2021-22
Student Alternative data collection tool

HESES21 comparison rebuild instructions

Contents

Summary

1. This document describes how the Higher Education Students Early Statistics (HESES) recreation data can be rebuilt from the HESES21 comparison individualised file.

2. The HESES21 comparison is formed of three files. These are:

   - HESES21 comparison workbook 'HES21_DCT_XXXXXXXX.xlsx'

   - HESES21 comparison individualised file 'HES21_DCT_XXXXXXXX_IND.csv'

   - HESES21 comparison instance period file 'HES21_DCT_XXXXXXXX_INSTPER.csv'.

3. The method we use to estimate the full-time equivalent (FTE) for part-time years of instance is described in the 'Method of estimating FTE for part-time years of instance' section of this document.

4. Each section of this document details how to rebuild specific populations of students that appear on the tables in the HESES21 comparison workbook. These tables are listed below.
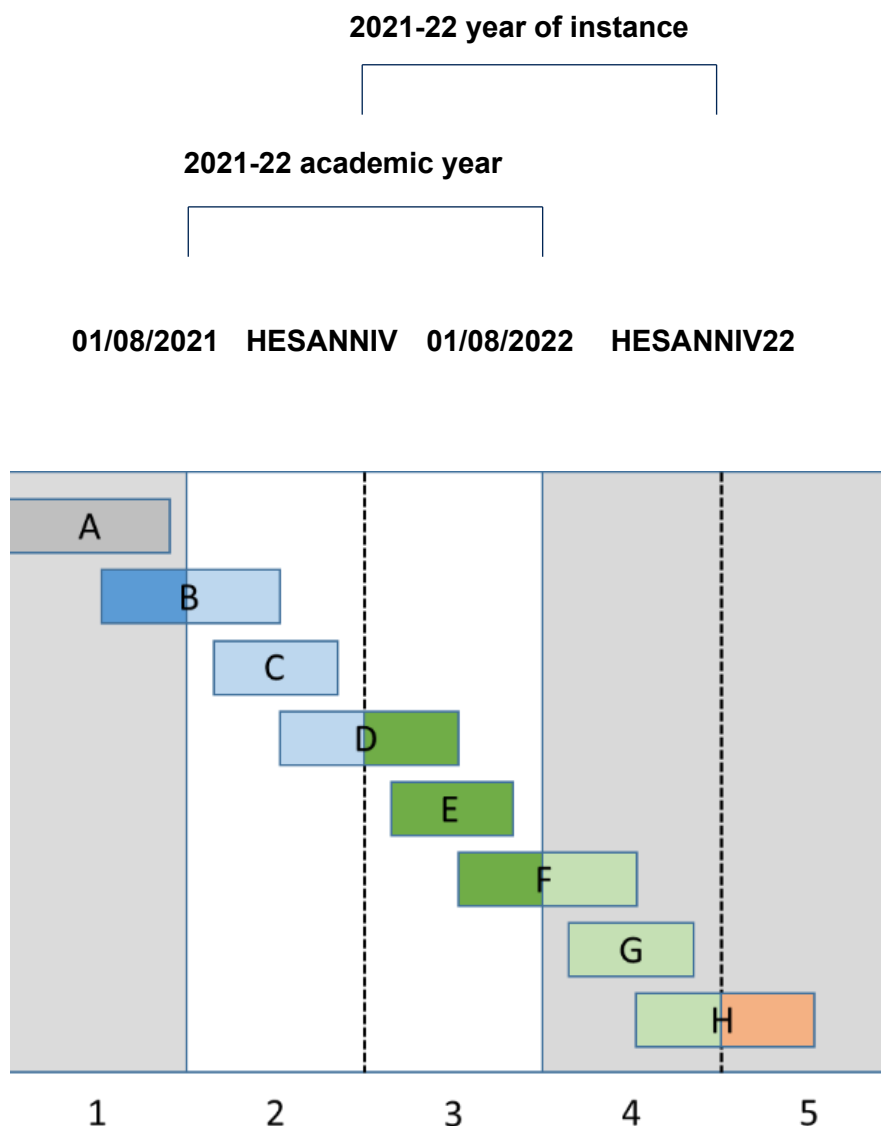
Worksheet	Title
1_Full_time	HESES21 recreated using 2021-22 Student Alternative data Table 1: Full-time counts of years of instance
2_Sandwich	HESES21 recreated using 2021-22 Student Alternative data Table 2: Sandwich year out counts of years of instance
3_Part_time	HESES21 recreated using 2021-22 Student Alternative data Table 3: Part-time counts of years of instance and full-time equivalence (FTE)
5_Planning	HESES21 recreated using 2021-22 Student Alternative data Table 5: Further student analysis for planning purposes
6a_Health_full_time	HESES21 recreated using 2021-22 Student Alternative data Table 6a: Full-time counts of years of instance for home fee students on pre-registration health courses
6b_Health_sandwich	HESES21 recreated using 2021-22 Student Alternative data Table 6b: Sandwich year out counts of years of instance for home fee students on pre-registration health courses
6c_Health_part_time	HESES21 recreated using 2021-22 Student Alternative data Table 6c: Part-time counts of years of instance and FTE for home fee students on pre-registration health courses
A Summary	2022-23 Grant tables Table A: Summary of 2022-23 allocations
B High-cost	2022-23 Grant tables Table B: 2022-23 High-cost subject funding
C NMAH supplement	2022-23 Grant tables Table C: 2022-23 Nursing, midwifery and allied health supplement

Worksheet	Title
D Overseas	2022-23 Grant tables Table D: 2022-23 Overseas study programmes
E Other high-cost TAs	2022-23 Grant tables Table E: 2022-23 Other high-cost targeted allocations
F Student access and success	2022-23 Grant tables Table F: 2022-23 Student access and success
G Parameters	2022-23 Grant tables Table G: 2022-23 Parameters in the funding models

5. This document was updated on 18 August 2022 when the HESES21 comparison workbook was revised to include funding modelled using 2021-22 Student Alternative data.

Method of estimating FTE for part-time years of instance

6. In assigning FTE it is sometimes necessary to make assumptions about when in an instance period the FTE is generated. In all cases we assume that the FTE is spread evenly across the instance period. The diagram below shows six different types of instance periods (labelled A to F) that could be recorded in the 2021-22 Student Alternative record. Other types could be recorded, but for understanding the method we use to estimate FTE, it is not necessary to illustrate all of them. The instance period types labelled G and H cannot be recorded in the 2021-22 Student Alternative record, but it is necessary to consider these types when estimating FTE.

2021-22 year of instance

2021-22 academic year

01/08/2021   HESANNIV   01/08/2022   HESANNIV22

7. The numbers at the bottom of the diagram correspond to the numbers assigned to HESSTARTCASE and HESENDCASE; for example, an instance period of type F would have HESSTARTCASE = 3 and HESENDCASE = 4.

8. Column 4a of Tables 3 and 6c of the HESES21 recreation shows estimated FTE for 2021-22 part-time years of instance. This is the estimated FTE for the activity between COMDATE, or

the anniversary of COMDATE in the 2021-22 academic year (HESANNIV), and the anniversary of COMDATE in the 2022-23 academic year (HESANNIV22). This activity is shaded dark and light green.

9. Where an instance period starts before HESANNIV and ends in the 2021-22 academic year (i.e. instance period type D), we calculate the fraction of the period that occurred in the 2021-22 year of instance and multiply this by the period's STULOAD to estimate the FTE. In this case, the FTE would be less than the value of STULOAD.

10. Where an instance period starts on or after HESANNIV and ends in the 2022-23 academic year (i.e. after 31 July 2022), but before HESANNIV22 (i.e. instance period type F), we calculate the fraction of the period that will occur in the 2022-23 academic year, multiply this by the period's STULOAD, then add the result to STULOAD to estimate the FTE. In this case, the FTE would be greater than the value of STULOAD.

11. Where an instance period starts before HESANNIV, and ends after 31 July 2022 and before HESANNIV22 (i.e. if instance period types D and F were joined together), we add FTE for the activity after 31 July 2022, and subtract FTE for the activity before HESANNIV.

12. Where an instance period starts after 31 July 2022 (i.e. instance period types G and H), it would not be recorded in the 2021-22 Student Alternative record. However, any activity that occurs before HESANNIV22 (shaded light green) should be included when estimating FTE for the 2021-22 year of instance. We estimate the contribution from this activity by calculating the FTE for the activity from corresponding instance periods in the 2021-22 academic year (i.e. instance period types C and D). This activity is shaded light blue in the diagram as it occurred in the 2020-21 year of instance. The contribution excludes the FTE from instance periods starting before 1 August 2021 (i.e. the light blue part of instance period type B), because this activity corresponds with the light green part of instance period type F in the 2021-22 year of instance, and this activity is already included in the FTE estimation.

13. When rebuilding the Column 4a figures in the workbook, it is necessary to distinguish between fields ending in '_INCLEST' and those ending in '_EXCLEST'. Fields ending in '_INCLEST' include an estimate of the contribution from activity that is predicted to occur after 31 July 2022 (based on activity in the 2021-22 academic year), and fields ending in '_EXCLEST' exclude this estimate. The estimate is used to calculate the total contribution to a Column 4a figure in the workbook from instance periods starting after 31 July 2022. FTE values including and excluding the estimate are shown in the instance period file because the estimate may not necessarily be applicable to the instance for which it has been calculated. For example, a student may complete their studies on the anniversary of their COMDATE in the 2021-22 academic year, but have an instance period associated with them that started on or after 1 August 2021. In this case, an estimate of predicted activity after 31 July 2022 would be shown in the instance period file, even though the student would no longer be studying at this point. Nevertheless, it is necessary to include this estimate when aggregating FTE values so that we can more accurately estimate the activity of a student in their first year of the same course, for whom there would be no activity before COMDATE that could be used to predict activity after 31 July 2022.

14. The method described in paragraphs 9 to 12 is applied to every instance period in order to calculate the proportion of its STULOAD that can be attributed to the 2021-22 year of instance.

However, we only use the estimated FTE in the instance period file that is associated with part-time years of instance to rebuild the HESES21 tables. As a result, the FTE shown in the individualised file for a particular full-time or sandwich year out year of instance will not always correspond with the FTE shown for the associated instance periods in the instance period file.

HESES21 tables recreated using 2021-22 Student Alternative data

Table 1: Full-time counts of years of instance

15. For the population that appears in this table, the first filters to apply to the individualised file are:

    HESEXCL = 0

    HESMODE = FTS

16. Additional filters can be applied to specify years of instance in a particular cell, such as filtering by price group, length of year of instance, level of study, and residential and fundability status.

Derived field	Definition	Values and definitions
HESPRGA, HESPRGB, HESPRGC11, HESPRGC12, HESPRGC2, HESPRGD	Used to filter to a specific price group	HESPRGA ≠ 0 for price group A HESPRGB ≠ 0 for price group B HESPRGC11 ≠ 0 for price group C1.1 HESPRGC12 ≠ 0 for price group C1.2 HESPRGC2 ≠ 0 for price group C2 HESPRGD ≠ 0 for price group D
HESLENGTH	Used to filter to the length of year of instance	HESLENGTH = S for students on a standard length of year of instance HESLENGTH = L for students on a long length of year of instance
HESLEVEL	Used to filter to the level of study	HESLEVEL = UG for students on an undergraduate course HESLEVEL = PGT_UGF for students who are postgraduate taught and eligible under the undergraduate student support regime HESLEVEL = PGT_ML for students who are on postgraduate taught courses that are eligible under the masters' loan arrangements HESLEVEL = PGT_OTH for students who are on postgraduate taught courses that do not fall under the previous two categories HESLEVEL = PGR for students who are on postgraduate research courses
HESTYPE	Used to filter to the residential and fundability status of the year of instance	HESTYPE = HOMEF for Home fee OfS-fundable HESTYPE = HOMENF for Home fee non-fundable HESTYPE = ISOV for Overseas
HESREG	Used to filter Column 1 and Column 2 years of instance	HESREG = 1 for Column 1 HESREG = 2 for Column 2
HESCOMP	Used to filter the completion status of the year of instance	HESCOMP = 3 for Column 3 (non-completions) HESCOMP = 4 for Column 4 (completions)

17. For example, to filter to years of instance on this table that are fundable, in Column 1, and on a standard length year of instance of an undergraduate course, the filters to apply to the individualised file are the following:

HESEXCL = 0

HESMODE = FTS

HESLENGTH = S

HESLEVEL = UG

HESTYPE = HOMEF

HESREG = 1.

18. To count the years of instance that are in price group C1.1, sum the values of HESPRGC11.

Table 2: Sandwich year out counts of years of instance

19. For the population that appears in this table, the first filters to apply to the individualised file are:

HESEXCL = 0

HESMODE = SWOUT.

20. Further filters that can be applied are the same as those in Table 1: Full-time counts of years of instance.

21. To find the total years of instance in this population, sum the values of HESPRGC2. The FTEs in this table are calculated by multiplying each year of instance by 0.5.

Table 3: Part-time counts of years of instance and FTE

22. For the population that appears in this table, the first filters to apply to the individualised file are:

HESEXCL = 0

HESMODE = PT.

23. Further filters that can be applied are the same as those in Table 1: Full-time counts of years of instance.

24. To find the FTEs for the years of instance (i.e. the figures in Column 4a), apply the appropriate filters, sum the values of the relevant FTE fields (FTEA_INCLEST, FTEB_INCLEST, FTEC11_INCLEST, FTEC12_INCLEST, FTEC2_INCLEST, and FTED_INCLEST) and then divide by 100. This can only be done if the filter HESCOMP = 4 is applied.

25. For example, to identify the total FTEs for years of instance that are in price group B, on a standard length year of instance, at undergraduate level and that are OfS-fundable, the filters to apply to the individualised file are:

HESEXCL = 0

HESMODE = PT

HESPRGB ≠ 0

HESLENGTH = S

HESLEVEL = UG

HESTYPE = HOMEF

HESCOMP = 4.

Then sum the values of FTEB_INCLEST and divide this by 100.

Table 5: Further student analysis for planning purposes

26. For the population that appears in this table, the first filter to apply to the individualised file is HESEXCL = 0.

27. To further filter these years of instance, the following fields can be used:

HESLEVEL

HESREG

HESTYPE

HESRESSTAT

HESMODE.

28. For example, to filter to full-time years of instance that are in Column 1, on an undergraduate course, are fundable and UK-domiciled, then the filters to apply to the individualised file are as follows:

HESEXCL = 0

HESREG = 1

HESLEVEL = UG

HESMODE = FTS

HESRESSTAT = HOMEF_UK.

29. To find the equivalent population of new entrants (i.e., students in Section B of this table), apply the above filters as well as HESNEWENTRANT = 1. To find the total headcount of this population sum the HESNEWENTRANT variable.

Table 6a: Full-time counts of years of instance for home fee students on pre-registration health courses

30. For the population that appears in this table, the first filters to apply to the individualised file are:

HESHEALTHPOP = 1

HESMODE = FTS.

31. To identify OfS-fundable years of instance in Column 1(a) and Column 2(a), the filter to apply to the individualised file is HESTYPE = HOMEF.

32. To identify non-fundable years of instance in Column 1(b) and Column 2(b), the filter to apply to the individualised file is HESTYPE = HOMENF.

33. To identify starters in 2021-22, the filter to apply to the individualised file is HESHEALTHYEAR = 2021-22.

34. Use HESHEALTHPROF1 and HESHEALTHPROF2 to identify years of instance for a particular profession.

35. Further filters can be applied to identify those with a particular length of year of instance or level of study.

36. For example, to identify OfS-fundable years of instance for full-time, undergraduate level, standard length podiatry courses, the filters to apply to the individualised file are:

HESHEALTHPOP = 1

HESMODE = FTS

HESTYPE = HOMEF

HESHEALTHPROF1 = PODCHI

HESLENGTH = S

HESLEVEL = UG.

37. Providers with pre-registration nursing, midwifery and allied health courses that are split between two professions will also need to use HESHEALTHPROF2 to identify these years of instance.

38. To find the count of years of instance of a given population in this table:

- For Dental hygiene, Nursing (adult), Nursing (children), Nursing (learning disability) and Nursing (mental health), sum HESHEALTHPROP1/2 where HESHEALTHPROF1/2 is that profession with the relevant filters applied as set out in paragraph 36.

- Otherwise, sum the HESHEALTHPOP variable with the relevant filters applied as set out in paragraph 36.

Table 6b: Sandwich year out counts of years of instance for home fee students on pre-registration health courses

39. For the population that appears in this table, the first filters to apply to the individualised file are:

HESHEALTHPOP = 1

HESMODE = SWOUT.

40. To identify years of instance in the different columns, apply filters as set out in paragraphs 31 to 33.

41. Similar filters can be applied to those in paragraphs 34 and 35 to identify years of instance counted in a particular row.

42. To find the FTE of a given population, sum the HESHEALTHPROP1/2 or HESHEALTHPOP variable as appropriate (see paragraph 38) with the relevant filters applied and multiply by 0.5.

Table 6c: Part-time counts of years of instance and FTE for home fee students on pre-registration health courses

43. For the population that appears in this table, the first filters to apply to the individualised file are:

    HESHEALTHPOP = 1

    HESMODE = PT.

44. To identify years of instance in the different columns, apply filters as set out in paragraphs 31 to 33.

45. Similar filters can be applied to those in paragraphs 34 and 35 to identify years of instance counted in a particular row.

46. To identify Column 4a FTEs firstly apply the filters in paragraph 43 then apply HESCOMP = 4. The sum of HESESFTE_INCLEST divided by 100 will provide the FTE value of this column.

Funding tables

47. This section details how the 2022-23 funding allocations can be modelled using the 2021-22 student alternative data, where HESES21 data has previously been used.

48. Within these tables the columns titled 'Calculations using HESES21 data' are the figures shown in the latest 2022-23 grant tables. Some of these values may not match the grant tables if there have been any amendments to HESES21 data since the grant announcement or where mergers have taken place.

49. The columns titled 'Calculations modelled using 2021-22 Student Alternative data' contain values from the 2021-22 Student Alternative data, and calculations that are based on this data.

50. The columns titled 'Difference' are the figures calculated using 2021-22 Student Alternative data minus the figures calculated using HESES21 data.

Table A: Summary of 2022-23 allocations

51. This table is a summary of the teaching grant allocations shown in Tables B, C, D, E and F, as well as showing fixed allocations that are not based on HESES21 data. This table will be used to identify unusual differences at a high level; the tables on the five other sheets can then be used to look at the differences in more detail.

Table B: 2022-23 High-cost subject funding

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

53. 'OfS-fundable FTEs' is the sum of Column 4(a) of the '1_Full_time' tab, Column 4(a) of the '2_Sandwich' tab multiplied by 0.5 and Column 4a(a) of the '3_Part_time' tab.

54. 'Adjustments for over-recruitment against medical and dental intake targets' is taken from column E.

55. 'Other FTE adjustments' is taken from column F.

56. 'Total FTEs for 2022-23 high-cost subject funding' is the sum of the FTEs in columns I to K.

57. 'High-cost subject funding (£)' is the 'Total FTEs for 2022-23 high-cost subject funding' multiplied by the rates of funding and scaling factor shown on the 'G_Parameters' tab.

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

58. This table shows the calculation of the 2022-23 Nursing, midwifery and allied health supplement.

59. 'OfS-fundable FTEs (Full-time and sandwich year out)' is the sum of full-time students taken from Column 4(a) of the '6a_Health_full_time' tab and sandwich year out students taken from Column 4(a) of the '6b_Health_sandwich' tab multiplied by 0.5.

60. 'OfS-fundable FTEs (Part-time)' is taken from Column 4a(a) of the '6c_Health_part_time' tab.

61. 'FTE adjustment' is taken from column E.

62. 'Total FTEs for NMAH supplement' is the sum of the FTEs in columns H to J.

63. The 'Nursing, midwifery and allied health supplement (£)' column is the 'Total FTEs NMAH supplement' multiplied by the rate of funding for that profession and level, as shown on the 'G Parameters' tab.

Table D: 2022-23 Overseas study programmes

64. This table shows the calculation of the 2022-23 Overseas study programmes allocation. As it is not possible to recreate Table 4 using 2021-22 Student Alternative data, all figures calculated from 2021-22 Student Alternative data in this table will be shown as zero.

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

65. This table shows the calculation of other targeted allocations.

66. 'OfS-fundable FTEs' is the sum of Column 4(a) of the '1_Full_time' tab, Column 4(a) of the '2_Sandwich' tab multiplied by 0.5 and Column 4a(a) of the '3_Part_time' tab.

67. 'Adjustments for over-recruitment against medical and dental intake targets' is taken from column F.

68. 'Other FTE adjustments' is taken from column G.

69. 'Total FTEs for 2022-23 other targeted allocations' is the sum of the FTEs in columns L to N.

70. 'Postgraduate taught supplement (£)' is the 'Total FTEs for 2022-23 other targeted allocations' multiplied by the postgraduate taught supplement parameters shown on the 'G_Parameters' tab.

71. 'Intensive postgraduate provision (£)' is the 'Total FTEs for 2022-23 other targeted allocations' multiplied by the intensive postgraduate parameters shown on the 'G_Parameters' tab.

72. 'Accelerated full-time undergraduate provision (£)' is the 'Total FTEs for 2022-23 other targeted allocations' multiplied by the accelerated full-time undergraduate provision parameters shown on the 'G_Parameters' tab.

Table F: 2022-23 Student access and success

73. This table shows the calculation of 2022-23 student access and success allocations.

74. **Premium to support successful student outcomes: full-time (main allocation and supplement).** The figure in the 'Total FTEs for 2022-23 Full-time and sandwich year out UG' row is the total FTE for full-time and sandwich year out UGs from the 'Total FTEs for 2022-23 other targeted allocations' column in 'E_Other_high_cost_TAs'.

75. **Premium to support successful student outcomes: part-time.** The figure in the 'Total FTEs for 2022-23: Part-time UG' row is the total FTE for part-time UGs from the 'Total FTEs for 2022-23 other targeted allocations' column in 'E_Other_high_cost_TAs'.

76. **Disabled students' premium.** The 'Total FTEs for 2022-23' figure is the total FTE for all modes and levels from the 'Total FTEs for 2022-23 other targeted allocations' column in 'E_Other_high_cost_TAs'.

77. **Premium for student transitions and mental health.** The 'Headcount of OfS-fundable undergraduate entrants' figure is the total OfS-fundable undergraduates included in 'Section B: New entrants' of the '5_Planning' tab.