

Office for
Students



2020-21 recurrent grant

Technical guidance for higher
education providers

Enquiries to recurrentgrant@officeforstudents.org.uk

Publication date 13 May 2020

Contents

Summary	3
Introduction	4
Scope and data sources	4
Section 1	6
Further information and requests for changes	6
Funding data summaries	6
Appeals process	7
Other requests for changes to allocations	9
2020-21 terms and conditions of OfS funding	10
Section 2	11
The recurrent teaching grant tables	11
Table A: 2020-21 Summary of allocations	11
Table B: 2020-21 High-cost subject funding	15
Table C: 2020-21 Nursing, midwifery and allied health supplement	19
Table D: 2020-21 Erasmus+ and overseas study programmes	20
Table E: 2020-21 Other high-cost targeted allocations	21
Table F: 2020-21 Student access and success	25
Table G: 2020-21 Parameters in the funding models	34
Explanation of abbreviations, terms and references	35

Summary

1. This document provides technical guidance to explain how the figures in the 2020-21 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 2020 grant announcement, including:
 - a covering letter for each provider
 - grant tables (in the form of an Excel workbook) for each provider
 - 'Recurrent funding for 2020-21' (OfS 2020.24), a publication that summarises our initial allocations to eligible providers of recurrent grant for the academic year 2020-21
 - 'Guide to funding 2020-21: How the Office for Students allocates money to higher education providers' (OfS 2020.23), which describes our funding methods and their rationale.
4. In spring 2020, we also published:
 - 'Funding for 2020-21: OfS board decisions' (OfS 2020.21) which describes the budget decisions taken at the OfS board meeting on funding for 2020-21
 - 'Formula capital funding for 2020-21' (OfS 2020.17), a publication that summarises our initial allocations to eligible providers of capital grant for financial year 2020-21
 - 'Terms and conditions of funding for 2020-21' (OfS 2020.22), which sets out terms and conditions of funding that apply for the academic year 1 August 2020 to 31 July 2021.

All publications are available on the OfS website and we recommend that you consult them as necessary.¹

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

Introduction

5. This technical guidance is intended for people, particularly those working in providers that receive OfS funding (that is, those in the Approved (fee cap) part of the OfS Register), 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, please consult 'Guide to funding 2020-21: How the Office for Students allocates money to higher education providers' (OfS 2020.23),² which gives an overview of how grant is calculated, the principles that underpin those calculations and the components of a provider's grant.
6. The content of this document is split into two sections to cover the following areas:
 - a. **Section 1** 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 2** contains a detailed description of each of the individual tables which form the 2020-21 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.

7. Each provider will be able to access its own grant tables and supporting documents on the OfS portal on **Tuesday 12 May 2020**.³ We will publish summary allocations for all providers and sector-level information on our website on **Wednesday 13 May 2020**.

Scope and data sources

8. In this document certain details will not apply to all providers, and the descriptions will therefore 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.)
9. The aggregate student data return will be one of the following:
 - for providers that in 2019-20 have registered students on higher education courses recognised for OfS funding purposes, the 'Higher Education Students Early Statistics survey 2019-20' (HESES19)
 - for providers that in 2020-21 are offering higher education provision recognised for OfS funding purposes for the first time, the 'Higher Education Students Forecast survey 2020-21' (HESF20).

² Available at www.officeforstudents.org.uk/publications/guide-to-funding-2020-21/.

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

Details of HESES and HESF surveys can be found on the OfS website.⁴

10. The individualised student data will be one of the following returns for 2018-19:

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

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

Section 1

Further information and requests for changes

11. Please contact recurrentgrant@officeforstudents.org.uk if you have any questions about your grant.
12. 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

13. Alongside the grant announcement documents listed in the summary, for providers that submitted 2018-19 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 **Tuesday 12 May 2020** on the OfS portal.⁵ Each provider has at least one nominated OfS portal user administrator who will be able to grant access to the '2018-19 Post-collection outputs' area through the OfS portal user administrator site.⁶ Guidance for user administrators can be found on the login page of the portal.
14. The funding data summary outputs contain data that has been used to calculate the 2020-21 student premium allocations, which are shown on Table F of the grant tables.
15. The funding data summaries package, available on the OfS portal on **Tuesday 12 May 2020**, will contain the following files:
 - a. Student premium data summary workbook.
 - b. Student premium individualised file.
 - c. One of the following:
 - i. HESES18A comparison individualised file.
 - ii. HESES18B comparison individualised file.
 - iii. Higher Education in Further Education Students Survey 2018 (HEIFES18) comparison individualised file.
16. In addition, the following documents will be available via the OfS portal on **Tuesday 12 May 2020** and will also be publicly available on the OfS website from **Wednesday 13 May 2020**.⁷

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

⁶ See <https://extranet.officeforstudents.org.uk/Users>.

⁷ See www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/.

- a. '2018-19 Post-collection outputs: Student premium method document'.
 - b. One of the following:
 - i. '2018-19 HESA student post-collection outputs: Student premium technical document'
 - ii. '2018-19 HESA alternative provider student post-collection outputs: Student premium technical document'
 - iii. '2018-19 ILR post-collection outputs: Student premium technical document'
17. If you have any queries about these outputs, please contact the OfS via the appropriate email address:
- for providers that submitted 2018-19 ILR data, ILRData@officeforstudents.org.uk
 - for providers that submitted to the 2018-19 HESA student record, HESAStudentData@officeforstudents.org.uk
 - for providers that submitted to the 2018-19 HESA AP student record, APData@officeforstudents.org.uk.

Appeals process

18. In the spring 2020 grant announcement, the targeted allocations for students attending courses in London and very high-cost science, technology, engineering and maths (STEM) subjects are subject to appeal. Any such appeal should be submitted to recurrentgrant@officeforstudents.org.uk **by Friday 12 June 2020** if it is to be included in updated grant tables released in July 2020, or **by Friday 4 September 2020** if it is to be included in updated grant tables released in October 2020. Providers should contact recurrentgrant@officeforstudents.org.uk if they believe they may have grounds for appeal but will have difficulty meeting these dates.

Targeted allocation for students attending courses in London

19. 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 the calculation is on the Higher Education Funding Council for England's archived website.⁸
 - 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.

⁸ See <http://webarchive.nationalarchives.gov.uk/20180103173944/http://www.hefce.ac.uk/data/indstu/data/indicative/Ita/>.

- c. Providers funded for the first time in 2020-21 have London rates derived from the location data submitted in either their HESF20 student survey or from the separately issued HESES19 locations table.

20. 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.

21. 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 19. 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

22. 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. Providers' allocations are based on their 2017-18 individualised student data. The allocation for 2020-21 for each provider is a reduction in cash terms of 4.9 per cent from last year. 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 an individual subject
- they are actively recruiting in 2020-21 in that individual subject.

23. Providers may submit an appeal if their provision has significantly changed since 2017-18 through the introduction of new courses or cohorts and they now meet the eligibility criteria in paragraph 22.

24. 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 2020-21 the provider will meet the eligibility criteria in paragraph 22. This should include details of the full-time equivalent (FTE) student numbers involved, separated by subject, mode and level.

- c. Confirmation that the provision is OfS-fundable – see Annex F of the HESES19 guidance document.⁹
 - 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.
25. 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

26. 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 in this section.

Transfers

27. If, following this grant announcement, providers wish any further transfers of funding and student numbers to take effect during the academic year 2020-21, they should have formal agreements in place and should notify recurrentgrant@officeforstudents.org.uk at the earliest opportunity. For inclusion in updated grant tables in October 2020, providers will need to notify us **by Friday 26 June 2020**. We will then send providers further guidance and a template to collect details of the student FTEs that are to transfer, to be returned to us **by Friday 31 July**. Before implementing any transfers, we require written agreement from all parties concerned. We will continue to reflect agreed transfers of funding and student numbers between providers in later grant announcements up to the end of the 2020-21 academic year. Providers should notify recurrentgrant@officeforstudents.org.uk as soon as they can of any further requests for transfers (if they are not able to meet the deadline above).

Amendments to data

28. 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 all of the following criteria:
- a. Errors are widespread.
 - b. Errors are significant.
 - c. Amendments relate to clear evidence of data error rather than reinterpretation of data (such as re-categorisation).
 - d. Errors are likely to have a material difference on one or more of our uses of the data.

⁹ See <https://www.officeforstudents.org.uk/publications/heses19/>.

29. 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 website,¹⁰ 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, such as HESES. We will not accept amendments to HESF20 because we will recalculate 2020-21 funding using in-year data (HESES20) for all providers whose initial grant has been informed by HESF20.
 - 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.
30. If there are errors in the underlying data used for the funding allocations (see paragraphs 9 and 10), the relevant template must be completed and returned to ensure amendments can be considered by the panel at its next meeting.
31. Amendments arising from decisions taken by the panel in March 2020 are not reflected in the spring grant announcement.

2020-21 terms and conditions of OfS funding

32. On 6 May 2020, we published our 'Terms and conditions of funding for 2020-21' (OfS 2020.22).¹¹ 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 2020 to 31 July 2021.
33. The terms and conditions of OfS funding supplement the conditions of registration that apply to providers in the Approved (fee cap) category.¹²

¹⁰ See www.officeforstudents.org.uk/data-and-analysis/amendments-to-data/.

¹¹ Available at www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-2020-21/.

¹² See www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/.

Section 2

The recurrent teaching grant tables

34. The 2020-21 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 the nursing, midwifery and allied health supplement.

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

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

Table F shows the calculation of specific allocations to support successful student outcomes and disabled students.

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

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

36. 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.

37. 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 2020-21 grant tables is being referenced.

Table A: 2020-21 Summary of allocations

38. 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.

Funding for high-cost courses

39. This shows the targeted allocations for:

- high-cost subject funding
- nursing, midwifery and allied health supplement
- very high-cost STEM subjects
- Erasmus+ and overseas study programmes
- postgraduate taught supplement
- intensive postgraduate provision
- accelerated full-time undergraduate provision
- students attending courses in London
- clinical consultants' pay
- senior academic general practitioners' pay
- NHS pensions scheme compensation.

High-cost subject funding

40. The calculation for this allocation is shown in detail in Table B, with accompanying explanatory text in paragraphs 68 to 86.

Nursing, midwifery and allied health supplement

41. The calculation for this allocation is shown in detail in Table C, with accompanying explanatory text in paragraphs 87 to 94.

Very high-cost STEM subjects

42. The allocation for 2020-21 for each provider is a reduction in cash terms of 4.9 per cent from 2019-20. Details of the calculation for 2019-20 can be found in Table F of the latest 2019-20 grant tables, with accompanying explanatory text in paragraphs 148 to 154 of '2019-20 recurrent grant technical guidance for higher education providers'.¹³

Erasmus+ and overseas study programmes

43. The calculation for this allocation is shown in detail in Table D, with accompanying explanatory text in paragraphs 95 to 98.

Postgraduate taught supplement

44. The calculation for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 112 and 113.

¹³ See <http://www.officeforstudents.org.uk/advice-and-guidance/funding-for-providers/annual-funding/technical-guidance-and-funding-data/>.

Intensive postgraduate provision

45. The calculations for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 114 and 115.

Accelerated full-time undergraduate provision

46. The calculations for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 116 and 117.

Students attending courses in London

47. The calculations for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 118 to 120.

Clinical consultants' pay

48. This allocation recognises the additional costs that arise from applying the Consultant Contract (England) 2003 to clinical academics. The allocation for each provider is a reduction in cash terms of 6.8 per cent from 2019-20.

Senior academic GPs' pay

49. This allocation is provided to enable senior academic general practitioners (GPs) to be paid in line with their hospital-based colleagues. The allocation for each provider is a reduction in cash terms of 6.8 per cent from 2019-20.

NHS pensions scheme compensation

50. This allocation compensates higher education providers for the increased employers' contributions to the NHS pension scheme introduced in April 2004. The allocation for each provider is a reduction in cash terms of 6.8 per cent from 2019-20.

Funding for student access and success

51. 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.

Premium to support successful student outcomes: full-time

52. This allocation is the sum of the following items on Table F:

- premium to support successful student outcomes: full-time (main allocation)
- premium to support successful student outcomes: full-time (supplement).

53. The calculations for the premium to support successful student outcomes: full-time (main allocation) is shown in detail in Table F, with accompanying explanatory text in paragraphs 131 to 148.

54. The calculations for the premium to support successful student outcomes: full-time (supplement) is shown in detail in Table F, with accompanying explanatory text in paragraphs 149 to 160.

Premium to support successful student outcomes: part-time

55. The calculations for this allocation are shown in detail in Table F, with accompanying explanatory text in paragraphs 161 to 165.

Disabled students' premium

56. The calculations for this allocation are shown in detail in Table F, with accompanying explanatory text in paragraphs 166 to 177.

Funding for specialist providers

57. This shows the targeted allocations for specialist institutions.

Specialist institutions

58. This allocation supports certain specialist providers that have been identified as providing world-leading teaching following the Higher Education Funding Council for England's 2015-16 review of institution-specific funding.¹⁴

2020-21 Allocation (£)

59. This column shows the amount for each of the allocations listed in Table A.

2020-21 Indicative full year allocation (£)

60. This heading is only visible for providers that are registered in the Approved (fee cap) category for only part of the 2020-21 academic year, and had applied to join the Register in that category after **30 April 2020**. This shows the allocation that a provider would receive if they were registered for the entire academic year. These allocations reflect the calculations broken down in Tables B to F.

2020-21 Allocation for days registered (£)

61. This heading is only visible for providers that are registered in the Approved (fee cap) category for only part of the 2020-21 academic year, and had applied to join the Register in that category after **30 April 2020**. This shows the *2020-21 indicative full-year allocation (£)*, pro-rated according to the number of days in the 2020-21 academic year that the provider has been registered in the Approved (fee cap) category (shown above the column headings). The pro-rated allocations are only shown on Table A and will be the actual funding received by the provider for the 2020-21 academic year.

¹⁴ For more information about this 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 (£)

62. This column is the amount within the *2020-21 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 2020-21

63. This is the intake target for 2020-21 for pre-registration courses leading to a primary medical qualification to practise as a doctor. For providers without medical schools, 'Not applicable' will be shown here.

Of which maximum overseas numbers

64. 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 2020-21. 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 2020-21

65. This is the intake target for 2020-21 for pre-registration courses leading to a primary dental qualification to practise as a dentist. This is the same as the dental intake target for 2019-20. For providers without dental schools, 'Not applicable' will be shown here.

Of which maximum overseas numbers

66. 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 2020-21. This is calculated as 5 per cent of the *Dental intake target for 2020-21*, rounded to the nearest whole number.

67. Guidance on the reporting of students starting pre-registration medical and dental courses was provided in the 'Medical and Dental Students survey 2019' (OfS 2019.35).¹⁵ Providers should ensure they do not exceed their intake targets; paragraphs 46 to 48 of the 'Guide to funding 2020-21: How the Office for Students allocates money to higher education providers' (OfS 2020.23) explain the action we may take against those that do so.¹⁶ We do not consider that the effects of the pandemic and, in particular, the cancellation of A-level exams in summer 2020, provide sufficient reason for excess recruitment, given the approach to determining A-level grades set out by Ofqual and our understanding of the current position in the UCAS application cycle.

Table B: 2020-21 High-cost subject funding

68. This table shows the calculation of 2020-21 high-cost subject funding. The three rightmost columns show how much of the total 2020-21 high-cost subject funding is attributable to the

¹⁵ See www.officeforstudents.org.uk/publications/medical-and-dental-students-survey-2019/.

¹⁶ Available at www.officeforstudents.org.uk/publications/guide-to-funding-2020-21/.

transfer of funding responsibility from the Department of Health and Social Care for pre-registration nursing, midwifery and allied health (NMAH) courses.

69. For providers whose 2020-21 funding is informed by their 2019-20 aggregate student data, the table includes adjustments to the student numbers we count for funding to reflect the following expected 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 (DHDT). These are students in year 4 of their course in the 2019-20 aggregate student data and are treated as the additional year 4 cohort that becomes fundable in 2020-21 following the transfer of funding responsibility for these courses in 2017-18.
 - b. The addition of 2017-18 non-fundable postgraduate taught (PGT) (UG fee) starters to pre-registration NMAH courses and non-fundable UG starters to DHDT courses. These are students in year 3 of their course in the 2019-20 aggregate student data and are treated as the additional year 3 cohort that becomes fundable in 2020-21 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

70. For providers that completed HESES19, these are OfS-fundable student numbers expressed in FTE terms:
- a. Full-time students are taken from Column 4 of Table 1 in HESES19.
 - b. Sandwich year out students are taken from Column 4 of Table 2 in HESES19 and count as 0.5 FTE each.
 - c. Part-time students are taken from Column 4a of Table 3 in HESES19.
71. For providers that completed HESF20, these are taken from Section 2 of HESF20 Table 1.

Additional NMAH cohort: UG FTEs (excluding DHDT)

72. This column is not populated for providers that do not have any pre-registration NMAH courses.
73. 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 NMAH professions, excluding DHDT students:
- a. Full-time students are taken from Column 4 (b) (i) of Table 6a in HESES19.
 - b. Sandwich year out students are taken from Column 4 (b) (i) of Table 6b in HESES19 and count as 0.5 FTE each.
 - c. Part-time students are taken from Column 4a (b) (i) of Table 6c in HESES19.

Students on pre-registration courses in all nursing 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

74. This column is not populated for providers that do not have any pre-registration NMAH courses.
75. 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 NMAH professions.
- Full-time students are taken from Column 4 (b) (ii) of Table 6a in HESES19.
 - Sandwich year out students are taken from Column 4 (b) (ii) of Table 6b in HESES19 and count as 0.5 FTE each.
 - Part-time students are taken from Column 4a (b) (ii) of Table 6c in HESES19.

Students on pre-registration courses in all nursing 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

76. This column is not populated for providers that do not have any pre-registration DHDT courses.
77. 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 DHDT.
- Full-time students are taken from Column 4 (b) (ii) of Table 6a in HESES19.
 - Sandwich year out students are taken from Column 4 (b) (ii) of Table 6b in HESES19 and count as 0.5 FTE each.
 - Part-time students are taken from Column 4a (b) (ii) of Table 6c in HESES19.

Students on pre-registration courses in DHDT are assigned to price group A.

Adjustment for over-recruitment against medical and dental intake targets

78. This column is only applicable for providers that have medical or dental schools.
79. The adjustments for price groups A and B are the sums, expressed as negative numbers, taken from the '2020-21 adjustments' worksheet in the final 2019-20 grant adjustment report included with our letter of 25 March 2020.

Other FTE adjustments

80. This contains other miscellaneous FTE adjustments, including:

- a. Transfers between providers.
- b. In price groups A and B, any increases in medical student numbers arising from the expansion of intakes since 2017-18.¹⁷

Total FTEs for 2020-21 high-cost subject funding

81. 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
- Adjustment for over-recruitment against medical and dental intake targets
- Other FTE adjustments.

High-cost subject funding (£)

82. This is the *Total FTEs for 2020-21 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 0.972 also shown on Table G.

Of which related to NMAH funding transfer

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

OfS-fundable NMAH FTEs

84. These are *FTEs from OfS data survey* relating to the transfer of funding responsibility for undergraduate pre-registration courses in NMAH professions, including pre-registration DHDT:

- a. Full-time students are taken from Column 4 (a) of Table 6a in HESES19.
- b. Sandwich year out students are taken from Column 4 (a) of Table 6b in HESES19 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (a) of Table 6c in HESES19.

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

¹⁷ See

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

Total NMAH FTEs for 2020-21 high-cost subject funding

85. 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.

High-cost subject funding (£)

86. This is the *Total NMAH FTEs for 2020-21 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 0.972, also shown on Table G.

Table C: 2020-21 Nursing, midwifery and allied health supplement

87. This table is not populated for providers that do not have any pre-registration NMAH courses. It shows the calculation of the 2020-21 NMAH supplement.

FTEs from OfS data survey

Full-time and sandwich year out: OfS-fundable

88. These are OfS-fundable student numbers expressed in FTE terms.

- a. Full-time students are taken from Column 4 (a) of Table 6a in HESES19.
- b. Sandwich year out students are taken from Column 4 (a) of Table 6b in HESES19 and count as 0.5 FTE each.

Full-time and sandwich year out: Additional cohort

89. These are OfS-fundable student numbers expressed in FTE terms.

- a. For UG (excluding dental hygiene and dental therapy (DHDT)):
 - i. Full-time students are taken from Column 4 (b) (i) of Table 6a in HESES19.
 - ii. Sandwich year out students are taken from Column 4 (b) (i) of Table 6b in HESES19 and count as 0.5 FTE each.
- b. For PGT (UG fee) and UG DHDT:
 - i. Full-time students are taken from Column 4 (b) (ii) of Table 6a in HESES19.
 - ii. Sandwich year out students are taken from Column 4 (b) (ii) of Table 6b in HESES19 and count as 0.5 FTE each.

Part-time: OfS-fundable

90. These are OfS-fundable student numbers expressed in FTE terms. Part-time students are taken from Column 4a (a) of Table 6c in HESES19.

Part-time: Additional cohort

91. These are OfS-fundable student numbers expressed in FTE terms.

- a. For UG (excluding DHDT), part-time students are taken from Column 4a (b) (i) of Table 6c in HESES19.
- b. For PGT (UG fee) and UG DHDT, part-time students are taken from Column 4a (b) (ii) of Table 6c in HESES19.

FTE adjustment

92. Where providers have confirmed that they are not recruiting to a particular level of a profession in 2020-21, this column will show the sum, expressed as a negative number, for all FTE at that level for that profession.

Total FTEs for NMAH supplement

93. Certain combinations of profession and level will be greyed out if no rate of funding applies for the NMAH supplement. Otherwise, this is the sum of the following columns:

- Full-time and sandwich year out: OfS fundable
- Full-time and sandwich year out: Additional cohort
- Part-time: OfS-fundable
- Part-time: Additional cohort
- FTE adjustment

Nursing, midwifery and allied health supplement (£)

94. This is the *Total FTEs for NMAH supplement* multiplied by the rates of funding by profession and level shown on Table G.

Table D: 2020-21 Erasmus+ and overseas study programmes

95. This table shows the calculation of the 2020-21 Erasmus+ and overseas study programmes allocation. This includes both outgoing Erasmus+ years abroad and outgoing study years abroad outside the Erasmus+ programme. This table will only show figures for providers that completed Table 4 of HESES19.

2019-20 years abroad from OfS data survey

96. This shows countable years taken from Columns 1 and 2 of Table 4 in HESES19, split between full-time and sandwich year out and further split between OfS-fundable and non-fundable. Sandwich years out that are not taken under the Erasmus+ programme are not included.

Total years countable for Erasmus+ and overseas study programmes

97. This is the sum of the previous four *2019-20 years abroad from OfS data survey* columns:

- Full-time: OfS fundable
- Full-time: Non-fundable
- Sandwich year out: OfS-fundable
- Sandwich year out: Non-fundable.

Erasmus+ and overseas study programmes (£)

98. 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: 2020-21 Other high-cost targeted allocations

99. 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.

100. For providers whose 2020-21 funding is informed by their 2019-20 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 2020-21 arising from the government's health education reforms, as described in paragraph 69. 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 NMAH courses. Students on such courses are not eligible for the postgraduate taught supplement because their courses are eligible under the undergraduate student support arrangements.

FTEs from OfS data survey

101. For providers that completed HESES19, these are OfS-fundable student numbers expressed in FTE terms:

- a. Full-time students are taken from Column 4 of Table 1 in HESES19.
- b. Sandwich year out students are taken from Column 4 of Table 2 in HESES19 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of Table 3 in HESES19.

102. For providers that completed HESF20, these are taken from Section 2 of Table 1 in HESF20.

Additional NMAH cohort: UG FTEs (excl. DHDT)

103. This column is not populated for providers that do not have any pre-registration NMAH courses.

104. 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 NMAH professions. This excludes dental hygiene and dental therapy (DHDT) students.

- a. Full-time students are taken from Column 4 (b) (i) of Table 6a in HESES19.
- b. Sandwich year out students are taken from Column 4 (b) (i) of Table 6b in HESES19 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (b) (i) of Table 6c in HESES19.

Students on pre-registration courses in all nursing 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

105. This column is not populated for providers that do not have any NMAH courses.

106. 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 NMAH professions.

- a. Full-time students are taken from Column 4 (b) (ii) of Table 6a in HESES19.
- b. Sandwich year out students are taken from Column 4 (b) (ii) of Table 6b in HESES19 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (b) (ii) of Table 6c in HESES19.

Students on pre-registration courses in all nursing 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

107. This column is not populated for providers that do not have any pre-registration DHDT courses.

108. 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 DHDT.

- a. Full-time students are taken from Column 4 (b) (ii) of Table 6a in HESES19.
- b. Sandwich year out students are taken from Column 4 (b) (ii) of Table 6b in HESES19 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (b) (ii) of Table 6c in HESES19.

Students on pre-registration courses in DHDT are assigned to price group A.

Adjustment for over-recruitment against medical and dental intake targets

109. This column includes all adjustments to be made to medical and dental UG courses that are due to over-recruitment against intake targets.

Other FTE adjustments

110. This column contains miscellaneous FTE adjustments, including:

- a. Transfers between providers.
- b. In price groups A and B, any increases in medical student numbers arising from the expansion of intakes since 2017-18.¹⁸

Total FTEs for 2020-21 other high-cost targeted allocations

111. 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
- Adjustment for over-recruitment against medical and dental intake targets
- Other FTE adjustments.

Postgraduate taught supplement (£)

112. This allocation is for full-time and part-time PGT (Other) students in price groups A, B, C1 and C2. The funding rate per FTE for the supplement is £1,009.23, as shown on Table G.

113. The FTEs used for this purpose are PGT (Other) students in *Total FTEs for 2020-21 other high-cost targeted allocations*. These are then multiplied by the Postgraduate taught supplement rate of funding.

Intensive postgraduate provision (£)

114. 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.

115. The FTEs used for this purpose are PGT (UG fee) and PGT (Masters loan) students on long years of study in *Total FTEs for 2020-21 other high-cost targeted allocations*. These are then

¹⁸ Available at

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

multiplied by the Intensive postgraduate provision rates of funding, which vary by price group and are shown on Table G.

Accelerated full-time undergraduate provision (£)

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

117. The FTEs used for this purpose are UG students on long years of study in *Total FTEs for 2020-21 other high-cost targeted allocations*. These are then multiplied by the Accelerated full-time undergraduate provision rates of funding, which vary by price group and are shown on Table G.

Students attending courses in London (£)

118. This is *Total FTEs for 2020-21 other high-cost targeted allocations* multiplied by the Students attending courses in London 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.

119. 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 the boundaries between inner London, outer London, and outside London.

Table 1: Rates of funding for students attending courses in London

Price group	Standard rate per FTE for a provider in inner London (£)	Standard rate per FTE for a provider in outer London (£)
A	958.06	599.36
B	407.20	254.38
C1 and C2	312.03	194.91
D	239.74	150.07

120. Paragraphs 18 to 21 provide further information on the data that informs the rates that apply and guidance on appeals.

Of which related to NMAH funding transfer

121. These columns are not populated for providers that do not have any pre-registration NMAH courses.

OfS-fundable NMAH FTEs

122. These are OfS-fundable FTEs relating to the transfer of funding responsibility for undergraduate pre-registration courses in NMAH professions, including pre-registration DHDT courses.

- a. Full-time students are taken from Column 4 (a) of Table 6a in HESES19.
- b. Sandwich year out students are taken from Column 4 (a) of Table 6b in HESES19 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a (a) of Table 6c in HESES19.

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

Total NMAH FTEs for 2020-21 targeted allocations funding

123. 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
- Adjustment for over-recruitment against medical and dental intake targets
- OfS-fundable NMAH FTEs.

Intensive postgraduate provision (£)

124. This is *Total NMAH FTEs for 2020-21 targeted allocations funding* multiplied by the Intensive postgraduate provision rates of funding, which vary by price group and are shown on Table G.

Accelerated full-time undergraduate provision (£)

125. This is *Total NMAH FTEs for 2020-21 targeted allocations funding* multiplied by the Accelerated full-time undergraduate provision rates of funding, which vary by price group and are shown on Table G.

Students attending courses in London (£)

126. This is *Total NMAH FTEs for 2020-21 targeted allocations funding* multiplied by the Students attending courses in London rates of funding, which vary by price group and are shown on Table G.

Table F: 2020-21 Student access and success

127. 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.

128. Paragraphs 131 to 177 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 in the table.

129. As noted in paragraphs 8 to 10, the 2018-19 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.

130. Where we do not have sufficient data for a provider, we use data for all other providers from which we do have 2018-19 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 F. This approach ensures that providers are not disadvantaged if we do not have 2018-19 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 2018-19 is available for the provider
- ILR data for 2018-19 exists but the provider was not funded in that academic year.

Further details on the calculation of these premiums can be found in '2018-19 post-collection outputs: Student premium method document'.¹⁹

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

Full-time and sandwich year out UG headcount (2018-19 HESA/ILR)

131. 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.

132. 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 '2018-19 post-collection outputs: Student premium method document'.

133. Each student in the population (see paragraphs 140 and 141) is assigned to one of 12 risk categories using:

- age
- qualification aim

¹⁹ Available at www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/.

- entry qualification information.

134. Entry qualification data is taken from the relevant 2018-19 individualised student data return. Additional information on each student's Level 3 qualifications is sourced from linked ILR data from 2002-03 to 2017-18, and linked National Pupil Database (NPD) data from 2002-03 to 2017-18.

135. The assignment of students to these categories is shown in Tables 1 and 2.

Table 2: 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 and HESA AP student data only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 138) • HESA student and HESA AP student data only: Scottish Highers with grades of CCCCC or higher (see paragraph 138) • Baccalaureate • other Level 3 qualifications with more than 115 tariff points • unknown qualifications (see paragraph 136). 	<ul style="list-style-type: none"> • higher education • A-levels with grades of ACC/BBC or higher • HESA student and HESA AP student data only: Scottish Advanced Highers with grades of ACC/BBC or higher (see paragraph 138) • HESA student and HESA AP student data only: Scottish Highers with grades of ABCCC/BBBCC or higher (see paragraph 138) • other Level 3 qualifications with more than 105 tariff points • unknown qualifications (see paragraph 136).
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 • other Level 3 qualifications, where tariff points could not be determined (see paragraph 137). 	<ul style="list-style-type: none"> • foundation course • A-levels with grades of CCC or higher* • HESA student and HESA AP student data only: Scottish Advanced Highers with grades of CCC or higher* (see paragraph 138) • HESA student and HESA AP student data only: Scottish Highers with grades of CCCCC or higher* (see paragraph 138) • Baccalaureate • other Level 3 qualifications with less than 106 tariff points • other Level 3 qualifications, where tariff points could not be determined (see paragraph 137) • 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 3: 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 and HESA AP student data only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 138) HESA student and HESA AP student data only: Scottish Highers with grades of CCCCC or higher (see paragraph 138) other Level 3 qualifications with more than 115 tariff points unknown qualifications (see paragraph 136). 	<ul style="list-style-type: none"> higher education A-levels with grades of CCC or higher HESA student and HESA AP student data only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 138) HESA student and HESA AP student data only: Scottish Highers with grades of CCCCC or higher (see paragraph 138) other Level 3 qualifications with more than 65 tariff points Access to Higher Education course unknown qualifications (see paragraph 136).
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 other Level 3 qualifications, where tariff points could not be determined (see paragraph 137) other qualifications no qualifications. 	<ul style="list-style-type: none"> Baccalaureate BTEC other Level 3 qualifications with no tariff points other Level 3 qualifications, where tariff points could not be determined (see paragraph 137) other qualifications no qualifications.

136. 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.

137. 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 '2018-19 post-collection outputs: Student premium method document'.

138. Where a student is recorded in the 2018-19 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 2018-19 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

139. Each student in the population is weighted according to Table 3.

Table 4: Weighted headcount of at-risk students

	Young, first degree	Mature, first degree	Young, other UG	Mature, other UG
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

140. 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 HEFES18 or HESES18) taken from the relevant 2018-19 individualised student data, who are in one of these categories:

- a. OfS-fundable.
- b. Non-fundable and having started a pre-registration NMAH course (excluding dental hygiene and dental therapy (DHDT)) in 2015-16 or 2016-17. Funding responsibility for these courses transferred to us in 2017-18 and there are therefore four fundable cohorts in 2020-21. The equivalent population in the 2018-19 data is represented by two non-fundable cohorts and two fundable cohorts in the headcount.
- c. Non-fundable and having started a pre-registration DHDT course in 2016-17 or 2017-18. Funding responsibility for these courses transferred to us in 2018-19 and there are therefore three fundable cohorts in 2020-21. The equivalent population in the 2018-19 data is represented by two non-fundable cohorts and one fundable cohort in the headcount.

141. 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.

Full-time student premium (main allocation) weighting

142. 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 (2018-19 individualised student data).

Total FTEs for 2020-21: Full-time and sandwich year out UG

143. 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 2020-21 other high-cost targeted allocations* column in Table E (see paragraph 111).

London weighting

144. 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

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

Funding rate per weighted FTE (£)

146. For 2020-21, funding for the *Premium to support successful student outcomes: full-time (main allocation)* is allocated at a rate of approximately £155 per weighted FTE.

Main allocation (£)

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

Of which related to NMAH funding transfer (£)

148. This is the amount of *Main allocation (£)* which is related to the NMAH transfer. This is the total FTE for full-time and sandwich year out UG students from the *Total NMAH FTEs for 2020-21 for targeted allocations funding* column in Table E (see paragraph 123) multiplied by:

- full-time student premium (main allocation) weighting (see paragraph 142)
- *London weighting* (see paragraph 144)
- *Funding rate per weighted FTE (£)* (see paragraph 146).

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

Full-time and sandwich year out UG headcount (2018-19 HESA/ILR)

149. 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 131 to 138).

150. 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 2011 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 '2018-19 post-collection outputs: Student premium method document'.

Headcount of at-risk and underrepresented students

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

Total headcount

152. The total headcount is the same as described for *Premium to support successful student outcomes: full-time (main allocation)* (labelled j) – see paragraphs 140 and 141.

Full-time student premium (supplement) weighting

153. 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

154. This is the sum of full-time and sandwich year out UG students (2018-19 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 2020-21: Full-time and sandwich year out UG

155. This is described in paragraph 143.

London weighting

156. 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

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

Funding rate per weighted FTE (£)

158. For 2020-21, funding for the *Premium to support successful student outcomes: full-time (supplement)* is allocated at a rate of approximately £174 per weighted FTE.

Supplement (£)

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

Of which related to NMAH funding transfer (£)

160. This is the amount of *Supplement (£)* that is related to the NMAH funding transfer. This is the total FTE for full-time and sandwich year out UG students from the *Total NMAH FTEs for 2020-21 targeted allocations funding* column in Table E (see paragraph 123) multiplied by:

- *Full-time student premium (supplement) weighting* (see paragraph 153)
- *Medium and high risk students weighting* (see paragraph 154)
- *London weighting* (see paragraph 156)
- *Funding rate per weighted FTE (£)* (see paragraph 158).

Premium to support successful student outcomes: part-time

Total FTEs for 2020-21: Part-time UG

161. This figure is the total FTE for part-time UGs from the *Total FTEs for 2020-21 other high-cost targeted allocations* column in Table E (see paragraph 111).

London weighting

162. 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 (£)

163. For 2020-21, funding for the *Premium to support successful student outcomes: part-time* is allocated at a rate of approximately £896 per weighted FTE.

Allocation (£)

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

Of which related to NMAH funding transfer (£)

165. This is the amount of *Allocation (£)* which is related to the NMAH funding transfer. This is the total FTE for part-time UG students from the *Total NMAH FTEs for 2020-21 targeted allocations funding* column in Table E (see paragraph 123) multiplied by:

- *London weighting* (see paragraph 162)
- *Funding rate per weighted FTE (£)* (see paragraph 163).

Disabled students premium

DSA-eligible headcount (2018-19 HESA/ILR)

166. 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 '2018-19 post-collection outputs: Student premium method document'.

Weighted headcount of disabled students

167. 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

168. This is the total headcount of students from 2018-19 individualised student data (eligible to be counted in Column 4 of Tables 1 to 3 of HEIFES18 or HESES18) who would be eligible to receive DSA, were they disabled.

Disabled students premium weighting

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

Total FTEs for 2020-21

170. 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 2020-21 other high-cost targeted allocations* column in Table E (see paragraph 111).

London weighting

171. 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

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

Funding rate per weighted FTE (£)

173. For 2020-21, funding for the *Disabled students premium* is allocated at a rate of approximately £146 per weighted FTE.

Minimum allocation (£)

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

2019-20 Disabled students premium (£)

175. This is the 2019-20 *Disabled students premium* allocation taken from the latest 2019-20 grant tables. For providers that did not receive funding in 2019-20, this will be zero.

Allocation (£)

176. 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 (£)

177. This is the amount of *Allocation (£)* which is related to the NMAH funding transfer. This is the total FTE for all modes and levels from the *Total NMAH FTEs for 2020-21 targeted allocations*

funding column in Table E (see paragraph 123) divided by *Total FTEs for 2020-21* multiplied by *Allocation (£)*.

Further information about underlying data

178. A full technical description of how 2018-19 individualised student data is used to inform these targeted allocations is available on the OfS website.²⁰

179. Further detail regarding requests for any amendments to individualised student data can be found in the 'Amendments to data' section (see paragraphs 28 to 31), and must be submitted to the OfS data panel via the error summary workbook.

Table G: 2020-21 Parameters in the funding models

180. This table provides the parameters used in the funding models for 2020-21.

²⁰ Available at www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/.

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 full-time 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.
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. (This survey was discontinued as of 2018-19, with all providers completing HESES19 in the 2019-20 academic year.)
HESA	Higher Education Statistics Agency.
HESA AP	Higher Education Statistics Agency Alternative Provider
HESES	Higher Education Students Early Statistics Survey. Typically suffixed by a number denoting the academic year for which its data applies, e.g. HESES19 for the 2019-20 academic year.
Higher Education Funding Council for England	The Higher Education Funding Council for England closed at the end of March 2018. Many of its functions are continued by the Office for Students.
HESF	Higher Education Students Forecast. Typically suffixed by a number denoting the academic year for which its data applies, e.g. HESF20 for the forecast of academic year 2020-21 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 full-time 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.

Abbreviations and terms	Explanation
OfS Register	A list of all the English higher education providers officially registered by the Office for Students.
PGT	Postgraduate taught.
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.



© The Office for Students copyright 2020

This publication is available under the Open Government Licence 3.0 except where it indicates that the copyright for images or text is owned elsewhere.

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