

Office for
Students



2019-20 recurrent grant

Technical guidance for higher
education providers

Enquiries to recurrentgrant@officeforstudents.org.uk

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Summary

1. This document provides technical guidance to explain how the figures in the 2019-20 grant tables for higher education providers issued by the Office for Students (OfS) are derived. It also includes information on how to make data amendments and guidance on appeals.
2. This document is aimed at those in the planning and finance offices of providers who need to have a good understanding of how the OfS teaching grant is calculated.
3. This technical guidance is part of a suite of documents released as part of the spring 2019 grant announcement, including:
 - a covering letter for each provider
 - grant tables (in the form of an Excel workbook) for each provider
 - 'Recurrent funding for 2019-20' (OfS 2019.17), a publication that summarises our initial allocations to eligible providers of recurrent grant for the academic year 2019-20
 - 'Guide to funding 2019-20: How the Office for Students allocates money to higher education providers' (OfS 2019.18), which describes our funding methods and their rationale.
4. In March 2019, we also published:
 - 'Funding for 2019-20: OfS board decisions' (OfS 2019.11) which describes the budget decisions taken at the OfS board meeting on funding for 2019-20
 - 'Formula capital funding for 2019-20' (OfS 2019.13), a publication that summarises our initial allocations to eligible providers of capital grant for financial year 2019-20
 - 'Terms and conditions of funding for 2019-20' (OfS 2019.12), which sets out terms and conditions of funding that apply for the academic year 1 August 2019 to 31 July 2020.

All publications are available on the OfS website¹ and we recommend that you consult them as necessary.

¹ See www.officeforstudents.org.uk/publications/.

Introduction

5. The Office for Students (OfS) was established by the Higher Education and Research Act 2017 (HERA) to be the regulator for higher education in England. From 1 August 2019, the OfS's regulatory framework will come into full effect. We will distribute funding to eligible higher education providers – that is, those in the Approved (fee cap) part of the OfS Register – under Section 39(1) of HERA.
6. This technical guidance is intended for people, particularly those working in providers that receive OfS funding, who wish to understand the detail of our funding methods. It gives a full description of how we derive the figures in the grant tables we issue to providers. For a more general understanding of how the OfS manages funding, we recommend 'Guide to funding 2019-20: How the Office for Students allocates money to higher education providers' (OfS 2019.18)², which gives an overview of how grant is calculated, the principles that underpin those calculations and the components of a provider's grant.
7. The content of this document is split into two sections to cover the following areas:
 - a. **Section one** provides further information on how data is used and the processes for appeals, transfers and data amendments. It also provides links to the terms and conditions of OfS funding.
 - b. **Section two** contains a detailed description of each of the individual tables which form the 2019-20 grant tables and of how each allocation has been derived.

A full list of abbreviations and definitions is given at the end of the document.

8. Each provider will be able to access its own grant tables and supporting documents on the OfS portal³ on **Wednesday 8 May 2019**. We will publish summary allocations for all providers and sector-level information on our website on **Thursday 9 May 2019**.

Scope and data sources

9. In previous years, there have been separate technical guidance documents for further education colleges and other higher education providers. For 2019-20 we have produced a single unified document that will apply to all providers.
10. Certain details will not apply to all providers and so the descriptions in this document will define the audience in the appropriate context. The key differences will reflect the different data returns that providers have to submit. These are an aggregate student data return and an individualised student data return. (Not all providers will have returned individualised student data and where we have used estimates, these are described in the guidance.)
11. The aggregate student data return will be one of the following:

² Available at www.officeforstudents.org.uk/publications/guide-to-funding-2019-20/.

³ Available at <https://extranet.officeforstudents.org.uk/data/>.

- for further education and sixth form colleges that in 2018-19 have registered students on higher education courses recognised for OfS funding purposes, the 'Higher Education in Further Education: Students Survey 2018-19' (HEIFES18)
- for other providers that in 2018-19 have registered students on higher education courses recognised for OfS funding purposes, the 'Higher Education Students Early Statistics Survey 2018-19' (HESES18)
- for providers that in 2019-20 are offering higher education provision recognised for OfS funding purposes for the first time, the 'Higher Education Students Forecast 2019-20' (HESF19).

Details of HEIFES, HESES and HESF surveys can be found on the OfS website⁴.

12. The individualised student data will be one of the following returns for 2017-18:

- The Individualised Learner Record (ILR), returned to the Education and Skills Funding Agency by further education and sixth form colleges
- The Higher Education Statistics Agency (HESA) student record
- The HESA alternative provider student record.

⁴ See www.officeforstudents.org.uk/data-and-analysis/data-collection/.

Section one

Further information and requests for changes

13. Please contact recurrentgrant@officeforstudents.org.uk if you have any questions about your grant.
14. While we do not require a response to this document, there may be circumstances in which providers wish to request changes to their allocations. The process for this is described in this section.

Funding data summaries

15. Alongside the grant announcement documents listed in the summary, for providers that submitted 2017-18 individualised student data, we are making available funding data summaries which will show them how that data has been used. Providers can access their outputs from **Wednesday 8 May 2019** on the OfS portal⁵. We have written separately to heads of providers to issue the necessary access keys.
16. The funding data summary outputs contain data that has been used to calculate:
 - the 2019-20 student premium targeted allocations which are shown on Table C of the grant tables
 - the 2019-20 very high-cost science, technology, engineering and maths (STEM) subjects targeted allocation which is shown on Table F of the grant tables.
17. The package available on the OfS portal will contain the following files:
 - student premium data summary
 - student premium individualised file
 - only for providers that submitted HESES18 and 2017-18 HESA AP student record:
 - a HESES17 population individualised file
 - only for providers that submitted the 2017-18 HESA student record:
 - a very high-cost STEM subjects data summary
 - a very high-cost STEM subjects individualised file
 - a very high-cost STEM subjects modularised file.

⁵ Available at <https://extranet.officeforstudents.org.uk/data/>.

18. In addition, the following documents will be available via the OfS portal on **Wednesday 8 May 2019** and will also be publicly available on the OfS website⁶ from **Thursday 9 May**:

- '2017-18 ILR post-collection outputs: Student premium technical document'
- '2017-18 HESA student post-collection outputs: Student premium technical document'
- '2017-18 HESA Alternative Provider student post-collection outputs: Student premium technical document'
- '2017-18 Post-collection outputs: Student premium method document'
- '2017-18 HESA Alternative Provider student post-collection outputs: HESES17 population technical document'
- '2017-18 HESA student post-collection outputs: Very high-cost STEM subjects targeted allocation technical document'
- '2017-18 HESA student post-collection outputs: Very high-cost STEM subjects targeted allocation method document'.

19. If you have any queries about these outputs, please contact OfS via the appropriate email address:

- for providers that submitted 2017-18 ILR data, ilrdata@officeforstudents.org.uk
- for providers that submitted to the 2017-18 HESA student record, hesastudentdata@officeforstudents.org.uk
- for providers that submitted to the 2017-18 HESA AP student record, apdata@officeforstudents.org.uk

Appeals process

20. In the spring 2019 grant announcement, the targeted allocations for students attending courses in London and very high-cost STEM subjects are subject to appeal. Any such appeal should be submitted **by Monday 3 June 2019** to recurrentgrant@officeforstudents.org.uk.

Targeted allocation for students attending courses in London

21. The targeted allocation for students attending courses in London is based on fundable students in all modes and levels of study for price groups A to D, as follows:

- a. For providers funded in 2018-19, rates of funding were calculated for each price group depending on the proportion of students at the provider being taught in inner or outer London, derived from ILR or HESA student data for 2014-15. Further information about

⁶ See www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/.

the calculation is on the Higher Education Funding Council for England's (HEFCE's) archived website⁷.

- b. Providers funded for the first time in 2019-20 have London rates derived from location data submitted in either their HESES18 or HESF19 student survey.

22. For the purpose of this targeted allocation:

- a. Students studying by distance learning are treated as studying at the main address of the provider that delivers their distance learning.
- b. Students undertaking learning in the workplace, work experience or study abroad are treated as studying at the provider at which teaching for the whole course primarily takes place.

23. Providers may appeal against the allocation shown in the grant tables. Any appeals should provide convincing evidence that the allocation should differ because providers have a significant change to the proportion of their OfS-fundable provision taking place in inner or outer London compared with the data described in paragraph 21. This targeted allocation is intended to contribute towards the extra costs to providers of operating in London, but we recognise that it is unlikely to meet the full costs and also that there are benefits to providers of operating in London. Providers should therefore not appeal on the basis that their extra costs are not being fully met.

Very high-cost STEM subjects targeted allocation

24. The very high-cost STEM subjects targeted allocation reflects the high delivery costs associated with chemistry, physics, chemical engineering, and mineral, metallurgy and materials engineering. This allocation has been recalculated using the same method⁸ as in previous years, but using 2017-18 individualised student data. Providers are eligible for an allocation for a subject only if both the following apply:

- they have at least 30 OfS-fundable FTEs for completed years of instance in that subject
- they are actively recruiting in 2019-20 in that subject.

25. Providers may submit an appeal if they meet the eligibility criteria in paragraph 24 and believe that their existing allocation is significantly understated either because:

- a. They had at least 30 OfS-fundable FTEs in a subject in 2017-18 but have not received an allocation for that subject. This might arise because of the way they have coded subjects in their individualised student data return, or because they did not return individualised student data for 2017-18.

⁷ See <http://webarchive.nationalarchives.gov.uk/20180103173944/http://www.hefce.ac.uk/data/indstu/data/indicative/Ita/>.

⁸ See <http://webarchive.nationalarchives.gov.uk/20150708141123/http://www.hefce.ac.uk/data/famd/indicative/vhc/>.

- b. Their provision has significantly changed since 2017-18 because of the introduction of new courses or cohorts.

26. Submissions should include:

- a. Details of the provision concerned, including programme titles, content and resourcing in terms of staff, capital and financing. This might include any relevant current course or marketing material for the programmes.
- b. Satisfactory evidence that in 2019-20 the provider will meet the eligibility criteria in paragraph 24. This should include details of FTE student numbers involved, separated by subject, mode and level.
- c. Confirmation that the provision is OfS-fundable – see Annex F of the HESES18 or HEIFES18 guidance documents.
- d. An explanation of the relationship between the activity for which the provider is seeking funding and the four subject areas that we are supporting. This may include information about structural arrangements at the provider such as staffing in academic departments. For data protection reasons, providers **must not** send information to us about individuals via insecure methods such as email. If personal data is involved, please contact recurrentgrant@officeforstudents.org.uk for advice about sending information securely.

27. For appeals related to 2017-18 individualised student data, providers may not make submissions relating to a particular subject unless they can demonstrate from the individualised student data that they have at least 30 OfS-fundable FTEs in that subject. Providers should include details of how we can unambiguously identify the activity of these students in their 2017-18 individualised student data. Again, for data protection reasons, providers **must not** send information to us about individual students via unsecure methods such as email.

28. In making decisions on any appeal, we aim to ensure that this funding remains clearly targeted at the four subjects concerned and is not extended to other areas.

Other requests for changes to allocations

29. Where providers believe that any other change to their allocations is necessary as a result of transfers or amendments to their data, they should contact us in good time to meet the deadlines shown specified in this section.

Transfers

30. If, following this grant announcement, providers wish any further transfers of funding and student numbers to take effect from the academic year 2019-20, they should have formal agreements in place and should notify recurrentgrant@officeforstudents.org.uk **by Friday 28 June 2019**. We will then send providers a template to collect details of the full-time equivalent student numbers (FTEs) that are to transfer, to be returned to us **by Friday 26 July 2019**. Before implementing any transfers, we require written agreement from all parties concerned.

Amendments to data

31. We do not automatically accept and process amendments to data. We expect that the data signed off as correct by a provider's accountable officer is the final data that we will use, and that this is also consistent with published data. We will only accept amendments after this point in exceptional circumstances, where they meet the following criteria:
- a. Errors are widespread and significant.
 - b. Amendments relate to clear evidence of data error rather than re-interpretation of data (such as re-categorisation).
 - c. Errors are likely to have a material difference on one or more of our uses of the data.
32. Amendments will be assessed by a panel that will consider separately the purposes for which the data is used. Further information and guidance are provided on the OfS website⁹, including the error summary templates that we require providers to complete in order to specify the data errors identified. These are:
- a. The 'Error summary: aggregate data' template, which should be completed with details of errors in aggregate data, i.e. HESSES or HEIFES. We will not accept amendments to HESF19 because we will recalculate 2019-20 funding using in-year data (HESSES19 or equivalent) for all providers whose initial grant has been informed by HESF19.
 - b. The 'Error summary: individualised data' template should be completed with details of errors in individualised student data, such as the HESA student record, the HESA AP student record, or ILR data.
33. If there are errors in the underlying data used for the funding allocations (see paragraphs 11 and 12), the relevant template must be completed and returned **by Thursday 27 June 2019** to ensure amendments can be considered by the panel.
34. Amendments arising from decisions taken by the panel in March 2019 are not reflected in the spring grant announcement.

2019-20 terms and conditions of OfS funding

35. On 29 March 2019, we published our 'Terms and conditions of funding for 2019-20' (OfS 2019.12)¹⁰. These apply to the recurrent and capital funding that the OfS will distribute to providers that are registered in the Approved (fee cap) part of the OfS Register for the academic year 1 August 2019 to 31 July 2020.
36. The terms and conditions of OfS funding supplement the conditions of registration that apply to providers in the Approved (fee cap) category¹¹.

⁹ See www.officeforstudents.org.uk/data-and-analysis/amendments-to-data/.

¹⁰ Available at www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-2019-20/.

¹¹ See www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/.

Section two

The recurrent teaching grant tables

37. The 2019-20 grant tables are presented as an Excel workbook and contain details only of recurrent allocations. They are described in detail in this document, but in summary are as follows:

Table A provides summary details of allocations of funding (largely derived from the calculations on subsequent tables). Any medical and dental intake targets are specified at the bottom of the table.

Table B shows the calculation of allocations for high-cost subjects.

Table C shows the calculation of specific targeted allocations for premiums to support successful student outcomes and disabled students.

Table D shows the calculation of the targeted allocation for Erasmus+ and overseas study programmes.

Table E shows the calculation of the nursing, midwifery and allied health supplement.

Table F shows the calculation of the targeted allocation for very high-cost STEM subjects.

Table G shows the calculation of the targeted allocations for the postgraduate taught supplement, intensive postgraduate provision, accelerated full-time undergraduate provision, and students attending courses in London.

Table H shows the parameters used in the teaching funding models.

38. The workbook includes an information tab which provides links to all of the tables. It also includes template versions of tables B, D, E and G to allow providers to model the impact of changes to their student numbers. The templates for Tables C and F are included as an additional column within the worksheets for these tables; the other templates are provided as separate worksheets.

39. Columns or rows have been included in the grant tables where appropriate to show how much of a provider's funding is attributable to the continuing transfer of responsibility for funding pre-registration courses in nursing, midwifery and certain allied health professions.

40. In this document, each row and column of the accompanying grant tables is described beneath a bold sub-heading in the order that they appear in the tables. *Italics* have been used in the explanatory text to indicate that a row or column heading from the 2019-20 grant tables is being referenced.

Table A: 2019-20 Summary of allocations

41. This table is a summary of the teaching grant allocations shown in Tables B, C, D, E, F and G. The table also provides detail (where applicable) of medical and dental intake targets.

High-cost subject funding

42. This shows the high-cost subject funding allocation for 2019-20. The calculations are shown in detail in Table B, with accompanying explanatory text in paragraphs 61 to 81.

Targeted allocations

43. This shows the targeted allocations for:

- premium to support successful student outcomes: full-time
- premium to support successful student outcomes: part-time
- disabled students' premium
- Erasmus+ and overseas study programmes
- nursing, midwifery and allied health supplement
- postgraduate taught supplement
- intensive postgraduate provision
- accelerated full-time undergraduate provision
- students attending courses in London
- very high-cost STEM subjects
- specialist institutions
- clinical consultants' pay
- senior academic GPs' pay
- NHS pensions scheme compensation.

44. Figures for the following allocations are taken from Table C:

- premium to support successful student outcomes: full-time. This is the sum of the following items on Table C:
 - premium to support successful student outcomes: full-time (main allocation)
 - premium to support successful student outcomes: full-time (supplement)
- premium to support successful student outcomes: part-time
- disabled students' premium.

45. The calculations for each separate allocation are shown in detail in Table C, with accompanying explanatory text in paragraphs 82 to 134.

46. The calculation for Erasmus+ and overseas study programmes allocation is shown in detail in Table D, with accompanying explanatory text in paragraphs 135 to 138.
47. The calculation for the nursing, midwifery and allied health supplement is shown in detail in Table E, with accompanying explanatory text in paragraphs 139 to 147.
48. The calculation for the very high-cost STEM subjects allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 148 to 154.
49. Figures for the following allocations are shown in Table G:
- postgraduate taught supplement
 - intensive postgraduate provision
 - accelerated full-time undergraduate provision
 - students attending courses in London.
50. The calculations for each allocation are shown in Table G, with accompanying explanatory text in paragraphs 155 to 183.

Specialist institutions

51. This is allocated to support certain specialist providers that have been identified as providing world-leading teaching following the 2015-16 HEFCE review of institution-specific funding¹².

Clinical consultants' pay

52. This allocation recognises the additional costs that arise from applying the Consultant Contract (England) 2003 to clinical academics. The allocation remains unchanged since 2018-19.

Senior academic GPs' pay

53. This allocation is provided to enable senior academic general practitioners (GPs) to be paid in line with their hospital-based colleagues. The funding has been based on the senior academic GPs' pay that providers employed on 31 March 2005, using data provided by the Universities and Colleges Employers Association. The allocation remains unchanged since 2018-19.

NHS pensions scheme compensation

54. This allocation compensates higher education providers for the increased employers' contributions to the NHS pension scheme introduced in April 2004. The allocation remains unchanged since 2018-19.

¹² For more information about the HEFCE review, see <https://webarchive.nationalarchives.gov.uk/20170110155430/http://www.hefce.ac.uk/lt/howfund/institution/>.

Of which related to nursing, midwifery and allied health funding transfer (£)

55. This column is the amount within the *2019-20 Allocation (£)* column which is related to the transfer of funding for pre-registration courses in nursing, midwifery and allied health professions.

Medical intake target for 2019-20

56. This is the intake target for 2019-20 for pre-registration courses leading to qualification to practise as a medical doctor. For providers without medical schools, 'Not applicable' will be shown here.

Of which maximum overseas numbers

57. This is the maximum number of overseas students who can be recruited to medical courses as part of the overall intake target set for a provider for 2019-20. For providers that had a medical intake target in 2017-18, this is calculated as 7.5 per cent of the *Medical intake target for 2017-18*, rounded to the nearest whole number. Other providers with medical schools will be advised of the maximum overseas numbers separately.

Dental intake target for 2019-20

58. This is the intake target for 2019-20 for pre-registration courses leading to qualification to practise as a dentist. This is the same as the dental intake target for 2018-19. For providers without dental schools, 'Not applicable' will be shown here.

Of which maximum overseas numbers

59. This is the maximum number of overseas students who can be recruited to dental courses as part of the overall intake target set for a provider for 2019-20. This is calculated as 5 per cent of the *Dental intake target for 2019-20*, rounded to the nearest whole number.

60. Guidance on the reporting of students starting pre-registration medical and dental courses was provided in the 'Medical and Dental Students survey 2018' (OfS 2018.34)¹³. Providers should ensure they do not exceed their intake targets; paragraphs 63 to 67 of the 'Guide to funding 2019-20: How the Office for Students allocates money to higher education providers' (OfS 2019.18)¹⁴ explain the action we may take against those that do so.

Table B: 2019-20 High-cost subject funding

61. This table shows the calculation of 2019-20 high-cost subject funding. The final four columns show how much of the total 2019-20 high-cost subject funding is attributable to the transfer of funding responsibility from the Department of Health and Social Care for pre-registration nursing, midwifery and allied health (NMAH) courses.

62. For providers whose 2019-20 funding is informed by their 2018-19 aggregate student data, the table includes adjustments to the student numbers we count for funding to reflect expected

¹³ See www.officeforstudents.org.uk/publications/medical-and-dental-students-survey-2018/.

¹⁴ Available at www.officeforstudents.org.uk/publications/guide-to-funding-2019-20/.

changes to their OfS-fundable student population for 2019-20 arising from the government's health education reforms:

- a. The addition of 2016-17 non-fundable undergraduate (UG) starters to pre-registration NMAH courses, other than for dental hygiene and dental therapy. These are students in year 3 of their course in the 2018-19 aggregate student data and are treated as the additional year 3 cohort that becomes fundable in 2019-20 following the transfer of funding responsibility for these courses in 2017-18.
- b. The addition of 2017-18 non-fundable PGT (UG fee) starters to pre-registration nursing, midwifery and allied health (NMAH) courses and non-fundable UG starters to dental hygiene and dental therapy courses. These are students in year 2 of their course in the 2018-19 aggregate student data and are treated as the additional year 2 cohort that becomes fundable in 2019-20 following the transfer of funding responsibility for these courses in 2018-19.
- c. The addition of the increase since 2017-18 to intake targets for pre-registration courses leading to qualification to practise as a medical doctor.

FTEs from OfS data survey

63. For providers that completed HEIFES18 or HESES18, these are OfS-fundable student numbers expressed in FTE terms:
 - a. Full-time students are taken from Column 4 of Table 1 in HEIFES18 or HESES18.
 - b. Sandwich year out students are taken from Column 4 of Table 2 in HEIFES18 or HESES18 and count as 0.5 FTE each.
 - c. Part-time students are taken from Column 4a of Table 3 in HEIFES18 or HESES18.
64. For providers that completed HESF19, these are taken from Section 2 of HESF19 Table 1.

Additional NMAH cohort: UG FTEs (excluding DHDT)

65. This column is not populated for providers that do not have any pre-registration NMAH courses.
66. These are home and EU non-fundable UG 2016-17 starters (expressed in FTE terms) relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing, midwifery and allied health professions, excluding dental hygiene and dental therapy (DHDT) students:
 - a. Full-time students are taken from Column 4 (a) (ii) of Table 7a in HEIFES18 or HESES18.
 - b. Sandwich year out students are taken from Column 4 (a) (ii) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
 - c. Part-time students are taken from Column 4a (a) (ii) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in midwifery and allied health professions are assigned to price group B.

Additional NMAH cohort: PGT FTEs

67. This column is not populated for providers that do not have any pre-registration nursing, midwifery and allied health courses.
68. These are home and EU non-fundable PGT (UG fee) 2017-18 starters (expressed in FTE terms) relating to the transfer of funding responsibility for postgraduate pre-registration courses in nursing, midwifery and allied health professions.
 - a. Full-time students are taken from Column 4 (b) (ii) of Table 7a in HEIFES18 or HESES18.
 - b. Sandwich year out students are taken from Column 4 (b) (ii) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
 - c. Part-time students are taken from Column 4a (b) (ii) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in midwifery and allied health professions are assigned to price group B.

Additional NMAH cohort: DHDT FTEs

69. This column is not populated for providers that do not have any pre-registration nursing, midwifery and allied health courses.
70. These are home and EU non-fundable UG 2017-18 starters (expressed in FTE terms) relating to the transfer of funding responsibility for undergraduate pre-registration courses in dental hygiene and dental therapy (DHDT).
 - a. Full-time students are taken from Column 4 (b) (ii) of Table 7a in HEIFES18 or HESES18.
 - b. Sandwich year out students are taken from Column 4 (b) (ii) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
 - c. Part-time students are taken from Column 4a (b) (ii) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in dental hygiene and dental therapy are assigned to price group A.

Adjustment for over-recruitment against medical and dental intake targets

71. This column is only applicable for providers that have medical or dental schools.
72. The adjustment for price group A is the sum, expressed as a negative number, of the 2019-20 adjustments for over-recruitment against the 2015-16, 2016-17 and 2017-18 medical and dental targets, and the 2018-19 dental targets. This is taken from the 'High-cost FTE

adjustments' worksheet in the final 2018-19 grant adjustment report included with our letter of 28 February 2019.

73. The adjustment for price group B is the 2019-20 adjustment, expressed as a negative number, for over-recruitment against the 2018-19 medical target. This is taken from the 'High-cost FTE adjustments' worksheet in the final 2018-19 grant adjustment report included with our letter of 28 February 2019.

Other FTE adjustments

74. This contains other miscellaneous FTE adjustments, including:

- a. Transfers between providers after the spring 2019 grant announcement. These will be shown here in any later issue of grant tables.
- b. In price group B, any additional medical intake places awarded for 2019-20¹⁵.

Total FTEs for 2019-20 high-cost subject funding

75. This is the sum of the following columns:

- FTEs from OfS data survey
- Additional NMAH cohort: UG FTEs (excluding DHDT)
- Additional NMAH cohort: PGT FTEs
- Additional NMAH cohort: DHDT FTEs
- Adjustment for over-recruitment against medical and dental intake targets
- Other FTE adjustments.

High-cost subject funding (£)

76. This is the *Total FTEs for 2019-20 high-cost subject funding* multiplied by the appropriate rate of funding, shown for each price group on Table H, multiplied by the scaling factor of 1.025 also shown on Table H.

Of which related to NMAH funding transfer

77. These columns are not populated for providers that do not have any pre-registration nursing, midwifery and allied health courses.

OfS-fundable NMAH FTEs: UG starters in 2017-18

78. These are OfS-fundable UG starters in 2017-18 (expressed in FTE terms) relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing,

¹⁵ See

<https://webarchive.nationalarchives.gov.uk/20180405121740/http://www.hefce.ac.uk/lt/healthcare/#d.en.113195>.

midwifery and allied health (NMAH) professions, but excluding pre-registration dental hygiene and dental therapy courses.

- a. Full-time students are taken from Column 4 (b) (i) of Table 7a in HEIFES18 or HESES18.
- b. Sandwich year out students are taken from Column 4 (b) (i) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (b) (i) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in midwifery and allied health professions are assigned to price group B.

OfS-fundable NMAH FTEs: UG and PGT starters in 2018-19

79. These are OfS-fundable UG and PGT (UG fee) starters in 2018-19 (expressed in FTE terms) relating to the transfer of funding responsibility for pre-registration courses in nursing, midwifery and allied health (NMAH) professions.

- a. Full-time students are taken from Column 4 (c) (i) of HEIFES18 or HESES18 Table 7a.
- b. Part-time students are taken from Column 4a (c) (i) of HEIFES18 or HESES18 Table 7c.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in dental hygiene and dental therapy are assigned to price group A. Students on pre-registration courses in midwifery and other allied health professions are assigned to price group B.

Total NMAH FTEs for 2019-20 high-cost subject funding

80. This is the sum of the following columns:

- Additional NMAH cohort: UG FTEs (excl. DHDT)
- Additional NMAH cohort: PGT FTEs
- Additional NMAH cohort: DHDT FTEs
- OfS-fundable NMAH FTEs: UG starters in 2017-18
- OfS-fundable NMAH FTEs: UG and PGT starters in 2018-19.

High-cost subject funding (£)

81. This is the *Total NMAH FTEs for 2019-20 high-cost subject funding* multiplied by the appropriate rate of funding, shown for each price group on Table H, multiplied by the scaling factor of 1.025 also shown on Table H.

Table C: 2019-20 Student premium allocations

82. This table shows a detailed breakdown of the calculations for the following targeted allocations:
- premium to support successful student outcomes: full-time
 - main allocation
 - supplement
 - premium to support successful student outcomes: part-time
 - disabled students' premium.
83. Paragraphs 86 to 132 define the qualifying populations for each of these allocations, and explain how they are calculated using the underlying data. Some figures in the table have been rounded for display purposes. Since the calculations are done to several decimal places, there may be some rounding differences within the table.
84. As noted in paragraphs 9 to 12, the 2017-18 data sources that inform these allocations differ depending on the type of individualised data returned by the provider. The source used is one of the following:
- the ILR supplied to the Education and Skills Funding Agency
 - the HESA student record
 - the HESA AP student record.
 - Where we are referring to these data returns collectively, we have used the term 'individualised student data'.
85. Where we do not have sufficient data for a provider, we use data for all other providers from which we do have 2017-18 individualised data in our calculations for one or more of the premiums. Where we have done this, the data for these other providers is shown in Table C. This approach ensures that providers are not disadvantaged if we do not have 2017-18 individualised data for them, by applying to them the average weightings derived from all other providers. We have taken this approach where:
- no individualised student data for 2017-18 is available for the provider
 - ILR data for 2017-18 exists but the provider was not funded in that academic year.

Further details on the calculation of these premiums can be found in '2017-18 post-collection outputs: Student premium method document'¹⁶.

¹⁶ Available at www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/.

Premium to support successful student outcomes: full-time (main allocation)

Full-time and sandwich year out UG headcount (2017-18 HESA/ILR)

86. This section shows a breakdown of the headcount of full-time and sandwich year out UG students into first degree or other UG, then young or mature, then medium or high risk (labelled a to h). For this allocation, mature students are those aged 21 or over on entry.
87. Some students are excluded from the headcount and will not be counted for either the full-time (main allocation) or the full-time (supplement). Further details on the exclusions can be found in '2017-18 post-collection outputs: Student premium method document'.
88. Each student in the population (see paragraphs 95 and 96) is assigned to one of 12 risk categories using:
- age
 - qualification aim
 - entry qualification information.
89. Entry qualification data is taken from the relevant 2017-18 individualised student data return. Additional information on each student's Level 3 qualifications is sourced from linked ILR data from 2002-03 to 2016-17 and linked National Pupil Database (NPD) data from 2002-03 to 2016-17.
90. The assignment of students to these categories is shown in Tables 1 and 2.

Table 1: Risk groups by age and entry qualification for students aiming for a first degree

Risk categories	Young	Mature
Low risk	<ul style="list-style-type: none"> • higher education • A-levels with grades of CCC or higher • HESA Student / AP Student only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 93) • HESA Student / AP Student only: Scottish Highers with grades of CCCCC or higher (see paragraph 93) • Baccalaureate • other Level 3 qualifications with more than 115 tariff points • unknown qualifications (see paragraph 91). 	<ul style="list-style-type: none"> • higher education • A-levels with grades of ACC/BBC or higher • HESA Student / AP Student only: Scottish Advanced Highers with grades of ACC/BBC or higher (see paragraph 93) • HESA Student / AP Student only: Scottish Highers with grades of ABCCC/BBBCC or higher (see paragraph 93) • other Level 3 qualifications with more than 105 tariff points • unknown qualifications (see paragraph 91)
Medium risk	<ul style="list-style-type: none"> • foundation course • other Level 3 qualifications with between 41 and 115 (inclusive) tariff points, or no tariff points 	<ul style="list-style-type: none"> • foundation course • A-levels with grades of CCC or higher* • HESA Student / AP Student only: Scottish Advanced Highers with

Risk categories	Young	Mature
	<ul style="list-style-type: none"> other Level 3 qualifications, where tariff points could not be determined (see paragraph 92). 	<ul style="list-style-type: none"> grades of CCC or higher* (see paragraph 93) HESA Student / AP Student only: Scottish Highers with grades of CCCCC or higher* (see paragraph 93) Baccalaureate other Level 3 qualifications with less than 106 tariff points other level 3 qualifications, where tariff points could not be determined (see paragraph 92) Access to Higher Education course.
High risk	<ul style="list-style-type: none"> BTEC other Level 3 qualifications with between 1 and 40 (inclusive) tariff points Access to Higher Education course other qualifications no qualifications. 	<ul style="list-style-type: none"> BTEC other qualifications no qualifications.

* Excluding grade combinations specified in the low risk mature category.

Table 2: Risk groups by age and entry qualification for students aiming for an undergraduate qualification other than a first degree (other UG)

Risk categories	Young	Mature
Low risk	<ul style="list-style-type: none"> higher education A-levels with grades of CCC or higher HESA Student / AP Student only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 93) HESA Student / AP Student only: Scottish Highers with grades of CCCCC or higher (see paragraph 93) other Level 3 qualifications with more than 115 tariff points unknown qualifications (see paragraph 91). 	<ul style="list-style-type: none"> higher education A-levels with grades of CCC or higher HESA Student / AP Student only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 93) HESA Student / AP Student only: Scottish Highers with grades of CCCCC or higher (see paragraph 93) other Level 3 qualifications with more than 65 tariff points Access to Higher Education course unknown qualifications (see paragraph 91).
Medium risk	<ul style="list-style-type: none"> foundation course Baccalaureate other Level 3 qualifications with between 66 and 115 (inclusive) tariff points Access to Higher Education course 	<ul style="list-style-type: none"> foundation course other level 3 qualifications with between 1 and 65 (inclusive) tariff points.
High risk	<ul style="list-style-type: none"> BTEC other Level 3 qualifications with less than 66 tariff points 	<ul style="list-style-type: none"> Baccalaureate BTEC other Level 3 qualifications with no tariff points

Risk categories	Young	Mature
	<ul style="list-style-type: none"> other Level 3 qualifications, where tariff points could not be determined (see paragraph 92) other qualifications no qualifications. 	<ul style="list-style-type: none"> other Level 3 qualifications, where tariff points could not be determined (see paragraph 92) other qualifications no qualifications.

91. Students with unknown entry qualifications are assigned to a low risk group and are therefore given a zero weighting. Providers should ensure that each student's highest qualification on entry, along with detailed information on their entry qualifications (where possible), are recorded in their individualised data returns so that they are weighted appropriately.
92. Where a student's highest qualification on entry is a Level 3 qualification (except where coded as 'Higher education access course', 'International Baccalaureate Diploma' or 'International Baccalaureate Certificate'), but we do not find any Level 3 qualifications in the HESA Continuity Register (HESA Student and HESA AP Student records only) or by linking to ILR and NPD data, we assign them to either a medium or high risk group depending on whether they are aiming for a first degree or other undergraduate qualification. However, some students in this category are excluded from the population, as described in the '2017-18 post-collection outputs: Student premium method document'.
93. Where a student is recorded in the 2017-18 ILR data, we can only find detailed information on their entry qualifications by linking to other ILR data and NPD data. This means that we can only determine grade combinations for students who are domiciled in England. However, where a student is recorded in the 2017-18 HESA Student or HESA AP Student data, HESA's Continuity Register may contain detailed information on qualifications gained in other parts of the UK. This allows us to consider Scottish Highers and Advanced Highers in the risk categories.

Weighted headcount of at-risk students

94. Each student is weighted according to Table 3.

Table 3: Weighted headcount of at-risk students

	First degree		Other UG	
	Young	Mature	Young	Mature
Low risk	0	0	0	0
Medium risk	1	1.5	1.5	1.5
High risk	2	2.5	3	2.5

Total headcount

95. This is the total headcount of full-time and sandwich year out UG students (eligible to be counted in Column 4 of Tables 1 and 2 of HEIFES17 or HESES17) taken from the relevant 2017-18 individualised student data, who are in one of these categories:

- a. OfS-fundable.
- b. Non-fundable and having started a pre-registration nursing, midwifery or allied health course (excluding dental hygiene and dental therapy) in 2015-16 or 2016-17. Funding responsibility for these courses transferred to us in 2017-18 and there are therefore three fundable cohorts in 2019-20. The equivalent population in the 2017-18 data is represented by two non-fundable cohorts and one fundable cohort in the headcount.
- c. Non-fundable and having started a pre-registration dental hygiene or dental therapy course in 2016-17 or 2017-18. Funding responsibility for these courses transferred to us in 2018-19 and there are therefore two fundable cohorts in 2019-20. The equivalent population in the 2017-18 data is represented by two non-fundable cohorts in the headcount.

96. Note that in the case of providers that submitted ILR data, this figure represents students domiciled in England; for those that submitted individualised student data to HESA, it represents students domiciled in all of the UK. For providers that submitted data to the 2017-18 HESA AP student record, this is an approximation based on how their students would have been treated had the providers submitted HESES17.

Full-time student premium (main allocation) weighting

97. This is calculated as *Weighted headcount of at-risk students* (labelled i) divided by *Total headcount* (labelled j) of full-time and sandwich year out UG students (2017-18 individualised student data).

Total FTEs for 2019-20: Full-time and sandwich year out UG

98. This is the population to which the weighting is applied. The figure is the total FTE for full-time and sandwich year out UGs from the *Total FTEs for 2019-20 other targeted allocations* column in Table G (see paragraph 166).

London weighting

99. The London weighting is 1.00 for providers outside London, 1.08 for providers in outer London or 1.12 for providers in inner London.

Weighted FTEs

100. This is the product of the figures in the previous three rows.

Funding rate per weighted FTE (£)

101. For 2019-20, funding for the *Premium to support successful student outcomes: full-time (main allocation)* is allocated at a rate of approximately £175 per weighted FTE.

Main allocation (£)

102. This is the product of the figures in the previous two rows.

Of which related to NMAH funding transfer (£)

103. This is the amount of *Main allocation (£)* which is related to the nursing, midwifery and allied health funding transfer. This is the total FTE for full-time and sandwich year out UGs from the

Total NMAH FTEs for 2019-20 for targeted allocations funding column in Table G (see paragraph 180) multiplied by:

- full-time student premium (main allocation) weighting (see paragraph 97)
- London weighting (see paragraph 99)
- Funding rate per weighted FTE (£) (see paragraph 101).

Premium to support successful student outcomes: full-time (supplement)

Full-time and sandwich year out UG headcount (2017-18 HESA/ILR)

104. This section shows a breakdown of the headcount of full-time and sandwich year out UG students by sub-level, age, risk category and quintile (labelled r to z). Sub-level, age and risk-category are the same as for the main allocation (see paragraphs 86 to 93).

105. Students in medium and high risk categories are further assessed to determine how many of them were from the most underrepresented areas. Each student is assigned to one of five quintiles depending on the area (or zone, or ward) in which they live. The quintiles are numbered from 1 to 5, with quintiles 1 and 2 including the most underrepresented areas.

- a. **For young students** the assessment is based on young higher education participation rates in each area:
 - i. In England and Wales these are 2011 Middle Layer Super Output Areas.
 - ii. In Northern Ireland these are 2001 Super Output Areas.
 - iii. In Scotland these are 2001 Intermediate Zones.
- b. **For mature students** the assessment is based on the proportion of 16 to 74-year-olds with a higher education qualification in each 2001 Census Area Statistics ward.

For further information on how these quintiles are derived, see Annex B of '2017-18 post-collection outputs: Student premium method document'.

Headcount of at-risk and underrepresented students

106. This is the sum of the figures labelled r to z.

Total headcount

107. The total headcount is the same as described for *Premium to support successful student outcomes: full-time (main allocation)* (labelled j) – see paragraphs 95 and 96.

Full-time student premium (supplement) weighting

108. This is calculated as *Headcount of at-risk and underrepresented students* (labelled aa) divided by *Total headcount* (labelled j).

Medium and high risk students weighting

109. This is the sum of full-time and sandwich year out UG students (2017-18 individualised student data) assigned to medium and high risk categories (the sum of the figures labelled a to h) divided by *Total headcount* (labelled j).

Total FTEs for 2019-20: Full-time and sandwich year out UG

110. This is described in paragraph 98.

London weighting

111. The London weighting is 1.00 for providers outside London, 1.08 for providers in outer London or 1.12 for providers in inner London.

Weighted FTEs

112. This is the product of the figures in the previous four rows.

Funding rate per weighted FTE (£)

113. For 2019-20, funding for the *Premium to support successful student outcomes: full-time (supplement)* is allocated at a rate of approximately £181 per weighted FTE.

Supplement (£)

114. This is the product of the figures in the previous two rows.

Of which related to NMAH funding transfer (£)

115. This is the amount of *Supplement (£)* which is related to the nursing, midwifery and allied health funding transfer. This is the total FTE for full-time and sandwich year out UGs from the *Total NMAH FTEs for 2019-20 targeted allocations funding* column in Table G (see paragraph 180) multiplied by:

- *Full-time student premium (supplement) weighting* (see paragraph 108)
- *Medium and high risk students weighting* (see paragraph 109)
- *London weighting* (see paragraph 111)
- *Funding rate per weighted FTE (£)* (see paragraph 113).

Premium to support successful student outcomes: part-time

Total FTEs for 2019-20: Part-time UG

116. This figure is the total FTE for part-time UGs from the *Total FTEs for 2019-20 other targeted allocations* column in Table G (see paragraph 166).

London weighting

117. The London weighting is 1.00 for providers outside London, 1.08 for providers in outer London or 1.12 for providers in inner London.

Funding rate per weighted FTE (£)

118. For 2019-20, funding for the *Premium to support successful student outcomes: part-time* is allocated at a rate of approximately £1,002 per weighted FTE.

Allocation (£)

119. This is the product of the figures in the previous three rows.

Of which related to NMAH funding transfer (£)

120. This is the amount of *Allocation (£)* which is related to the NMAH funding transfer. This is the total FTE for part-time UGs from the *Total NMAH FTEs for 2019-20 targeted allocations funding* column in Table G (see paragraph 180) multiplied by:

- *London weighting* (see paragraph 117)
- *Funding rate per weighted FTE (£)* (see paragraph 118).

Disabled students' premium

DSA-eligible headcount (2017-18 HESA/ILR)

121. This section shows, out of the students potentially eligible to claim Disabled Students' Allowances (DSA), those who received DSA (labelled a, weight 2) and those who were recorded with a self-declared disability but not receiving DSA (labelled b, weight 1). Further details on the calculation of this premium can be found in the '2017-18 post-collection outputs: Student premium method document'.

Weighted headcount of disabled students

122. This is the sum of the headcount of DSA-eligible students receiving DSA (labelled a) multiplied by two, and the headcount of DSA-eligible students with a self-declared disability, not receiving DSA (labelled b).

Total headcount

123. This is the total headcount of students from 2017-18 individualised student data (eligible to be counted in Column 4 of Tables 1 to 3 of HEIFES17 or HESES17) who would be eligible to receive DSA, were they disabled. For providers that submitted data to the 2017-18 HESA AP student record, this is an approximation based on how their students would have been treated had the providers submitted HESES17.

Disabled students' premium weighting

124. This is calculated as *Weighted headcount of disabled students* (labelled c) divided by *Total headcount* (labelled d).

Total FTEs for 2019-20

125. This is the population to which the weighting is applied. The figure is the total FTE for all modes and levels from the *Total FTEs for 2019-20 other targeted allocations* column in Table G (see paragraph 166).

London weighting

126. The London weighting is 1.00 for providers outside London, 1.08 for providers in outer London or 1.12 for providers in inner London.

Weighted FTEs

127. This is the product of the figures in the previous three rows.

Funding rate per weighted FTE (£)

128. For 2019-20, funding for the *Disabled students' premium* is allocated at a rate of approximately £158 per weighted FTE.

Minimum allocation (£)

129. The minimum allocation for each provider is £1,000.

2018-19 Disabled students' premium (£)

130. This is the 2018-19 *Disabled students' premium* allocation taken from the 2018-19 grant tables or as subsequently adjusted. For providers that did not receive funding in 2018-19, this will be zero.

Allocation (£)

131. This is the higher of:

- *Minimum allocation (£)*
- the product of *Weighted FTEs* and *Funding rate per weighted FTE (£)*.

It is subject to capping such that year-on-year changes to the allocation for individual providers are no more than ±£200,000.

Of which related to NMAH funding transfer (£)

132. This is the amount of *Allocation (£)* which is related to the nursing, midwifery and allied health funding transfer. This is the total FTE for all modes and levels from the *Total NMAH FTEs for 2019-20 targeted allocations funding* column in Table G (see paragraph 180) divided by *Total FTEs for 2019-20* multiplied by *Allocation (£)*.

Further information about underlying data

133. A full technical description of how 2017-18 individualised student data is used to inform these targeted allocations, is available on the OfS website¹⁷.

134. Further detail regarding requests for any amendments to individualised student data can be found in the '*Amendments to data*' section (see paragraphs 31 to 34), and must be submitted to the OfS data panel via the error summary workbook.

¹⁷ Available at www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/

Table D: 2019-20 Erasmus+ and overseas study programmes

135. This table shows the calculation of the 2019-20 Erasmus+ and overseas study programmes allocation. This includes both outgoing Erasmus+ years abroad and outgoing years abroad outside the Erasmus+ programme. This table will not show figures for:

- providers that completed HESF19
- providers that did not complete Table 4 of HEIFES18 or HESES18.

2018-19 years abroad from OfS data survey

136. This shows countable years taken from Columns 1 and 2 of Table 4 in HEIFES18 or HESES18, split between full-time and sandwich year out and further split between OfS-fundable and non-fundable. Sandwich years out that are years abroad which are not taken under the Erasmus+ programme are not included.

Total years countable for Erasmus+ and overseas study programmes

137. This is the sum of the previous four columns.

Erasmus+ and overseas study programmes (£)

138. This is the *Total years countable for Erasmus+ and overseas study programmes* multiplied by the rate of funding of £2,315 (shown on Table H).

Table E: 2019-20 Nursing, midwifery and allied health supplement

139. This table is not populated for providers that do not have any pre-registration nursing, midwifery and allied health courses. It shows the calculation of the 2019-20 nursing, midwifery and allied health supplement, which is provided for three entry cohorts of UG students (excluding those on dental hygiene and dental therapy courses) and two entry cohorts of PGT (UG fee) students.

FTEs from OfS data survey

Full-time and sandwich year out: Starters in 2016-17

140. These are OfS-fundable and non-fundable student numbers expressed in FTE terms taken from Column 4 (a) of Tables 7a and 7b in HEIFES18 or HESES18.

Full-time and sandwich year out: Starters in 2017-18

141. These are taken from Column 4 (b) of Tables 7a and 7b in HEIFES18 or HESES18 and are the sum of the following student numbers expressed in FTE terms:

- a. OfS-fundable UG, excluding dental hygiene and dental therapy (DHDT).
- b. OfS-fundable and non-fundable PGT (UG fee).
- c. OfS-fundable and non-fundable DHDT.

Full-time and sandwich year out: Starters in 2018-19

142. These are OfS-fundable student numbers expressed in FTE terms taken from Column 4 (c) of Table 7a in HEIFES18 or HESES18.

Part-time: Starters in 2016-17

143. These are OfS-fundable and non-fundable student numbers expressed in FTE terms taken from Column 4a (a) of Table 7c in HEIFES18 or HESES18.

Part-time: Starters in 2017-18

144. These are taken from Column 4a (b) of Table 7c in HEIFES18 or HESES18 and are the sum of the following student numbers expressed in FTE terms:

- a. OfS-fundable UG, excluding DHDT.
- b. OfS-fundable and non-fundable PGT (UG fee).
- c. OfS-fundable and non-fundable DHDT.

Part-time: Starters in 2018-19

145. These are OfS-fundable student numbers expressed in FTE terms taken from Column 4a (c) of Table 7c in HEIFES18 or HESES18.

Total FTEs for nursing, midwifery and allied health supplement

146. In these four columns, certain combinations of profession and level will be greyed out if no rate of funding applies for the NMAH supplement. Where providers have confirmed that they have ceased recruiting to a particular profession from 2019-20, these columns will show zeros for that profession. Otherwise, the columns will show:

- a. **Starters in 2016-17:** This is the sum of *Full-time and sandwich year out: Starters in 2016-17* and *Part-time: Starters in 2016-17*.
- b. **Starters in 2017-18:** This is the sum of *Full-time and sandwich year out: Starters in 2017-18* and *Part-time: Starters in 2017-18*.
- c. **Starters in 2018-19:** This is the sum of *Full-time and sandwich year out: Starters in 2018-19* and *Part-time: Starters in 2018-19*.
- d. **Total:** This is the sum of the previous three columns.

Nursing, midwifery and allied health supplement (£)

147. This is the *Total* multiplied by the rates of funding by profession and level (shown on Table H).

Table F: 2019-20 Very high-cost STEM subjects targeted allocation

148. We are allocating £25 million to support very high-cost STEM subjects.

149. As noted in paragraph 24, we have recalculated the targeted allocation for very high-cost STEM subjects (physics, chemistry, chemical engineering, and mineral, metallurgy and

materials engineering) using 2017-18 individualised student data. The latest calculations use the same method as in previous years.

150. For providers that completed the 2017-18 HESA student record, the table shows the total FTEs for each of the four subject areas, taken from that record. Further information about how we have identified FTEs for each subject using the HESA student record is available in ‘2017-18 HESA Post-collection outputs: very high-cost STEM subjects targeted allocation technical document’¹⁸. Our method requires providers to have at least 30 FTEs in a given subject for it to be included in the calculation. Where a subject has fewer than 30 FTEs, these will be displayed in the table, but will not contribute to the total FTE (labelled e).
151. We have not identified any providers that completed the 2017-18 HESA AP student record or the 2017-18 ILR as having at least 30 FTEs in any of the subjects concerned. For these providers, and any others that did not submit 2017-18 individualised student data, Table F will show zero FTEs.
152. All providers have an opportunity to appeal if they meet the eligibility criteria for this funding and believe that their existing allocation is significantly understated. Further information on appeals is set out in paragraphs 24 to 28.
153. For 2019-20, funding for the very high-cost STEM subjects targeted allocation is approximately £775 per FTE.
154. The total allocation is *Total FTE* multiplied by *Funding rate per FTE*.

Table G: 2019-20 Other targeted allocations

155. This table shows the derivation of FTEs used in calculating certain targeted allocations, and the funding for:
- postgraduate taught supplement
 - intensive postgraduate provision
 - accelerated full-time undergraduate provision
 - students attending courses in London.
156. For providers whose 2019-20 funding is informed by their 2018-19 aggregate student data, the table includes adjustments to the student numbers we count for funding to reflect expected changes to their OfS-fundable student population for 2019-20 arising from the government’s health education reforms, as described in paragraph 62. This table also shows how much of the total for each allocation, other than the postgraduate taught supplement, is attributable to the transfer of funding responsibility from the Department of Health and Social Care for pre-registration nursing, midwifery and allied health courses. Students on such courses are not eligible for the postgraduate taught supplement because they are on courses eligible under the undergraduate student support arrangements.

¹⁸ Available at www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/.

FTEs from OfS data survey

157. For providers that completed HEIFES18 or HESES18, these are OfS-fundable student numbers expressed in FTE terms:

- a. Full-time students are taken from Column 4 of Table 1 in HEIFES18 or HESES18 .
- b. Sandwich year out students are taken from Column 4 of Table 2 in HEIFES18 or HESES18 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of Table 3 in HEIFES18 or HESES18.

158. For providers that completed HESF19, these are taken from Section 2 of Table 1 in HESF19.

Additional NMAH cohort: UG FTEs (excl. DHDT)

159. This column is not populated for providers that do not have any pre-registration nursing, midwifery and allied health (NMAH) courses.

160. These are home and EU non-fundable UG 2016-17 starters (expressed in FTE terms) relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing, midwifery and allied health professions. This excludes dental hygiene and dental therapy (DHDT) students.

- a. Full-time students are taken from Column 4 (a) (ii) of Table 7a in HEIFES18 or HESES18.
- b. Sandwich year out students are taken from Column 4 (a) (ii) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (a) (ii) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in midwifery and allied health professions are assigned to price group B.

Additional NMAH cohort: PGT FTEs

161. This column is not populated for providers that do not have any pre-registration nursing, midwifery and allied health courses.

162. These are home and EU non-fundable PGT (UG fee) 2017-18 starters (expressed in FTE terms) relating to the transfer of funding responsibility for postgraduate pre-registration courses in nursing, midwifery and allied health professions.

- a. Full-time students are taken from Column 4 (b) (ii) of Table 7a in HEIFES18 or HESES18.
- b. Sandwich year out students are taken from Column 4 (b) (ii) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (b) (ii) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in midwifery and allied health professions are assigned to price group B.

Additional NMAH cohort: DHDT FTEs

163. This column is not populated for providers that do not have any pre-registration nursing, midwifery and allied health courses.

164. These are home and EU non-fundable UG 2017-18 starters (expressed in FTE terms) relating to the transfer of funding responsibility for undergraduate pre-registration courses in dental hygiene and dental therapy (DHDT).

- a. Full-time students are taken from Column 4 (b) (ii) of Table 7a in HEIFES18 or HESES18.
- b. Sandwich year out students are taken from Column 4 (b) (ii) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (b) (ii) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in dental hygiene and dental therapy are assigned to price group A.

FTE adjustments

165. This contains miscellaneous FTE adjustments, including:

- a. Transfers between providers after the spring 2019 grant announcement. These will be shown here in any later issue of grant tables.
- b. In price group B, any additional medical intake places awarded for 2019-20¹⁹.

Total FTEs for 2019-20 other targeted allocations

166. This is the sum of the following columns:

- FTEs from OfS data survey
- Additional NMAH cohort: UG FTEs (excl. DHDT)
- Additional NMAH cohort: PGT FTEs
- Additional NMAH cohort: DHDT FTEs
- FTE adjustments.

¹⁹ Available at

<https://webarchive.nationalarchives.gov.uk/20180405121913/http://www.hefce.ac.uk/news/newsarchive/2018/Name,116646,en.html>.

Postgraduate taught supplement (£)

167. The funding rate per FTE for the supplement is £1,100 for postgraduate students on courses that are not eligible for masters loans or undergraduate student support. The funding is allocated for PGT (Other) students in price groups A, B, C1 and C2.

168. The FTEs used for this purpose are PGT (Other) students in *Total FTEs for 2019-20 other targeted allocations*. These are then multiplied by the *Postgraduate taught supplement* rate of funding.

Intensive postgraduate provision (£)

169. This allocation is for full-time and part-time, PGT (UG fee), PGT (Masters loan) and PGT (Other) students in price groups B, C1 and C2 who are on long years of study.

170. The FTEs used for this purpose are the relevant categories of students on long years of study in *Total FTEs for 2019-20 other targeted allocations*. The rates of funding vary by price group and are shown on Table H.

Accelerated full-time undergraduate provision (£)

171. This allocation is for full-time UG students in price groups B, C1, C2 and D who are on long years of study.

172. The FTEs used for this purpose are the relevant categories of students on long years of study in *Total FTEs for 2019-2020 other targeted allocations*. The rates of funding vary by price group and are shown on Table H.

Students attending courses in London (£)

173. This is *Total FTEs for 2019-20 other targeted allocations* multiplied by the rates of funding for each price group shown on Table H. These rates vary according to whether providers offer provision in inner or outer London.

174. A London weighting has been calculated for each provider based on the proportion of OfS-fundable FTEs taught at locations in inner London, outer London and outside London. For providers that were funded in 2018-19 this was derived from 2014-15 HESA student or ILR data. Further information on how this data was used is on the archived HEFCE website²⁰. For providers funded for the first time in 2019-20 this weighting was derived from their HES18 (Table 8) or HES19 (Table 2) location data.

175. The rates of funding per FTE for students attending courses at providers wholly in inner or outer London are shown in Table 4. For a small number of providers, amalgamated rates have been calculated reflecting where providers offer provision across London boundaries.

²⁰ Available at

<http://webarchive.nationalarchives.gov.uk/20180103173944/http://www.hefce.ac.uk/data/indstudata/indicative/Ita/>.

Table 4: Rates of funding for students attending courses in London

Price group	Standard rate per FTE for inner London (£)	Standard rate per FTE for outer London (£)
A	1,047	655
B	445	278
C1 and C2	341	213
D	262	164

176. Paragraphs 20 to 23 provide further information and guidance on appeals.

Of which related to NMAH funding transfer

177. These columns are not populated for providers that do not have any pre-registration nursing, midwifery and allied health courses.

OfS-fundable NMAH FTEs: UG starters in 2017-18

178. These are OfS-fundable UG starters in 2017-18 (expressed in FTE terms) relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing, midwifery and allied health (NMAH) professions, but excluding pre-registration dental hygiene and dental therapy courses.

- a. Full-time students are taken from Column 4 (b) (i) of Table 7a in HEIFES18 or HESES18.
- b. Sandwich year out students are taken from Column 4 (b) (i) of Table 7b in HEIFES18 or HESES18 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (b) (i) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in midwifery and allied health professions are assigned to price group B.

OfS-fundable NMAH FTEs: UG and PGT starters in 2018-19

179. These are OfS-fundable UG and PGT (UG fee) starters in 2018-19 (expressed in FTE terms) relating to the transfer of funding responsibility for pre-registration courses in nursing, midwifery and allied health (NMAH) professions.

- a. Full-time students are taken from Column 4 (c) (i) of Table 7a in HEIFES18 or HESES18.
- b. Part-time students are taken from Column 4a (c) (i) of Table 7c in HEIFES18 or HESES18.

Students on pre-registration courses in nursing (all specialisms) are assigned to price group C1. Students on pre-registration courses in dental hygiene and dental therapy are assigned to price group A. Students on pre-registration courses in midwifery and other allied health professions are assigned to price group B.

Total NMAH FTEs for 2019-20 targeted allocations funding

180. This is the sum of the following columns:

- Additional NMAH cohort: UG FTEs (excl. DHDT)
- Additional NMAH cohort: PGT FTEs
- Additional NMAH cohort: DHDT FTEs
- OfS-fundable NMAH FTEs UG starters in 2017-18
- OfS-fundable NMAH FTEs UG and PGT starters in 2018-19.

Intensive postgraduate provision (£)

181. This is *Total NMAH FTEs for 2019-20 targeted allocations funding* multiplied by the *Intensive postgraduate provision* rates of funding shown on Table H, which vary by price group.

Accelerated full-time undergraduate provision (£)

182. This is *Total NMAH FTEs for 2019-20 targeted allocations funding* multiplied by the *Accelerated full-time undergraduate provision* rates of funding shown on Table H, which vary by price group.

Students attending courses in London (£)

183. This is *Total NMAH FTEs for 2019-20 targeted allocations funding* multiplied by the *Students attending courses in London* rates of funding shown on Table H, which vary by price group.

Table H: 2019-20 Parameters in the funding models

184. This table provides the parameters used in the funding models for 2019-20.

Explanation of abbreviations, terms and references

Abbreviations and terms	Explanation
Academic year	The period from 1 August to 31 July.
Approved (fee cap)	One of the two categories in which providers can be registered on the OfS Register.
Dental intake target	A maximum level of intake to quota-controlled FT UG dental courses leading to first registration as a dentist.
DHDT	Dental hygiene and dental therapy.
DSA	Disabled Students' Allowances.
Erasmus+	European Union programme for education, training, youth and sport for the period from 2014 to 2020.
Financial year	The period from 1 April to 31 March.
FTE	Full-time equivalent.
GP	General practitioner.
HEFCE	The Higher Education Funding Council for England. HEFCE closed at the end of March 2018 and many of its functions are being continued by the Office for Students.
HEIFES	Higher Education in Further Education Students Survey. Typically suffixed by a number denoting the academic year for which its data applies, e.g. HEIFES18 for the 2018-19 academic year.
HERA	Higher Education and Research Act 2017.
HESA	Higher Education Statistics Agency.
HESES	Higher Education Students Early Statistics Survey. Typically suffixed by a number denoting the academic year for which its data applies, e.g. HESES18 for the 2018-19 academic year.
HESF	Higher Education Students Forecast. Typically suffixed by a number denoting the academic year for which its data applies, e.g. HESF19 for the forecast of academic year 2019-20 student numbers.
ILR	The Individualised Learner Record submitted to the Education and Skills Funding Agency.
Medical intake target	A maximum level of intake to quota-controlled FT UG medical courses leading to first registration as a doctor.
NPD	National Pupil Database.
NMAH	Nursing, midwifery and allied health.
OfS	The Office for Students.
OfS data survey	A collective term used in this document to encompass the HEIFES, HESES and HESF student surveys.
OfS Register	A list of all the English higher education providers officially registered by the OfS.
PGT	Postgraduate taught.

Abbreviations and terms	Explanation
PGT (Masters Loan)	Postgraduate taught students studying on courses eligible under the masters loan arrangements.
PGT (Other)	Postgraduate taught students who are not classified as PGT (Masters loan) or PGT (UG fee).
PGT (UG fee)	Postgraduate taught students on courses subject to undergraduate student support arrangements.
STEM subjects	Science, technology, engineering and mathematics.
Targeted allocation	Targeted allocations provide additional teaching funding to recognise the additional costs associated with certain types of students and provision.
UG	Undergraduate.



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www.nationalarchives.gov.uk/doc/open-government-licence/version/3/