

Office for
Students



2022-23 recurrent grant

Technical guidance for higher
education providers

Enquiries to recurrentgrant@officeforstudents.org.uk

Publication date 15 July 2022 (updated 9 March 2023)

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Summary

1. This document provides technical guidance to explain how the figures in the 2022-23 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 2022 grant announcement, including:
 - a covering letter for each provider
 - grant tables (in the form of an Excel workbook) for each provider
 - 'Recurrent funding for 2022-23' (OfS 2022.37), a publication that summarises our initial allocations to eligible providers of recurrent grant for the academic year 2022-23.
 - 'Terms and conditions of funding for 2022-23' (OfS 2022.38), which sets out terms and conditions of funding that apply for the academic year 1 August 2022 to 31 July 2023.
4. Earlier this year, we also published:
 - In June 2022, 'Funding for academic year 2022-23' (OfS 2022.28) which describes our budget decisions on funding for 2022-23.
 - In May 2022, 'Capital funding for financial years 2022-23 to 2024-25: Formula allocations and invitation to bid' (OfS 2022.19), a publication that sets out our approach to capital grant for the three financial years 2022-23, 2023-24 and 2024-25, including the distribution of a small formula-based element.

All publications are available on the OfS website.¹

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

Introduction

5. This technical guidance is intended for people who wish to understand the detail of our funding methods, particularly those working in providers that receive OfS funding (that is, those in the Approved (fee cap) part of the OfS Register). 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 2022-23 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 14 July 2022**.² We will publish summary allocations for all providers and sector-level information on our website on **Friday 15 July 2022**.

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 alternative figures, these are described in the guidance.)
9. The aggregate student data return will be one of the following:
 - a. For providers that in 2021-22 have registered students on higher education courses recognised for OfS funding purposes, the 'Higher Education Students Early Statistics survey 2021-22' (HESES21).
 - b. For providers that in 2022-23 are offering higher education provision recognised for OfS funding purposes for the first time, the 'Higher Education Students Forecast survey 2022-23' (HESF22).

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

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

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

10. The individualised student data will be one of the following returns for 2020-21:

- 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.

Part 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 2020-21 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 **Friday 15 July 2022** 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 '2020-21 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 2022-23 student premium allocations, which are shown on Table F of the grant tables.
15. The funding data summary package will contain the following files:
 - a. Student premium data summary workbook.
 - b. Student premium individualised file.
 - c. An updated HESES20 comparison individualised file.
16. In addition, the following documents will be available from the OfS website from **Friday 15 July 2022**:⁶
 - a. '2020-21 Post-collection outputs: Student premium method document'.
 - b. '2020-21 HESA Student post-collection outputs: Student premium technical document'.
 - c. '2020-21 HESA Student Alternative post-collection outputs: Student premium technical document'.
 - d. '2020-21 ILR post-collection outputs: Student premium technical document'.

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/.

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

- for providers that submitted 2020-21 ILR data, ILRData@officeforstudents.org.uk
- for providers that submitted to the 2020-21 HESA Student record, HESAStudentData@officeforstudents.org.uk
- for providers that submitted to the 2020-21 HESA Student Alternative record, HESASAR@officeforstudents.org.uk.

Appeals process

18. In the July 2022 grant announcement, the 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 2022. 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 allocation

19. The very high-cost STEM subjects 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 2022-23 for each provider has been maintained in real terms at the same level as 2021-22. 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 for entrants in 2022-23 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 2022-23 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 HESES21 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 2022-23, 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 2022, 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 2022-23 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 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.

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

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 HESF22 because we will recalculate 2022-23 funding using in-year data (HESES22) for all providers whose initial grant has been informed by HESF22.
 - 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. Completed amendments arising from decisions taken by the panel in March 2022 are reflected in the July grant announcement.

2022-23 terms and conditions of OfS funding

29. Our 'Terms and conditions of funding for 2022-23' (OfS 2022.38) 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 2022 to 31 July 2023.⁹
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-2022-23/.

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

Part 2

The recurrent grant tables

31. The 2022-23 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 (worksheet A_Summary) contains two tables. The first (Table A1) provides summary details of allocations of funding (largely derived from the calculations on subsequent tables). The second (Table A2) specifies medical and dental intake targets (where applicable).

Table B (worksheet B_High-cost) shows the calculation of high-cost subject funding.

Table C (worksheet C_NMAH_supplement) shows the calculation of the nursing, midwifery and allied health supplement.

Table D (worksheet D_Overseas) shows the calculation of the allocation for overseas study programmes.

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

Table F (worksheet F_Student_access_and_success) contains eight tables which show the calculation of specific student premium allocations to support successful student outcomes, disabled students and student transitions and mental health.

Table G (worksheet G_Parameters) shows the parameters used in the teaching funding models.

32. The workbook includes an **Information** tab which provides links to all of the tables. The workbook 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 2022-23 grant tables is being referenced.

Table A: 2022-23 Summary of allocations

34. This worksheet contains two tables. The first table (Table A1) is a summary of the teaching grant allocations shown in Tables B, C, D, E, and F. The second table (Table A2) provides detail (where applicable) of medical and dental intake targets.

Table A1: Summary of allocations

35. This table contains three sections:

- a. Section 1: Funding for high-cost courses.
- b. Section 2: Funding for student access and success.
- c. Section 3: Funding for specialist providers.

36. Each section also contains a subtotal summing the allocations within that section.

Section 1: Funding for high-cost courses

37. This section shows the 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

38. The calculation for this allocation is shown in detail in Table B, with accompanying explanatory text in paragraphs 68 to 75.

Nursing, midwifery and allied health supplement

39. The calculation for this allocation is shown in detail in Table C, with accompanying explanatory text in paragraphs 76 to 81.

Very high-cost STEM subjects

40. The allocation for 2022-23 for each provider is the same in real terms as for 2021-22, providing an increase in cash terms of 3.51 per cent.

Overseas study programmes

41. The calculation for this allocation is shown in detail in Table D, with accompanying explanatory text in paragraphs 82 to 88.

Postgraduate taught supplement

42. The calculation for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 95 and 96.

Intensive postgraduate provision

43. The calculation for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 97 and 98.

Accelerated full-time undergraduate provision

44. The calculation for this allocation is shown in detail in Table E, with accompanying explanatory text in paragraphs 99 and 100.

Clinical consultants' pay

45. 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 2021-22.

Senior academic GPs' pay

46. 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 2021-22.

NHS pensions scheme compensation

47. 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 2021-22.

Degree apprenticeships

48. This shows the allocation to support the growth of degree apprenticeships. This allocation is as set out in Annex A of 'Mid-year allocations of recurrent funding for 2022-23: Funding to encourage provision of Level 4 and 5 qualifications and to accelerate the growth of Level 6 degree apprenticeship programmes'.¹¹

Level 4 and 5 provision

49. This shows the allocation to support the growth of Level 4 and 5 provision. This allocation is as set out in Annex A of 'Mid-year allocations of recurrent funding for 2022-23: Funding to encourage provision of Level 4 and 5 qualifications and to accelerate the growth of Level 6 degree apprenticeship programmes'.

Section 2: Funding for student access and success

50. This section shows the allocations for:

¹¹ Available at: www.officeforstudents.org.uk/publications/mid-year-allocations-of-recurrent-funding-for-2022-23/.

- premium to support successful student outcomes: full-time
- premium to support successful student outcomes: part-time
- disabled students' premium
- premium for student transitions and mental health.

Premium to support successful student outcomes: full-time

51. 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).

52. 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 105 to 124.

53. 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 125 to 136.

Premium to support successful student outcomes: part-time

54. The calculation for this allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 137 to 140.

Disabled students' premium

55. The calculation for this allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 141 to 151.

Premium for student transitions and mental health

56. The calculation for this allocation is shown in detail in Table F, with accompanying explanatory text in paragraphs 152 to 156.

Section 3: Funding for specialist providers

57. This shows the allocations for specialist providers. This allocation is as set out in Annex A of 'World-leading specialist provider funding: Outcome'.¹²

Specialist

58. This allocation supports certain specialist providers that have been identified as meeting criteria to be deemed world-leading in the light of submissions received in response to 'World-leading specialist provider funding: Outcomes of consultation and invitation to submit'.¹³ The

¹² Available at: www.officeforstudents.org.uk/publications/world-leading-specialist-provider-funding-outcome/.

¹³ See www.officeforstudents.org.uk/publications/world-leading-specialist-provider-funding-outcomes-of-consultation-and-invitation-to-submit/.

total funding available for this allocation is an increase of £5 million (9.4 per cent) compared with 2021-22.

2022-23 Allocation (£)

59. This column shows the amount for each of the allocations listed in Table A.
60. For providers that are registered in the Approved (fee cap) category for only part of the 2022-23 academic year, this heading will be visible as '**2022-23 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.

2022-23 Allocation for days registered (£)

61. This heading is only visible for providers that are registered in the Approved (fee cap) category for only part of the 2022-23 academic year. This shows the *2022-23 indicative full-year allocation (£)*, reduced pro-rata to reflect the number of days in the 2022-23 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 2022-23 academic year.

Table A2: Medical and dental intake targets

62. This table shows any medical and dental intake targets (where applicable).
63. Guidance on the reporting of students starting pre-registration medical and dental courses was provided in the 'Medical and Dental Students survey 2021' (OfS 2021.36).¹⁴ 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).¹⁵

Medical intake target for 2022-23

64. This is the intake target for 2022-23 for pre-registration courses leading to a primary medical qualification to practise as a doctor. For providers without medical schools, 'Not applicable' will be shown here.

Of which maximum overseas numbers

65. 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 2022-23. 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.

¹⁴ See www.officeforstudents.org.uk/publications/medical-and-dental-students-survey-2021/.

¹⁵ See www.officeforstudents.org.uk/publications/additional-funding-for-2020-21-and-monitoring-of-medical-and-dental-intake-targets/.

Dental intake target for 2022-23

66. This is the intake target for 2022-23 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

67. 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 2022-23. It is calculated as 5 per cent of the *Dental intake target for 2022-23*, rounded to the nearest whole number.

Table B: 2022-23 High-cost subject funding

68. This table shows the calculation of 2022-23 high-cost subject funding.

OfS-fundable FTEs

69. For providers that completed HESES21, these are OfS-fundable student numbers expressed in FTE terms:

- a. Full-time students are taken from Column 4 of Table 1 in HESES21.
- b. Sandwich year out students are taken from Column 4 of Table 2 in HESES21 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of Table 3 in HESES21.

70. For providers that completed HESF22, these are taken from Section 2 of HESF22 Table 1.

Adjustments for over-recruitment against medical and dental intake targets

71. This column is only applicable to providers that have medical or dental schools.

72. The adjustments for price groups A and B are the sums, expressed as negative numbers, taken from the 'Medical and dental FTE reductions arising from MDS21' worksheet in the final 2021-22 grant adjustment report released to relevant providers in February 2022.

Other FTE adjustments

73. This contains other miscellaneous FTE adjustments, including:

- a. Transfers between providers.
- b. FTEs for students from Ukraine identified from 2020-21 individualised data.
- c. In price group A, any increases in medical student numbers arising from the planned expansion of intakes since 2017-18.¹⁶

¹⁶ See

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

- d. In price groups A and B, the expected continuation into the clinical years of study (price group A), of unplanned additional medical 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 2021.¹⁷ These numbers are the higher of zero and the total medical intake for 2020-21 minus the original planned intake target for that year (before the target was lifted).
- e. In price groups A and B, adjustments to account for the expected continuation into the clinical years of study of additional dental students due to the increase in intake targets for 2021-22. The latter were increased in June 2021 to allocate additional places for providers to incorporate deferrals from 2020-21, and again in September 2021 to reflect the increased number of students arising from the oversubscription and subsequent transfer activity that occurred in 2021-22. These adjustments represent the difference between the final dental intake targets for 2021-22 (as confirmed to providers on 28 September 2021, and as shown on Table A of the February 2022 update to the grant tables for 2021-22) and the equivalent that were originally set for the year.¹⁸ Any recruitment in excess of the final dental intake targets for 2021-22 is not included in this adjustment.

Total FTEs for 2022-23 high-cost subject funding

74. This is the sum of *OfS-fundable FTEs, Adjustments for over-recruitment against medical and dental intake targets* and *Other FTE adjustments*.

High-cost subject funding (£)

75. This is the *Total FTEs for 2022-23 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 1.058 also shown on Table G.

Table C: 2022-23 Nursing, midwifery and allied health supplement

76. This table is not populated for providers that do not have any pre-registration nursing, midwifery and allied health (NMAH) courses. It shows the calculation of the 2022-23 NMAH supplement.

OfS-fundable FTEs (Full-time and sandwich year out)

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

- a. Full-time students are taken from Column 4 (a) of Table 6a in HESES21.
- b. Sandwich year out students are taken from Column 4 (a) of Table 6b in HESES21 and count as 0.5 FTE each.

¹⁷ See www.officeforstudents.org.uk/publications/medical-and-dental-students-survey-2021/.

¹⁸ The dental intake targets originally set for 2021-22 were the same as the original planned 2020-21 intake targets, as shown on Table A of the grant tables for 2020-21, before the target was lifted for that year.

OfS-fundable FTEs (Part-time)

78. These are OfS-fundable student numbers expressed in FTE terms. Part-time students are taken from Column 4a (a) of Table 6c in HESES21.

FTE adjustments

79. Where providers have confirmed that they are not recruiting to a particular level for a profession in 2022-23, 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 Ukraine identified from 2020-21 individualised data.

Total FTEs for NMAH supplement

80. 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 (Full-time and sandwich year out)
- OfS-fundable FTEs (Part-time)
- FTE adjustments.

Nursing, midwifery and allied health supplement (£)

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

Table D: 2022-23 Overseas study programmes

82. This table shows the calculation of the 2022-23 overseas study programmes allocation and will only show figures for providers that completed Table 4 of HESES21. This data includes both outgoing Erasmus+ and Turing years abroad and outgoing other study years abroad. This table will not show figures for:

- providers that completed HESF22
- providers that did not complete Table 4 of HESES21.

Full-time (OfS-fundable)

83. This shows full-time OfS-fundable countable years taken from Columns 1 and 2 of Table 4 in HESES21 plus relevant years abroad for students from Ukraine identified from 2020-21 individualised data.

Full-time (Non-fundable)

84. This shows full-time non-fundable countable years taken from Columns 1 and 2 of Table 4 in HESES21 plus relevant years abroad for students from Ukraine identified from 2020-21 individualised data.

Sandwich year out (OfS-fundable)

85. This shows sandwich year out OfS-fundable countable years taken from Columns 1 and 2 of Table 4 in HESES21 plus relevant years abroad for students from Ukraine identified from 2020-21 individualised data. Sandwich years out that are not taken under the Erasmus+ or Turing programme are not included.

Sandwich year out (Non-fundable)

86. This shows sandwich year out non-fundable countable years taken from Columns 1 and 2 of Table 4 in HESES21 plus relevant years abroad for students from Ukraine identified from 2020-21 individualised data. Sandwich years out that are not taken under the Erasmus+ or Turing programme are not included.

Total years countable for Overseas study programmes

87. This is the sum of the previous four columns:

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

Overseas study programmes (£)

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

Table E: 2022-23 Other high-cost targeted allocations

89. This table shows the derivation of FTEs used in calculating certain allocations, and the funding for:

- postgraduate taught supplement
- intensive postgraduate provision
- accelerated full-time undergraduate provision.

OfS-fundable FTEs

90. For providers that completed HESES21, these are OfS-fundable student numbers expressed in FTE terms:

- a. Full-time students are taken from Column 4 of Table 1 in HESES21.
- b. Sandwich year out students are taken from Column 4 of Table 2 in HESES21 and count as 0.5 FTE each.
- c. Part-time students are taken from Column 4a of Table 3 in HESES21.

91. For providers that completed HESF22, these are taken from Section 2 of Table 1 in HESF22.

Adjustments for over-recruitment against medical and dental intake targets

92. This column contains the same FTE adjustments as given in paragraphs 71 to 72.

Other FTE adjustments

93. This column contains the same FTE adjustments as given in paragraph 73.

Total FTEs for 2022-23 other high-cost targeted allocations

94. This is the sum of *OfS-fundable FTEs*, *Adjustments for over-recruitment against medical and dental intake targets* and *Other FTE adjustments*.

Postgraduate taught supplement (£)

95. This allocation is for full-time and part-time PGT (Other) students in price groups A, B, C1.1, C1.2 and C2. The funding rate per FTE for the supplement is £1,023.08, as shown on Table G.

96. The FTEs used for this purpose are PGT (Other) students in *Total FTEs for 2022-23 other high-cost targeted allocations*. These are then multiplied by the Postgraduate taught supplement rate of funding.

Intensive postgraduate provision (£)

97. This allocation is for full-time and part-time, PGT (UG fee), PGT (Masters loan) and PGT (Other) students in price groups B, C1.1, C1.2 and C2 who are on long years of study.

98. 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 2022-23 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 (£)

99. This allocation is for full-time UG students in price groups B, C1.1, C1.2, C2 and D who are on long years of study.

100. The FTEs used for this purpose are UG students on long years of study in *Total FTEs for 2022-23 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: 2022-23 Student access and success

101. This worksheet contains eight tables. These show a detailed breakdown of the calculations for the following allocations:

- premium to support successful student outcomes: full-time
 - main allocation (Tables F1.1.A and F1.1.B)

- supplement (Tables F1.2.A and F1.2.B)
- premium to support successful student outcomes: part-time (Table F2)
- disabled students' premium (Tables F3.A and F3.B)
- premium for student transitions and mental health (Table F4).

102. Paragraphs 105 to 158 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.

103. As noted in paragraphs 8 to 10, the 2020-21 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.

104. 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 weightings determined from those 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 2020-21 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 2020-21 is available for the provider
- there is individualised data for the provider for 2020-21 but the provider was not funded in that academic year
- there is individualised data for the provider for 2020-21 and the provider was funded in that academic year, but was not funded in 2021-22
- 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 '2020-21 Post-collection outputs: Student premium method document', which will be available on the OfS website from 15 July 2022.¹⁹

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

Table F1.1.A: Headcounts for the main allocation of ‘Premium to support successful student outcomes: full-time’

105. This table sets out the headcounts of full-time and sandwich year out UG in eight of the 12 risk groups used in the calculation of the weighted headcount of at-risk students in table F1.1.B.

Full-time and sandwich year out UG headcount (from 2020-21 individualised data): all quintiles

106. 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.

107. 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 are in the ‘2020-21 post-collection outputs: Student premium method document’, which will be released on the OfS website on 15 July 2022.

108. Each student in the population (see paragraphs 116 and 117) is assigned to one of 12 risk categories using:

- age
- qualification aim
- entry qualification information.

109. Entry qualification data is taken from the relevant 2020-21 individualised student data return. Additional information on each student’s Level 3 qualifications is sourced from linked ILR data from 2002-03 to 2019-20, and linked National Pupil Database (NPD) data from 2002-03 to 2019-20.

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

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

Risk categories	Young	Mature
Low risk	<ul style="list-style-type: none"> • higher education • A-levels with grades of CCC or higher • HESA Student and HESA Student Alternative data only: Scottish Advanced Highers with grades of CCC or higher (see paragraph 113) • HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCCC or higher (see paragraph 113) • Baccalaureate • other Level 3 qualifications with more than 115 tariff points • unknown qualifications (see paragraph 111). 	<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 113) • HESA Student and HESA Student Alternative data only: Scottish Highers with grades of ABCCC/BBBCC or higher (see paragraph 113) • other Level 3 qualifications with more than 105 tariff points

Risk categories	Young	Mature
		<ul style="list-style-type: none"> unknown qualifications (see paragraph 111).
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 112). 	<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 113) HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCCC or higher* (see paragraph 113) Baccalaureate other Level 3 qualifications with less than 106 tariff points other Level 3 qualifications, where tariff points could not be determined (see paragraph 112) 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 113) HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCCC or higher (see paragraph 113) other Level 3 qualifications with more than 115 tariff points unknown qualifications (see paragraph 111). 	<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 113) HESA Student and HESA Student Alternative data only: Scottish Highers with grades of CCCCC or higher (see paragraph 113) other Level 3 qualifications with more than 65 tariff points Access to Higher Education course unknown qualifications (see paragraph 111).
Medium risk	<ul style="list-style-type: none"> foundation course Baccalaureate 	<ul style="list-style-type: none"> foundation course

Risk categories	Young	Mature
	<ul style="list-style-type: none"> other Level 3 qualifications with between 66 and 115 (inclusive) tariff points Access to Higher Education course. 	<ul style="list-style-type: none"> 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 112) 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 112) other qualifications no qualifications.

111. 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.

112. 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 '2020-21 post-collection outputs: Student premium method document'.

113. Where a student is recorded in the 2020-21 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 2020-21 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.

Table F1.1.B: Calculation of the main allocation of 'Premium to support successful student outcomes: full-time'

114. This table sets out the calculation of 'Premium to support successful student outcomes: full-time'.

Weighted headcount of at-risk students

115. 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

116. 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 HESES20) taken from the relevant 2020-21 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.

117. 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.

Proportion excluded for reasons related to qualifications on entry data

118. If this proportion is greater than 0.5, sector weightings are used instead of the provider's own individualised data.

119. Further details on the calculation of this figure can be found in '2020 21 Post-collection outputs: Student premium method document'.

Full-time student premium (main allocation) weighting

120. 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 (2020-21 individualised student data).

Total FTEs for 2022-23: Full-time and sandwich year out UG

121. 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 2022-23 other high-cost targeted allocations* column in Table E (see paragraph 94).

Weighted FTEs

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

Funding rate per weighted FTE (£)

123. For 2022-23, funding for the *Premium to support successful student outcomes: full-time (main allocation)* is allocated at a rate of approximately £148 per weighted FTE.

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

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

Table F1.2.A: Headcounts for the supplement of ‘Premium to support successful student outcomes: full-time’

125. This table sets out the headcounts of full-time and sandwich year out UG in quintiles 1 and 2 in eight of the 12 risk groups used in the calculation of the weighted headcount of at-risk students in table F1.2.B.

Full-time and sandwich year out UG headcount (from 2020-21 individualised data): Quintiles 1 and 2

126. This section shows a breakdown of the headcount of full-time and sandwich year out UG students by qualification aim, age, risk category and quintile (labelled p to w). Qualification aim, age and risk category are the same as for the main allocation (see paragraphs 105 to 113).

127. 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) 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 residents aged 16 and over with a higher education qualification in each of the areas listed in paragraph 127a.

For further information on how these quintiles are derived, see Annex B of ‘2020-21 post-collection outputs: Student premium method document’.

Table F1.2.B: Calculation of the supplement of ‘Premium to support successful student outcomes: full-time’

128. This table sets out the calculation of the supplement of ‘Premium to support successful student outcomes: full-time’.

Headcount of at-risk and underrepresented students

129. This is the sum of the figures labelled p to w.

Total headcount

130. The total headcount is the same as described for *main allocation of 'Premium to support successful student outcomes: full-time'* (labelled j) – see paragraphs 116 and 117.

Full-time student premium (supplement) weighting

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

Medium and high risk students weighting

132. This is the sum of full-time and sandwich year out UG students (2020-21 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 2022-23: Full-time and sandwich year out UG

133. This is described in paragraph 121.

Weighted FTEs

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

Funding rate per weighted FTE (£)

135. For 2022-23, funding for the *Premium to support successful student outcomes: full-time (supplement)* is allocated at a rate of approximately £161 per weighted FTE.

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

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

Table F2: Calculation of the 'Premium to support successful student outcomes: part-time' allocation

137. This table sets out the calculation of the 'Premium to support successful student outcomes: part-time' allocation.

Total FTEs for 2022-23: Part-time UG

138. This figure is the total FTE for part-time UGs from the *Total FTEs for 2022-23 other high-cost targeted allocations* column in Table E (see paragraph 94).

Funding rate per weighted FTE (£)

139. For 2022-23, funding for the *Premium to support successful student outcomes: part-time* is allocated at a rate of approximately £799 per weighted FTE.

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

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

Table F3.A: Headcounts for the 'Disabled students' premium' allocation

141. This table sets out the headcounts for the 'Disabled students' premium' allocation.

DSA-eligible headcount (from 2020-21 individualised data)

142. 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 '2020-21 post-collection outputs: Student premium method document'.

Table F3.B: Calculation of the 'Disabled students' premium' allocation

143. This table sets out the calculation of the 'Disabled students' premium' allocation.

Weighted headcount of disabled students

144. 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

145. This is the total headcount of students from 2020-21 individualised student data (eligible to be counted in Column 4 of Tables 1 to 3 of HESES20) who would be eligible to receive DSA, were they disabled.

Disabled students premium weighting

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

Total FTEs for 2022-23

147. 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 2022-23 other high-cost targeted allocations* column in Table E (see paragraph 94).

Weighted FTEs

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

Funding rate per weighted FTE (£)

149. For 2022-23, funding for the *Disabled students' premium* is allocated at a rate of approximately £128 per weighted FTE.

Minimum allocation (£)

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

Disabled students' premium (£)

151. This is the higher of either:

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

Table F4: Calculation of the ‘Premium for student transitions and mental health’ allocation

152. This table sets out the calculation of ‘Premium for student transitions and mental health’ allocation.

Headcount of OfS-fundable undergraduate entrants

153. This is the headcount of OfS-fundable undergraduate new entrants taken from Section B of Table 5 in HES21. For providers that completed HESF22, these are taken from Section 2 of Table 1 in HESF22.

Adjustments to entrants

154. This will be used to account for:

- any adjustments that reflect the number of Ukrainian entrants in 2020-21 individualised student data.
- adjustments such as transfers of provision.

For all other providers (with no adjustments to account for), this will show zero.

Funding rate per entrant (£)

155. For 2022-23, funding for the *Premium for student transitions and mental health* is allocated at a rate of approximately £29 per weighted FTE.

Premium for student transitions and mental health (£)

156. 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

157. A full technical description of how 2020-21 individualised student data is used to inform these allocations is available on the OfS website.²⁰

158. 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 amendments panel via the error summary workbook.

Table G: 2022-23 Parameters in the funding models

159. This table provides the parameters used in the funding models for 2022-23.

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

Explanation of abbreviations, terms and references

Abbreviations and terms	Explanation
Academic year	The period from 1 August to 31 July
Approved (fee cap)	One of the two categories in which providers can be registered on the OfS Register
Dental intake target	A maximum level of intake to quota-controlled, full-time dental courses leading to first registration as a dentist
DHDT	Dental hygiene and dental therapy
DSA	Disabled Students' Allowances
Erasmus+	European Union programme for education, training, youth and sport. The UK participated in the programme for the period from 2014 to 2020, but is not in the next programme which runs for the period 2021-27. The UK will instead be operating the Turing Scheme.
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. HESES21 for the 2021-22 academic year.
HESF	Higher Education Students Forecast. Typically suffixed by a number denoting the academic year for which its data applies, e.g. HESF22 for the forecast of academic year 2022-23 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 Register	A list of all the English higher education providers officially registered by the Office for Students
PGT	Postgraduate taught

Abbreviations and terms	Explanation
PGT (Masters loan)	Postgraduate taught students studying on courses eligible under the Masters loan arrangements
PGT (Other)	Postgraduate taught students who are not classified as PGT (Masters loan) or PGT (UG fee)
PGT (UG fee)	Postgraduate taught students on courses subject to undergraduate student support arrangements
STEM subjects	Science, technology, engineering and maths
Targeted allocation	Targeted allocations provide additional teaching funding to recognise the additional costs associated with certain types of students and provision
Turing scheme	The UK Government's replacement to the EU's Erasmus+ programme, to enable students to undertake study and work placements abroad. The scheme commenced in the 2021-22 academic year.
UG	Undergraduate



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