



# **2018-19 recurrent teaching grant: technical guidance for higher education institutions**

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# Summary

1. This document provides technical guidance to explain how the figures in the 2018-19 grant tables issued by the Office for Students (OfS) for higher education institutions 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 higher education 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 2018 grant announcement, including:
  - a covering letter and grant tables for each higher education provider
  - ‘Recurrent and formula capital funding for 2018-19’ (OfS 2018.20), a publication that summarises our allocations to publicly funded higher education providers of recurrent grant for the academic year 2018-19 and capital grant for financial year 2018-19
  - ‘Guide to funding 2018-19: How the Office for Students allocates money to higher education providers’ (OfS 2018.21), which explains the methods used to calculate our grant in more detail.
4. All documents are available on the OfS website<sup>1</sup>, and it is recommended that you consult these as necessary. The letter ‘Teaching funding in the period April 2018 to July 2019’ (OfS 2018.08<sup>2</sup>) describes the budget decisions taken at the OfS board meeting on funding for 2018-19 and explains our approach to funding, including developments since 2017-18.

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<sup>1</sup> Available at [www.officeforstudents.org.uk/](http://www.officeforstudents.org.uk/).

<sup>2</sup> Available at [www.officeforstudents.org.uk/publications/teaching-funding-april-2018-to-july-2019/](http://www.officeforstudents.org.uk/publications/teaching-funding-april-2018-to-july-2019/).

# Introduction

5. The Office for Students (OfS) has been established by the Higher Education and Research Act 2017 to be the new regulator for higher education in England. However, the OfS's regulatory framework will not come fully into force until 1 August 2019. The period from 1 April 2018 to 31 July 2019 is therefore a transitional one, during which the OfS will distribute funding largely under powers that formerly applied to the Higher Education Funding Council for England (HEFCE) arising from the Further and Higher Education Act 1992 and the Higher Education Act 2004. This limits our direct funding powers during this period to the same teaching and related activities and to the same categories of providers as applied under HEFCE.
6. UK Research and Innovation has taken on HEFCE's research and knowledge exchange functions (through Research England), alongside those of the seven Research Councils and Innovate UK.
7. This guidance is for OfS-funded higher education institutions, and explains how the OfS calculates the amount of recurrent teaching funding and the components of a provider's teaching grant.
8. 'Fundable' students are those who may be counted in the OfS calculations of funding for providers. Previously, such students were referred to as 'HEFCE-fundable'.
9. This technical guidance is intended for those working in higher education institutions that receive teaching funding from the OfS who wish to understand the detail of the funding methods. It gives a full description of how figures in the grant tables issued to providers have been derived. For a more general understanding of how the OfS manages funding, we recommend 'Guide to funding 2018-19: How the Office for Students allocates money to higher education providers' (OfS 2018.21)<sup>3</sup>, which gives an overview of how teaching grant is calculated, the principles that underpin those calculations, and the components of a provider's grant.
10. The content of this document is split into two sections to cover the following areas:
  - a. **Section one** provides further information on how Higher Education Statistics Agency (HESA) 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 2018-19 grant tables, and of how each teaching allocation has been derived.

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

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<sup>3</sup> Available at [www.officeforstudents.org.uk/publications/guide-to-funding-2018-19/](http://www.officeforstudents.org.uk/publications/guide-to-funding-2018-19/).

11. Each provider will be able to access its own grant tables and supporting documents on the OfS portal<sup>4</sup> on **Wednesday 9 May 2018**. We will publish 2018-19 grant tables for all providers on our website on **Friday 11 May 2018**.

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<sup>4</sup> Available at <https://extranet.officeforstudents.org.uk/data>.

# Section one

## Further information and requests for changes

12. If you have any questions about your grant, please contact [recurrentgrant@officeforstudents.org.uk](mailto:recurrentgrant@officeforstudents.org.uk) in the first instance. The teaching funding methods we are implementing for 2018-19 are detailed in OfS 2018.21, which we are issuing alongside this document. Publications referred to in this document are available on the OfS website.
13. 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 summary

14. We are making available a funding data summary output which will show providers how their Higher Education Statistics Agency (HESA) data has been used. Providers can access their output from **Wednesday 9 May 2018**. We have written separately to heads of providers to issue the necessary access keys to the OfS portal<sup>5</sup>.
15. The funding data summary output contains data that has been used to calculate the 2018-19 Student premium targeted allocations which are shown on Table C of the 2018-19 grant tables. The package available on the OfS portal will contain the following documents:
  - student premium data summary
  - student premium individualised file
  - '2016-17 HESA Post-collection outputs: Student premium' technical document
  - '2016-17 HESA and ILR Post-collection outputs: Student premium' method document.
16. If you have any queries about this output, please contact [hesastudentdata@officeforstudents.org.uk](mailto:hesastudentdata@officeforstudents.org.uk).

## Appeals process

17. In the spring 2018 announcement, the targeted allocation for Students attending courses in London is subject to appeal. Any such appeal should be submitted by **Thursday 31 May 2018** to [recurrentgrant@officeforstudents.org.uk](mailto:recurrentgrant@officeforstudents.org.uk).
18. The London targeted allocation is based on fundable students in all modes and levels of study for price groups A to D. Rates of funding were calculated for each price group depending on the proportion of students at the institution being taught in inner or outer London, derived from HESA

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<sup>5</sup> [portal@officeforstudents.org.uk](mailto:portal@officeforstudents.org.uk)

Student data for 2014-15. Further information about the calculation is archived on the HEFCE website<sup>6</sup>.

19. Providers may appeal against the London targeted allocation shown in 2018-19 grant Table A. Any appeals should provide convincing evidence of why the allocation should differ, for example because of significant changes to the location of provision since 2014-15 that have not already been reflected in our calculations. This targeted allocation is intended to make a contribution towards the extra costs to providers of operating in London, but we recognise that it is unlikely to meet the full costs. Providers should therefore not appeal on the basis that their extra costs are not being fully met.

## Other requests for changes to allocations

20. 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 so that they are able to meet the deadlines shown specified in this section.

## Transfers

21. If, following this grant announcement, providers wish any further transfers of funding and student numbers to take effect from the academic year 2018-19, they should have formal agreements in place and should notify [recurrentgrant@officeforstudents.org.uk](mailto:recurrentgrant@officeforstudents.org.uk) by **Friday 29 June 2018**. 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 27 July 2018**. Before implementing any transfers, we require written agreement from all parties concerned.

## Amendments to data

22. 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 errors are widespread, significant and make a material difference to our use of the data. Amendments will be required to pass an OfS assessment process. In assessing amendments we will consider the multiple purposes for which we use the data, in the categories below:

- funding
- public information (including Unistats and the Destination of Leavers from Higher Education survey)
- regulation and assurance

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<sup>6</sup>Available at

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

- the Teaching Excellence and Student Outcomes Framework (TEF)
  - policy and statistical analysis.
23. An OfS data panel will judge whether identified errors are widespread and significant: that is, data must be substantially incorrect and not involve re-interpretation. We will consider the impact of the amendments separately for the different purposes of the data; we may accept and process amendments for one purpose without implementing all the implications for other purposes. For example, an error may require correction for regulatory purposes but we will not process the funding implications if they are not material.
24. Data amendment panel meetings will be scheduled to fit in with the timescales needed to process data for the purposes listed in paragraph 22. Further information and guidance is provided on the OfS website<sup>7</sup>. This page is updated with details of upcoming panel dates, and includes the error summary templates that we require providers to complete in order to specify the data errors identified. This information is reviewed by the panel when making its decision.
25. Funding allocations for 2018-19 are based on a number of data sources, including the 2017 Higher Education: Early Statistics (HESES17) survey submitted to HEFCE, and the 2016-17 HESA Student record. If there are errors in the underlying data an error summary template must be completed and returned **by Thursday 31 May 2018**.
- a. HESES17 is used to derive volume measures for the OfS teaching funding. The *Error summary: aggregate data* template should be completed with details of errors in this data.
  - b. 2016-17 HESA Student record informs funding for the student premium allocations. The *Error summary: individualised data* template should be completed with details of errors in this data.

## 2018-19 terms and conditions of OfS funding

26. 1 April 2018 to 31 July 2019 is a transition period as the OfS prepares for the full implementation of the regulatory framework in August 2019. The regulatory arrangements during the transition period are set out in Regulatory Notice 2: Regulation up to 31 July 2019 of providers that were previously funded by HEFCE (OfS 2018.12)<sup>8</sup> and in the terms and conditions of funding for higher education institutions (OfS 2018.15)<sup>9</sup>, and in the agreement on institutional designation (OfS 2018.17)<sup>10</sup>, all of which were published on 29 March 2018.

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<sup>7</sup> Available at [www.officeforstudents.org.uk/data-and-analysis/amendments-to-data/](http://www.officeforstudents.org.uk/data-and-analysis/amendments-to-data/).

<sup>8</sup> Available at <https://www.officeforstudents.org.uk/publications/regulatory-notice-2-regulation-up-to-31-july-2019-of-providers-that-were-previously-funded-by-hefce/>.

<sup>9</sup> Available at [www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-higher-education-institutions/](http://www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-higher-education-institutions/).

<sup>10</sup> Available at [www.officeforstudents.org.uk/publications/agreement-on-institutional-designation/](http://www.officeforstudents.org.uk/publications/agreement-on-institutional-designation/).

## Section two

### The recurrent teaching grant tables

27. The 2018-19 grant tables and all associated documentation released by the OfS contain details only of teaching allocations. Research and knowledge exchange funding from 2018-19 will be released separately by UK Research and Innovation, through Research England. There are seven grant tables, which show how funding for the provider has been derived. They are described in detail in this document, but in summary are as follows.

**Table A** Provides summary details of allocations of funding for teaching (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 allocations for the postgraduate taught supplement, intensive postgraduate provision, accelerated full-time undergraduate provision, and students attending courses in London.

**Table G** Shows the parameters used in the teaching funding models.

28. The Excel workbook includes an information tab which provides links to all of the tables. It also includes template versions of tables B to F to allow providers to model the impact of changes to their student numbers. The template for Table C is included as an additional column within the worksheet for Table C itself; the other templates are provided as separate worksheets.
29. 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, which includes from 2018-19 dental hygiene and dental therapy courses and postgraduate courses.
30. 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 is being referenced, from the 2018-19 grant tables.

## **Table A: 2018-19 Summary of teaching allocations (and funding agreement requirements where applicable)**

31. This table is a summary of the teaching grant allocations shown in Tables B, C, D, E and F. The table also provides detail, where applicable, of medical and dental intake targets, with a new row added to show the number of additional medical places for 2018-19 that each provider has been awarded following the announcement by the Department of Health and Social Care of a medical training expansion programme

### **High-cost subject funding**

32. This shows the high-cost subject funding allocation for 2018-19. The calculations are shown in detail in Table B, with accompanying explanatory text in paragraphs 54 to 67.

### **Targeted allocations**

33. 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.

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

- Premium to support successful student outcomes: full-time, which is the sum of the main allocation and the supplement

- Premium to support successful student outcomes: part-time
  - Disabled students' premium.
35. The calculations for each separate allocation are shown in detail in Table C, with accompanying explanatory text in paragraphs 68 to 120.
36. The calculation for the allocation for Erasmus+ and overseas study programmes is shown in detail in Table D, with accompanying explanatory text in paragraphs 121 to 124.
37. The calculation for the allocation for the Nursing, midwifery and allied health supplement is shown in detail in Table E, with accompanying explanatory text in paragraphs 125 to 133.
38. Figures for the following allocations are shown in Table F:
- Postgraduate taught supplement
  - Intensive postgraduate provision
  - Accelerated full-time undergraduate provision
  - Students attending courses in London.
39. The calculations for each allocation are shown in Table F, with accompanying explanatory text in paragraphs 134 to 151.

### **Very high-cost STEM subjects**

40. The 2018-19 allocation is the allocation for 2017-18 plus a 1.54 per cent uplift for inflation.

### **Specialist institutions**

41. This is allocated to support certain specialist providers that have been identified as providing world-leading teaching following the 2016 review of institution-specific funding. The allocation includes transitional funding for some providers.

### **Clinical consultants' pay**

42. This allocation recognises the additional costs that arise from applying the Consultant Contract (England) 2003 to clinical academics. The allocation remains unchanged since 2017-18.

### **Senior academic GPs' pay**

43. This allocation is provided to enable senior academic GPs' to be paid in line with their hospital-based colleagues. The funding has been based on the senior academic GPs' FTEs that providers employed on 31 March 2005, using data provided by the Universities and Colleges Employers Association. The allocation remains unchanged since 2017-18.

### **NHS pensions scheme compensation**

44. 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 2017-18.

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

45. This column is the amount within the previous *2018-19 Allocation (£)* column which is related to the transfer of funding for pre-registration courses in nursing, midwifery and allied health professions.

#### **Funding agreement requirements**

46. This section shows medical and dental intake targets for 2018-19, and is only shown for relevant providers.

##### *Medical intake target for 2017-18*

47. This is the medical intake target that was set for 2017-18.

##### *Additional medical places for 2018-19*

48. This is the number of additional medical places that each provider has been awarded for 2018-19 following the announcement of a medical training expansion programme by the Department of Health and Social Care.

##### *Medical intake target for 2018-19*

49. This is the sum of the previous two rows.

##### *Of which maximum number of overseas students*

50. 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 2018-19. This is calculated as 7.5 per cent of the *Medical intake target for 2017-18*, rounded to the nearest whole number.

##### *Dental intake target for 2018-19*

51. This is the dental intake target for 2018-19. This is the same as the dental intake target for 2017-18.

##### *Of which maximum number of overseas students*

52. 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 2018-19. This is calculated as 5 per cent of the *Dental intake target for 2018-19*, rounded to the nearest whole number.
53. Guidance on the reporting of students starting such programmes was provided in the Medical and Dental Students survey 2017 (HEFCE 2017/16<sup>11</sup>). Providers should ensure they do not exceed their intake targets; Annex A to the terms and conditions of funding for higher education institutions (OfS 2018.15) explains the action we may take against those that do so.

### **Table B: 2018-19 High-cost subject funding**

54. This table shows the calculation of 2018-19 high-cost subject funding.

#### **2017-18 FTEs from Tables 1, 2 and 3 of HESES17**

55. These are Home and EU fundable student numbers expressed in FTE terms:

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<sup>11</sup> Available at

<http://webarchive.nationalarchives.gov.uk/20180307165309/http://www.hefce.ac.uk/pubs/year/2017/201716/>.

- a. Full-time students are taken from Column 4 of HESES17 Table 1.
- b. Sandwich year out students are taken from Column 4 of HESES17 Table 2 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of HESES17 Table 3.

#### **Non-fundable UG ‘Starters in 2016-17’ FTEs from Tables 7a, 7b and 7c of HESES17**

56. These are Home and EU non-fundable undergraduate (UG) student numbers expressed in FTE terms relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing, midwifery and allied health professions.
- a. Full-time students are taken from Column 4 (a) (ii) of HESES17 Table 7a.
  - b. Sandwich year out students are taken from Column 4 (ii) of HESES17 Table 7b and count as 0.5 FTE each.
  - c. Part-time students are taken from Column 4a (a) (ii) of HESES17 Table 7c.

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.

#### **Non-fundable PGT ‘Starters in 2017-18’ FTEs from Tables 7a and 7c of HESES17**

57. These are Home and EU non-fundable PGT (Masters loan) and PGT (Other) student numbers expressed in FTE terms relating to the transfer of funding responsibility for postgraduate pre-registration courses in nursing, midwifery and allied health professions. Following developments in government policy, these students have now been assigned to the PGT (UG fee) level<sup>12</sup>.
- a. Full-time students are taken from Column 4 (b) (ii) of HESES17 Table 7a.
  - b. Part-time students are taken from Column 4a (b) (ii) of HESES17 Table 7c.

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.

#### **Non-fundable DHDT ‘Starters in 2017-18’ FTEs from Tables 7a and 7c of HESES17**

58. These are Home and EU non-fundable student numbers expressed in FTE terms relating to the transfer of funding responsibility for undergraduate pre-registration courses in dental hygiene and dental therapy (DHDT).

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<sup>12</sup> This reflects the eligibility of students starting postgraduate pre-registration courses from 2018-19 for undergraduate student support. Further information on this is available at <https://www.gov.uk/government/publications/healthcare-education-funding-for-postgraduate-and-dental-students>.

- a. Full-time students are taken from Column 4 (b) (ii) of HESES17 Table 7a.
- b. Part-time students are taken from Column 4a (b) (ii) of HESES17 Table 7c.

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**

59. This is shown only for providers that have medical or dental intake targets in 2018-19.
60. The adjustment for price group A is the sum, expressed as a negative number, of the following 2018-19 adjustments for over-recruitment against:
  - a. The 2014-15 medical and dental targets, taken from the 'Medical and dental adjustments for 2014-15 and 2015-16' worksheet within the 2015-16 grant adjustment report included with HEFCE's letter of 9 March 2016.
  - b. The 2015-16 medical and dental targets, taken from the 'Medical and dental adjustments for 2015-16 and 2016-17' worksheet within the 2016-17 grant adjustment report included with HEFCE's letter of 28 February 2017.
  - c. The 2016-17 medical and dental targets, taken from the 'Medical and dental adjustments for 2016-17 and 2017-18' worksheet in the 2017-18 grant adjustment report included with HEFCE's email of 14 February 2018.
  - d. The 2017-18 dental target, taken from the 'Medical and dental adjustments for 2016-17 and 2017-18' worksheet in the 2017-18 grant adjustment report included with HEFCE's email of 14 February 2018.
61. The adjustment for price group B is the 2018-19 adjustment, expressed as a negative number, for over-recruitment against the 2017-18 medical target. This is taken from the 'Medical and dental adjustments for 2016-17 and 2017-18' worksheet in the 2017-18 grant adjustment report included with HEFCE's email of 14 February 2018.

#### **Other FTE adjustments**

62. This contains other miscellaneous FTE adjustments, including:
  - a. Forecast FTEs for 2018-19 for providers receiving funding for the first time in 2018-19.
  - b. Transfers between providers after the spring 2018 grant announcement. These will be shown here in any later issue of grant tables.

- c. The shift from price group B to price group A for fundable dental hygiene and dental therapy students, following the review of costs associated with such provision<sup>13</sup>.
- d. The shift from PGT (Masters loan) and PGT (Other), to PGT (UG fee) of fundable nursing, midwifery and allied health profession students returned as starters in 2017-18 in HESES17 Tables 7a and 7c, following the transfer of funding responsibility for such provision.
- e. In price group B, any additional medical intake places awarded for 2018-19<sup>14</sup>.

### **Total FTEs for 2018-19 high-cost subject funding**

63. This is the sum of the following columns:

- *2017-18 FTEs from Tables 1, 2 and 3 of HESES17*
- *Non-fundable UG 'Starters in 2016-17' FTEs from Tables 7a, 7b and 7c of HESES17*
- *Non-fundable PGT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Non-fundable DHDT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Adjustment for over-recruitment against medical and dental intake targets, if applicable*
- *Other FTE adjustments.*

### **High-cost subject funding (£)**

64. This is the *Total FTEs for 2018-19 high-cost subject funding* multiplied by the appropriate rate of funding, shown for each price group on Table G, multiplied by the scaling factor of 1.01 also shown on Table G.

### **Of which related to NMAH funding transfer**

*Fundable UG 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*

65. These are Home and EU fundable UG student numbers expressed in FTE terms relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing, midwifery and allied health (NMAH) professions.
- a. Full-time students are taken from Column 4 (b) (i) of HESES17 Table 7a.
  - b. Part-time students are taken from Column 4a (b) (i) of HESES17 Table 7c.

<sup>13</sup> Available at

<http://webarchive.nationalarchives.gov.uk/20180308140909/http://www.hefce.ac.uk/pubs/rereports/year/2018/dhdtcosting/>.

<sup>14</sup> Available at <http://www.hefce.ac.uk/news/newsarchive/2018/Name,116646,en.html>.

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.

#### *Total NMAH FTEs for 2018-19 high-cost subject funding*

66. This is the sum of the following columns:

- *Non-fundable UG 'Starters in 2016-17' FTEs from Tables 7a, 7b and 7c of HESES17*
- *Non-fundable PGT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Non-fundable DHDT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Fundable UG 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17.*

#### *High-cost subject funding (£)*

67. This is the *Total NMAH FTEs for 2018-19 high-cost subject funding* multiplied by the appropriate rate of funding, shown for each price group on Table G, multiplied by the scaling factor of 1.01 also shown on Table G.

### **Table C: 2018-19 Student premium allocations**

68. 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.

69. Paragraphs 70 to 120 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. However, the calculations are done to several decimal places, so there may be some rounding differences within the table.

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

##### **Full-time and sandwich year out UG headcount (2016-17 HESA)**

70. This section shows a breakdown of the headcount of full-time and sandwich year out UG students from the 2016-17 HESA Student record 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.

71. Using age, qualification aim and entry qualification information from the 2016-17 HESA Student record, each student in the population (see paragraphs 76 to 78) is assigned to one of 12 risk categories. The assignment of students to these categories is shown in the Tables 1 and 2.

**Table 1: Risk categories for students aiming for a first degree**

Risk categories	Young	Mature
Low risk	<ul style="list-style-type: none"> <li>• Higher education</li> <li>• A-levels, VCEs or Scottish Advanced Highers with grades of CCC or higher</li> <li>• Scottish Highers with grades of CCCCC or higher</li> <li>• Other level 3 qualifications with more than 290 tariff points</li> <li>• Baccalaureate (see paragraph 72)</li> <li>• Unknown tariff points (if student entered via UCAS – see paragraph 73)</li> <li>• Unknown qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Higher education</li> <li>• A-levels, VCEs or Scottish Advanced Highers with grades of ACC/BBC or higher</li> <li>• Scottish Highers with grades of ABCCC/BBBCC or higher</li> <li>• Other level 3 qualifications with more than 260 tariff points</li> <li>• Unknown tariff points (if student entered via UCAS – see paragraph 73)</li> <li>• Unknown qualifications</li> </ul>
Medium risk	<ul style="list-style-type: none"> <li>• Foundation course</li> <li>• Level 3 qualifications with between 101 and 290 tariff points, or with zero tariff points (see paragraph 74)</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation course</li> <li>• A-levels, VCEs or Scottish Advanced Highers with grades of BCC or CCC</li> <li>• Scottish Highers with grades of ACCCC, BBCCC, BCCCC or CCCCC</li> <li>• Baccalaureate (see paragraph 72)</li> <li>• Access course</li> <li>• Other level 3 qualifications with between 1 and 260 tariff points, or with zero tariff points (see paragraph 74)</li> </ul>
High risk	<ul style="list-style-type: none"> <li>• BTEC (see paragraph 72)</li> <li>• Access course</li> <li>• Level 3 qualifications with between 1 and 100 tariff points</li> <li>• Other qualifications</li> <li>• No qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• BTEC (see paragraph 72)</li> <li>• Other qualifications</li> <li>• No qualifications</li> </ul>

**Table 2: Risk categories 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"> <li>• Higher education</li> <li>• A-levels, VCEs or Scottish Advanced Highers with grades of CCC or higher</li> <li>• Scottish Highers with grades of CCCCC or higher</li> <li>• Other Level 3 qualifications with more than 290 tariff points</li> <li>• Unknown tariff points (if student entered via UCAS – see paragraph 73)</li> <li>• Unknown qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Higher education</li> <li>• Access course</li> <li>• A-levels, VCEs or Scottish Advanced Highers with grades of CCC or higher</li> <li>• Scottish Highers with grades of CCCCC or higher</li> <li>• Other Level 3 qualifications with more than 160 tariff points</li> <li>• Unknown tariff points (if student entered via UCAS – see paragraph 73)</li> <li>• Unknown qualifications</li> </ul>
Medium risk	<ul style="list-style-type: none"> <li>• Foundation course</li> <li>• Baccalaureate (see paragraph 72)</li> <li>• Access course</li> <li>• Other Level 3 qualifications with between 161 and 290 tariff points</li> </ul>	<ul style="list-style-type: none"> <li>• Foundation course</li> <li>• Other Level 3 qualifications with between 1 and 160 tariff points</li> </ul>
High risk	<ul style="list-style-type: none"> <li>• BTEC (see paragraph 72)</li> <li>• Other Level 3 qualifications with between 1 and 160 tariff points, or with zero tariff points (see paragraph 74)</li> <li>• Other qualifications</li> <li>• No qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• BTEC (see paragraph 72)</li> <li>• Baccalaureate (see paragraph 72)</li> <li>• Level 3 qualifications with zero tariff points (see paragraph 74)</li> <li>• Other qualifications</li> <li>• No qualifications</li> </ul>

72. When determining the highest qualification on entry, Baccalaureate qualifications are ignored unless one of the following conditions is met:
- The grade for a student's Total Points qualification is greater than or equal to 24.
  - More than half of a student's tariff points come from their Higher Level, Standard Level and Bonus Points qualifications.
  - The tariff points from a student's Higher Level, Standard Level, Bonus Points, Theory of Knowledge and Extended Essay qualifications are greater than 15 and are not less than the tariff points from their BTEC qualifications (if applicable).
73. Students with unknown entry qualifications are given a zero weighting. Providers should ensure that highest qualification on entry and detailed entry qualifications are recorded if students are to be weighted appropriately in the method for this allocation. Additionally, young students who entered via UCAS and whose highest qualification on entry is a Level 3 qualification that is subject to tariff points, but who do not have detailed qualifications on entry information recorded, are also

given a zero weighting. Similar mature students are instead removed from the population and therefore receive the average weighting for their provider – see paragraph 76.

74. Other students with zero tariff points are assigned to either a medium or high risk group depending on whether they are aiming for a first degree or other undergraduate degree. These students are:

- a. Students who entered via UCAS who do not have detailed qualifications on entry information recorded, and whose highest qualification on entry is a Level 3 qualification that is not expected to be subject to tariff points.
- b. Students who did not enter via UCAS and whose highest qualification on entry is a Level 3 qualification but who do not have detailed qualifications on entry information recorded.
- c. Students whose highest qualification on entry is a Level 3 qualification who do have detailed qualifications on entry information recorded but which results in zero tariff points.

### **Weighted headcount of at-risk students**

75. 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**

76. This is the total headcount of full-time and sandwich year out UG students (eligible to be counted in HESES Column 4) taken from the 2016-17 HESA Student record, who are:

- a. Fundable UK-domiciled full-time and sandwich year out UGs.
- b. Non-fundable UK-domiciled full-time and sandwich year out UG starters in 2015-16 and 2016-17 to pre-registration courses in nursing, midwifery and allied health professions (those for whom funding responsibility transferred to us from 2017-18).

77. Some students are excluded from the population:

- a. Mature students who entered via UCAS and whose highest qualification on entry is a Level 3 qualification which is subject to tariff points but who do not have detailed qualifications on entry information recorded.
- b. Students whose detailed qualifications on entry information includes information on the types of qualification achieved but not the associated grade with each qualification type.

- c. Students whose highest qualification on entry is coded as ‘Other qualification at Level 3’, and have no tariffable qualifications on entry recorded in the 2016-17 HESA Student record.
  - d. Students with a postcode that has been identified in our young participation analysis as being associated with an unfeasible number of young entrants in relation to our population estimates (typically this would be a postcode relating to a boarding school), those whose postcode is marked as a non-geographic postcode in the May 2016 National Statistics Postcode Lookup, and those with a postcode that, although valid, is not mapped to the required 2001 Census geography in the May 2016 National Statistics Postcode Lookup.
78. In cases a to c, we are not able to determine the total tariff points of the student. In case d we are not able to assign the student’s postcode to a quintile (see paragraph 89 below). However, students in these categories are counted in the scaling population (see paragraph 81) and therefore receive an average weight for the purpose of allocating funds.

#### **Full-time student premium (main allocation) weighting**

79. 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 (2016-17 HESA).
80. For providers that became directly funded in 2017-18 or 2018-19, the figures labelled a to j are derived from 2016-17 HESA Student data from all higher education institutions that were directly funded in 2016-17, and the *Full-time student premium (main allocation) weighting* is calculated using these figures.

#### **Total FTEs for 2018-19: Full-time and sandwich year out UG**

81. 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 2018-19 other targeted allocations* column in Table F (see paragraph 141).

#### **London weighting**

82. 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**

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

#### **Funding rate per weighted FTE (£)**

84. For 2018-19, funding for the *Premium to support successful student outcomes: full-time (main allocation)* is allocated at a rate of approximately £189 per weighted FTE.

#### **Main allocation (£)**

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

#### **Of which related to NMAH funding transfer (£)**

86. 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 2018-19 other targeted allocations* column in Table F (see paragraph 150) multiplied by:

- *Full-time student premium (main allocation) weighting* (see paragraph 79)
- *London weighting* (see paragraph 82)
- *Funding rate per weighted FTE (£)* (see paragraph 84).

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

### Full-time and sandwich year out UG headcount (2016-17 HESA)

87. This section shows a breakdown of the headcount of full-time and sandwich year out UG students in the Participation of Local Areas (POLAR3) classification and HE-qualified adult quintiles 1 and 2 from the 2016-17 HESA Student record into first degree or other UG, then young or mature, then medium or high risk (labelled r to z). For this allocation, mature students are those aged 21 or over on entry.
88. Using age, qualification aim and entry qualification information from the 2016-17 HESA Student record, each student in the population (see paragraphs 76 to 78) is assigned to one of 12 risk categories.
89. Students in medium and high risk categories are further assigned to quintiles based on their home postcode, as follows:
- a. **For young students.** The young higher education participation quintiles come from HEFCE's work on measuring young participation (see 'Trends in young participation in higher education' (HEFCE 2013/28)<sup>15</sup>). For these calculations we use the POLAR3 classification<sup>16</sup> which is based on young people who reached 18 between 2005 and 2009 and entered a higher education course in the UK aged 18 or 19. Young participation rates are calculated for each 2001 Census Area Statistics ward in the UK and used to rank the wards into five participation quintiles, each containing 20 per cent of the UK young population for this period. The quintiles are numbered 1 (lowest young higher education participation rates) to 5 (highest young higher education participation rates).
  - b. **For mature students.** The adult HE qualification quintiles are based upon 2001 Census Area Statistics. We use the national equivalents of the 2001 Census Key Statistics table 13 (KS013, 'Qualifications and students') for 2001 Census Output Areas (subsequently aggregated to 2001 Census Area Statistics wards). These tables can be obtained from the Office for National Statistics, the National Records of Scotland and the Northern Ireland Statistics and Research Agency. We calculate the proportion of 16 to 74 year-olds with a higher education qualification for UK 2001

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<sup>15</sup> Available at

<http://webarchive.nationalarchives.gov.uk/20140103094811/http://www.hefce.ac.uk/pubs/year/2013/201328/name,83272,en.html>.

<sup>16</sup> Available at

<http://webarchive.nationalarchives.gov.uk/20180103171320/http://www.hefce.ac.uk/analysis/yp/polar/>.

Census small area statistics wards. These wards are then ranked by this proportion to give the adult HE qualification quintiles, with each quintile covering 20 per cent of the English 16-74 year-old population. The quintiles are numbered 1 (lowest proportion of HE-qualified adults) to 5 (highest proportion of HE-qualified adults).

### **Headcount of at-risk and disadvantaged students**

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

### **Total headcount**

91. This is described in paragraphs 76 to 78.

### **Full-time student premium (supplement) weighting**

92. This is calculated as *Headcount of at-risk and disadvantaged students* (labelled aa) divided by *Total headcount* (labelled j) of full-time and sandwich year out UG students (2016-17 HESA).
93. For providers that became directly funded in 2017-18 or 2018-19, the figures labelled r to aa and j are derived from 2016-17 HESA Student data from all higher education institutions that were directly funded in 2016-17, and we calculate the *Full-time student premium (supplement) weighting* using these figures.

### **Medium and high risk students weighting**

94. This is the sum of full-time and sandwich year out UG students (2016-17 HESA) assigned to medium and high risk categories (the sum of the figures labelled a to h) divided by *Total headcount* (labelled j).
95. For providers that became directly funded in 2017-18 or 2018-19, the figures labelled a to h and j are derived from 2016-17 HESA Student data from all higher education institutions that were funded in 2016-17, and we calculate the *Medium and high risk students weighting* using these figures.

### **Total FTEs for 2018-19: Full-time and sandwich year out UG**

96. This is described in paragraph 81.

### **London weighting**

97. 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**

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

### **Funding rate per weighted FTE (£)**

99. For 2018-19, funding for the *Premium to support successful student outcomes: full-time (supplement)* is allocated at a rate of approximately £193 per weighted FTE.

### **Supplement (£)**

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

### **Of which related to NMAH funding transfer (£)**

101. 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 2018-19 other targeted allocations* column in Table F (see paragraph 150) multiplied by:

- *Full-time student premium (supplement) weighting* (see paragraph 92)
- *Medium and high risk students weighting* (see paragraph 94)
- *London weighting* (see paragraph 97)
- *Funding rate per weighted FTE (£)* (see paragraph 99).

### **Premium to support successful student outcomes: part-time**

#### **Total FTEs for 2018-19: Part-time UG**

102. This is the population on which the allocation is based. The figure is the total FTE for part-time UGs from the *Total FTEs for 2018-19 other targeted allocations* column in Table F (see paragraph 141).

#### **London weighting**

103. 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 (£)**

104. For 2018-19, funding for the *Premium to support successful student outcomes: part-time* is allocated at a rate of approximately £1,070 per weighted FTE.

### **Allocation (£)**

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

### **Of which related to NMAH funding transfer (£)**

106. This is the amount of *Allocation (£)* which is related to the nursing, midwifery and allied health funding transfer. This is the total FTE for part-time UGs from the *Total NMAH FTEs for 2018-19 other targeted allocations* column in Table F (see paragraph 150) multiplied by:

- *London weighting* (see paragraph 103)
- *Funding rate per weighted FTE (£)* (see paragraph 104).

## **Disabled students' premium**

### **DSA-eligible headcount (2016-17 HESA)**

107. This section shows, out of the students potentially eligible to claim Disabled Students' Allowances (DSA), those who were in receipt of DSA (labelled a, weight 2) and those who were recorded with a self-declared disability but not in receipt of DSA (labelled b, weight 1).

### **Weighted headcount of disabled students**

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

### **Total headcount**

109. This is the total headcount of students from 2016-17 HESA Student data (eligible to be counted in HESES Column 4) who would be eligible to receive DSA, were they disabled.

### **Disabled students' premium weighting**

110. This is calculated as *Weighted headcount of disabled students* (labelled c) divided by *Total headcount* (labelled d) of DSA-eligible students (2016-17 HESA).

111. For providers that became directly funded in 2017-18 or 2018-19, the figures labelled a to d are derived from 2016-17 HESA Student data from all higher education institutions that were directly funded in 2016-17, and we calculate the *Disabled students' premium weighting* using these figures.

### **Total FTEs for 2018-19**

112. 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 2018-19 other targeted allocations* column in Table F (see paragraph 141).

### **London weighting**

113. 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**

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

### **Funding rate per weighted FTE (£)**

115. For 2018-19, funding for the *Disabled students' premium* is allocated at a rate of approximately £174 per weighted FTE.

### **Minimum allocation (£)**

116. The minimum allocation for each higher education institution is £10,000.

## **2017-18 Disabled students' premium (£)**

117. This is the 2017-18 *Disabled students' premium* allocation taken from the 2017-18 grant tables or as subsequently adjusted.

## **Allocation (£)**

118. This is the higher of:

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

but subject to capping such that year-on-year changes to the allocation for individual providers are no more than ±£100,000.

## **Of which related to NMAH funding transfer (£)**

119. 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 2018-19 other targeted allocations* column in Table F (see paragraph 150) divided by *Total FTEs for 2018-19* multiplied by *Allocation (£)*.

## **Further information about underlying data**

120. A fuller description of how 2016-17 HESA data is used to inform these targeted allocations, along with technical documentation, will be provided alongside the 2016-17 HESA post-collection outputs via the OfS portal. Further detail regarding requests for any amendments to HESA data can be found in the '*Amendments to data*' section (see paragraphs 22 to 25), and must be submitted to the OfS data panel via the error summary workbook.

## **Table D: 2018-19 Erasmus+ and overseas study programmes**

121. The table shows the calculation of the 2018-19 Erasmus+ and overseas study programmes allocation. This includes both outgoing Erasmus+ years abroad and outgoing years abroad outside the Erasmus+ programme.

## **2017-18 Years countable from Table 4 of HESES17**

122. These are fundable and non-fundable, full-time and sandwich year out years countable taken from Columns 1 and 2 of HESES17 Table 4. Sandwich year out years countable on outgoing years abroad outside the Erasmus+ programme are not included.

## **Total years countable for Erasmus+ and overseas study programmes**

123. This is the sum of all years countable that are shown in *2017-18 Years countable from Table 4 of HESES17*.

## **Erasmus+ and overseas study programmes (£)**

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

## **Table E: 2018-19 Nursing, midwifery and allied health supplement**

125. This table shows the calculation of the 2018-19 nursing, midwifery and allied health supplement. Sandwich year out FTEs are not included in this table as none were reported in HESES17. The level PGT is the sum of PGT (Masters loan) and PGT (Other) FTEs taken from Tables 7a and 7c of HESES17.

### **FTEs from Tables 7a and 7c of HESES17**

#### *Full-time ‘Starters in 2016-17’*

126. These are Home and EU fundable and non-fundable full-time student numbers expressed in FTE terms taken from Column 4 (a) of HESES17 Table 7a.

#### *Full-time ‘Starters in 2017-18’*

127. These are Home and EU fundable and non-fundable full-time student numbers expressed in FTE terms taken from Column 4 (b) of HESES17 Table 7a.

#### *Part-time ‘Starters in 2016-17’*

128. These are Home and EU fundable and non-fundable part-time student numbers expressed in FTE terms taken from Column 4a (a) of HESES17 Table 7c.

#### *Part-time ‘Starters in 2017-18’*

129. These are Home and EU fundable and non-fundable part-time student numbers expressed in FTE terms taken from Column 4a (b) of HESES17 Table 7c.

### **Total FTEs for nursing, midwifery and allied health supplement**

#### *‘Starters in 2016-17’*

130. This is the sum of *Full-time ‘Starters in 2016-17’* and *Part-time ‘Starters in 2016-17’*.

#### *‘Starters in 2017-18’*

131. This is the sum of *Full-time ‘Starters in 2017-18’* and *Part-time ‘Starters in 2017-18’*.

#### *Total*

132. This is the sum of the previous two columns.

### **Nursing, midwifery and allied health supplement (£)**

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

## **Table F: 2018-19 Other targeted allocations**

134. 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.

135. This table also shows how much of the allocation for Students attending courses in London is related to the nursing, midwifery and allied health funding transfer.

### **2017-18 FTEs from Tables 1, 2 and 3 of HESES17**

136. These are Home and EU fundable student numbers expressed in FTE terms:

- a. Full-time students are taken from Column 4 of HESES17 Table 1.
- b. Sandwich year out students are taken from Column 4 of HESES17 Table 2 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of HESES17 Table 3.

### **Non-fundable UG ‘Starters in 2016-17’ FTEs from Tables 7a, 7b and 7c of HESES17**

137. These are Home and EU non-fundable UG student numbers expressed in FTE terms relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing, midwifery and allied health professions.

- a. Full-time students are taken from Column 4 (a) (ii) of HESES17 Table 7a.
- b. Sandwich year out students are taken from Column 4 (ii) of HESES17 Table 7b and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (a) (ii) of HESES17 Table 7c.

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.

### **Non-fundable PGT ‘Starters in 2017-18’ FTEs from Tables 7a and 7c of HESES17**

138. These are Home and EU non-fundable PGT (Masters loan) and PGT (Other) student numbers expressed in FTE terms relating to the transfer of funding responsibility for postgraduate pre-

registration courses in nursing, midwifery and allied health professions. Following developments in government policy, these students have now been assigned to the PGT (UG fee) level<sup>17</sup>.

- a. Full-time students are taken from Column 4 (b) (ii) of HESES17 Table 7a.
- b. Part-time students are taken from Column 4a (b) (ii) of HESES17 Table 7c.

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.

#### **Non-fundable DHDT ‘Starters in 2017-18’ FTEs from Tables 7a and 7c of HESES17**

139. These are Home and EU non-fundable student numbers expressed in FTE terms relating to the transfer of funding responsibility for undergraduate pre-registration courses in dental hygiene and dental therapy.

- a. Full-time students are taken from Column 4 (b) (ii) of HESES17 Table 7a.
- b. Part-time students are taken from Column 4a (b) (ii) of HESES17 Table 7c.

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

#### **FTE adjustments**

140. This contains miscellaneous FTE adjustments, including:

- a. Forecast FTEs for 2018-19 for providers receiving funding for the first time in 2018-19.
- b. Transfers between providers after the spring 2018 grant announcement. These will be shown here in any later issue of grant tables.
- c. The shift from price group B to price group A for fundable dental hygiene and dental therapy students, following the review of costs associated with such provision<sup>18</sup>.
- d. The shift from PGT (Masters loan) and PGT (Other), to PGT (UG fee) of fundable nursing, midwifery and allied health profession students returned as starters in 2017-18 in HESES17 Tables 7a and 7c, following the transfer of funding responsibility for such provision.

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<sup>17</sup> This reflects the eligibility of students starting postgraduate pre-registration courses from 2018-19 for undergraduate student support. Further information on this is available at <https://www.gov.uk/government/publications/healthcare-education-funding-for-postgraduate-and-dental-students>.

<sup>18</sup> Available at <http://webarchive.nationalarchives.gov.uk/20180308140909/http://www.hefce.ac.uk/pubs/rereports/year/2018/dhdtcosting/>.

e. In price group B, any additional medical intake places awarded for 2018-19<sup>19</sup>.

### **Total FTEs for 2018-19 other targeted allocations**

141. This is the sum of the following columns:

- *2017-18 FTEs from Tables 1, 2 and 3 of HESES17*
- *Non-fundable UG 'Starters in 2016-17' FTEs from Tables 7a, 7b and 7c of HESES17*
- *Non-fundable PGT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Non-fundable DHDT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Other FTE adjustments.*

### **Postgraduate taught supplement (£)**

142. The funding rate per FTE for the supplement is £1,100 for postgraduates on courses that are not eligible for masters loans or undergraduate student support, and £550 for those who are on courses eligible for the masters loan for 2018-19. The funding is allocated for PGT (Masters loan) and PGT (Other) students in price groups A, B, C1 and C2.

143. The FTEs used for this purpose are the relevant categories of PGT students in *Total FTEs for 2018-19 other targeted allocations*. These are then multiplied by the relevant *Supplement for postgraduate taught* rate of funding shown on Table G.

### **Intensive postgraduate provision (£)**

144. The 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.

145. The FTEs used for this purpose are the relevant categories of students on long years of study in *Total FTEs for 2018-19 other targeted allocations*. The rates of funding vary by price group and are shown on Table G.

### **Accelerated full-time undergraduate provision (£)**

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

147. The FTEs used for this purpose are the relevant categories of students on long years of study in *Total FTEs for 2018-19 other targeted allocations*. The rates of funding vary by price group and are shown on Table G.

### **Students attending courses in London (£)**

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<sup>19</sup> Available at [www.hefce.ac.uk/news/newsarchive/2018/Name,116646,en.html](http://www.hefce.ac.uk/news/newsarchive/2018/Name,116646,en.html).

148. This is *Total FTEs for 2018-19 other targeted allocations* multiplied by the rates of funding for each price group shown on Table G. These rates vary according to whether providers offer provision in inner or outer London. For a small number of providers, amalgamated rates have been calculated reflecting where providers offer provision across London boundaries. Paragraphs 17 to 19 provide further information and guidance on appeals.

#### **Of which due to NMAH funding transfer**

##### *Fundable UG 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*

149. These are Home and EU fundable UG student numbers expressed in FTE terms relating to the transfer of funding responsibility for undergraduate pre-registration courses in nursing, midwifery and allied health professions.

- a. Full-time students are taken from Column 4 (b) (i) of HESES17 Table 7a.
- b. Part-time students are taken from Column 4a (b) (i) of HESES17 Table 7c.

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.

##### *Total NMAH FTEs for 2018-19 other targeted allocations*

150. This is the sum of the following columns:

- *Non-fundable UG 'Starters in 2016-17' FTEs from Tables 7a, 7b and 7c of HESES17*
- *Non-fundable PGT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Non-fundable DHDT 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17*
- *Fundable UG 'Starters in 2017-18' FTEs from Tables 7a and 7c of HESES17.*

##### *Students attending courses in London (£)*

151. This is *Total NMAH FTEs for 2018-19 other targeted allocations* multiplied by the *Students attending courses in London* rates of funding shown on Table G, which vary by price group.

#### **Table G: 2018-19 Parameters in the funding models**

152. This table provides the parameters used in the funding models for 2018-19.

# Explanation of abbreviations, terms and references

Abbreviations and terms	Explanation
Academic year	The period from 1 August to 31 July
CAS	Census Area Statistics
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.
ESFA	Education and Skills Funding Agency
Financial year	The period from 1 April to 31 March
FTE	Full-time equivalent
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.
HEFCE 2013/28	'Trends in young participation in higher education' ( <a href="http://webarchive.nationalarchives.gov.uk/20180319114607/http://www.hefce.ac.uk/pubs/year/2013/201328/">http://webarchive.nationalarchives.gov.uk/20180319114607/http://www.hefce.ac.uk/pubs/year/2013/201328/</a> )
HEFCE 2017/16	'Medical and dental students survey 2017' ( <a href="http://webarchive.nationalarchives.gov.uk/20180319114339/http://www.hefce.ac.uk/pubs/year/2017/201716/">http://webarchive.nationalarchives.gov.uk/20180319114339/http://www.hefce.ac.uk/pubs/year/2017/201716/</a> )
HEFCE 2017/17	'HESES17 Higher Education Students Early Statistics Survey 2017-18' ( <a href="http://webarchive.nationalarchives.gov.uk/20180307165116/http://www.hefce.ac.uk/pubs/year/2017/201717/">http://webarchive.nationalarchives.gov.uk/20180307165116/http://www.hefce.ac.uk/pubs/year/2017/201717/</a> )
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics Survey
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.
NMAH	Nursing, midwifery and allied health
OfS	The Office for Students
OfS 2018.08	'Teaching funding in the period from April 2018 to July 2019' ( <a href="http://www.officeforstudents.org.uk/publications/Teaching-funding-April-2018-to-July-2019/">www.officeforstudents.org.uk/publications/Teaching-funding-April-2018-to-July-2019/</a> )
OfS 2018.21	Guide to funding 2018-19: How the Office for Students allocates money to higher education providers ( <a href="http://www.officeforstudents.org.uk/publications/guide-to-funding-2018-19/">www.officeforstudents.org.uk/publications/guide-to-funding-2018-19/</a> )
PGT	Postgraduate taught

Abbreviations and terms	Explanation
PGT (Masters Loan)	Postgraduate taught students studying on courses eligible under the new 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 subject to undergraduate student support arrangements.
POLAR	Participation of Local Areas. ( <a href="http://webarchive.nationalarchives.gov.uk/20180103171320/http://www.hefce.ac.uk/analysis/yp/polar/">http://webarchive.nationalarchives.gov.uk/20180103171320/http://www.hefce.ac.uk/analysis/yp/polar/</a> )
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.
UCAS	UCAS is an independent charity providing information, advice, and admissions services to inspire and facilitate educational progression.
UG	Undergraduate
Unistats	Unistats is the official site to search for, and compare, data and information about university and college courses from across the UK. ( <a href="http://www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/unistats/">www.officeforstudents.org.uk/advice-and-guidance/student-information-and-data/unistats/</a> )
VCE	Vocational Certificate of Education



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