

Office for
Students



Changes to 2023 student data surveys to inform funding

Notification of changes

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Contents

Summary	2
Changes to 2023 student data surveys to inform funding	3
The HESES23 data collection process	3
Overview of changes to HESES23 definitions and funding calculations	3
Guidance on returning FUNDCOMP in 2023-24	7
Changes to funding definitions and guidance for HESES23 and HESF24	7
Changes to the HESES23 workbook	13
The HESF24 data collection process	14
Changes to the HESF24 workbook	14
Seminars and training on HESES23	14

Summary

1. To inform the calculation of Office for Students (OfS) grants, all higher education providers that are registered with the OfS in the Approved (fee cap) category must complete one of the data surveys that will inform recurrent funding for the 2024-25 academic year. These are:
 - For a provider that has students registered with it in the 2023-24 academic year, the **2023 Higher Education Students Early Statistics (HESES23) survey**.¹
 - For a provider that does not have students registered with it in the 2023-24 academic year, the **Higher Education Students Forecast 2024-25 (HESF24) survey**.²
2. This document provides notification of the changes from last year that we intend to make to these surveys, but does not contain the full technical specification of our data requirements and definitions; we will confirm these when we publish the full HESES23 guidance in autumn 2023.
3. In addition to informing recurrent funding for the 2024-25 academic year, we will use the HESES23 survey to inform the allocations of recurrent funding for Level 4 and 5 provision for the 2023-24 academic year and the final allocation of formula capital funding that we are distributing in the spending review period covering the 2022-23 to 2024-25 financial years. We will confirm these allocations in March 2024 following sign-off of the HESES23 data.
4. The main changes arise as a result of the move from the legacy Higher Education Statistics Agency (HESA) Student record and Student Alternative record data collections to the new HESA Student record under the Data Futures specification, and our funding decisions following the Secretary of State's guidance on grant funding and strategic priorities for the 2023-24 financial year.³
5. Later this year, we will publish further detail on how we will calculate funding for the 2024-25 academic year alongside details of how we expect to engage further with providers on these matters.

Please email any questions to heses@officeforstudents.org.uk.

¹ For information, last year's guidance for the 2022 Higher Education Students Early Statistics (HESES22) survey can be found at www.officeforstudents.org.uk/publications/heses22/.

² For information, last year's guidance for the Higher Education Students Forecast 2023-24 (HESF23) survey can be found at www.officeforstudents.org.uk/publications/hesf23/.

³ See 'Guidance to the Office for Students on the Higher Education Strategic Priorities Grant for the 2023-24 financial year', published in March 2023, at www.officeforstudents.org.uk/advice-and-guidance/regulation/guidance-from-government/.

Changes to 2023 student data surveys to inform funding

The HESES23 data collection process

6. All higher education providers that are registered in the Approved (fee cap) category, and that will have students registered with them in the 2023-24 academic year (1 August 2023 to 31 July 2024), are required to complete the HESES23 data survey. This includes further education and sixth form colleges and academies, but there are some differences in the data reporting requirements for this type of provider.
7. The HESES23 data return will use the following key dates:
 - a. **Further education and sixth form colleges and academies** will use a census date of 1 November 2023 and must submit their data by noon on Monday 13 November 2023.
 - b. **All other providers** will use a census date of 1 December 2023 and must submit their data by noon on Monday 11 December 2023.

All providers must have their data signed off by their accountable officer by **Wednesday 31 January 2024**.

8. This timeline is similar to last year's funding data collection timetable.

Overview of changes to HESES23 definitions and funding calculations

9. Providers that return individualised student data to the designated data body (DDB) are now required to do so through the Student record using the Data Futures specification.⁴ This has replaced the legacy Student and Student Alternative records.⁵ Further education and sixth form colleges and academies will continue to return data to the Education and Skills Funding Agency (ESFA) through the Individualised Learner Record (ILR).
10. There are some differences between the data model used in the Data Futures return and the previous definitions used to return HESES. We have considered carefully how we might address these differences and, in doing so, have looked to minimise the regulatory burden of data reporting on all providers and provide consistency in the way we allocate funding.
11. HESES23 definitions and processes have been revised to allow the collection process to better align with both the ILR and Data Futures specifications. While there are differences between these specifications, we have sought to ensure that the data returned in HESES23 is

⁴ As of 4 October 2022, Jisc acts as the DDB and performs the information duties in sections 64 and 65 of the Higher Education and Research Act 2017. HESA was the DDB before this and has now merged with Jisc. See www.officeforstudents.org.uk/news-blog-and-events/press-and-media/designation-of-jisc-as-the-new-data-body/.

⁵ Throughout this document, this new student record will be referred to as 'Data Futures' or 'the Data Futures return', to avoid confusion with the legacy Student record.

comparable with that required for HESES22. However, these changes will affect how we derive from HESES23 data the FTEs used to calculate funding for 2024-25.

12. We are looking to keep changes to HESES23 to a minimum. This is because we are anticipating launching a broader conversation with the sector and other stakeholders about our approach to funding in the coming academic year. This is likely to involve wide-ranging conversations with providers and others about how we could best ensure that our funding arrangements continue to be efficient, effective and economic, while representing appropriate value for money for students and taxpayers. We wish to be clear that the changes set out in the current document do not pre-judge that future discussion.
13. The primary changes we are making in this guidance are:
 - We will count ‘years of engagement’ not ‘years of instance’ (see paragraphs 37–47).
 - Providers will not be required to return estimates of non-completion or full-time equivalents (FTE) (see paragraphs 18–21).
 - We will no longer collect data to separately identify students on Level 6 degree apprenticeships (Table 7 in HESES22) (see paragraphs 53–55 and 60).
 - Providers will be required to identify separately in Table 5 the numbers of students on courses leading to higher technical qualifications (HTQs) (see paragraph 52).
14. As we are no longer expecting providers to return FTE data, which previously incorporated non-completion forecasts, we will instead apply non-completion and FTE rates derived from HESES22 data, when we use HESES23 for our funding purposes. For this reason, we are ensuring consistency in the count of students reported in HESES22 and HESES23. This allows us to maintain stability in our funding approach while we consider how it might evolve in the longer term (see paragraphs 24–32).

Move from years of instance to years of engagement

15. For HESES23, we are removing the concept of ‘years of instance’ and will instead count ‘years of engagement’. We are making this change in terminology to allow a common term to be used for all providers returning HESES.
 - a. For **further education and sixth form colleges and academies**, years of engagement are the same as the concept of years of instance used in the ILR and in previous HESES returns and retain the same definition.⁶
 - b. For **all other providers**, years of engagement will be based on the latest student course session that a student starts, or is predicted to start, in the 2023-24 academic year for an engagement.⁷
16. Further detail about the definition of years of engagement is in paragraphs 37–47.

⁶ See paragraphs 1 and 2, Annex C of ‘HESES22 Guidance for providers’ (OfS 2022.48) at www.officeforstudents.org.uk/publications/heses22/.

⁷ We define an engagement in paragraph 37 of this document.

17. Using these definitions of years of engagement means that we can take a consistent approach. The definition allows us to maintain compatibility with both the ILR and Data Futures specifications. This keeps provider burden to a minimum and does not require providers to devote additional resources to producing the HESES return.

Removal of non-completion estimates

18. We will not require providers to submit non-completion forecasts in their HESES23 return.⁸

19. Providers that submit data to the DDB under the Data Futures specification have not been required to submit data for 2022-23 on funding completion status (through the FUNDCOMP data field). Where such data is submitted, it would not be returned on the same basis (years of instance) that has applied to data submitted through previous HESES returns.

20. We are continuing to advise providers that return data to the ILR that we may use FUNDCOMP to identify records that are specifically excluded from the HESES population. Providers should otherwise return FUNDCOMP in a way that minimises burden, and may wish to return FUNDCOMP=3 for all or some students if this approach achieves this. FUNDCOMP=9 should only be returned to identify students that are to be excluded from the HESES population.

21. Based on the approach to data returns outlined above, we are not asking providers to make non-completion forecasts in HESES23. This is consistent with our announcement in 2022 that we would not use 2022-23 completion data reported in the FUNDCOMP field for funding or data assurance purposes.⁹

Change to the HESES workbook

22. There are two further changes to the HESES workbook being implemented as a result of not collecting non-completion forecasts in the HESES23 return:

- a. We will not collect 'estimated completed years' (previously calculated in Column 4 of the HESES workbook).
- b. For part-time years of engagement, providers will not be able to record the 'estimated FTE for completed years' (entered in Column 4a of Tables 3 and 6c in the HESES workbook) to reflect the student activity undertaken by part-time students within the year.

23. We have removed Columns 3, 4 and 4a from the relevant tables in the HESES23 workbook.

Determining FTEs used to calculate OfS funding allocations derived from HESES23

24. In previous years, the figures recorded in Columns 4 and 4a of the HESES workbook have informed the calculation of provider funding allocations.¹⁰ As that information will not be

⁸ Non-completion forecasts were previously collected in the HESES surveys up to 2022-23 in Column 3 of Tables 1, 2, 3, 6a, 6c and 7.

⁹ See paragraph 11, Annex A of 'Changes to 2022 student data surveys to inform funding: Notification of changes' (OfS 2022.35) at www.officeforstudents.org.uk/publications/changes-to-2022-student-data-surveys-to-inform-funding-notification-of-changes/.

¹⁰ The HESES data is supplemented by adjustments to student FTEs that we make for funding purposes, such as to recognise certain expected changes in the year for which funding is provided in medicine and dentistry, or arising from transfers of provision between providers.

available from HESES23, we will use a different method to determine the FTEs used to calculate funding allocations based on HESES23 data.

25. To do this, we will take the count of years of engagement recorded in HESES23 by each provider and apply multiplication factors derived from HESES22 data. Providers' own HESES22 data will be used to do this unless there is insufficient data from HESES22 (see paragraphs 27–31). This will allow us to convert the count of years of engagement recorded in HESES23 into FTE figures that reflect the particular provision at each provider. The FTE figures that result will be used in calculating funding allocations that reflect previous non-completion and FTE values without requiring providers to deal with additional administrative burden.
26. Multiplication factors will be calculated for each category of OfS-fundable students reflecting all combinations of:
 - Mode of study (full-time, sandwich year out or part-time)
 - Price group (A, B, C1.1, C1.2, C2 or D)
 - Length of year (standard or long)
 - Level of study (UG (Level 4 and 5), UG (Other), PGT (UG fee), PGT (Masters' loan), PGT (Other) or PGR. For Tables 6a and 6c UG (Level 4 and 5) and UG (Other) are combined into UG (All))
 - Profession of students on pre-registration health courses (Tables 6a and 6c only).
27. We will calculate multiplication factors for each category of OfS-fundable students using HESES22 data, as follows:
 - a. For full-time years of engagement (recorded in Tables 1 and 6a), the multiplication factors will be calculated using equivalent HESES22 student data from Column 4 divided by the sum of Columns 1 and 2.
 - b. For sandwich year out years of engagement (recorded in Table 2), the multiplication factors will be calculated using equivalent HESES22 student data from Column 4 divided by the sum of Columns 1 and 2, and multiplied by 0.5 (consistent with our approach to funding calculations in previous years).
 - c. For part-time years of engagement (recorded in Tables 3 and 6c), the multiplication factors will be calculated using equivalent HESES22 student data from Column 4a divided by the sum of Columns 1 and 2.
28. These multiplication factors will reflect the non-completion rates recorded in HESES22 as well as the intensity of study for sandwich year out and part-time students. Wherever possible, they will be derived using a provider's own HESES22 data for the relevant student category concerned.
29. Where a provider does not have sufficient relevant or accurate data for a particular student category in HESES22, we will use relevant average figures for an aggregation of categories for the provider to inform the multiplication factor, for example by aggregating all price groups

together. This may occur where a provider is recording new provision in HESES23, or where the numbers reported for a student category in HESES22 were very small.

30. Where we are unable to determine a relevant provider average figure for a particular student category using the provider's own HESES22 data we will use relevant sector average data for each category to inform the multiplication factor.¹¹ This may occur where a provider did not complete HESES22, or because the comparable relevant data for the provider is insignificant for averaging purposes.
31. If a provider has a data amendment accepted for its HESES22 data, the amended data will be used to recalculate multiplication factors that are applied to its HESES23 data and funding allocations and payment schedules will be adjusted accordingly.¹² We reserve the right to use our own estimates of the data if we consider the data returned by a provider to be inaccurate. Where multiplication factors are based on sector averages, rather than a provider's own data, we will not make adverse changes to funding allocations for the provider if those sector averages change.
32. Further detailed guidance on how multiplication factors will be derived from HESES22 data will be made available to providers in the spring of 2024.

Guidance on returning FUNDCOMP in 2023-24

33. We will not use FUNDCOMP data submitted in 2023-24 individualised data returns for funding or data assurance purposes.
 - a. **For further education and sixth form colleges and academies**, we may use FUNDCOMP to identify records that are specifically excluded from the HESES population. Colleges should return FUNDCOMP in a way that minimises burden, and may wish to return FUNDCOMP=3 for all or some students if this approach achieves this. FUNDCOMP=9 should not be returned except to identify students to be excluded from the HESES recreation.
 - b. **For other providers**, we do not require FUNDCOMP to be returned in your Data Futures return for 2023-24 and will not use any values returned.

Changes to funding definitions and guidance for HESES23 and HESF24

34. We are making amendments to funding definitions and guidance that will apply to HESES23 and HESF24.

¹¹ In this context, 'relevant' sector averages may be calculated separately for further education and sixth form colleges, and for all other providers. The reason for doing so is that HESES has different census dates for those two provider groups. Students who withdraw before the census date are excluded from the HESES return (see paragraph 39), and thus the different census dates mean that forecasts of subsequent non-completion in HESES22 will be on slightly different bases. Calculating sector averages separately for the two groups of providers will ensure continued equity of treatment between them for funding purposes.

¹² For further information and detail on data amendments, see www.officeforstudents.org.uk/data-and-analysis/amendments-to-data/.

35. As noted in paragraph 9–10, providers that return individualised student data to the DDB are now doing so using the Data Futures specification. There are some differences between the data model used in the Data Futures specification and the previous definitions used to return HESES. Further education and sixth form colleges and academies will continue to return data to the ESFA through the ILR, which has not seen the same changes to its data model.
36. We are revising the concepts used to return HESES to allow us to better align the data collected with both the ILR and Data Futures specifications. This will allow the HESES data collected to count students at all providers using a common method.

Change of year of instance to year of engagement

37. We will collect data in HESES23 based on the concepts of engagement and year of engagement. The definitions for these will be as follows:
- a. An **engagement** is a student’s commitment to an educational aim (qualification or credit) and its realisation over time. This shares the same definition as used by the DDB.¹³ ESFA guidance for recording higher education data notes that several fields in the ILR higher education entity refer to ‘instance’ and that this can be considered as equivalent to the concept of ‘engagement’.¹⁴
 - b. For HESES purposes, an engagement can be split into one or more **years of engagement**. The number of years of engagement recorded by a provider within an academic year will be used in determining a measure of how much teaching activity that provider is delivering.
38. For HESES23, providers will need to return a count of years of engagement for students studying on recognised higher education courses for OfS funding purposes.
39. In line with previous years, there is no change regarding ‘students who withdraw on or before the census date’. This means that if a student has withdrawn from their course on or before the census date without completing the year of engagement, their year of engagement should not be returned.¹⁵

Further notes on years of engagement

40. There are also adjustments to how providers should determine returning years of engagement on HESES23 because of the differences between the concepts that providers use for individualised data. These are as follows:

Further education and sixth form colleges and academies

41. For **further education and sixth form colleges and academies**, engagement and years of engagement are equivalent to the concepts of instance and years of instance respectively. The first year of engagement begins when the student starts studying towards the qualification, credit or on the apprenticeship; subsequent years start on or near the anniversary of this date (allowing for minor variations in term dates). This aligns with the guidance from the ESFA

¹³ See <https://codingmanual.hesa.ac.uk/22056/entity/Engagement>

¹⁴ See <https://guidance.submit-learner-data.service.gov.uk/23-24/psm/article/additional-guidance-for-he>

¹⁵ For the purposes of HESES, a student has withdrawn from their engagement if they leave before its completion and do not have an intention to return and continue it.

regarding how higher education provision for further education and sixth form colleges and academies will be expected to be returned in the ILR.¹⁶

42. Further education and sixth form colleges and academies will record a count of years of engagement undertaken by students that start during the 2023-24 academic year. This will be returned based on all teaching activity undertaken within that year of engagement, even where some of the teaching takes place after the end of the academic year (31 July 2024).

All other providers

43. For **all other providers**, years of engagement will be determined according to whether a student course session starts within the 2023-24 academic year. When considering these student course sessions (for example when considering if these years of engagement meet our definition of full-time), providers should consider all teaching activity undertaken within that student course session, even where some of the teaching takes place after the end of the academic year (31 July 2024).
44. We will use the data returned in HESES23 to calculate funding allocations and so we want to ensure that students are not incorrectly double counted. In general, providers must return no more than one year of engagement for any single engagement. An exception to this is permitted where a student completes a foundation degree during the academic year and then undertakes a foundation degree bridging course to enable them to join the final year of an honours degree. In such cases, the two separate student course sessions (for the foundation degree and for the bridging course) can be recorded in HESES as two separate years of engagement.
45. Most students will only have one student course session starting within the academic year. However, there are some situations where students can have multiple student course sessions that begin in the same year of engagement. These include:
- a. **Multiple student course sessions as part of one engagement starting within a single academic year:** With the exception of students progressing onto a foundation degree bridging course (see paragraph 44), where students take more than one student course session that starts within the 2023-24 academic year as part of a single engagement, providers should return a year of engagement based on whichever student course session starts the latest during the 2023-24 academic year. Only one student course session should be recorded because we only want to count students once per year of engagement. This would apply where students transfer to join a different student cohort at the same level and a different session year is required, for example because they have taken a break in study or been required to resit part of a previous year of study.¹⁷
 - b. **Multiple engagements:** Where a student is undertaking more than one engagement, a separate year of engagement should be reported for each, determined according to the student course sessions for each that start within the 2023-24 academic year and the

¹⁶ See <https://guidance.submit-learner-data.service.gov.uk/23-24/psm/article/additional-guidance-for-he>

¹⁷ For full DDB information on student course sessions for the return 22056, see <https://codingmanual.hesa.ac.uk/22056/entity/StudentCourseSession>.

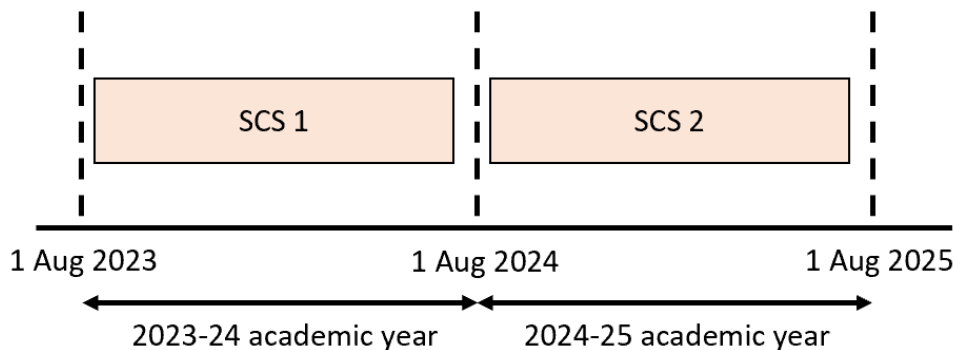
guidance in paragraphs 43–45a.¹⁸ This includes where a student is aiming for two independent higher education qualifications concurrently, where the credits for each course being studied cannot be counted towards the other. For example, a student studying towards a PhD and an unrelated undergraduate professional qualification would generate two years of engagement as the PhD and unrelated undergraduate professional qualification would be separate engagements.

46. **Fully flexible courses:** Where a student is undertaking a course via a ‘fully flexible’ arrangement, this will be considered as a single engagement under the Data Futures specification. Within that, each year of the course is a single student course session.¹⁹ Providers will therefore be expected to return a year of engagement based on that student course session starting within the 2023-24 academic year in HESES23.

Illustrative examples

47. We have provided some illustrative examples below. We will include further examples in the HESES23 guidance published in the autumn.

- a. **Standard years of study:** A student starts a course in September 2023 and has a student course session (SCS1) which runs from September 2023 to June 2024. SCS1 would be recorded in HESES23 because it is the only student course session for the student which starts in the 2023-24 academic year. This means a student course session for a full-time course would be recorded in Table 1, Column 1 of the HESES23 workbook. If the student continued into the next academic year on the same engagement, a second student course session (SCS2) would be generated for September 2024 to June 2025.

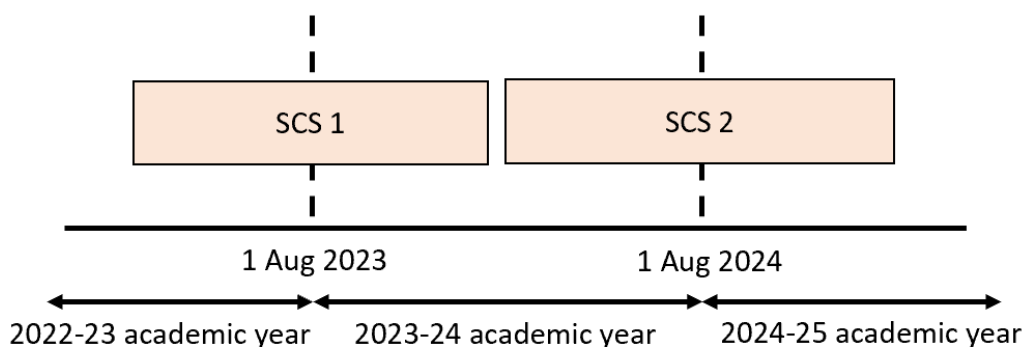


- b. **Non-standard years of study:** A student starts a course in January 2023 and has a student course session (SCS1) which runs from January 2023 to December 2023. SCS1 would not be recorded in HESES23 as it did not start in the 2023-24 academic year. If the student continued into the next academic year on the same engagement, a second student course session (SCS2) would be generated for January 2024 to December 2024. SCS2 would be recorded in HESES23. When assessing how the SCS should be recorded in HESES23, for example with regards to MODE, the whole of the SCS should be considered, not just the portion contained within the 2023-24 academic year. This means a student course session

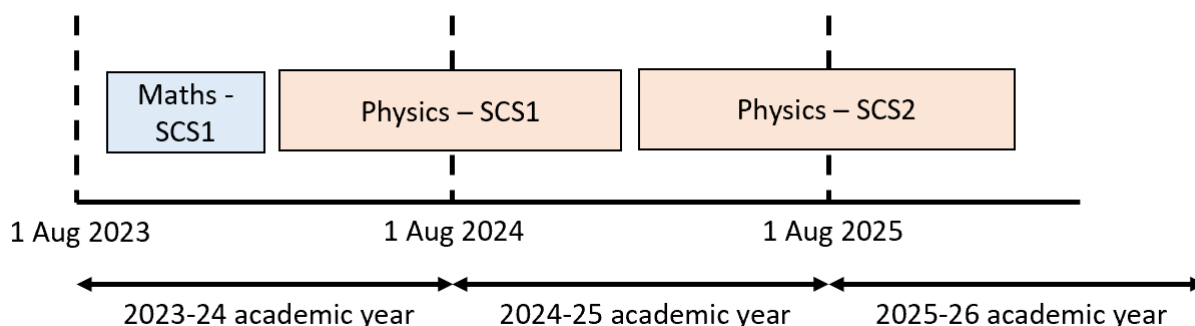
¹⁸ If any of these separate ‘engagements’ contain multiple student course sessions that start during the 2023-24 academic year, providers should follow the guidance in paragraph 45a and return a year of engagement based on whichever student course session starts the latest during the 2023-24 academic year.

¹⁹ See <https://codingmanual.hesa.ac.uk/22056/entity/StudentCourseSession>.

for a full-time course would be recorded in Table 1, Column 2 of the HESES23 workbook despite the fact a proportion of the student course session will take place in the next academic year.



- c. **Multiple course sessions as part of one engagement:** A student starts studying for a degree in maths in September 2023. After completing the first term, the student transfers to a new degree course in physics, joining a cohort starting their course in January 2024.
- d. The student will generate two student course sessions that start within the 2023-24 academic year. (Labelled 'Maths – SCS1' and 'Physics – SCS1' in the diagram). Of these, only the SCS that starts latest in the academic year ('Physics – SCS1') should be recorded in HESES23. In this case the year of engagement for the student would be recorded in Column 2, as it has started after the census date.



Recognised courses of higher education for OfS funding purposes: Higher Technical Qualifications (HTQs)

48. Annex B of HESES22 defines courses of higher education that are recognised for OfS funding purposes and this is not changing for HESES23. However, changes to student finance arrangements mean that there are some courses that will now meet our definition from academic year 2023-24. The HESES guidance identifies two (overlapping) categories under which a course may be recognised for OfS funding purposes, as:

- A course that is designated under the Education (Student Support) Regulations 2011.²⁰

²⁰ The regulations are available at <https://www.legislation.gov.uk/uksi/2011/1986/contents>, but this does not yet incorporate all amendments in recent years.

- A 'course of higher education' as defined in Schedule 6 of the Education Reform Act 1988, other than one leading to a qualification in the Register of Regulated Qualifications.²¹

49. From academic year 2023-24, courses leading to higher technical qualifications (HTQs) approved by the Institute for Apprenticeships and Technical Education (IfATE) have been added to the categories of courses designated under the Education (Student Support) Regulations 2011.²² While many such courses already met criteria to be designated for student support purposes (for example because they are foundation degrees or Higher National Certificates or Diplomas), others will become eligible for the first time from academic year 2023-24. Where they do so, they also meet the requirements to be recognised courses for OfS funding purposes.

50. However, it is important to note that being an approved HTQ is not sufficient for a course to be designated for student support purposes. Student Finance England advises that some HTQs approved by IfATE may not meet the minimum course duration requirements for designation under the Education (Student Support) Regulations 2011. Any course or qualification that receives HTQ approval from IfATE but does not meet the duration requirements will not satisfy the necessary designation criteria to attract higher education student finance and may instead qualify for advance learner loans, where eligible.²³

51. We will be including a definition in HESES Annex I for courses that are classified as higher technical qualifications (HTQs). These are Level 4 and 5 qualifications designated as an HTQ by IfATE.²⁴

52. HTQs are not a new sub-level, but we will ask providers to record them separately on HESES Table 5 as a subset of the category for undergraduate students on courses leading to qualifications that are designated at Level 4 or 5 of the 'sector-recognised standards' (UG (Level 4 and 5)). This is to enable us to collect the data required to calculate the distribution of £16 million funding to support such courses and other Level 4 and 5 provision in 2023-24.

Home fee years of instance on degree apprenticeships (Table 7)

53. In HESES22 we introduced Table 7 to collect data on home fee years of instance (both full-time and part-time) taken as part of a degree apprenticeship. This data was collected to inform a new funding stream for 2022-23.²⁵

54. In 'Funding for 2023-24' (OfS 2023.26) we announced that we will not be providing a formula allocation for 2023-24 to reflect degree apprenticeship student numbers reported in HESES23,

²¹ See www.legislation.gov.uk/ukpga/1988/40/schedule/6 and <https://register.ofqual.gov.uk/>.

²² This amendment was made by the Education (Student Fees, Awards and Support) (Amendment) Regulations 2023 (SI 2023/74, available at: www.legislation.gov.uk/uksi/2023/74/contents/made).

²³ Student Finance England guidance for 2023-24 is available from: www.practitioners.slc.co.uk/policy. In particular, see the 2023-24 guidance chapters: 'Assessing Eligibility Guidance AY 2023 to 2024' and 'Support for Part-Time Students 2023 to 2024'.

²⁴ See <https://www.instituteforapprenticeships.org/>. The list of HTQs approved by IfATE is published at: www.instituteforapprenticeships.org/qualifications/higher-technical-qualifications/approved-higher-technical-qualifications-cycle-one/.

²⁵ See www.officeforstudents.org.uk/publications/mid-year-allocations-of-recurrent-funding-for-2022-23/.

as we did for 2022-23.²⁶ Instead, we will establish a new fund later this year and invite submissions from providers.

55. As we no longer require data on degree apprenticeship numbers for funding purposes, we are removing Table 7 from HESES23. Providers will still need to return data for students taking degree apprenticeships on the other HESES23 tables as normal.

Removal of parts of the guidance no longer required

56. We are removing sections of the HESES guidance that will not be required for HESES23 due to the changes in approach set out in paragraphs 9–21. These will include removing Annex D (guidance on determining completion status) and Annex E (full-time equivalence for part-time years); we will rename and renumber the retained annexes accordingly.

Changes to the HESES23 workbook

57. We will be making a number of changes to the tables that need to be completed in HESES23. These are listed below (in paragraphs 58–61).

Changes to Tables 1, 2, 3, 6a and 6c

58. As noted above, we will no longer be collecting forecasts of non-completions (Column 3), estimated years completed (Column 4) and estimated FTE for completed years for part-time years (Column 4a on Table 3). We will therefore update Tables 1, 2, 3, 6a and 6c to remove Columns 3, 4 and 4a.
59. We will also add a new column into Tables 1, 2, 3, 6a and 6c which will show the sum of the years of engagement recorded in Columns 1 and 2. This column will be automatically populated.

Removal of Table 7 (Home fee years of instance and FTE on degree apprenticeships)

60. As noted in paragraphs 53–55, we no longer require providers to return data on degree apprenticeship numbers in Table 7 and the table will be removed from the HESES23 workbook.

Comparison tables

61. We will be making adjustments to the comparison tables used for reference during the data verification process to reflect the data changes described above. We will also look to adjust the comparison tables to improve the verification process and reduce burden where possible. Full details of the comparison tables and thresholds will be published alongside the main HESES23 guidance.

²⁶ See www.officeforstudents.org.uk/publications/funding-for-academic-year-2023-24/.

The HESF24 data collection process

62. All providers registered in the Approved (fee cap) category that do not have students registered with them in the 2023-24 academic year, but that will offer higher education provision recognised for OfS funding purposes in 2024-25, are required to complete the HESF24 data survey.
63. The HESF24 survey will use the definitions set out in the HESES23 guidance document. Providers should consult this document when completing their HESF24 survey.
64. As it is a forecast of student numbers in the 2024-25 academic year, no census date applies to HESF24. We will specify the deadline for submission when we notify any providers that they are required to complete the survey. To be included in the main 2024 grant announcement, we would commonly use the same submission and sign-off deadlines as for HESES23.

Changes to the HESF24 workbook

65. In line with what is set out above in paragraphs 53–54, we will no longer be requiring data on degree apprenticeships to be collected via HESES. Therefore, we will be removing Table 2 from the HESF24 workbook. We will amend Table 1 to reflect the changes to definitions used in the HESES23 workbook discussed above.

Seminars and training on HESES23

Webinars and other online training material

66. We intend to offer a programme of webinars later in September. Information on these webinars will be emailed to nominated student data contacts, released on the OfS website and announced through the OfS email alert system in mid-August.²⁷
67. More information will be available in due course at www.officeforstudents.org.uk/heses/.

²⁷ See www.officeforstudents.org.uk/news-blog-and-events/events/ and www.officeforstudents.org.uk/sign-up-for-email-alerts/.



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