

Office for
Students



Guide to funding 2024-25

How the Office for Students allocates money to higher education providers

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Enquiries to recurrentgrant@officeforstudents.org.uk

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Introduction

1. This guide is to help those working or studying in higher education, and anyone else wishing to understand how the Office for Students (OfS) will manage the funding the OfS is responsible for distributing to higher education providers for 2024-25. It explains how we calculate the amount of funding each higher education provider is allocated, the principles that underpin those calculations, and the components of a provider's grant.
2. For more detail on the funding methods, including the technical definitions and specifications used in the process to allocate funding, please see the funding section of the OfS website.¹
3. It is our practice to be open about our allocation methods and policies, and this guide is intended to explain them. It is divided into three main sections.

Section 1: The OfS's funding powers and our budget for 2024-25

Gives a summary of finance arrangements for higher education in England, explains how our funding is part of our regulatory role and shows the OfS budgets for 2024-25.

Section 2: OfS funding methods

Gives detail about our funding methods and the principles behind them.

Section 3: Terms and conditions of funding

Gives detail about the requirements that providers must abide by to receive funding from the OfS.

¹ See www.officeforstudents.org.uk/for-providers/finance-and-funding/.

Section 1: The OfS's funding powers and our budget for 2024-25

Finance for higher education courses

4. Finance for higher education courses is provided through a variety of sources, the two main ones being:
 - a. Course fees paid by students and others. For most UK students, government loans, provided through the Student Loans Company (SLC), are available to help meet the upfront cost of course fees and living costs. Students who are not eligible for 'home fee status' cannot access these loans.² The loans are repayable only once a former student is earning above a certain threshold and (for those studying in 2024-25) are written off after 30 or 40 years.³ The OfS does not determine the details of the student loan system: this is a matter for government.
 - b. Government grants to providers from the OfS and other public bodies, such as the Education and Skills Funding Agency (ESFA) and the Department of Health and Social Care. The role of other organisations in funding certain types of higher education is discussed further in paragraph 32.
5. State finance for higher education therefore comes through its underwriting of student loans as well as grants to providers and some grants or bursaries for certain categories of student. State investment recognises that 'education would be underprovided if left entirely to private markets; whilst a well-educated population increases the general welfare of the rest of society, this would not be taken into account by individuals when making consumption decisions.'⁴

The role of the OfS

6. The OfS is the independent regulator of higher education in England. We were established by the Higher Education and Research Act 2017 (HERA), which sets out our functions and the general duties which guide us in undertaking those functions.⁵ We regulate the higher education market in the interests of students, who are investing in their education as something of lasting value throughout their lives. Our objectives are that all students, from all backgrounds, and with the ability and desire to undertake higher education:
 - a. Are supported to access, succeed in, and progress from, higher education.

² See 'Eligibility rules for home fee status and student finance from the 2022 to 2023 academic year onwards', available at www.gov.uk/government/publications/student-finance-eligibility-2021-to-2022-academic-year.

³ For students starting courses from September 2023, student loans will be written off after 40 years. See: www.gov.uk/repaying-your-student-loan. For students continuing courses that they started before September 2023, student loans will be written off after 30 years.

⁴ 'Government in markets', Office for Fair Trading, 2009, available at www.gov.uk/government/publications/government-in-markets.

⁵ See www.legislation.gov.uk/ukpga/2017/29/contents/enacted. Our general duties are set out in Section 2.

- b. Receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.
 - c. Are able to progress into employment or further study, and their qualifications hold their value over time.
 - d. Receive value for money.
7. We also allocate state funding, which may be provided to secure a graduate workforce that will strengthen the health of the economy, society and individuals. For providers, registration with us⁶ secures access to finance through the student loans system and, for those in the Approved (fee cap) category, access to grants from the OfS and Research England (subject to other eligibility criteria that each organisation may determine for different elements of funding). Registration with us is also required for providers wishing to recruit international students or to apply for degree awarding powers or university status.⁷
8. We have a variety of mechanisms available to us through which we regulate higher education. Funding is one of the regulatory tools that enable us to deliver our priorities and ensure the availability of high quality, cost-effective higher education across the country. The OfS does not directly fund students. We fund the activities and facilities of eligible higher education providers – that is, those with Approved (fee cap) status on the OfS Register of Higher Education Providers – to secure the best outcomes for students, supporting our strategic objectives and regulatory framework⁸ as well as our general duties set out in HERA (see paragraph 20). Our funding is subject to terms and conditions which supplement the conditions of registration for those in the Approved (fee cap) category. See Section 3 (Terms and conditions of funding) of this document for more information.

The OfS's budget

9. Each year, the Secretary of State for Education writes to the OfS to detail our budget for the forthcoming financial year from the strategic priorities grant. The statutory guidance letter received on 4 April 2024⁹ set out a budget of £1,456 million of recurrent grant for the financial year 2024-25. In addition, the guidance letter provides government's views on the appropriate allocation of the funding, views we are required by our founding legislation to have regard to. It also imposes additional terms and conditions of funding under section 74(1) of

In 2024-25 the OfS is directly funding over 340 higher education providers.

⁶ Providers may apply to register with the OfS in one of two categories, each category enabling providers to do different things. All registered providers are regulated by the OfS and must meet regulatory requirements as a condition of their registration. The two registration categories are Approved and Approved (fee cap) – see www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/.

⁷ See www.officeforstudents.org.uk/for-providers/registering-with-the-ofs/registration-with-the-ofs-a-guide/benefits-of-registration/.

⁸ See www.officeforstudents.org.uk/for-providers/regulatory-resources/the-regulatory-framework-for-higher-education-in-england/.

⁹ See 'Guidance to the Office for Students from the Secretary of State for Education on the allocation of Strategic Priorities Grant funding for the 2024-25 Financial Year and associated terms and conditions' available from www.officeforstudents.org.uk/for-providers/regulatory-resources/guidance-from-government/.

HERA. These terms and conditions place limits on how we can use the funding provided for the 2024-25 financial year and are described in annex 2 of the letter.

10. Capital funding of £450 million to be allocated across the financial years 2022-23 to 2024-25 was previously announced in the statutory guidance letter received on 31 March 2022.¹⁰
11. We are responsible for allocating grants to providers that are eligible for our public funds. While we retain the funding responsibility for a wide range of activities, higher education finance arrangements and budget limitations mean that only a subset of what is potentially fundable attracts our grants. Our recurrent grants primarily provide funding only in relation to priorities where costs exceed the level that course fees could generally be expected to cover.

Capital grant

12. Capital funding is provided by the government as a budget separate from our main recurrent grant. We provide capital funding allocations to providers to support sustainable investment in higher education learning and teaching facilities and equipment, and thus to enhance the learning experience of their students.
13. Our capital funding allocations for 2024-25 form part of a £450 million capital funding budget that covers the financial years 2022-23 to 2024-25. From this total we are distributing to providers:
 - £399 million across the three-year period reflecting the outcomes of a bidding competition that ran in 2022¹¹
 - three formula allocations, totalling £33 million – the third and final allocation was announced in April 2024.¹²

The remaining £18 million has been used to support capital expenditure by Jisc across the three-year period, relating to the services it provides for the sector.

Further details of our capital allocation methods are given in Section 2C of this document.

Recurrent grant

14. The recurrent budget element makes up the large majority of the funding available to us. This is used to support providers' ongoing teaching and related activities, and the largest part of it is allocated to providers through formula-based grants. Within the total grant provided by government, £48 million is administered by UK Research and Innovation (UKRI) through Research England for knowledge exchange, which is allocated as part of Higher Education Innovation Funding

Knowledge exchange funding: bringing together academic staff, users of research and communities to exchange ideas, evidence and expertise.

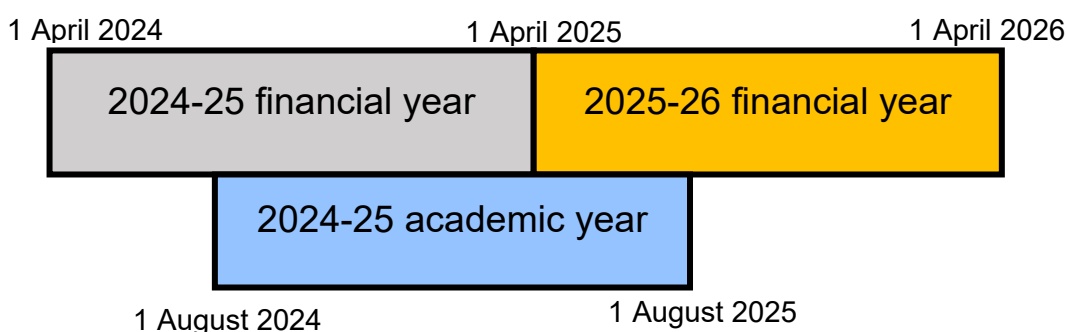
¹⁰ See 'Guidance to the OfS on the higher education strategic priorities grant for the 2022-23 financial year' available from www.officeforstudents.org.uk/for-providers/regulatory-resources/guidance-from-government/.

¹¹ See 'Capital funding for financial years 2022-23 to 2024-25' (OfS 2022.70) at www.officeforstudents.org.uk/publications/capital-funding-for-financial-years-2022-23-to-2024-25/.

¹² See 'Formula capital funding - 2024 allocations' (OfS 2024.13) at www.officeforstudents.org.uk/publications/formula-capital-funding-2024-allocations/.

(HEIF).¹³ HEIF is a formula-based allocation that supports and develops a broad range of knowledge-based interactions between higher education and the wider world, which result in benefits to the economy and society. We agree the allocation method and monitoring arrangements for this OfS element with Research England.

15. Although our budget is provided by the government on a financial year basis, we distribute the bulk of our funding to providers on an academic year basis. This reflects both the revenue and cost base of providers, and thus aligns with their budgeting and planning processes.
16. The 2024-25 academic year overlaps two financial years: the last eight months of the 2024-25 financial year and the first four months of the 2025-26 financial year.



This means that, to determine the total amount of funding available to us for the 2024-25 academic year, we need to take a portion from each financial year’s budget. This results in a recurrent funding budget of **£1,426 million** for this academic year, as shown in Table 1.

Table 1: Breakdown of OfS non-capital funding for academic year 2024-25

Element of grant	Amount (£ million)
Recurrent funding for providers	1,402
Funding for national facilities and regulatory initiatives	24
Total	1,426

17. Most of this funding (£1,402 million) is distributed to providers as formula-based recurrent funding. Further details on how this is done can be found in Section 2B.
18. The remaining £24 million is used to provide funding for national facilities and regulatory initiatives. This supports facilities such as Jisc and OfS Challenge Competitions.¹⁴ Further details on how this is distributed can be found in Section 2C of this document.

¹³ See <https://www.ukri.org/what-we-do/browse-our-areas-of-investment-and-support/higher-education-innovation-fund/>.

¹⁴ Information about Jisc is available at www.jisc.ac.uk. Information about OfS Challenge Competitions is available from www.officeforstudents.org.uk/for-providers/finance-and-funding/funding-competitions/about-ofs-challenge-competitions/.

Funding and the OfS's legal duties

OfS funding powers under HERA

19. Sections 39 and 40 of HERA, set out the OfS's powers to provide financial support to providers. Section 41 sets out our powers to apply terms and conditions for the funding we issue to providers.
20. Section 2 of HERA sets out the OfS's 'general duties'. These are as follows, with comment (shown in boxes) on how our funding approach reflects each duty. The general duties require the OfS, in performing its functions, to have regard to:
 - a. 'The need to protect the institutional autonomy of English higher education providers.'

The budgeting and approach to the distribution of grant does not in itself affect the autonomy of providers. Financial incentives (whether through OfS grants, course fees or other sources) will be among the influences on providers' strategies, but how they respond to those incentives is a matter for providers themselves.

- b. 'The need to promote quality, and greater choice and opportunities for students, in the provision of higher education by English higher education providers.'

OfS funding recognises that there are costs for providers beyond those that we might expect to be met by income from course fees from students. It therefore helps to maintain the sustainability of provision which might otherwise be threatened, and hence promote choice and opportunities for students. It promotes quality by enhancing the resources available to providers for the courses they offer.

- c. 'The need to encourage competition between English higher education providers in connection with the provision of higher education where that competition is in the interests of students and employers, while also having regard to the benefits for students and employers resulting from collaboration between such providers.'

Recurrent grants are largely allocated by formula from a fixed budget; in effect all providers compete for a share of that budget through their ability to recruit and retain students. Some formula-based allocations support collaborations between providers, such as student mobility or exchange programmes and joint medical schools. Specific allocations, particularly the capital bidding exercise, are made through competitive processes, which more directly encourage competition. Other competitive allocations, such as Uni Connect and our Challenge Competitions, will often support collaborative activity that will have wider national or regional benefits.

- d. 'The need to promote value for money in the provision of higher education by English higher education providers.'

Grants are targeted where they are most needed, reflecting the costs to providers and prioritisation of particular activities. There is an output-based element to funding, as the volume measure for formula-based allocations includes factors so that we reflect the number of students that complete their year of study.

There is continuing pressure on the income available to providers, with regulated course fee limits continuing to be frozen for academic year 2024-25.¹⁵

- e. 'The need to promote equality of opportunity in connection with access to and participation in higher education provided by English higher education providers.'

For academic year 2024-25, we are providing £301 million (21 per cent of the total recurrent grant of £1,402 million) to support access and participation measures. These include student premiums to address areas of risk and disadvantage (including for disabled students) and Uni Connect. Challenge Competitions may also promote equal opportunity in higher education, depending on their focus.

In 'Terms and conditions of funding for 2024-25',¹⁶ we note that student premiums are:

'earmarked to contribute towards the aims and objectives set out in providers' approved access and participation plans for 2024-25 or (for those without such plans) access and participation statements; providers must therefore use student premium grants solely for these purposes.'

The OfS is not overly directive in how providers must use their student premium allocations. Reflecting the first of our general duties, we allow providers to identify the best use of these funds to reflect their own provision and concerns, as set out in their access and participation plans (or statements), and we monitor their use of these funds against those expectations. This allows the funding provided to support access and participation efforts that address the most significant challenge in each area, promoting equality in an efficient and responsive way.

- f. 'The need to use the OfS's resources in an efficient, effective and economic way.'

Grants are targeted where they are most needed to reflect the OfS's objectives and priorities and additional costs to providers.

The adoption of formula funding methods is highly efficient in terms of the OfS's own administrative costs. It allows for the distribution of the large majority of our recurrent

¹⁵ See <https://questions-statements.parliament.uk/written-statements/detail/2024-01-25/hcws209>.

¹⁶ See www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-2024-25/ (OfS 2024.36).

funding through a process that involves a relatively small staffing requirement. This allows OfS resources to be focused on areas that carry greater regulatory interest or risk.

Bidding competitions (which involve a larger investment of staff and attention both by the OfS and by providers) are reserved for more significant policy concerns.

- g. 'So far as relevant, the principles of best regulatory practice, including the principles that regulatory activities should be:
 - i. Transparent, accountable, proportionate and consistent.
 - ii. Targeted only at cases in which action is needed.'

The use of formula-based methods ensures we are fair, transparent and efficient in how we distribute funding. We publish details of our funding methods and how we use provider data to inform our allocations. Providers are able to use this data to model the impact of any changes to their provision on future funding.

When considering any significant changes to the funding method, we will consult with the sector. All stakeholders (providers, but also students, government and the wider public) have a legitimate expectation that we will not make changes to our funding methods without due notice, without the chance to provide input, and without the OfS having considered how such changes would affect the broad range of our duties.

Grants are subject to terms and conditions, which complement the conditions of registration with which funded providers must comply. Regulatory activity is targeted at areas of non-compliance or pursued through sample-based audit.

Funding and the public sector equality duty

21. The OfS is also subject to the public sector equality duty, which is set out in Part 11 of the Equality Act 2010.¹⁷ This requires us, in the exercise of our functions, to have due regard to the need to:
- a. Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Act.
 - b. Advance equality of opportunity between persons who share a relevant protected characteristic¹⁸ and persons who do not share it.
 - c. Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

¹⁷ See <https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1>.

¹⁸ These protected characteristics are: age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

22. The majority of OfS allocations do not specifically take into account protected characteristics when they are calculated, though the work they do supports provider efforts to promote equality (see paragraph 20.e). The exceptions to this come with the full-time student premium and the disabled students' premium; how these premiums are calculated are discussed in paragraphs 81 to 85. These two elements are well established as key parts of our recurrent funding to support widening participation and to promote equality of opportunity.
23. When the OfS consults on changes to the funding method, a key part of any consultation involves considering the effect of proposals on students with protected characteristics. This allows due regard to be given to the public sector equality duty, when looking at our funding methods as a whole.

Funding and the regulatory framework

24. In allocating funding, we have regard to several sections of the regulatory framework.¹⁹ Funding, as a regulatory tool, relates to our four primary regulatory objectives:

“All students, from all backgrounds, and with the ability and desire to undertake higher education:

1. Are supported to access, succeed in, and progress from, higher education.
2. Receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure.
3. Are able to progress into employment or further study, and their qualifications hold their value over time.
4. Receive value for money.”

These objectives reflect the general duties of the OfS, as noted in paragraph 20, and the points made there on how funding addresses these priorities also relate to our primary regulatory objectives.

25. The regulatory framework provides further guidance on the eligibility of providers to receive OfS funding, through registration in the Approved (fee cap) category. The ongoing conditions of registration also note several further considerations relating to funding, particularly for the ‘B’ conditions (relating to academic experience) and condition G2 (relating to our ability to impose terms and conditions of funding).

Providers eligible for OfS grants for 2024-25

26. Under section 39(1) of HERA, we can fund higher education and related facilities and activities at eligible providers. This means we provide funding to providers that are registered with us in the Approved (fee cap) category on the OfS Register and that meet any specific eligibility criteria for particular grants.

¹⁹ See www.officeforstudents.org.uk/for-providers/regulatory-resources/the-regulatory-framework-for-higher-education-in-england/.

27. Recurrent funding is allocated on an academic year basis (1 August to 31 July). We announced initial recurrent grant allocations to providers for the 2024-25 academic year on 26 July 2024.²⁰
28. Capital grant allocations are made on a financial year basis (1 April to 31 March). We are distributing £450 million of capital funding across the financial years 2022-23 to 2024-25.
- A bidding competition was used to distribute £399 million across the three-year period.
 - We are allocating £33 million in formula funding across this period, in three instalments. The final instalment was announced in 'Formula capital funding – 2024 allocations'.²¹
 - The remaining £18 million has been used to support other commitments, primarily to provide capital funding to Jisc.
29. We update allocations periodically during the year. This might be to include funding that was not finalised in time for the initial allocations or to reflect, for example, changes to providers' data or their status on the OfS Register. Providers that join the Register in the Approved (fee cap) category later in the year, but before the end of 2024-25, will also receive funding allocations, subject to their meeting all eligibility criteria that apply to our grants and our having enough funding available. Providers must be registered by:
- 31 March 2025** to be eligible for 2024-25 formula capital grants
 - 31 July 2025** to be eligible for 2024-25 recurrent grants.
- We will not reduce the initial allocations already announced to providers to extend funding to providers that join the OfS Register later in the year.
30. Where providers join the Register in the Approved (fee cap) category before one of the dates noted in paragraph 29, we will provide formula funding allocations that will be reduced to reflect the number of days left in the year (academic for recurrent, financial for capital).
31. Providers in the Approved (fee cap) category will receive a formula capital grant for the financial year 2024-25 only if their allocation (after any reduction to reflect the date on which they joined the Register) is not less than the minimum threshold of £10,000.

Other sources of funding available to providers

32. Although the OfS has wide funding powers, several other public bodies have responsibilities to fund certain aspects of higher education, as follows:
- Loans for course fees.** Publicly funded loans to students to meet the costs of course fees, as well as loans and some grants to support living costs, are administered by the SLC, which is government-funded and non-profit-making. Student loans are repayable

²⁰ See www.officeforstudents.org.uk/publications/recurrent-funding-for-2024-25/.

²¹ See www.officeforstudents.org.uk/publications/formula-capital-funding-2024-allocations/.

only once the student's income is above a certain threshold. Paragraph 33 provides further information about course fees for students.

- b. **Research.** UKRI, which incorporates the Research Councils, Innovate UK and Research England, is responsible for distributing public funds for research. UKRI provides formula-based research funding to support underpinning research capacity, the maintenance of research infrastructure in providers and funding for specific research projects, as well as for postgraduate research students.
- c. **Teacher education and training.** The Department for Education is responsible for supporting education and training courses aimed at school teachers, including initial teacher training courses leading to qualified teacher status or early years practitioner status, and in-service education and training courses for those who hold such status. The OfS has responsibility for teacher education and training provision outside the schools sector, although finance is largely provided through students' course fees.
- d. **Healthcare education and research.** Government funding for health education leading to professional registration to practise is organised in co-operation with the OfS and NHS England. OfS and UKRI funds underpin teaching and research respectively in higher education providers, while NHS England funds support the clinical facilities that are needed to carry out teaching and research in hospitals and other parts of the health service. The Department of Health and Social Care also provides maintenance grants for students on courses leading to qualification to practise in certain nursing, midwifery and allied health professions,²² as well as some bursaries and further learning support, all of which are additional to the support that may be available through the SLC.
- e. **Courses leading to higher education qualifications regulated by the Office of Qualifications and Examinations Regulation (Ofqual).** The ESFA has the responsibility for funding courses leading to certain higher education qualifications which are typically vocational in nature. These are qualifications on the Register of Regulated Qualifications²³ maintained by Ofqual, which does not include most awards made by providers with degree awarding powers. These courses may be supported through an Advanced Learner Loan.²⁴ A small number of courses leading to qualifications on the Register of Regulated Qualifications are, however, supported through the main higher education finance system of student fees (supported by SLC loans) and OfS grants: these include Higher National Certificates and Diplomas and the Diploma in Education and Training.
- f. **Apprenticeships.** Finance for the delivery of apprenticeships is provided through the ESFA, with contributions to costs made by employers. This supports the delivery of apprenticeships for the individuals studying in the year in which funding is provided, and is analogous to the finance that, for other types of higher education provision, would be provided through course fees or SLC student support. The OfS counts students on recognised higher education courses undertaken as part of an apprenticeship towards its

²² See <https://www.nhsbsa.nhs.uk/nhs-learning-support-fund-lsf>.

²³ See <https://register.ofqual.gov.uk/>.

²⁴ See <https://www.gov.uk/advanced-learner-loan>.

allocations of grants for teaching, where eligibility criteria are met. This provides support for high-cost activities, in the same way as for other higher education teaching.

- g. **Knowledge exchange and innovation.** This is funded from a variety of sources:
- i. Research England provides formula funding through HEIF (which includes a contribution from the OfS).
 - ii. UKRI supports a range of schemes for knowledge exchange to further the impact of its funded research. Innovate UK, which is part of UKRI, is the UK's main funder of business innovation.
 - iii. Higher education providers play a significant role in local growth partnerships and can receive funding to support their knowledge exchange and skills activities.
 - iv. Funding from the beneficiaries of knowledge exchange in the economy and society provides a significant source of support to many providers.

Course fees

33. Course fees (sometimes referred to as 'tuition fees') for most students at providers registered in the Approved (fee cap) category are subject to regulation, with limits on what those providers may charge.²⁵ This applies to most UK students and others with home fee status, who are on an undergraduate course or a postgraduate teacher training course. Where fees are regulated, it is a condition of registration that the provider must not charge course fees that exceed the limit. The limit depends on:

- a. What type of year of study the student is undertaking
- b. Whether the provider has an access and participation plan (APP) in force with the OfS, enabling it to charge fees at the 'higher amount'²⁶
- c. Whether the provider holds a TEF award.²⁷

Table 2 shows the limits that apply for the 2024-25 academic year.

Access and participation plan: sets out how a provider will improve equality of opportunity for underrepresented groups to access, succeed in and progress from higher education. Required for providers in the Approved (fee cap) category that wish to charge fees up to the higher fee amount – see Table 2.

Teaching Excellence Framework (TEF): a national exercise in England, to assess excellence in teaching at universities and colleges, and how well they ensure excellent outcomes for their students in terms of graduate-level employment or further study.

²⁵ See www.officeforstudents.org.uk/for-providers/equality-of-opportunity/access-and-participation-plans/fee-limits/.

²⁶ See www.officeforstudents.org.uk/for-providers/equality-of-opportunity/access-and-participation-plans/.

²⁷ See www.officeforstudents.org.uk/for-providers/the-tef/.

Table 2: Regulated course fee limits for 2024-25 for undergraduates starting courses from 1 September 2012

Type of year of study	Providers with a TEF award – higher amount	Providers without a TEF award – higher amount	Providers with a TEF award – basic amount	Providers without a TEF award – basic amount
Ordinary full-time year	£9,250	£9,000	£6,165	£6,000
Sandwich year out	£1,850	£1,800	£1,230	£1,200
Study year abroad	£1,385	£1,350	£920	£900
Final year of full-time course of less than 15 weeks	£4,625	£4,500	£3,080	£3,000
Accelerated full-time course starting on or after 1 August 2019 – full year	£11,100	£10,800	£7,400	£7,200
Accelerated full-time course starting on or after 1 August 2019 – sandwich year out	£2,220	£2,160	£1,475	£1,440
Accelerated full-time course starting on or after 1 August 2019 – study year abroad	£1,660	£1,620	£1,105	£1,080
Part-time course	£6,935	£6,750	£4,625	£4,500

34. Fees for most postgraduate students at providers registered in the Approved (fee cap) category are not regulated.
35. Providers registered in the Approved category are not subject to regulated course fee limits (although there are limits on the amount of the loan towards course fees that the student can access through the SLC).

Section 2: The OfS's funding methods

2A: Overview of the OfS's funding approach and objectives

36. We want to make the best use of taxpayers' money, prioritise funding to get the best value, provide appropriate support of government policy aims and ensure that providers are accountable for the money they get, without creating an excessive regulatory burden on them.
37. Our funding helps to ensure the availability of high quality, cost-effective higher education across the country. We promote quality of provision, and greater choice and opportunities for students, by investing in:
 - high-cost subjects at undergraduate and postgraduate levels, including medicine, science, engineering and agriculture, and other strategically important subjects
 - world-leading specialist providers
 - part-time provision and other flexible modes of delivery.
38. We want students from disadvantaged backgrounds, underrepresented groups and those with disabilities not only to access higher education, but also to achieve successful outcomes, including progression to postgraduate study. We allocate around a fifth of our funding to support the students who we identify as needing the most support to participate and succeed in higher education. This complements the commitments providers themselves make and the outcomes they agree with us as part of their access and participation plans.
39. Our funding supports competition between higher education providers by recognising their success in recruiting and retaining students. We also support collaborations, where these bring benefits for students and employers.
40. We will continue to review our funding method for future years, so that it further supports our duties and regulatory objectives, and will consult with the sector on any further developments.
41. The development of our funding method needs to reflect the balance of funding responsibilities between ourselves and other public bodies, as well as the overall funding available to us and its relationship with student finance.

Terms and conditions

42. While some recurrent funding is earmarked for particular purposes, providers are autonomous bodies that set their own strategic priorities and have some flexibility, within our broad guidelines, in how they use the funding that we provide: they are not expected to model their internal allocations on our calculations. This allows providers to target spending towards their own priorities, provided these relate to the teaching activities that the OfS is empowered to fund. The grant allows providers to be autonomous and does not impose the burden of accounting in detail for expenditure. However, we attach certain terms and conditions to our funding, which providers must meet (see Section 3: Terms and conditions of funding).
43. Providers are accountable to the OfS, and ultimately to Parliament, for the way they use these funds. As independent bodies, they also receive money from many other public (see

paragraph 32) and private sources, and the OfS's terms and conditions cannot apply to these other funds.

Funding methods: formula-based allocations

44. Recurrent grants to providers are almost entirely allocated by formula, which means that each provider receives a proportion of funding based on the measures outlined in this document. This ensures that the method for distributing grants to providers is fair, transparent and efficient.
45. In general, our funding formulas:
 - a. Use student numbers as a measure of volume. Further information about how we count students is provided in paragraphs 46 to 53.
 - b. Reflect the cost differences of different activities and the contribution towards those costs that we expect to be met from course fees. Periodically, we review data on subject costs reported by providers, and may also commission separate costing studies of particular aspects of provision.
 - c. Reflect policy priorities, including those given by the government in its strategic guidance letters.

Data sources

46. We use two types of data returns to inform our grant allocations: aggregate and individualised student data.
47. Providers submitted a return directly to the OfS²⁸ that recorded aggregate information on numbers of students in 2023-24 or forecast numbers for 2024-25. This was submitted in November or December 2023 by most providers.
 - a. Providers that in 2023-24 had registered students on higher education courses recognised for OfS funding purposes completed the **Higher Education Students Early Statistics 2023-24 (HESES23) survey**.²⁹
 - b. Providers that in 2024-25 will offer courses recognised for OfS funding purposes, but did not have registered students on them in 2023-24, completed the **Higher Education Students Forecast 2024-25 (HESF24) survey**.³⁰
48. Using in-year data from HESES ensures that our funding decisions are based on the most up-to-date information available. However, because HESES23 data was provided before the end of the 2023-24 academic year, it necessarily includes elements of forecasting relating to students' activity up until the end of that academic year.
49. HESF24 provides a forecast of the number of OfS fundable students on higher education courses who are expected to be studying in the academic 2024-25. Where it informs the initial

²⁸ See www.officeforstudents.org.uk/data-and-analysis/data-collection/.

²⁹ See www.officeforstudents.org.uk/publications/heses23/.

³⁰ See www.officeforstudents.org.uk/publications/hesf24/.

allocation of funds for 2024-25, we will recalculate and adjust allocations later to reflect the actual student numbers in the year.

50. Where available, end-of-year individualised student data for 2021-22 was also used:
- a. For further education and sixth form colleges and academies, this is the **individualised learner record**, which is submitted to the ESFA.³¹
 - b. For other providers, this is student data submitted to the Designated Data Body.³²

This data is used to gain information about student characteristics for some allocations. Where individualised data is not available for a provider, we use sector averages.

Which students are included in our funding calculations?

51. In general terms, we count students if:
- a. They have 'Home fee' status, as defined in legislation.³³
 - b. They are on a taught course of higher education recognised for our funding purposes. This excludes courses leading to qualifications in the Register of Regulated Qualifications (and credit towards them), except where these are eligible under the main higher education finance system of student fees (supported by SLC loans) and OfS grants (see paragraph 32.e).
 - c. Funding responsibility does not rest with another public source. For example, postgraduate research students are not counted for our funding and fall under the responsibility of UKRI; the Department for Education has responsibility for school teacher training; and funding responsibility for taught Open University students in Scotland, Wales and Northern Ireland rests with the devolved administrations, rather than the OfS.
 - d. They are on a course open to any suitably qualified candidate. If, for example, a course was available only to candidates from a particular employer, it would not be considered an 'open' course. This restriction does not apply to courses taken as part of an apprenticeship.
 - e. They are not aiming for an equivalent or lower qualification (ELQ) or are exempt from the ELQ policy (see paragraph 52). An ELQ is a qualification the academic level of which is no higher than one a student has already achieved.

³¹ See <https://www.gov.uk/government/collections/individualised-learner-record-ilr>.

³² See <https://www.hesa.ac.uk/collection/23056>.

³³ The legislation is the Education (Fees and Awards) (England) Regulations 2007, as amended. These regulations permit providers to charge higher fees to students who do not meet certain criteria relating to their nationality and residential status. Students who do not have 'Home fee' status may be charged higher fees (sometimes referred to as 'overseas fees' or 'international fees'). Government guidance on changes to eligibility for different aspects of student finance from 1 August 2021 is available from www.gov.uk/government/publications/student-finance-eligibility-2021-to-2022-academic-year.

52. Students aiming for an ELQ are generally not counted towards the funding allocations unless they are covered by an exemption. Current exemptions, for OfS funding purposes,³⁴ include:
- students aiming for foundation degrees
 - those aiming for a qualification in certain public sector professions, such as medicine, nursing, social work or teaching
 - those receiving Disabled Students' Allowances (DSA).³⁵
53. Not all countable students will attract funding for their providers through every element of the OfS grant. For example, an undergraduate in a classroom-based subject does not attract high-cost subject funding but may attract funding for other allocations.

How do we count these students?

54. Students are counted in terms of full-time equivalents (FTEs). FTE is a measure of how much a student studies over a year, compared with someone studying full-time. A full-time student counts as one FTE. Students on a sandwich year out are counted as 0.5 FTE. The FTE of part-time students depends on the intensity of their study by comparison with an equivalent full-time student, based either on how long it takes them to complete their qualifications, or on how many credit points they study in the year. When counting student FTEs in our funding methods, we also introduce an assessment of how many of these students are expected to complete their year of study.
55. FTE and non-completion forecast were not collected in HESES23. To determine the final fundable FTEs for 2023-24, we used a method which incorporated an assessment of completion status by applying 'multiplication factors' to data collected in HESES23. These multiplication factors were based on historic provider data; where providers did not have sufficient historical data, sector averages were used.³⁶

Maximum fundable limits for pre-registration medical and dental courses

56. We limit the number of students on pre-registration medical and dental courses that we will count towards our funding allocations. These are courses that lead on successful completion to a first qualification that enables students to register in the UK to practise as a medical doctor or dentist.³⁷ These limits recognise the very high cost of training for doctors and dentists and help ensure that unplanned growth on these courses does not divert OfS funding away from other priority activities and courses. The limits support workforce planning in the

³⁴ The treatment of students aiming for an ELQ for the purposes of student support from the SLC is similar, but there are some differences, such as in relation to students aiming for a foundation degree and those on a part-time degree course in science, technology, engineering or mathematics.

³⁵ Disabled Students' Allowances are government grants to help meet the extra costs students can face as a direct result of an impairment or specific learning difficulty. See <https://www.gov.uk/disabled-students-allowances-dsa>.

³⁶ Further information on the multiplication factors for 2023-24 and the representations process for these is available at www.officeforstudents.org.uk/publications/heses23-multiplication-factors-representations-process-guidance/.

³⁷ Further information about medical and dental intake targets is available at www.officeforstudents.org.uk/for-providers/finance-and-funding/health-education-funding/medical-and-dental-maximum-fundable-limits/.

NHS, enabling consistency between the numbers graduating and the number of foundation programme training places available.

57. We monitor a provider's recruitment against its expected maximum intakes for medicine and dentistry over a rolling five-year period, rather than immediately taking action for over-recruitment in a single year. If there has been net recruitment above the maximum fundable limits across this five-year period as a whole, then we reduce the student numbers we count for funding in the following year to reflect that. This approach gives some flexibility to providers in managing their recruitment from year to year.
58. The limits were disregarded (on a one-off basis) for 2020-21.³⁸ As a result, we disregard 2020-21 intake data when assessing recruitment in the rolling five-year period. Where we observe a pattern of repeated over-recruitment, we will warn the provider about its behaviour and if it persists, we may reduce its limit for the next academic year, enabling a redistribution of funded places to other providers.

2B: Recurrent funding

59. Most providers' income for teaching and related activities comes primarily through students' course fees. For most UK undergraduates, fee loans are available which are generally repayable after the student has finished their studies and is earning above a certain threshold. Since August 2016, eligible postgraduates have also been able to obtain a loan to help cover fees and assist with living costs when starting a full-time or part-time masters' course.³⁹
60. Our funding supports priority activities where costs typically exceed the amount received through course fees. This occurs, for example, when a course is costly to provide or where students may need additional support to succeed. Our funding supports efforts to improve social mobility by widening access to underrepresented or disadvantaged groups and ensuring students' continued participation and success in higher education. It is important that providers can demonstrate effective and efficient use of the grant to support priority areas in their internal resource allocations.

Recurrent funding: yearly allocations for ongoing education and related activities rather than for specific projects.

How recurrent funding is allocated

61. Our recurrent funding is provided through:
 - a. **Funding for high-cost courses:** recognising the extra costs of teaching particular subjects and of delivering certain courses such as postgraduate provision.
 - b. **Funding for student access and success:** helping to meet additional costs that arise in ensuring successful outcomes for students who belong to groups that are

³⁸ See www.gov.uk/government/news/action-agreed-to-support-students-into-preferred-universities.

³⁹ See www.gov.uk/masters-loan.

underrepresented in higher education or who need additional support (such as disabled people).

- c. **Funding for specialist providers:** supporting those identified as world-leading for their teaching activities following a peer review panel exercise held in 2022.⁴⁰

62. We divide most of the money between providers using formulae that consider certain factors for each provider, including the number and type of students, and the subjects taught. Calculations for allocations may also take account of students in different **modes of study** (full-time, sandwich year out and part-time) and **levels of study** (undergraduate and taught postgraduate).

Elements of recurrent grant

63. Table 3 shows the main elements of our recurrent grant for 2024-25. A further disaggregation of the first two elements follows in separate tables.

Table 3: Elements of recurrent grant for 2024-25

Elements of recurrent grant	Amount (£ million)
Funding for high-cost courses (see Table 4)	1,043
Funding for student access and success (see Table 8)	301
Funding for specialist providers (see paragraphs 93 to 95)	58
Total	1,402

Funding for high-cost courses

64. Funding for high-cost courses comprises a number of allocations as shown in Table 4.

Table 4: Funding for high-cost courses for academic year 2024-25

Funding for high-cost courses	Amount (£ million)
High-cost subject funding: price groups A and B; pre-registration nursing; computing and information technology; archaeology	867
High-cost subject funding: performing arts; creative arts; media studies	17
Nursing, midwifery and allied health supplement	32
Very high-cost science, technology, engineering and maths subjects	25
Overseas study programmes	21
Degree apprenticeships	24
Level 4 and 5 skills	16
Postgraduate taught supplement	4
Intensive postgraduate provision	14
Accelerated full-time undergraduate provision	3
Clinical consultants' pay	16

⁴⁰ See www.officeforstudents.org.uk/publications/world-leading-specialist-provider-funding-outcome/.

Funding for high-cost courses	Amount (£ million)
Senior academic general practitioners' pay	1
NHS pensions scheme compensation	5
Total funding for high-cost courses	1,043

Note: Figures in the table may not add up, due to rounding differences.

High-cost subject funding

65. High-cost subject funding prioritises funding for teaching certain subjects where costs are higher than can be met through course fees alone. This funding is calculated using the following formula:

High-cost subject funding: prioritising funding for teaching certain subjects where costs are higher than can be met through course fees alone.

- **student FTEs** derived from provider HESES data
multiplied by
- sector-wide **funding rates by price group**
multiplied by
- **a scaling factor** to ensure that total allocations remain within budget.



66. Funding rates are informed by the assignment of subject areas to six price groups based on the course characteristics and associated teaching costs, and strategic prioritisation.

- Price group A.** The clinical years of study for medicine, dentistry and veterinary science, and undergraduate pre-registration dental hygiene and dental therapy courses. This price group is only relevant to providers offering training for students seeking a first qualification that enables them to register to practise as a doctor, dentist or veterinary surgeon, or who are already qualified in those professions, and to students studying for a first registrable undergraduate qualification in dental hygiene or dental therapy.
- Price group B.** Laboratory-based science, engineering and technology subjects, and pre-registration courses in midwifery and certain other allied health professions.⁴¹
- Price group C1.1.** Intermediate-cost subjects in computing and information technology, archaeology, and pre-registration courses in nursing.

⁴¹ These allied health professions are dietetics, occupational therapy, operating department practice, orthoptics, orthotics and prosthetics, physiotherapy, podiatry, radiography (diagnostic), radiography (therapeutic), and speech and language therapy. Price group B also includes postgraduate pre-registration courses in dental therapy.

- d. **Price group C1.2.** Intermediate-cost subjects in performing and creative arts and media studies.
- e. **Price group C2.** Other intermediate-cost subjects with a laboratory, studio or fieldwork element, such as geography, mathematics, languages or psychology. This price group also includes all students on work experience placement years of sandwich courses (sandwich year out).
- f. **Price group D.** Classroom-based subjects such as humanities, business or social sciences.

67. High-cost subject funding is provided only for price groups A, B, C1.1 and C1.2.

68. For 2024-25, the **scaling factor** of 1.158 is applied to price groups A, B and C1.1. This provides a 2.6 per cent increase to the high-cost subject funding rates of grant for price groups A, B and C1.1 compared with 2023-24 (when the scaling factor was 1.129). The funding rate for price group C1.2 has been increased to £130.54 (an increase of 3.8%).

69. Table 5 shows rates of high-cost subject funding for the academic year 2024-25.

Table 5: Rates of high-cost subject funding for price groups per student FTE

Price group	Rate of funding without scaling factor (£)	Rate of funding with scaling factor (£)
A	10,000.00	11,580.00
B	1,500.00	1,737.00
C1.1	250.00	289.50
C1.2	130.54	130.54
C2 and D	0	0

Nursing, midwifery and allied health supplement

70. The nursing, midwifery and allied health supplement supports the sustainability of certain pre-registration courses where there is evidence from costing studies⁴² that average course costs exceed those that would otherwise be met through course fees and other grants (primarily high-cost subject funding). To be eligible a provider must be actively recruiting new entrants to pre-registration courses for the professions that this funding aims to sustain. Table 6 shows how pre-registration courses are assigned to price groups for high-cost subject funding and the additional rates of grant per FTE that apply for 2024-25 through the nursing, midwifery and allied health supplement.

⁴² See <https://webarchive.nationalarchives.gov.uk/ukgwa/20180405125423/http://www.hefce.ac.uk/It/healthcare/nursing/>.

Table 6: Price groups and rates of funding per FTE for the nursing, midwifery and allied health supplement

Profession	Price group	Rate of funding per undergraduate FTE (£)	Rate of funding per postgraduate FTE (£)
Dental hygiene	A	0.00	0.00
Dental therapy	A	0.00	0.00
Dietetics	B	84.56	829.13
Midwifery	B	84.56	829.13
Nursing – adult	C1.1	226.83	971.40
Nursing – children	C1.1	439.57	1,184.14
Nursing – learning disability	C1.1	439.57	1,184.14
Nursing – mental health	C1.1	226.83	971.40
Nursing – unclassified	C1.1	226.83	971.40
Occupational therapy	B	84.56	829.13
Operating department practice	B	84.56	829.13
Orthoptics	B	3,807.40	4,551.97
Orthotics and prosthetics	B	3,807.40	4,551.97
Physiotherapy	B	84.56	829.13
Podiatry	B	1,360.96	2,105.53
Radiography (diagnostic)	B	1,360.96	2,105.53
Radiography (therapeutic)	B	1,360.96	2,105.53
Speech and language therapy	B	297.30	1,041.86

Very high-cost STEM subjects

71. We provide funding to help secure the provision of four very high-cost science, technology, engineering and maths (STEM) subjects: chemistry, physics, chemical engineering, and mineral, metallurgy and materials engineering. This allocation supplements the standard price group B high-cost subject funding and helps providers to maintain activity in subjects that have been vulnerable because of low student demand. Thus it is not recalculated each year to reflect the latest student numbers: the allocations for 2024-25 are maintained in cash terms at the same level as last year. To be eligible, a provider must be actively recruiting new entrants in 2024-25 to the disciplines that this funding aims to sustain, and must have at least 30 student FTEs in the subject to receive an allocation for that subject.

Overseas study programmes

72. This allocation supports the costs to providers of participation in student exchange programmes with overseas providers. It funds providers' support both for their own students studying abroad and their teaching of incoming exchange students, and applies to both exchanges operated under the government's Turing scheme as well as other exchange

programmes established by providers.⁴³ The allocation provides £2,315 per student taking a study year abroad, or a work placement (sandwich) year abroad under the Turing scheme. This complements the income that providers receive from course fees, which are capped at a reduced rate of up to £1,385 (or £1,660 if taken as part of an accelerated degree) for such study years abroad.

Postgraduate taught supplement

73. This allocation provides additional support for postgraduate study, where access to publicly funded student finance is more limited than for undergraduates. It is provided only for postgraduate taught students in price groups A, B and C1.1 who are not on courses eligible for masters' loans or undergraduate student support. The funding rate per eligible FTE is £1,213.25.

Intensive postgraduate and accelerated full-time undergraduate provision

74. Some courses are taught over longer periods within the year than others, and so cost more to teach. As shown in Table 2, the regulated undergraduate fee limits for accelerated courses are 20 per cent higher than for standard full-time and sandwich courses.

75. Students studying on a year of a course that lasts for 45 weeks or more (excluding any time spent in the workplace) attract an allocation on top of any grant provided through high-cost subject funding. The approximate rates of funding we are providing per FTE for accelerated full-time undergraduate and intensive postgraduate taught provision are shown in Table 7.

Table 7: Approximate rates of funding for the accelerated full-time undergraduate and intensive postgraduate taught allocations

Price group	Accelerated full-time undergraduate rate per FTE (£)	Intensive postgraduate taught rate per FTE (£)
A	0.00	0.00
B	1,149.77	1,117.73
C1.1	879.24	854.74
C1.2 and C2	879.24	0.00
D	676.34	0.00

Level 4 and 5 provision

76. This allocation is designed to encourage greater provision of Level 4 and 5 qualifications. It is designed to encourage and support growth of new provision in the sector. We are allocating £16 million for 2024-25; this will be allocated by formula to providers with eligible learners on courses leading to Level 4 and 5 qualifications in 2024-25. This does not include those students aiming for credit at Level 4 or 5, but without the stated aim of a Level 4 or 5 qualification.

77. Funding will be allocated pro rata to the number of students in all years of study on courses leading to a qualification at Level 4 or Level 5. We will also be providing a higher rate of

⁴³ See <https://www.turing-scheme.org.uk/>.

funding for any students within this population who are identified as taking higher technical qualification (HTQ) courses. The grant rates and allocations will be announced in March 2025 following the sign-off of providers' HESES24 data.

Degree apprenticeships

78. We are allocating £40 million in funding to support the growth of degree apprenticeship provision across the two-year period 2023-24 and 2024-25. This funding is intended to support capacity building projects that will enable providers to deliver a wider range of provision and improve access to degree apprenticeships. This funding will be distributed in three waves, in January, March and September 2024. We allocated £16 million of funding in 2023-24 and will allocate the remaining £24 million in 2024-25.

Providers' costs relating to medical and dental staff

79. The following three allocations are provided to support additional costs associated with clinical staff. They were introduced in earlier years to recognise pay settlements for NHS staff and increased employer contributions to the NHS pensions scheme. The allocations for 2024-25 are the same as those for 2023-24. The allocations comprise:

- a. **Clinical consultants' pay** – This allocation, totalling £16 million, recognises the additional costs that arise from applying the Consultant Contract (England) 2003 to clinical academics.
- b. **Senior academic general practitioners' pay** – This funding, totalling £1 million, is allocated to enable senior academic general practitioners to be paid in line with their hospital-based colleagues.
- c. **NHS pension scheme compensation** – This allocation, totalling £5 million, compensates higher education providers for the increased employers' contributions to the NHS pension scheme introduced in April 2004.

Funding for student access and success

80. As well as funding for high-cost courses, we provide funding for student access and success which supports providers in meeting the needs of students who belong to groups that are underrepresented in higher education or who need additional support to achieve successful outcomes. Funding for student access and success comprises five allocations as shown in Table 8.

Table 8: Funding for student access and success for academic year 2024-25

Funding for student access and success	Amount (£ million)
Premium to support successful student outcomes: full-time	160
Premium to support successful student outcomes: part-time	65
Disabled students' premium	41
Premium for student transitions and mental health	15
Uni Connect	20
Total funding for student access and success	301

Note: Figures in the table may not add up, due to rounding differences.

Premium to support successful student outcomes: full-time

81. We are providing an allocation to enable providers to support full-time and sandwich year out undergraduate students who are deemed to be most at risk of withdrawing from their studies because of their qualifications and age profile, and who therefore require additional investment to ensure their retention and success. This allocation includes a supplement that recognises students from areas of the country with low levels of higher education participation or qualification. The allocations are made in proportion to weighted FTEs. We calculate weighting factors⁴⁴ for each provider that reflect those broad characteristics of their students that give rise to additional costs. Where we do not have representative data for a provider to enable us to calculate its weighting factors, we instead use the average weighting factors for all providers for which we do have data.

- a. The main element totals £140 million. It has been found that the main factors affecting the likelihood of a student continuing their studies are entry qualifications and age. In general terms, those with lower entry qualifications are less likely to continue than those with, say, high A-level grades, while mature students are less likely to continue than young entrants. Students are therefore weighted according to these two factors to determine an overall weighting for the provider. There are 12 risk categories, weighted according to:
 - i. Age – ‘young’ (aged under 21) and ‘mature’ (aged 21 or over on entry).
 - ii. Qualification aim (those aiming for a first degree and those aiming for another undergraduate qualification).
 - iii. Risk associated with entry qualifications (low, medium and high).
- b. The supplement, totalling £20 million of the allocation, focuses funding on providers with the most students from underrepresented areas (see paragraph 82). This incorporates two provider weightings:

⁴⁴ For further information on these calculations, see ‘2024-25 Recurrent grant technical guidance’, available at www.officeforstudents.org.uk/for-providers/finance-and-funding/recurrent-funding/technical-guidance-and-funding-data/.

- i. A weighting based on the proportion of students who are at risk of withdrawing from their studies (reflecting the 12 risk categories).
- ii. A weighting based on the proportion of students who are both at risk **and** from the most underrepresented areas.

82. Students from underrepresented areas are identified based on their postcode using Participation of Local Areas (POLAR)⁴⁵ and higher-education-qualified adult classification data. POLAR classifies local areas, or 'wards', into quintiles based on the proportion of young people who enter higher education aged 18 or 19. The higher-education-qualified adult classification assigns wards to quintiles based on the proportion of people aged 16 to 74 with a higher education qualification. Quintile 1 areas have the lowest, and quintile 5 areas have the highest, levels of participation or qualification. The supplement recognises students from quintile 1 and quintile 2 areas.

Premium to support successful student outcomes: part-time

83. This allocation is made in proportion to undergraduate part-time FTEs to enable providers to support successful outcomes for part-time students. Part-time study is important as a flexible route for older learners, especially those from underrepresented groups. However, there have been significant reductions in part-time student numbers in recent years and therefore we consider part-time provision to be at risk.

Disabled students' premium

84. This allocation is made to enable providers to support successful outcomes for disabled students. It aims to support providers to move towards inclusive models of support and to meet the rapid rise in students reporting disabilities and mental health issues.

85. We calculate for each provider a weighting that reflects the proportion of their UK students who receive DSA (weighted at 2) or who self-declare a disability (weighted at 1). Where we do not have representative data for a provider to enable us to calculate its weighting, we instead use the average weighting for all providers for which we do have data. This weighting is applied to the provider's student FTEs.

Premium for student transitions and mental health

86. The twin aims of this funding are to support providers in:

- a. Addressing the challenges to student mental health for those at the beginning of their undergraduate studies. This may include supportive and preventative measures that help to maintain good mental health and prevent more serious problems arising later on.
- b. Developing effective joint working between their student support services and local NHS mental health services, to ensure students are referred quickly and appropriately. These partnerships should bring together the appropriate skills, experience and expertise to meet the needs of students.

⁴⁵ See www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/about-polar-and-adult-he/. For 2024-25 funding, we have used the POLAR4 classification.

87. The allocation is made pro rata to the number of OfS-fundable undergraduate entrants reported by each provider in 2023-24.

Uni Connect

88. Uni Connect aims to reduce the gap in higher education participation between the most and least represented groups.⁴⁶ In doing so it contributes to the government's social mobility goals and the OfS's strategic objective that all students, from all backgrounds, with the ability and desire to undertake higher education, are supported to access, succeed in, and progress from higher education.

Uni Connect: bringing together partnerships of universities, colleges and other local partners to deliver outreach programmes and support schools and colleges to access outreach provision.

89. The programme consists of 29 local partnerships delivering impartial information, advice and guidance (IAG) and outreach activity to equip young and adult learners from underrepresented groups to make an informed choice about their options in relation to the full range of routes into and through higher education.
90. Partnerships focus their targeted work on the geographical areas where the higher education participation of young people is both low and much lower than expected given Key Stage 4 GCSE (and equivalent) attainment levels. The partnerships comprise higher education providers, schools, colleges and other organisations such as employers, third sector bodies, local authorities and local enterprise partnerships.
91. Uni Connect supports a strategic local infrastructure of universities, colleges and other partners that increases collaboration, offers an efficient and low-burden route for schools and colleges to engage, and addresses outreach 'cold spots' for underrepresented groups.
92. This allocation totals £20 million in 2024-25.

Funding for specialist providers

93. This allocation provides additional funding to certain specialist higher education providers that recognises the higher cost and distinctive nature of their provision, and the public value that they bring to the sector. These providers contribute significantly to the diversity of the higher education provider landscape, and offer prospective students enhanced choice in their higher education experience.
94. In October 2021, we consulted on the future approach to funding for specialist providers, with the outcomes of the consultation published in February 2022.⁴⁷ To be eligible to receive this funding, a provider registered with us in the Approved (fee cap) category must meet criteria as a specialist provider and also be assessed as world-leading. We invited specialist providers to submit evidence that they met criteria for being world-leading, which was assessed by a Specialist Provider Panel, set up as a time-limited committee of the OfS board.⁴⁸

⁴⁶ See www.officeforstudents.org.uk/for-providers/equality-of-opportunity/uni-connect/.

⁴⁷ See www.officeforstudents.org.uk/publications/world-leading-specialist-provider-funding-outcomes-of-consultation-and-invitation-to-submit/.

⁴⁸ See www.officeforstudents.org.uk/for-providers/finance-and-funding/funding-for-specialist-providers/the-specialist-provider-panel/.

95. We undertook a further consultation in July 2022, seeking views on the formula method used to distribute specialist provider funding.⁴⁹ Having considered the responses to this consultation, we announced allocations of specialist provider funding in December 2022, reflecting the panel's decisions on which providers met the criteria for being world-leading.⁵⁰ We will distribute a total of £58 million in the 2024-25 academic year. This consists of two elements:

- a. £57 million of funding distributed to 20 providers that were assessed as meeting the criteria for being world-leading. These allocations are the same as for 2023-24.
- b. £1 million of transitional funding, distributed to four providers previously in receipt of world leading specialist provider funding in 2021-22 – either directly or indirectly as part of a larger provider – but which were not assessed as meeting the criteria in the 2022 exercise.

2C: Other OfS funding

96. We aim to provide as much funding as possible for learning and teaching through recurrent grants to providers. The remaining OfS grant money consists of:

- a. **Funding for national facilities and regulatory initiatives**, which supports facilities such as Jisc, and activity such as the National Student Survey and OfS Challenge Competitions.
- b. **Capital funding**, which helps higher education providers invest in their physical infrastructure, so that it remains fit for purpose. It provides funding to support investments in teaching facilities.

Funding for national facilities and regulatory initiatives: allocations to support facilities such as Jisc, the NSS and Challenge Competitions.

Challenge Competitions: targeting funding through bidding competitions to address priority issues that affect students.

Funding for national facilities and regulatory initiatives

97. For 2024-25, this amounts to **£24.1 million**. Funding is used to support measures that benefit the sector as a whole and to promote change that cannot be easily achieved through other routes. This includes support for:

- a. **Jisc**,⁵¹ which provides UK universities and colleges with shared digital infrastructure and services such as the Janet network, English regional network upgrades, cybersecurity and learning analytics.
- b. **The National Student Survey**,⁵² which gathers students' opinions on the quality of their courses and helps to inform prospective students' choices.

⁴⁹ See www.officeforstudents.org.uk/publications/consultation-on-specialist-provider-funding-method/.

⁵⁰ See www.officeforstudents.org.uk/publications/world-leading-specialist-provider-funding-outcome/.

⁵¹ See www.jisc.ac.uk.

⁵² See www.officeforstudents.org.uk/for-providers/student-choice-and-flexible-learning/national-student-survey-nss/.

- c. **The Centre for Transforming Access and Student Outcomes in Higher Education (TASO)**,⁵³ an organisation that undertakes and uses research and evaluation to determine what works in eliminating equality gaps in higher education.
- d. **The performing arts specialist initiative**,⁵⁴ which provides funding to enhance the provision of, and access to, performing arts education and training at specialist providers not in receipt of recurrent specialist provider funding, with a particular focus on contemporary music, drama and dance.
- e. **The OfS Challenge Competitions**,⁵⁵ which fund short-term, project-based activity to deliver regulatory and other strategic priorities where the higher education sector is not serving students as effectively as it could. We launch Challenge Competitions to respond to new policy priorities and issues affecting students where additional funding and investment will make a significant difference. New competitions are published on the OfS website along with details on how to apply.

Capital funding

98. Capital funding is additional funding provided by the government to support sustainable investment in higher education. It supports capital expenditure – that is, money used to acquire or maintain fixed assets, such as land, buildings and equipment, which is normally capitalised in the provider’s audited annual accounts. It does not include expenditure on rent, or hiring or leasing of equipment and facilities.
- Capital funding:** helping providers invest in their physical infrastructure, so it remains fit for purpose.
99. The capital funding available for distribution for the financial years 2022-23 to 2024-25 combined was announced in a guidance letter from the Secretary of State and the Minister of State for Higher and Further Education, received on 31 March 2022. This made a total of **£450 million** available for the three financial years. Of this total:
- a. We have allocated **£399 million** through a competitive bidding process, announced in ‘Capital funding for financial years 2022-23 to 2024-25’.⁵⁶
 - b. We have allocated £33 million in formula capital funding across the three financial years 2022-23 to 2024-25 in three instalments. The first instalment was announced in ‘Capital funding for financial years 2022-23 to 2024-25’, the second in ‘Formula capital funding: 2023 allocations’⁵⁷ and the third in ‘Formula capital funding – 2024 allocations’.⁵⁸

⁵³ See www.officeforstudents.org.uk/for-providers/equality-of-opportunity/centre-for-transforming-access-and-student-outcomes-in-higher-education/.

⁵⁴ See www.officeforstudents.org.uk/publications/initiative-funding-for-specialist-performing-arts-providers-funding-allocations/.

⁵⁵ See www.officeforstudents.org.uk/for-providers/finance-and-funding/funding-competitions/about-ofs-challenge-competitions/.

⁵⁶ See www.officeforstudents.org.uk/publications/capital-funding-for-financial-years-2022-23-to-2024-25/.

⁵⁷ See www.officeforstudents.org.uk/publications/formula-capital-funding-2023-allocations/.

⁵⁸ See www.officeforstudents.org.uk/publications/formula-capital-funding-2024-allocations/.

- c. We are providing **£18 million** across the three financial years to support capital expenditure by Jisc, relating to the services it provides for the sector.

Formula-based capital funding

100. The capital funding allocated by formula is distributed pro rata to weighted FTEs at each provider. The FTEs used in this calculation are the same ones that inform 2024-25 recurrent grants, plus those on initial teacher training courses leading to qualified teacher status fundable by the Department for Education. These are largely the fundable student FTEs derived from provider data reported in HESSES23 or HESF24.⁵⁹ They also incorporate a small number of adjustments to student numbers expected in academic year 2024-25, such as for expected increases on pre-registration courses in medicine and dentistry.

101. The overall weighted FTEs for a provider are calculated as:

- FTEs weighted by price group and level
multiplied by
- specialist provider weighting
plus
- FTEs × weighted disability proportion × 0.1



102. Weightings are based on the following:

- a. **Price group and level.** These recognise that, for example, clinical and laboratory-based subjects have higher capital costs than classroom-based subjects, and that postgraduates may use more specialist facilities and do so more intensively. Higher weightings are applied to FTEs in price groups A, B, C1.1 and C1.2. An additional 10 per cent of the weighting is applied for postgraduates in price groups A to C2. Table 9 shows the weighting factors for each price group and level.

⁵⁹ Further information about these surveys is available at www.officeforstudents.org.uk/data-and-analysis/data-collection/.

Table 9: Formula-based capital funding weights for price group and level

Price group	Undergraduate weights	Postgraduate weights
A	2.70	2.97
B	1.90	2.09
C1.1 and C1.2	1.10	1.21
C2	1.00	1.10
D	1.00	1.00

- b. **Specialist provider weighting.** This recognises the particular needs of world-leading specialist providers, as discussed in paragraph 93. Variable weightings are applied to reflect the relative size of a provider’s specialist provider allocation (if applicable).
- c. **Weighted disability proportion.** This recognises costs as providers invest in inclusive models of support to meet the rapid rise in students reporting disabilities and mental health issues, and deliver on the commitments made to those students in their access and participation plans or statements. It is calculated in the disabled students’ premium (see paragraphs 84 and 85) to reflect the proportions of students at each provider receiving DSA (weighted 2) and others who self-declare a disability (weighted 1). This part of the calculation therefore provides an additional weighting of 20 per cent for students receiving DSA and 10 per cent for other students self-declaring a disability.

103. We aim to distribute capital grant in the most effective way to secure benefits for students. Therefore, formula capital grants are not made where a provider’s share would be less than £10,000. The formula capital grant is capped at £50,000.

Capital funding bidding exercise

104. We are distributing the majority of our capital funding (£399 million) for the 2022-23 to 2024-25 financial years through a bidding exercise. We invited providers to bid for this funding in May 2022, with providers required to submit their bids by 11 July 2022.⁶⁰ The bidding exercise was open to all eligible providers in the Approved (fee cap) category, for projects that met the eligibility criteria. We have applied a cap of £5.8 million on the amount that we will allocate in financial years 2022-23 to 2024-25 in support of any single bid. All funding allocated to providers must be spent in full by 31 March 2025. Full details of the capital funding bidding exercise can be found in the document ‘Capital funding for financial years 2022-23 to 2024-25’ (OfS 2022.19). The outcomes of the bidding exercise were announced in ‘Capital funding for financial years 2022-23 to 2024-25’.⁶¹

⁶⁰ See www.officeforstudents.org.uk/publications/capital-funding-for-2022-23-to-2024-25-formula-allocations-and-invitation-to-bid/.

⁶¹ See www.officeforstudents.org.uk/publications/capital-funding-for-financial-years-2022-23-to-2024-25/.

Section 3: Terms and conditions of funding

105. Substantial amounts of taxpayers' money are allocated to providers every year. It is important, therefore, that providers are regulated and accountable for the funding they receive, and that we are accountable, ultimately to Parliament, for the funding that we allocate.
106. The OfS funds eligible higher education providers – those registered in the Approved (fee cap) category of the OfS Register – for certain activities as defined under section 39(1) of HERA. Being registered as an Approved (fee cap) provider is thus a prerequisite for a provider to be eligible for our funding, and the main requirements that we place on it arise from its conditions of registration. These are the general ongoing conditions of registration for Approved (fee cap) providers set out in our regulatory framework,⁶² and any specific ongoing conditions of registration that additionally apply to a provider, as separately communicated to it.
107. The terms and conditions of OfS funding⁶³ supplement any applicable conditions of registration. However, condition of registration G2 requires a provider to comply with any terms and conditions that, under sections 41(1) or 94(2) of HERA, are attached to financial support received from the OfS and UKRI. A breach of the terms and conditions of OfS funding may therefore be a breach of this condition of registration.
108. The terms and conditions of funding were determined following consultation with providers and sector bodies. In developing them, we considered carefully how they interact with the conditions of registration that apply to providers in the Approved (fee cap) category and sought to minimise any overlap between them. Where requirements are a condition of registration, we sought to avoid replicating them as conditions of funding. However, it should be noted that regulatory action taken in the event of a breach of a condition of registration could result in changes to grant allocations and payments. This may arise if a provider ceases to be registered as an Approved (fee cap) provider, or if its registration, or elements of its registration, are suspended.
109. The terms and conditions of funding focus on:
- a. The uses to which providers may apply OfS funding. Some OfS funding is earmarked as being provided for specific purposes and must be used only for those purposes. This applies to some recurrent grants, capital funding, funds awarded through competitions (such as Uni Connect and OfS Challenge Competitions), and other grants that support national facilities and regulatory initiatives.
 - b. The circumstances under which we may recalculate and adjust funding. These include adjustments:
 - i. To reflect the findings of any audits or reconciliations of the data submitted by providers that inform funding.

⁶² See www.officeforstudents.org.uk/for-providers/regulatory-resources/the-regulatory-framework-for-higher-education-in-england/.

⁶³ See www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-2024-25/.

- ii. To take account of changes to the grant available to us from government. We set 2024-25 academic year budgets in the light of the March 2024 strategic guidance letter from government that set out the funding available for the financial year 2024-25. In doing so, we had to make an assumption about the funding that might be available for the 2025-26 financial year, because of its four-month overlap with the 2024-25 academic year. Any changes to the grant made available to the OfS by government for financial year 2024-25, or that we have assumed for financial year 2025-26, are likely to affect the funding we are able to distribute to providers in the 2024-25 academic year. If such changes arise, we may adjust any funding allocation to a provider after it has been announced, to ensure that the total funding the OfS allocates remains within the available budget.
 - iii. To reflect changes to a provider's eligibility for funding, for example as a result of changes to the status of its registration with the OfS (such as its removal or suspension in whole or part from the OfS's Register).
- c. A small number of requirements relating to specific grants, including eligibility criteria. For example, to be eligible for the nursing, midwifery and allied health supplement a provider must be actively recruiting new entrants to pre-registration courses for the professions that this funding aims to sustain.

Summary explanation of terms and abbreviations

Academic year

In this document, an academic year means the period from 1 August to the following 31 July.

Access and participation plan

Having an access and participation plan approved by the OfS's Director for Fair Access and Participation is a condition of registration for those providers registered with the OfS in the Approved (fee cap) category that charge fees up to the higher amount permitted in legislation. Access and participation plans set out how higher education providers will improve equality of opportunity for underrepresented groups to access, succeed in, and progress from higher education. They include the provider's ambition for change, the measures it will put in place to achieve that change, the targets it has set and the investment it will make to deliver the plan.

Allied health professions

Except where stated otherwise, references in this document to allied health professions are to dental hygiene, dental therapy, dietetics, occupational therapy, operating department practice, orthoptics, orthotics and prosthetics, physiotherapy, podiatry, radiography (diagnostic), radiography (therapeutic), and speech and language therapy.

Bidding competition

Funding available via competition. Providers are invited to submit a bid requesting funding to support a project, or particular activities or facilities that we wish to prioritise. Providers' bids will be awarded funding if they make a sufficiently strong case against criteria specified in the competition.

Challenge Competition

Funding for short-term, project-based activity to deliver specified regulatory and other strategic priorities where the higher education sector is not serving students as effectively as it could. Challenge Competitions usually require providers to submit a bid for assessment to be used on a specific area.

Capital funding

Non-recurrent funding to help providers invest in their physical infrastructure so it remains fit for purpose.

Course fees

Fees paid to a provider for a student to attend a course (sometimes also called tuition fees). For providers registered in the Approved (fee cap) category, fees for most UK undergraduates and for postgraduate initial teacher training courses are subject to limits set out in regulations.

Department for Education

This is the government department to which the OfS is accountable,⁶⁴ but as a non-departmental public body we operate at arm's length from it.

⁶⁴ See <https://www.gov.uk/government/organisations/department-for-education>.

Department for Health and Social Care

This is the government department that provides maintenance grants for students on courses leading to qualification to practise in certain nursing, midwifery and allied health professions, as well as some bursaries and further learning support.

DSA

Disabled Students' Allowances. Grants to help meet the extra costs students can face as a direct result of an impairment or specific learning difficulty.

ELQ

Equivalent or lower qualification. Many students who are studying for a qualification equivalent to, or lower than, one they already hold are not counted for OfS funding purposes, but exemptions from this policy apply.

ESFA

The Education and Skills Funding Agency. The ESFA is an executive agency of the Department for Education that is accountable for funding education and skills for children, young people and adults.

Financial year

In this document, the financial year means the period from 1 April to the following 31 March.

FTE

Full-time equivalent. FTE is a measure of how much a student studies over a year, compared with someone studying full-time. Someone studying full-time counts as one FTE, whereas a part-time learner doing half that amount of study counts as 0.5 FTE.

Funding for national facilities and regulatory initiatives

Allocations used to secure change or fund activities that cannot be addressed through recurrent funding. This includes support for national facilities, such as Jisc, and regulatory activities such as the National Student Survey.

Further education and sixth form colleges and academies

Further education colleges are publicly funded providers that focus on technical and professional education and training for young people, adults and employers. Sixth form colleges and academies are publicly funded providers that focus on education of 16 to 18-year-olds, including enabling them to progress to university or higher-level vocational education. Both categories may provide a broad range of education, including some higher education. Their primary regulator is the ESFA.

HEIF

Higher Education Innovation Funding. The method by which knowledge exchange funding is distributed to providers by UKRI, through Research England.

HERA

The Higher Education and Research Act 2017.⁶⁵

⁶⁵ See <https://www.legislation.gov.uk/ukpga/2017/29/contents/enacted>.

HESA

The Higher Education Statistics Agency, which is now part of Jisc.⁶⁶ HESA collects a number of different returns from some higher education providers. The one that is most relevant for our funding is the Student record which we use in calculating funding for some allocations for student access and success, and to reconcile with the HESES return.

HESES

Higher Education Students Early Statistics survey.⁶⁷ This annual aggregate student number survey informs our funding, and is completed by providers that have registered students on higher education courses recognised for OfS funding purposes.

HESF

Higher Education Students Forecast survey.⁶⁸ This aggregate student number survey is completed by providers that have registered with the OfS in the Approved (fee cap) category, and that will offer higher education provision recognised for OfS funding purposes in 2024-25, but do not have such provision in 2023-24. Initial funding allocations for 2024-25 to these providers are informed by their HESF data, but we will recalculate and adjust them later to reflect the actual student numbers they have in the year.

Higher education provider

A provider of higher education courses in England, including universities and colleges of higher education, further education and sixth form colleges and academies, and other organisations.

Individualised learner record

This is collected from further education and sixth form colleges and academies by the ESFA and is the equivalent of HESA's Student record.

Jisc

Jisc provides UK universities and colleges with shared digital infrastructure and services, such as the Janet network⁶⁹ and is the designated data body in England that collects and publishes data on behalf of the OfS.⁷⁰

Knowledge exchange

Higher education providers increasingly engage with businesses, public and third sector services, the community and wider public, transferring or exchanging knowledge with the aim of delivering external impact, such as improving products, services, profitability and so on. This is linked with research and teaching, and includes consultancy and advisory work, the creation of intellectual property, the development of academic and student entrepreneurship, and a variety of other activities.

⁶⁶ See www.hesa.ac.uk.

⁶⁷ See www.officeforstudents.org.uk/data-and-analysis/data-collection/heses/.

⁶⁸ See www.officeforstudents.org.uk/data-and-analysis/data-collection/hesf/.

⁶⁹ See www.jisc.ac.uk.

⁷⁰ See www.officeforstudents.org.uk/news-blog-and-events/press-and-media/designation-of-jisc-as-the-new-data-body/.

Level

Level of study can be undergraduate, postgraduate taught or postgraduate research. The OfS funds undergraduate and postgraduate teaching, while UKRI funds postgraduate research.

Mode

Mode of study can be full-time, part-time or sandwich year out.

Multiplication factors

Multiplication factors are factors applied to provider data submitted in HES23 and HES24 which allowed OfS to derive fundable FTEs. The multiplication factors are based on historic provider data, where available.⁷¹

Non-recurrent funding

Funding for national facilities and regulatory initiatives, and capital funding. It is used to secure change or to fund activities that cannot be secured through recurrent funding allocations to providers.

NSS

The National Student Survey. An independent survey that gathers undergraduate students' opinions on the quality of their course.⁷²

Ofqual

The Office of Qualifications and Examinations Regulation.

OfS

The Office for Students.

POLAR

The Participation of Local Areas classification groups areas across the UK based on the proportion of the young population who participate in higher education.⁷³ It looks at how likely young people are to participate in higher education across the UK and shows how this varies by area.

Price group

A group of subjects that have broadly similar costs for teaching. The price groups attract different rates of funding in the funding method.

Recurrent funding

Yearly allocations aimed at ongoing education and related activities.

⁷¹ See www.officeforstudents.org.uk/publications/heses23-multiplication-factors-representations-process-guidance/.

⁷² See www.officeforstudents.org.uk/for-students/teaching-quality-and-tef/national-student-survey/.

⁷³ See www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/about-polar-and-adult-he/.

Register

The OfS Register. This lists all the English higher education providers officially registered by the OfS. It is a single, authoritative reference about a provider's regulatory status.⁷⁴

Research England

One of the councils of UKRI, which provides funding for research and knowledge exchange. It administers OfS funding for knowledge exchange according to a method and monitoring arrangements that we agree.

Sandwich course

A full-time course of study which includes periods of work experience in organisations outside the provider. 'Sandwich year out' means a year spent away from the provider on a work experience placement in business or industry.

STEM

Science, technology, engineering and mathematics.

SLC

The Students Loans Company. A non-profit making, government-owned organisation set up to provide loans and grants to students in universities and colleges in the UK.

TEF

The Teaching Excellence Framework.⁷⁵ Introduced to recognise and reward high quality teaching and to ensure that prospective students can make informed choices. A key feature of the TEF is that decisions about the ratings are made by an independent panel, comprising academics, students and those with relevant experience of employment and widening participation. This panel applies its professional knowledge and expertise to consider the TEF metrics and provider submission in order to reach a holistic judgement and award a rating. The Office for Students is responsible for implementing the TEF according to the Department for Education's TEF specification.

Turing Scheme

A government-funded student exchange programme which provides opportunities for students studying at UK providers to undertake placements and classes internationally during their studies.⁷⁶

UKRI

UK Research and Innovation.⁷⁷ A research and innovation funding organisation established by the Higher Education and Research Act 2017.

⁷⁴ See www.officeforstudents.org.uk/for-providers/regulatory-resources/the-ofs-register/.

⁷⁵ See www.officeforstudents.org.uk/for-providers/the-tef/.

⁷⁶ See <https://www.turing-scheme.org.uk/>.

⁷⁷ See <https://www.ukri.org/>.

Uni Connect

Uni Connect is a nationwide network of universities and colleges working in partnership to deliver sustained outreach to young people in areas where higher education participation is unexpectedly low.⁷⁸ So far over 1.3 million young people from underrepresented groups have engaged with the Uni Connect programme.

⁷⁸ See www.officeforstudents.org.uk/for-providers/equality-of-opportunity/uni-connect/.

Further reading

OfS funding webpages: www.officeforstudents.org.uk/for-providers/finance-and-funding/.

Guidance from government:

www.officeforstudents.org.uk/for-providers/regulatory-resources/guidance-from-government/.

OfS publications

(all available at www.officeforstudents.org.uk/publications/)

‘Terms and conditions of funding 2024-25’ (OfS 2024.36)

www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-2024-25/.

‘Capital funding outcomes 2022-23 to 2024-25’ (OfS 2022.70)

www.officeforstudents.org.uk/publications/capital-funding-for-financial-years-2022-23-to-2024-25/.

‘Formula capital funding – 2024 allocations’ (OfS 2024.13)

www.officeforstudents.org.uk/publications/formula-capital-funding-2024-allocations/.

‘Recurrent funding for 2024-25’ (OfS 2024.34)

www.officeforstudents.org.uk/publications/recurrent-funding-for-2024-25/.

‘Higher Education Students Early Statistics survey 2023-24 (HESES23)’ (OfS 2023.44)

www.officeforstudents.org.uk/publications/heses23/.⁷⁹

‘Securing student success: Regulatory framework for higher education in England’ (OfS 2022.69)

www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/.

⁷⁹ Guidance on the HESES24 survey will be published in autumn 2024.



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