

The Lifelong Learning Entitlement (LLE)

CMS Training

Course Service Definition

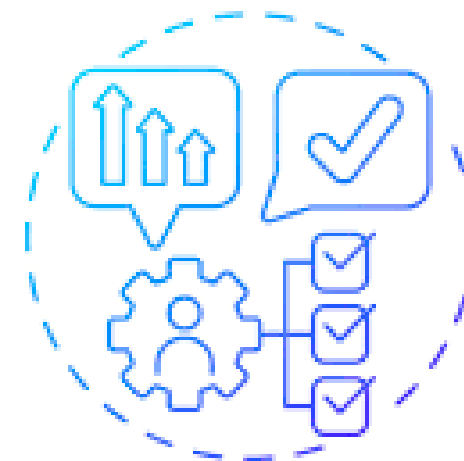


Context for the LLE Service Definition



HEP Responsibility Reminders

- ✓ Ensure the course details input into CMS are accurate and meet student support regulations
- ✓ SLC will run validation checks; anomalies must be corrected promptly
- ✓ Submit course information by required deadlines for each AY
- ✓ Accurate data ensures correct assessments and timely fee payments
- ✓ Ensure sufficient trained staff for CMS processes.
- ✓ User Administrator must manage access and removals
- ✓ Regularly review maintain contacts and have at least two selected



Responsibilities

Joint SLC and HEP Agreement

- Current service standards will remain in place however; they won't be as rigid in the first year of LLE.
- Early data from January 2027 LLE learners will help us identify the majority patterns, as well as outliers and pinch-points.
- Service standards will evolve over time as we gather more evidence and understand real-world delivery.
- From year two onward, we will move to more defined, evidence-based service standards that reflect how LLE works in practice.
- Existing service standards will continue to apply for all HESF learners



<https://www.heinfo.slc.co.uk/our-services/joint-slc-and-hep-service-agreement/>



LLE Core Course Definitions

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.

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.

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.

Course Year - Examples

A Course Year always runs for 12 months from the first day of the start of the month regardless of Academic Calendars

<u>Student</u>	<u>Course Start Date</u>	<u>Course Year</u>
Student 1	19 th September 2027	01/Sep/2027 – 31/Aug/2028
Student 2	23 rd January 2028	01/Jan/2028 – 31/Dec/2028
Student 3	14 th May 2028	01/May/2028 – 31/Apr/2028

LLE Core Course Field Definitions

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.

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.

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.

LLE Course Qualification Definitions

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)

Qualification Level

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

Qualification Credits

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



LLE Additional Fields

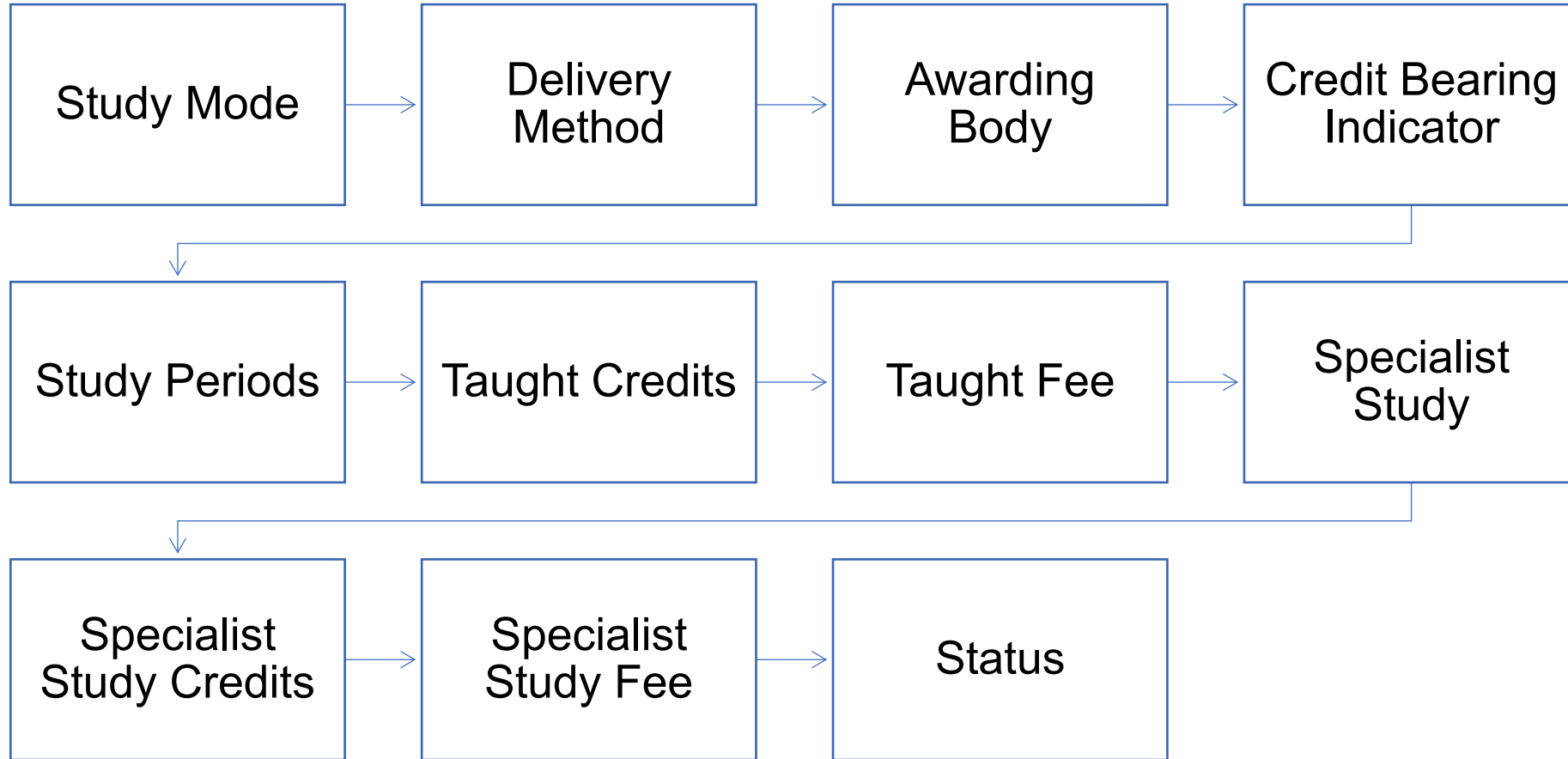
HECoS Codes

A HECoS Code 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.

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.

LLE Variant Course Definitions



LLE Variant Course Definitions

Study Mode

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

Study mode is used to incorporate those **non-credit bearing courses**. There are strict policy per year credit limits if you input the course is a part-time, full-time or accelerated non-credit bearing version.

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.

Therefore, it is necessary for you to advise SLC using the credit bearing indicator so we can assign credits.

Delivery Method & Study periods

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 only, on 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.

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.

Awarding Body Overview

Organisation responsible for designing, developing, and awarding the qualification.
May be the provider itself or an external validating organisation

Why It Matters

Students must be registered with the correct awarding body before attendance is confirmed in SIS

Details held by the provider and the awarding body must match to ensure the student is registered on the correct course and level

Why CMS Now Captures This Field

Supports stronger validation and data integrity

Confirms which organisation holds academic responsibility

Clarifies franchised and collaborative provision

Helps prevent incorrect registrations and misaligned course data

Benefits

Clear academic ownership

Improved compliance and reduced risk

Greater assurance where multiple organisations are involved

Credit Bearing Indicator



Some courses do not have assigned credits CMS applies default credits for these course years



Default credits ensure accurate fee-limit calculations Providers must indicate whether a course year is credit-bearing



Correct use of the indicator ensures accurate credit and fee allocation

Determining Course Credits

The new system of fee limits is dependent on the assignment of credits to designated courses either by:

A - the provider (credit-bearing/flexible) or

B - through the fee limit regulations (non-credit bearing/default)

There are two systems of assigning credit values to full qualifications:

Flexible – where the course/course year is “credit bearing” and has a specific credit value already assigned, then the provider must provide that information.

Default – where the course/course year is “non-credit bearing” and does not have an assigned credit value, the credit value for the course must be assigned a default credit value.

Where a course involves a mix of flexible and default study, then the year of the course that includes both credit bearing and non- credit bearing study activities will fall under the default system

Determining Course Credits



Flexible

Credit bearing

For Courses designated under the LLE Student Support Regulations their credit value has been set out in the Fee Limit Regulations and Providers use this value



Default Non-Credit bearing

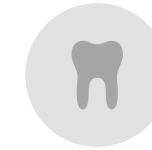
- In CMS these will be prepopulated, but are also adjustable
- A 'Credits per Year' amount will apply based on length of study

Non-Credit Bearing Courses – Default Credits study

- The courses listed opposite will always use default credits in their fee limit calculation
- Other examples includes placements where the provider does not assign academic credits.
- A course is considered as non-credit-bearing if either:
 - The year contains study for which the provider is charging the student for, but has not allocated credits to
 - The allocated credits do not represent 10 learning hours per credit



First or graduate-entry degree in medicine



First or graduate-entry degree in dentistry



First degree in nursing



First or graduate-entry degree in veterinary science



Pre-registration healthcare courses (undergraduate or postgraduate)



One year full-time-equivalent teacher training courses (such as PGCEs and Pr ofGCEs)

Checking the Per Course Amount

The 'Per Course amount' is a cap on the number of credits in each type of course.

DfE have published a list of 'Per Course Amounts' to ensure consistency between courses that may be on different designated course lists.

These are listed in **Annex A of the Service Definition Document**

Where a course is specifically designated, the instruction letter confirming the specific designation will include the per-course amount

Providers may offer additional credits beyond the cap but these will not be eligible for LLE funding



Credits Per Year Amount - Non credit bearing years

The per-year amount for non-credit-bearing course years is as follows:

For a year that contains **at least 15 weeks of study:**

- full-time (containing more than 900 hours of notional learning): 120 credits
- part-time: 90 credits
- accelerated: 180 credits

For a year that contains **less than 15 weeks of study:**

- full-time (containing more than 450 hours of notional learning): 60 credits
- part-time: 45 credits

Courses can contain a mix of part-time and full-time course years. They can also contain a mix of credit-bearing and non-credit-bearing course years.



Credits for Repeat Study

Repeat Study relates to a period of learning, related to any activity within a course, that the provider requires the student to undertake in order to progress within the course

There is no maximum credit amount and providers can charge additional credits on top of the per-course amount for repeat study



Taught Credits and Taught Fees



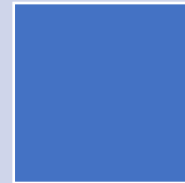
Taught Credits represent ordinary learning at your institution as part of a course, which includes lectures, seminars, independent study and assessments.



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



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.



If the maximum cost per credit for your provider category is calculated as **£9,790 ÷ 120**, and the course year includes **60 taught credits**, the highest taught fee you can enter is **£4,895**.

Specialist Study Components

Specialist Study

- Specialist Study are 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.

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 maximum 120 credits for each separate period type undertaken.

Specialist Study Fee

- Specialist study fee is based on the number of specialist study credits entered. Each specialist study type has its own per-credit rate. For example, if the maximum cost per credit is **£1,200 ÷ 120**, and the course year includes **60 specialist study credits**, the fee cannot be higher than **£600**.

Determining Cost per Credit – Foundation Years

The lower Fee limit ‘classroom-based’ Policy for Foundation Years introduced in AY24/25 is carried forward into LLE

This Policy is adapted to account for the cost per-credit

This also applies to England-domiciled home fee students wishing to study a foundation year in classroom-based subjects at providers in Wales, Scotland and Northern Ireland.

These students will also receive a reduced fee loan rate, even if the rate of fee loan they receive is lower than that charged by the provider for the foundation year.

The rates for both lower-fee limit and higher-fee limit foundation years will still be differentiated based on the provider’s TEF and APP status.

Provider status	Higher fee foundation year study	Lower fee foundation year study
Higher amount (APP & TEF rating)	£9,790/120	£5,760/120
Sub-level (higher) amount (APP only)	£9,525/120	£5,605/120
Basic amount (TEF rating only)	£6,525/120	£3,835/120
Sub-level (basic) amount (No TEF rating or APP)	£6,350/120	£3,735/120

Determining Cost per Credit – Non-Taught Study

Provider status	Sandwich placement per credit limit	Study abroad per credit limit	Turing mobility per credit limit
Higher amount (APP & TEF rating)	£1,955/120	£1,465/120	£1,465/120
Sub-level (higher) amount (APP only)	£1,905/120	£1,425/120	£1,425/120
Basic amount (TEF rating only)	£1,305/120	£975/120	£975/120
Sub-level (basic) amount (No TEF rating or APP)	£1,270/120	£950/120	£950/120

- There are different credit values for periods of:
- Sandwich Placements
- Study Abroad
- Turing Mobility
- These are also dependent on APP and TEF rating

LLE Variant Course Definitions

Course 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.



Special Periods and Specialist Years

- LLE introduces the concept of “special periods” as well as special years.
- Special periods will allow for providers to charge up to an additional **120 credits** and will be capped at different per-credit rates from normal taught study.



- This is in addition to the per-course amount
- Where there are multiple specialist periods associated with the same type of activity (e.g. study abroad) within a course, a provider cannot charge for more than an additional 120 credits in respect of that particular type of activity across the duration of a course.

Specialist Years: Intercalated & NHS Bursary

An Intercalated Year and NHS Bursary Year

The Policy regarding an **intercalated year** where an additional year of study is undertaken part way through a course in medicine, dentistry or veterinary science remains unchanged.

An intercalated year cannot be undertaken as a period shorter than a year, and where a course contains an intercalated year, a provider may charge up to an additional 120 credits above the course's standard per-course amount.

The definition of an **NHS bursary year** remains unchanged and continues not to apply in the context of fee limits, as credits undertaken in a bursary year are considered taught credits.

In Scotland this applies to the Scottish Healthcare Allowance

Intercalated

Course Entry Changes Across 'Old' and 'New' CMS

Dual Course Management Systems

Two CMS dashboards exist: the 'old' for existing HESF model and the 'new' for LLE-funded learners.

Data Entry and Rollover Methods

Old CMS uses rollover for continuing courses; new CMS requires full entry for new 2027 courses.

Funding Eligibility and Segmentation

System manages eligibility automatically; providers must ensure parallel course versions for funding models.

Accessing CMS

All access through HE Gateway

Access to both version of CMS will be through the existing HE Gateway

CMS User Administrator

Your institution's CMS User Administrator is responsible for setting up, updating and removing user access rights for all users within their organisation.

User Administration

- 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

Entering Courses for Returning and New Non-English Domiciled Students

Returning Student Course Management

Returning English students continue using the old CMS with courses rolled forward and no English Domiciled student allowed on legacy courses

RUK Student Course Process

Welsh, Scottish, and Northern Irish students will continue to use the old CMS – this applies for both new and returning students

No Course Splits Required

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.

No Course Splits Required

Course Upload differences apply regardless of the location of the Provider – Welsh, Scottish and Northern Irish providers offering courses to English-Domiciled students will be required to follow the new process

Entering Courses for New and Returning Students

New English Student Entries

New English students from 2027 require fresh course entries in the new CMS without data rollover.

No Course Rollover

There will be no rollover of course data from the “Old” CMS to the “New” CMS. This means all course information will need to be entered individually.

Modular Course Upload

Modules for new English students will also have to be uploaded individually. We won't ask for any additional information compared to full course uploads, but we will ask you to select a parent course from a list of your uploaded full courses.

Resource Planning and Version Requirements for Providers

Managing Multiple Course Versions

Providers must handle multiple course versions across old and new CMS platforms to support different student groups and modular offerings.

Workload and Staff Planning

Institutions should evaluate staff capacity and plan workflows to manage increased administrative workload during the transition.

Compliance and Timely Submission

Clear workflows and coordination ensure timely course submissions and maintain funding accuracy aligned with LLE rules.



Upload Requirements

Course Offering Staying The Same

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

Course Offering Staying The Same – Plus Modules

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

New OfS Registered Provider

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

Provider Type Summary and Version Breakdown

PROVIDER TYPE	RETURNERS OR NEW REST OF THE UK STUDENTS (UK)	NEW ENGLISH STUDENTS	MODULE COURSES FOR ENGLISH STUDENTS	VERSIONS REQUIRED
Existing OfS providers running modular courses	Yes	Yes	Yes	3
Existing OfS providers not running modular courses	Yes	Yes	No	2
New OfS providers with modular courses	No	Yes	Yes	2
New OfS providers not running modular courses	No	Yes	No	1
rUK providers with English students	Yes	Yes	N/A	2
rUK providers with no English students	Yes	No	N/A	1

Questions or Comments

