

**Office for
Students**



2021-22 recurrent grant

**Technical guidance for higher
education providers**

Enquiries to recurrentgrant@officeforstudents.org.uk

Publication date 30 July 2021

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Summary

1. This document provides technical guidance to explain how the figures in the 2021-22 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 July 2021 grant announcement, including:
 - a covering letter for each provider
 - grant tables (in the form of an Excel workbook) for each provider
 - 'Recurrent funding for 2021-22' (OfS 2021.29), a publication that summarises our initial allocations to eligible providers of recurrent grant for the academic year 2021-22.
4. In July 2021, we also published:
 - 'Recurrent funding for 2021-22: Outcomes of consultation' (OfS 2021.26) which describes our budget decisions on funding for 2021-22
 - 'Capital funding for financial year 2021-22: Allocations and invitation to bid' (OfS 2021.27), a publication that sets out our approach to capital grant for financial year 2021-22, including the distribution of a small formula-based element
 - 'Terms and conditions of funding for 2021-22' (OfS 2021.30), which sets out terms and conditions of funding that apply for the academic year 1 August 2021 to 31 July 2022.

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.
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 2021-22 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 **Thursday 29 July 2021**.² We will publish summary allocations for all providers and sector-level information on our website on **Friday 30 July 2021**.

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 2020-21 have registered students on higher education courses recognised for OfS funding purposes, the 'Higher Education Students Early Statistics survey 2020-21' (HESES20)
 - for providers that in 2021-22 are offering higher education provision recognised for OfS funding purposes for the first time, the 'Higher Education Students Forecast survey 2021-22' (HESF21).

Details of the HESES and HESF surveys can be found on the OfS website.³

10. The individualised student data will be one of the following returns for 2019-20:

² Available at <https://extranet.officeforstudents.org.uk/data/>.

³ See www.officeforstudents.org.uk/data-and-analysis/data-collection/.

- 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 Student Alternative record.

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. Following the grant announcement documents listed in the summary, for providers that submitted 2019-20 individualised student data, we will be making available funding data summaries which will show them how that data has been used. Providers will be able to access their outputs from **Monday 16 August 2021** on the OfS portal.⁴ Each provider has at least one nominated OfS portal user administrator who will be able to grant access to the '2019-20 post-collection outputs' area through the OfS portal user administrator site.⁵ 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 2021-22 student premium allocations (including the allocation to address student hardship and the allocation for student transitions and mental health), which are shown on Table F of the grant tables. The outputs also contain data that shows how we have assigned price group C1 FTEs into price group C1.1 and C1.2, as shown on Table B of the grant tables.
15. The funding data summary package, available on the OfS portal on **Monday 16 August 2021**, will contain the following files:
 - a. Student premium data summary workbook.
 - b. Student premium individualised file.
 - c. An updated HESES19 comparison individualised file.
 - d. Price group C1 workbook.
 - e. Price group C1 individualised file.
16. In addition, the following documents will be available from the OfS website from **Monday 16 August 2021**:⁶

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

⁵ See <https://extranet.officeforstudents.org.uk/Users>.

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

- a. '2019-20 Post-collection outputs: Student premium method document'.
 - b. '2019-20 HESA Student post-collection outputs: Student premium technical document'.
 - c. '2019-20 HESA Student Alternative post-collection outputs: Student premium technical document'.
 - d. '2019-20 ILR post-collection outputs: Student premium technical document'.
 - e. 'Funding for price group C1: technical document'.
17. If you have any queries about these outputs, please contact the OfS via the appropriate email address:
- for providers that submitted 2019-20 ILR data, ILRData@officeforstudents.org.uk
 - for providers that submitted to the 2019-20 HESA Student record, HESASStudentData@officeforstudents.org.uk
 - for providers that submitted to the 2019-20 HESA Student Alternative record, HESASAR@officeforstudents.org.uk.

Appeals process

18. In the July 2021 grant announcement, the targeted allocation for very high-cost science, technology, engineering and maths (STEM) subjects is subject to appeal. Any such appeal should be submitted to recurrentgrant@officeforstudents.org.uk **by Friday 17 September 2021** if it is to be included in updated grant tables released in October 2021. Providers should contact recurrentgrant@officeforstudents.org.uk if they believe they may have grounds for appeal but will have difficulty meeting this date.

Very high-cost STEM subjects targeted allocation

19. 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 2021-22 for each provider has been maintained in cash terms at the same level as 2020-21. 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 2021-22 in that individual subject.
20. 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 19.

21. 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 2021-22 the provider will meet the eligibility criteria in paragraph 19. 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 HESES20 guidance document.⁷
- 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.

22. 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

23. 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

24. If, following this grant announcement, providers wish any further transfers of funding and student numbers to take effect during the academic year 2021-22, 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 2021, providers should notify us as soon as possible. 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 17 September 2021**. 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 2021-22 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

25. 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

⁷ See <https://www.officeforstudents.org.uk/heses/>.

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.

26. 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, including the error summary templates that we require providers to complete in order to specify the data errors identified.⁸ 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 HESF21 because we will recalculate 2021-22 funding using in-year data (HESES21) for all providers whose initial grant has been informed by HESF21.
- 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 Student Alternative record, or ILR data.

27. 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.

28. Amendments arising from decisions taken by the panel in March 2021 are reflected in the July grant announcement.

2021-22 terms and conditions of OfS funding

29. On 30 July 2021, we published our 'Terms and conditions of funding for 2021-22' (OfS 2021.30).⁹ 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 2021 to 31 July 2022.

30. The terms and conditions of OfS funding supplement the conditions of registration that apply to providers in the Approved (fee cap) category.¹⁰

⁸ See www.officeforstudents.org.uk/data-and-analysis/amendments-to-data/.

⁹ See www.officeforstudents.org.uk/publications/terms-and-conditions-of-funding-for-2021-22/.

¹⁰ See www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/.

Section 2

The recurrent teaching grant tables

31. The 2021-22 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 high-cost subject funding.

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

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

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

Table F shows the calculation of specific student premium allocations to support successful student outcomes, disabled students and student transitions and mental health. It also shows the calculation of funding provided to address student hardship.

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

32. 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.

33. In this document, each row and column of the accompanying grant tables is described beneath a bold subheading 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 2021-22 grant tables is being referenced.

Table A: 2021-22 Summary of allocations

34. 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

35. This shows the targeted allocations for:

- high-cost subject funding
- nursing, midwifery and allied health supplement

- very high-cost STEM subjects
- overseas study programmes
- postgraduate taught supplement
- intensive postgraduate provision
- accelerated full-time undergraduate provision
- clinical consultants' pay
- senior academic general practitioners' pay
- NHS pensions scheme compensation.

High-cost subject funding

36. The calculation for this allocation is shown in detail in Table B, with accompanying explanatory text in paragraphs 64 to 70.

Nursing, midwifery and allied health supplement

37. The calculation for this allocation is shown in detail in Table C, with accompanying explanatory text in paragraphs 71 to 76.

Very high-cost STEM subjects

38. The allocation for 2021-22 for each provider is the same in cash terms as for 2020-21.

Overseas study programmes

39. The calculation for this allocation is shown in detail in Table D, with accompanying explanatory text in paragraphs 77 to 82.

Postgraduate taught supplement

40. The calculation for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 88 and 89.

Intensive postgraduate provision

41. The calculation for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 90 and 91.

Accelerated full-time undergraduate provision

42. The calculation for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 92 and 93.

Clinical consultants' pay

43. This allocation recognises the additional costs that arise from applying the Consultant Contract (England) 2003 to clinical academics. The allocation for each provider is the same in cash terms as for 2020-21.

Senior academic GPs' pay

44. 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 the same in cash terms as for 2020-21.

NHS pensions scheme compensation

45. 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 the same in cash terms as for 2020-21.

Funding for student access and success

46. 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
- funding to address student hardship
- premium for student transitions and mental health.

Premium to support successful student outcomes: full-time

47. 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).

48. The calculation 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 99 to 118.

49. The calculation for the premium to support successful student outcomes: full-time (supplement) is shown in detail in Table F, with accompanying explanatory text in paragraphs 119 to 132.

Premium to support successful student outcomes: part-time

50. The calculation for this allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 133 to 139.

Disabled students' premium

51. The calculation for this allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 140 to 152.

Funding to address student hardship

52. The calculation for this allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 153 to 157.

Premium for student transitions and mental health

53. The calculation for this allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 158 to 161.

Funding for specialist providers

54. This shows the targeted allocations for specialist institutions.

Specialist institutions

55. 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.¹¹ The allocation for 2021-22 announced in July 2021 provides an increase of approximately 11.5 per cent for the 16 providers in receipt of this funding in 2020-21. A further sum of £5 million will be distributed between world-leading specialist providers later in the year, following review.

2021-22 Allocation (£)

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

57. For providers that are registered in the Approved (fee cap) category for only part of the 2021-22 academic year, this heading will be visible as '**2021-22 Indicative full year allocation (£)**'. 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.

2021-22 Allocation for days registered (£)

58. This heading is only visible for providers that are registered in the Approved (fee cap) category for only part of the 2021-22 academic year. This shows the *2021-22 indicative full-year allocation (£)*, reduced pro-rata to reflect the number of days in the 2021-22 academic year before it becomes 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 2021-22 academic year.

Medical intake target for 2021-22

59. This is the intake target for 2021-22 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.

¹¹ For more information about this review, see <https://webarchive.nationalarchives.gov.uk/20170110155430/http://www.hefce.ac.uk/lt/howfund/institution/>.

Of which maximum overseas numbers

60. 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 2021-22. 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 2021-22

61. This is the intake target for 2021-22 for pre-registration courses leading to a primary dental qualification to practise as a dentist. For providers without dental schools, 'Not applicable' will be shown here.

Of which maximum overseas numbers

62. 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 2021-22. This is calculated as 5 per cent of the *Dental intake target for 2020-21* (shown on Table A of the 2020-21 recurrent grant tables), rounded to the nearest whole number.

63. Guidance on the reporting of students starting pre-registration medical and dental courses was provided in the 'Medical and Dental Students survey 2020' (OfS 2020.43).¹² Providers should ensure they do not exceed their intake targets; our approach to monitoring these targets is set out in 'Additional recurrent and capital funding for 2020-21 and monitoring of medical and dental intake targets: Consultation and invitation to bid for capital' (OfS 2020.45).¹³

Table B: 2021-22 High-cost subject funding

64. This table shows the calculation of 2021-22 high-cost subject funding.

FTEs from OfS data survey

65. For providers that completed HESES20, these are OfS-fundable student numbers expressed in FTE terms:

- a. Full-time students are taken from Column 4 of Table 1 in HESES20.
- b. Sandwich year out students are taken from Column 4 of Table 2 in HESES20 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of Table 3 in HESES20.

66. For providers that completed HESF21, these are taken from Section 2 of HESF21 Table 1.

¹² See www.officeforstudents.org.uk/publications/medical-and-dental-students-survey-2020/.

¹³ See www.officeforstudents.org.uk/publications/additional-funding-for-2020-21-and-monitoring-of-medical-and-dental-intake-targets/.

67. Following our consultation on recurrent funding for 2021-22, we have split price group C1 into price groups C1.1 and C1.2.¹⁴ The data in price group C1 in HESES20 and HESF21 have been split using the methodology proposed in Annex B of the consultation, but with the exception of archaeology, which following consultation is now in price group C1.1 instead of C1.2.¹⁵ Further detail on how this has been implemented for individual providers can be found in the funding data summaries that will be released on 16 August 2021.

FTE adjustments

68. This contains miscellaneous FTE adjustments, including:

- a. Transfers between providers.
- b. FTEs for students from the Crown Dependencies (the Channel Islands and the Isle of Man) identified from 2019-20 individualised data.
- c. In price groups A and B, any planned increases in medical student numbers arising from the expansion of intakes since 2017-18.¹⁶
- d. In price groups A and B, the expected continuation into the clinical years of study (price group A), of additional dental student numbers from 2020-21. These arise from increased student numbers following the government decision in August 2020 that students would receive centre-assessed grades. We have identified the numbers to transfer from price group B to price group A using data from the Medical and Dental Students survey 2020.¹⁷ These numbers are the higher of zero and the total dental intake for 2020-21 minus the original intake target for that year (before the target was lifted).
- e. In price group B, adjustments to account for additional medical and dental students due to the increase in intake targets for 2021-22.¹⁸ These represent the difference between the intake targets for 2021-22 (as shown on Table A) and the equivalent that were originally set for 2020-21 (as shown on Table A of the grant tables for 2020-21).

Total FTEs for 2021-22 high-cost subject funding

69. This is the sum of FTEs from OfS data survey and FTE adjustments.

¹⁴ See www.officeforstudents.org.uk/publications/recurrent-funding-for-2021-22-outcomes-of-consultation/.

¹⁵ See www.officeforstudents.org.uk/publications/consultation-on-recurrent-funding-for-2021-22/.

¹⁶ See <https://webarchive.nationalarchives.gov.uk/20180405121740/http://www.hefce.ac.uk/lt/healthcare/#d.en.113195>.

¹⁷ See www.officeforstudents.org.uk/publications/medical-and-dental-students-survey-2020/.

¹⁸ See www.officeforstudents.org.uk/advice-and-guidance/funding-for-providers/health-education-funding/medical-and-dental-target-intakes/.

High-cost subject funding (£)

70. This is the *Total FTEs for 2021-22 high-cost subject funding* multiplied by the appropriate rate of funding, shown for each price group on Table G, multiplied (for price groups A, B and C1.1 only) by the scaling factor of 1.01 also shown on Table G.

Table C: 2021-22 Nursing, midwifery and allied health supplement

71. This table is not populated for providers that do not have any pre-registration NMAH courses. It shows the calculation of the 2021-22 NMAH supplement.

OfS-fundable FTEs from OfS data survey

Full-time and sandwich year out

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

- a. Full-time students are taken from Column 4 (a) of Table 6a in HESES20.
- b. Sandwich year out students are taken from Column 4 (a) of Table 6b in HESES20 and count as 0.5 FTE each.

Part-time

73. These are OfS-fundable student numbers expressed in FTE terms. Part-time students are taken from Column 4a (a) of Table 6c in HESES20.

FTE adjustments

74. Where providers have confirmed that they are not recruiting to a particular level for a profession in 2021-22, this is the sum, expressed as a negative number, of all FTEs at that level for that profession. Otherwise, this shows additional FTEs for students from the Crown Dependencies (the Channel Islands and the Isle of Man) identified from 2019-20 individualised data.

Total FTEs for NMAH supplement

75. 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:

- OfS-fundable FTEs from OfS data survey: Full-time and sandwich year out
- OfS-fundable FTEs from OfS data survey: Part-time
- FTE adjustments.

Nursing, midwifery and allied health supplement (£)

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

Table D: 2021-22 Overseas study programmes

77. This table shows the calculation of the 2021-22 overseas study programmes allocation and will only show figures for providers that completed Table 4 of HESES19 or HESES20. This data includes both outgoing Erasmus+ years abroad and outgoing other study years abroad.¹⁹
78. The 2021-22 overseas study programmes allocation for a provider will be based on the higher of the numbers taking a year abroad in either 2019-20 or 2020-21. Table D shows separate calculations for:
- 2019-20 (rows 7 to 9), based on HESES19
 - 2020-21 (rows 10 to 12), based on HESES20.

Years abroad from OfS data survey

79. This shows countable years taken from Columns 1 and 2 of Table 4 in HESES19 or HESES20, 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 Overseas study programmes

80. This is the sum of the previous four *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.

Overseas study programmes (£)

81. This is the *Total years countable for Overseas study programmes* multiplied by the rate of funding of £2,315 (shown on Table G).

2021-22 Overseas study programmes allocation

82. This is the higher of the *Overseas study programmes (£)* figures from:
- Total based on 2019-20 data (row 9)
 - Total based on 2020-21 data (row 12).

¹⁹ The overseas study programme allocation will, from 2021-22, also support years abroad taken under the Turing scheme (see <https://www.turing-scheme.org.uk/>).

Table E: 2021-22 Other high-cost targeted allocations

83. 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.

FTEs from OfS data survey

84. For providers that completed HESES20, these are OfS-fundable student numbers expressed in FTE terms:

- a. Full-time students are taken from Column 4 of Table 1 in HESES20.
- b. Sandwich year out students are taken from Column 4 of Table 2 in HESES20 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of Table 3 in HESES20.

85. For providers that completed HESF21, these are taken from Section 2 of Table 1 in HESF21.

FTE adjustments

86. This column contains the same FTE adjustments as given in paragraph 68.

Total FTEs for 2021-22 other high-cost targeted allocations

87. This is the sum of the *FTEs from OfS data survey* and *FTE adjustments*.

Postgraduate taught supplement (£)

88. 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 £1,023.08, as shown on Table G.

89. The FTEs used for this purpose are PGT (Other) students in *Total FTEs for 2021-22 other high-cost targeted allocations*. These are then multiplied by the Postgraduate taught supplement rate of funding.

Intensive postgraduate provision (£)

90. 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.

91. The FTEs used for this purpose are PGT (UG fee), PGT (Masters loan) and PGT (Other) students on long years of study in *Total FTEs for 2021-22 other high-cost targeted allocations*. These are then 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 (£)

92. This allocation is for full-time UG students in price groups B, C1, C2 and D who are on long years of study.
93. The FTEs used for this purpose are UG students on long years of study in *Total FTEs for 2021-22 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.

Table F: 2021-22 Student access and success

94. 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
 - funding to address student hardship
 - premium for student transitions and mental health.
95. The funding allocation to address student hardship is allocated through the increased budgets for the full-time (both main and supplement), part-time and disabled students' premiums, but is subject to different terms and conditions of funding. On Table F we have shown separately the amount of each of these premiums that contributes to the total student hardship allocation.
96. Paragraphs 99 to 163 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.
97. As noted in paragraphs 8 to 10, the 2019-20 data source that informs these allocations differs 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 Student Alternative record.
98. Where we do not have sufficient and valid individualised data for a provider, we combine the headcounts from all providers with sufficient and valid individualised data and use the total headcounts to calculate the provider's allocation. Where we have done this, the total

headcounts for these other providers are shown in Table F. This approach ensures that providers are not disadvantaged if we do not have sufficient and valid 2019-20 individualised data for them, by applying to them sector weightings derived from all other providers. We have taken this approach where:

- no individualised data for 2019-20 is available for the provider
- there is individualised data for the provider for 2019-20 but the provider was not funded in that academic year
- there is individualised data for the provider for 2019-20 and the provider was funded in that academic year, but was not funded in 2020-21
- for the full-time premium only, more than half of the students in the provider's population for the premium are excluded for reasons related to the data on their qualifications on entry.

Further details on the calculation of these premiums can be found in '2019-20 Post-collection outputs: Student premium method document', which will be available on the OfS website from 16 August 2021.²⁰

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

Full-time and sandwich year out UG headcount (2019-20 HESA/ILR)

99. 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.

100. 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 will be published in the '2019-20 post-collection outputs: Student premium method document', which will be released later on the OfS website on 16 August 2021.

101. Each student in the population (see paragraphs 108 and 109) is assigned to one of 12 risk categories using:

- age
- qualification aim
- entry qualification information.

102. Entry qualification data is taken from the relevant 2019-20 individualised student data return. Additional information on each student's Level 3 qualifications is sourced from linked ILR data from 2002-03 to 2018-19, and linked National Pupil Database (NPD) data from 2002-03 to 2018-19.

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

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

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

Risk categories	Young	Mature
Low risk	<ul style="list-style-type: none"> • higher education • A-levels with grades of CCC or higher • HESA Student and HESA Student Alternative data only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 106) • HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCC or higher (see paragraph 106) • Baccalaureate • other Level 3 qualifications with more than 115 tariff points • unknown qualifications (see paragraph 104). 	<ul style="list-style-type: none"> • higher education • A-levels with grades of ACC/BBC or higher • HESA Student and HESA Student Alternative data only: Scottish Advanced Highers with grades of ACC/BBC or higher (see paragraph 106) • HESA Student and HESA Student Alternative data only: Scottish Highers with grades of ABCCC/BBBCC or higher (see paragraph 106) • other Level 3 qualifications with more than 105 tariff points • unknown qualifications (see paragraph 104).
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 105). 	<ul style="list-style-type: none"> • foundation course • A-levels with grades of CCC or higher* • HESA Student and HESA Student Alternative data only: Scottish Advanced Highers with grades of CCC or higher* (see paragraph 106) • HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCC or higher* (see paragraph 106) • Baccalaureate • other Level 3 qualifications with less than 106 tariff points • other Level 3 qualifications, where tariff points could not be determined (see paragraph 105) • Access to Higher Education course.
High risk	<ul style="list-style-type: none"> • BTEC • other Level 3 qualifications with between 1 and 40 (inclusive) tariff points • Access to Higher Education course • other qualifications • no qualifications. 	<ul style="list-style-type: none"> • BTEC • other qualifications • no qualifications.

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

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

Risk categories	Young	Mature
Low risk	<ul style="list-style-type: none"> • higher education • A-levels with grades of CCC or higher • HESA Student and HESA Student Alternative data only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 106) • HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCC or higher (see paragraph 106) • other Level 3 qualifications with more than 115 tariff points • unknown qualifications (see paragraph 104). 	<ul style="list-style-type: none"> • higher education • A-levels with grades of CCC or higher • HESA Student and HESA Student Alternative data only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 106) • HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCC or higher (see paragraph 106) • other Level 3 qualifications with more than 65 tariff points • Access to Higher Education course • unknown qualifications (see paragraph 104).
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 105) • 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 105) • other qualifications • no qualifications.

104. 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.

105. 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 Student Alternative 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 '2019-20 post-collection outputs: Student premium method document'.

106. Where a student is recorded in the 2019-20 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 2019-20 HESA Student or HESA Student Alternative 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

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

Table 3: 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

108. 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 HESES19) taken from the relevant 2019-20 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.
- c. Non-fundable and having started a pre-registration DHDT course in 2016-17 or 2017-18.

109. 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

110. 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 (2019-20 individualised student data).

Total FTEs for 2021-22: Full-time and sandwich year out UG

111. 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 2021-22 other high-cost targeted allocations* column in Table E (see paragraph 87).

Weighted FTEs

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

Funding rate per weighted FTE (£)

113. For 2021-22, funding for the *Premium to support successful student outcomes: full-time (main allocation)* is allocated at a rate of approximately £147 per weighted FTE.

Amount including funding to address student hardship (£)

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

Amount to address student hardship (£)

115. This is the proportion of the above row that is taken to contribute towards the funding allocation to address student hardship.

116. This is the *amount including funding to address student hardship (£)* (labelled o) multiplied by 0.02436735.

117. The figure of 0.02436735 represents the proportion of the total budget allocated in July 2021 to the premium to support successful student outcomes: full-time (main allocation) that is designated for the funding allocation to address student hardship (£3,274,695).

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

118. This is the *Amount including funding to address student hardship (£)* (labelled p) minus the *Amount to address student hardship (£)* (labelled o).

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

Full-time and sandwich year out UG headcount (2019-20 HESA/ILR)

119. 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 99 to 106).

120. 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 '2019-20 post-collection outputs: Student premium method document'.

Headcount of at-risk and underrepresented students

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

Total headcount

122. The total headcount is the same as described for *Premium to support successful student outcomes: full-time (main allocation)* (labelled j) – see paragraphs 108 and 109.

Full-time student premium (supplement) weighting

123. 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

124. This is the sum of full-time and sandwich year out UG students (2019-20 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 2021-22: Full-time and sandwich year out UG

125. This is described in paragraph 111.

Weighted FTEs

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

Funding rate per weighted FTE (£)

127. For 2021-22, funding for the *Premium to support successful student outcomes: full-time (supplement)* is allocated at a rate of approximately £158 per weighted FTE.

Amount including funding to address student hardship (£)

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

Amount to address student hardship (£)

129. This is the proportion of the above row that is taken to contribute towards the funding allocation to address student hardship.

130. This is the *amount including funding to address student hardship (£)* (labelled ff) multiplied by 0.02436732.

131. The figure of 0.02436732 represents the proportion of the total budget allocated in July 2021 to the premium to support successful student outcomes: full-time (supplement) that is designated for the funding allocation to address student hardship (£475,305).

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

132. This is the *Amount including funding to address student hardship (£)* (labelled ff) minus the *Amount to address student hardship (£)* (labelled gg)

Premium to support successful student outcomes: part-time

Total FTEs for 2021-22: Part-time UG

133. This figure is the total FTE for part-time UGs from the *Total FTEs for 2021-22 other high-cost targeted allocations* column in Table E (see paragraph 87).

Funding rate per weighted FTE (£)

134. For 2021-22, funding for the *Premium to support successful student outcomes: part-time* is allocated at a rate of approximately £896 per weighted FTE.

Amount including funding to address student hardship (£)

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

Amount to address student hardship (£)

136. This is the proportion of the above row that is taken to contribute towards the funding allocation to address student hardship.

137. This is the *amount including funding to address student hardship (£)* (labelled c) multiplied by 0.00711215.

138. The figure of 0.00711215 represents the proportion of the total budget allocated in July 2021 to the premium to support successful student outcomes: part-time that is designated for the funding allocation to address student hardship (£475,000).

Premium to support successful student outcomes: part-time (£)

139. This is the *Amount including funding to address student hardship (£)* (labelled c) minus the *Amount to address student hardship (£)* (labelled d).

Disabled students' premium

DSA-eligible headcount (2019-20 HESA/ILR)

140. 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 '2019-20 post-collection outputs: Student premium method document'.

Weighted headcount of disabled students

141. 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

142. This is the total headcount of students from 2019-20 individualised student data (eligible to be counted in Column 4 of Tables 1 to 3 of HES19) who would be eligible to receive DSA, were they disabled.

Disabled students premium weighting

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

Total FTEs for 2021-22

144. 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 2021-22 other high-cost targeted allocations* column in Table E (see paragraph 87).

Weighted FTEs

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

Funding rate per weighted FTE (£)

146. For 2021-22, funding for the *Disabled students' premium* is allocated at a rate of approximately £127 per weighted FTE.

Minimum allocation (£)

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

Amount including funding to address student hardship (£)

148. This is the higher of either:

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

Amount to address student hardship (£)

149. This is the proportion of the above row that is taken to contribute towards the funding allocation to address student hardship.

150. This is the *amount including funding to address student hardship (£)* (labelled j) multiplied by 0.01913449.

151. The figure of 0.01913449 represents the proportion of the total budget allocated in July 2021 to the disabled students' premium that is designated for the funding allocation to address student hardship (£775,000).

Disabled students' premium (£)

152. This is the *Amount including funding to address student hardship (£)* (labelled j) minus the *Amount to address student hardship (£)* (labelled k).

Funding to address student hardship

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

153. This is the *Amount to address student hardship* (labelled p) from 'Premium to support successful student outcomes: full-time (main allocation)'.

Amount from ‘Premium to support successful student outcomes: full-time (supplement)’

154. This is the *Amount to address student hardship* (labelled gg) from ‘Premium to support successful student outcomes: full-time (supplement)’.

Amount from ‘Premium to support successful student outcomes: part-time’

155. This is the *Amount to address student hardship* (labelled d) from ‘Premium to support successful student outcomes: part-time’.

Amount from ‘Disabled students’ premium’

156. This is the *Amount to address student hardship* (labelled k) from ‘Disabled students’ premium’.

Funding to address student hardship (£)

157. This is the sum of the previous four rows.

Premium for student transitions and mental health

Headcount of OfS-fundable undergraduate entrants

158. This is the headcount of OfS-fundable undergraduate new entrants taken from Section B of Table 5 in HESES20. For providers that completed HESF21, these are taken from Section 2 of Table 1 in HESF21.

Adjustments to entrants

159. This will be used in future updates to these grant tables to account for adjustments such as transfers of provision. For the initial release of grant tables in July 2021, this will show zero for all providers.

Funding rate per entrant (£)

160. For 2021-22, funding for the *Premium for student transitions and mental health* is allocated at a rate of approximately £23 per weighted FTE.

Premium for student transitions and mental health (£)

161. This is the sum of *Headcount of OfS-fundable undergraduate entrants* (labelled a) and *Adjustments to entrants* (labelled b), multiplied by the *Funding rate per entrant (£)* (labelled c).

Further information about underlying data

162. A full technical description of how 2019-20 individualised student data is used to inform these targeted allocations is available on the OfS website.²¹

163. Further detail regarding requests for any amendments to individualised student data can be found in the ‘Amendments to data’ section (see paragraphs 25 to 28), and must be submitted to the OfS data panel via the error summary workbook.

²¹ Available at www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs/.

Table G: 2021-22 Parameters in the funding models

164. This table provides the parameters used in the funding models for 2021-22.

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
HESA	Higher Education Statistics Agency
HESES	Higher Education Students Early Statistics Survey. Typically suffixed by a number denoting the academic year for which its data applies, e.g. 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. HESF21 for the forecast of academic year 2021-22 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 HESES and HESF student surveys
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)

Abbreviations and terms	Explanation
PGT (UG fee)	Postgraduate taught students on courses subject to undergraduate student support arrangements
Price group C1	Price group C1 includes price groups C1.1 and C1.2
STEM subjects	Science, technology, engineering and mathematics
Targeted allocation	Targeted allocations provide additional teaching funding to recognise the additional costs associated with certain types of students and provision
UG	Undergraduate



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