graduate Certificate in Education | ProfGCE | Level 6 |
| Undergraduate Diploma | UGDip | Level 6 |
| Integrated Masters Degree | INTMSTDG | Level 7 |
| Master of Architecture | MArch | Level 7 |
| Postgraduate Certificate in Education | PGCE | Level 7 |
| Postgraduate Healthcare | HLTHPGRD | Level 7 |
| Postgraduate ITT with QTS | PGITTQTS | Level 7 |
| Scottish Masters | SCOTMAST | Level 7 |

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