2016-17 HESA and ILR post-collection outputs: Student premium method document

1. The student premium allocations for 2018-19 amount to £277 million across the sector.

2. This document describes the funding methods used to calculate the allocations for 2018-19 for the following premiums:

    - Disabled students' premium (see Section 1)

    - Premium to support successful student outcomes: full-time (see Section 2)

    - Premium to support successful student outcomes: part-time (see Section 3)

3. Section 4 describes how to identify the records in the individualised file (SP16_HXXXXXXXX.ind or SP16_FXXXXXXXX.ind) that contribute to each headcount shown in the student premium funding data summary workbook (SP16_HXXXXXXXX.xlsx or SP16_FXXXXXXXX.xlsx). For each headcount we specify the values of the derived fields that should be selected to filter the records.

Section 1: Disabled students' premium

4. The allocations for 2018-19 amount to £40 million across the sector.

5. The premium is based on the number of students in receipt of the Disabled Students' Allowance (DSA) and the number of students not in receipt of the DSA but reported as having self-declared a disability on the Higher Education Statistics Agency (HESA) Student record or on the Education and Skills Funding Agency (ESFA) Individualised Learner Record (ILR).

6. A provider's allocation is based on the proportion of its undergraduate and postgraduate students in either of these two groups, after applying a weighting of 2:1 between those in receipt of the DSA and those with a self-declared disability but not in receipt of the DSA. There is a cap to limit the year-on-year change in a provider's allocation between 2017-18 and 2018-19 to ±£100,000, and there is also a floor in the allocation, to ensure a minimum level of funding for each provider.

7. The allocation is calculated using:

    - for higher education institutions: 2016-17 HESA Student data;

    - for further education and sixth form colleges: 2016-17 ILR R14 data.

8. For providers that became directly funded in 2017-18 or 2018-19, the allocation method uses data for all other directly funded providers on the HESA Student record or the Individualised Learner Record as appropriate.

9. The algorithms applied to the data are based on the Government's guidance on eligibility for DSA, as outlined in the publications 'Disabled Students' Allowances for Continuing Students' and 'Disabled Students' Allowances for New Students'.

10. The steps involved in calculating a provider's disabled students' premium allocation are explained in the section below.

Calculation of allocation

Step 1

11. Approximate the number of students who were potentially eligible to receive the DSA, then count the number of students in this population that meet the 2016-17 requirements for inclusion in the HESES/HEIFES population, excluding students that did not complete the year of instance for 2016-17. Calculate the proportion of these students who were in receipt of the DSA, and the proportion who were not in receipt of the DSA but had self-declared a disability. Multiply the proportion in the first group by two, then add the result to the proportion in the second group to calculate a weighted proportion of eligible students who were in these two groups, as shown below:

    Weighted proportion = (2 x proportion of eligible students who were in receipt of the DSA) + proportion of eligible students who were not in receipt of the DSA but had self-declared a disability

12. This weighted proportion is the **disabled students' premium weighting**.

13. For a provider that became directly funded in 2017-18 or 2018-19, we use data from all higher education institutions or further education and sixth form colleges that were directly funded in 2016-17 to calculate headcounts for the sector, and we use these to calculate its disabled students' premium weighting.

Step 2

14. A provider's share of the available funding is calculated using their total undergraduate and postgraduate FTE from the 2018-19 grant table F (which may not incorporate all transfers or mergers), their disabled students' premium weighting (as calculated in Step 1), and their London weighting (1.12 for providers in inner London,1.08 for providers in outer London and 1 for providers not in London), as shown below:

    Allocation = disabled students' premium weighting × London weighting × FTE × *rate*

    where *rate* is the amount of funding available per weighted FTE, which is approximately £174.

Step 3

15. Allocations calculated in Step 2 are subject to minimum allocations as set out in Table 1.

Table 1: Minimum allocations

Higher education institutions	Further education and sixth form colleges
£10,000	0 < FTE < 50, £500
	50 ≤ FTE < 250, £1,000
	250 ≤ FTE < 500, £5,000
	FTE ≥ 500, £10,000

16. If the allocation calculated in Step 2 falls short of the appropriate minimum allocation in this table, then the minimum allocation will be awarded instead. In addition, if the allocation has increased or decreased by more than £100,000 in comparison with the 2017-18 allocation, then the change in funding will be capped at ±£100,000. For example, if the 2017-18 allocation was £70,000 and the allocation calculated in Step 2 is £180,000, then the allocation will be £170,000.

Section 2: Premium to support successful student outcomes: full-time

17. The premium for full-time and sandwich year out undergraduates consists of a main allocation, based on the number of students assessed as being at risk of not completing their studies, and a supplement, based on the number of these at-risk students who are assessed as being from the most disadvantaged backgrounds.

18. The allocations including supplements for 2018-19 amount to £165 million across the sector.

19. The allocations are calculated using:

- for higher education institutions: 2016-17 HESA Student data;

- for further education and sixth form colleges: 2016-17 ILR R14 data, and Level 3 qualifications from linked ILR and National Pupil Database (NPD) data from 2002-03 to 2015-16.

20. For further education and sixth form colleges, we link 2016-17 ILR R14 data with other data sources (any provider's ILR data and schools' NPD data) to derive students' UCAS tariff points and Level 3 grade combinations.

21. For providers that became directly funded in 2017-18 or 2018-19, the allocation method uses data for all other directly funded providers on the HESA Student record or the Individualised Learner Record as appropriate.

22. The steps involved in calculating a provider's main allocation and supplement are explained in the sections below.

Calculation of main allocation

Step 1

23. Full-time and sandwich year out undergraduate students are assigned to one of 12 risk categories using information on qualification aim, entry qualifications and age. We include only UK-domiciled students for higher education institutions, and only England-domiciled students for further education and sixth form colleges. We include only students who meet the 2016-17 requirements for inclusion in the fundable HESES/HEIFES population[1], and exclude students who did not complete the year of instance for 2016-17. A student is defined as young if they are aged under 21 on entry, otherwise they are defined as mature. Each student is weighted according to Table 2.

Table 2: Risk category weightings

	First degree		Other undergraduate qualification	
	Young	Mature	Young	Mature
Low risk	0	0	0	0
Medium risk	1	1.5	1.5	1.5
High risk	2	2.5	3	2.5

24. The definition of each risk category depends on whether the student was at a higher education institution or a further education or sixth form college, and whether they were studying towards a first degree or another undergraduate qualification. The risk category definitions for higher education institutions are shown in Annex A, and those for further education and sixth form colleges are shown in Annex B.

25. In the following cases we are not able to assign the student's postcode to a quintile (see paragraph 33) and therefore cannot determine whether they should be counted when calculating the supplement, so we exclude them from all headcounts used to calculate both the main allocation and the supplement:

    a. Student with a postcode that has been identified in our young participation analysis as being associated with an unfeasible number of young entrants in relation to our population estimates (typically this would be a postcode relating to a boarding school).

    b. Student with a postcode that is marked as a non-geographic postcode in the May 2016 National Statistics Postcode Lookup (NSPL).

    c. Student with a postcode that, although valid, is not mapped to the required 2001 Census geography in the NSPL.

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[1] Plus two entry cohorts of students on courses leading to first registration as a professional in certain nursing, midwifery and allied health professions, and one entry cohort of students on courses leading to first registration as a dental hygienist or dental therapist, to reflect the continued transfer of funding responsibility for them to the higher education finance system.

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26. For higher education institutions, we exclude the following students from the population because we are not able to determine their total tariff points:

    a. Mature students who entered via UCAS and whose highest qualification on entry is a Level 3 qualification which is subject to tariff points but who do not have detailed qualifications on entry information recorded.

    b. Students whose detailed qualifications on entry information includes information on the types of qualification achieved but not the associated grade with each qualification type.

    c. Students whose highest qualification on entry is coded as 'Other qualification at Level 3', and have no tariff-bearing qualifications on entry recorded in the 2016-17 HESA Student record.

27. For further education and sixth form colleges, we exclude the following students from the population because we are not able to reliably determine their total tariff points, which are required to determine their risk category:

    a. Students aged 32 or over on 31 August 2016 whose highest qualification on entry is a Level 3 qualification which falls in the 'Other Level 3 qualification' category and may be subject to tariff points.

    b. Students aged under 32 on 31 August 2016 whose highest qualification on entry is a Level 3 qualification which falls in the 'Other Level 3 qualification' category and may be subject to tariff points, but where no link to ILR or NPD data from 2002-03 to 2015-16 has been made.

28. Students with unknown entry qualifications are given a zero weighting. Providers should ensure that the highest qualification on entry is recorded if students are to be weighted appropriately in the method for this allocation.

Step 2

29. We calculate a weighted fraction for each provider as follows:

$$\frac{\text{Weighted headcount of at-risk UK-domiciled (or England-domiciled) full-time and sandwich year out undergraduates}}{\text{Total headcount of UK-domiciled (or England-domiciled) full-time and sandwich year out undergraduates}}$$

    where the at-risk students are those that have been assigned to medium or high risk categories and are weighted according to **Error! Reference source not found.**.

30. This weighted fraction is the **full-time student premium (main allocation) weighting**.

31. For a provider that became directly funded in 2017-18 or 2018-19, we use data from all higher education institutions or further education and sixth form colleges that were directly funded in 2016-17 to calculate headcounts for the sector, and we use these to calculate its full-time student premium (main allocation) weighting.

Step 3

32. A provider's share of the available funding is calculated using their full-time and sandwich year out undergraduate FTE from the 2018-19 grant table F (which may not incorporate all transfers or mergers), their full-time student premium (main allocation) weighting (as calculated in Step 2) and their London weighting (1.12 for providers in inner London, 1.08 for providers in outer London and 1 for providers outside London), as shown below:

    Allocation = full-time student premium (main allocation) weighting × London weighting × full-time and sandwich year out undergraduate FTE × *rate*

    where *rate* is the amount of funding available per weighted full-time and sandwich year out undergraduate FTE, which is approximately £189.

Calculation of supplement

33. Students included in the full-time student premium population and assessed as being at medium or high risk of not completing their studies (see Step 1 of 'Calculation of main allocation') are further assessed to determine how many of them were from the most disadvantaged backgrounds. For young students, the assessment is based on young higher education participation rates by 2001 Census Area Statistics (CAS) ward. For mature students, the assessment is based on the proportion of 16-74 year-olds with a higher education qualification by 2001 CAS ward. A student is defined as young if they are aged under 21 on entry, otherwise they are defined as mature.

Step 1

34. We determine the 2001 CAS ward for each student using the postcode of their permanent address and the May 2016 release of the Office for National Statistics (ONS) NSPL. Each student is assigned to one of five quintiles depending on the ward in which they live. The quintiles are numbered from 1 to 5, with the most disadvantaged students defined as those from wards in quintiles 1 and 2. Mature students who already hold a higher education qualification at the same level as, or higher than, their current qualification aim, or have unknown entry qualifications are assigned to quintile 5. Students with postcodes that are blank or invalid are also assigned to quintile 5. Further details of how the 2001 CAS wards have been assigned to higher education participation and qualification quintiles are provided in Annex C.

Step 2

35. For each provider, we calculate the fraction of UK-domiciled (England-domiciled for further education and sixth form colleges) full-time and sandwich year out undergraduates who are at medium or high risk of not completing their studies and from the most disadvantaged backgrounds as follows:

$$\frac{\text{Headcount of at-risk and disadvantaged UK-domiciled (or England-domiciled)}}{\text{Total headcount of UK-domiciled (or England-domiciled) full-time and sandwich}}$$
$$\frac{\text{full-time and sandwich year out undergraduates}}{\text{year out undergraduates}}$$

where the at-risk and disadvantaged students are those that have been assigned to medium or high risk categories (see Step 1 of 'Calculation of main allocation') and also to quintiles 1 or 2.

36. This fraction is the **full-time student premium (supplement) weighting**.

37. For a provider that became directly funded in 2017-18 or 2018-19, we use data from all higher education institutions or further education and sixth form colleges that were directly funded in 2016-17 to calculate headcounts for the sector, and we use these to calculate its full-time student premium (supplement) weighting.

Step 3

38. For each provider, we calculate the fraction of UK-domiciled (England-domiciled for further education and sixth form colleges) full-time and sandwich year out undergraduates who are at medium or high risk of not completing their studies as follows:

$$\frac{\text{Headcount of at-risk UK-domiciled (or England-domiciled) full-time and sandwich year out undergraduates}}{\text{Total headcount of UK-domiciled (or England-domiciled) full-time and sandwich year out undergraduates}}$$

where the at-risk students are those that have been assigned to medium or high risk categories (see Step 1 of 'Calculation of main allocation').

39. This fraction is the **medium and high risk students weighting**.

40. For a provider that became directly funded in 2017-18 or 2018-19, we use data from all higher education institutions or further education and sixth form colleges that were directly funded in 2016-17 to calculate headcounts for the sector, and we use these to calculate its medium and high risk students weighting.

Step 4

41. A provider's share of the available funding is calculated using their full-time and sandwich year out undergraduate FTE from the 2018-19 grant table F (which may not incorporate all transfers or mergers), their full-time student premium (supplement) weighting (as calculated in Step 2), their medium and high risk students weighting (as calculated in Step 3) and their London weighting (1.12 for providers in inner London, 1.08 for providers in outer London and 1 for providers outside London), as shown below:

Allocation = full-time student premium (supplement) weighting × medium and high risk students weighting × London weighting × full-time and sandwich year out undergraduate FTE × *rate*

where *rate* is the amount of funding available per weighted full-time and sandwich year out undergraduate FTE, which is approximately £193.

Section 3: Premium to support successful student outcomes: part-time

42. The allocations for 2018-19 amount to £72 million across the sector.

43. The funding is distributed pro rata to London-weighted part-time undergraduate FTEs from the 2018-19 grant table F (which may not incorporate all transfers or mergers). A provider's share of the funding is calculated as follows:

   Allocation = London weighting × part-time undergraduate FTE × *rate*

   where *rate* is the amount of funding available per weighted part-time undergraduate FTE, which is approximately £1,070.

44. Because individualised student data is not used in the calculation of the premium to support successful student outcomes: part-time, this calculation is not displayed in the student premium funding data summary. To view the breakdown of their allocation providers should refer to their 2018-19 Spring grant tables.

Section 4: Rebuilding the allocations using the individualised file

45. Tables 3 and 4 below list the headcounts that we have derived from HESA/ILR data, as shown in the following funding data summary workbooks:

   - for higher education institutions: SP16_HXXXXXXXX.xlsx

   - for further education and sixth form colleges: SP16_FXXXXXXXX.xlsx

46. For each allocation we describe how to identify the records in the individualised file (SP16_HXXXXXXXX.ind or SP16_FXXXXXXXX.ind) that contribute to each headcount. For each headcount we specify the values of the derived fields that should be selected to filter the records. Definitions for these derived fields are provided in our technical documentation included in the download package.

47. For further information, please contact Myles Garrould (0117 931 7375, myles.garrould@officeforstudents.org.uk).

Table 3: Derived field selections for rebuilding disabled students' premium allocation

Item in workbook	Derived field selection in individualised file		
	SPDSAALLOC	SPSDALLOC	SPDISPOP
Headcount of DSA-eligible students in receipt of DSA	1		
Headcount of DSA-eligible students with a self-declared disability, not in receipt of DSA		1	

Item in workbook	Derived field selection in individualised file		
	SPDSAALLOC	SPSDALLOC	SPDISPOP
Total headcount of DSA-eligible students			1

Table 4: Derived field selections for rebuilding main allocation and supplement of the premium to support successful student outcomes: full-time

Item in workbook	Derived field selection in individualised file		
	SPGRP	SPPOP	SPQUIN
Headcount of young, first degree, medium risk, FT+SWOUT UGs	Y_F_M	1	
of which in young HE participation quintiles 1 and 2	Y_F_M	1	1, 2
Headcount of young, first degree, high risk, FT+SWOUT UGs	Y_F_H	1	
of which in young HE participation quintiles 1 and 2	Y_F_H	1	1, 2
Headcount of mature, first degree, medium risk, FT+SWOUT UGs	M_F_M	1	
of which in HE qualified adult classification quintiles 1 and 2	M_F_M	1	1, 2
Headcount of mature, first degree, high risk, FT+SWOUT UGs	M_F_H	1	
of which in HE qualified adult classification quintiles 1 and 2	M_F_H	1	1, 2
Headcount of young, other UG, medium risk, FT+SWOUT UGs	Y_O_M	1	
of which in young HE participation quintiles 1 and 2	Y_O_M	1	1, 2
Headcount of young, other UG, high risk, FT+SWOUT UGs	Y_O_H	1	
of which in young HE participation quintiles 1 and 2	Y_O_H	1	1, 2
Headcount of mature, other UG, medium risk, FT+SWOUT UGs	M_O_M	1	
of which in HE qualified adult classification quintiles 1 and 2	M_O_M	1	1, 2
Headcount of mature, other UG, high risk, FT+SWOUT UGs	M_O_H	1	
of which in HE qualified adult classification quintiles 1 and 2	M_O_H	1	1, 2
Total headcount of FT+SWOUT UGs		1	

Annex A: Risk category definitions for higher education institutions

1. The assignment of students to risk categories based on the highest qualification on entry is shown in the following two tables. A student is defined as young if they are aged under 21 on entry, otherwise they are defined as mature.

Table 5: Risk categories for students aiming for a first degree

Risk categories	Young	Mature
Low risk	- Higher education - A-levels, VCEs or Scottish Advanced Highers with grades of CCC or higher - Scottish Highers with grades of CCCCC or higher - Baccalaureate (see paragraph 2) - Other Level 3 qualifications with more than 290 tariff points - Unknown tariff points (if student entered via UCAS – see paragraph 3) - Unknown qualifications (see paragraph 3)	- Higher education - A-levels, VCEs or Scottish Advanced Highers with grades of ACC/BBC or higher - Scottish Highers with grades of ABCCC/BBBCC or higher - Other Level 3 qualifications with more than 260 tariff points - Unknown qualifications (see paragraph 3)
Medium risk	- Foundation course - Other Level 3 qualifications with between 101 and 290 tariff points, or with zero tariff points (see paragraph 4)	- Foundation course - A-levels, VCEs or Scottish Advanced Highers with grades of CCC or higher - Scottish Highers with grades of CCCCC or higher - Baccalaureate (see paragraph 2) - Access course - Other Level 3 qualifications with between 1 and 260 tariff points, or with zero tariff points (see paragraph 4)
High risk	- BTEC - Access course - Other Level 3 qualifications with between 1 and 100 tariff points - Other qualifications - No qualifications	- BTEC - Other qualifications - No qualifications

Table 6: Risk categories for students aiming for an undergraduate qualification other than a first degree (other UG)

Risk categories	Young	Mature
Low risk	• Higher education • A-levels, VCEs or Scottish Advanced Highers with grades of CCC or higher • Scottish Highers with grades of CCCCC or higher • Other Level 3 qualifications with more than 290 tariff points • Unknown tariff points (if student entered via UCAS – see paragraph 3) • Unknown qualifications (see paragraph 3)	• Higher education • A-levels, VCEs or Scottish Advanced Highers with grades of CCC or higher • Scottish Highers with grades of CCCCC or higher • Access course • Other Level 3 qualifications with more than 160 tariff points • Unknown qualifications (see paragraph 3)
Medium risk	• Foundation course • Baccalaureate (see paragraph 2) • Access course • Other Level 3 qualifications with between 161 and 290 tariff points	• Foundation course • Other Level 3 qualifications with between 1 and 160 tariff points
High risk	• BTEC • Other Level 3 qualifications with between 1 and 160 tariff points, or with zero tariff points (see paragraph 4) • Other qualifications • No qualifications	• Baccalaureate (see paragraph 2) • BTEC • Other Level 3 qualifications with zero tariff points (see paragraph 4) • Other qualifications • No qualifications

2. When determining the highest qualification on entry, Baccalaureate qualifications are ignored unless one of the following conditions are met:

   a. The grade for a student's Total Points qualification is greater than or equal to 24;

   b. More than half of a student's tariff points come from their Higher Level, Standard Level and Bonus Points qualifications;

   c. The tariff points from a student's Higher Level, Standard Level, Bonus Points, Theory of Knowledge and Extended Essay qualifications are greater than 15 and are not less than the tariff points from their BTEC qualifications (if applicable).

3. Students with unknown entry qualifications are assigned to a low risk group and are therefore given a zero weighting. Providers should ensure that the highest qualification on entry and detailed entry qualifications are recorded if students are to be weighted appropriately in the method for this allocation. Additionally, young students who entered via UCAS and whose highest qualification on entry is a Level 3 qualification which is subject to tariff points but who do not have detailed qualifications on entry information recorded are assigned to the low risk group and are therefore

given a zero weighting. Similar mature students are instead removed from the population (see paragraph 25a of the main part of the document).

4.   Other students with zero tariff points are assigned to either a medium or high risk group depending on whether they are aiming for a first degree or other undergraduate qualification. These students are:

a.   Students who entered via UCAS who do not have detailed qualifications on entry information recorded, and whose highest qualification on entry is a Level 3 qualification which is not expected to be subject to tariff points.

b.   Students who did not enter via UCAS and whose highest qualification on entry is a Level 3 qualification but who do not have detailed qualifications on entry information recorded.

c.   Students whose highest qualification on entry is a Level 3 qualification who do have detailed qualifications on entry information recorded but which results in zero tariff points.

Annex B: Risk category definitions for further education and sixth form colleges

1. The assignment of students to risk categories based on the highest qualification on entry is shown in the following two tables. A student is defined as young if they are aged under 21 on entry, otherwise they are defined as mature.

Table 7: Risk categories for students aiming for a first degree

Risk categories	Young	Mature
Low risk	- Higher education - A-levels or VCEs with grades of CCC or higher - Baccalaureate (see paragraph 2) - Other Level 3 qualifications with more than 290 tariff points - Unknown qualifications	- Higher education - A-levels or VCEs with grades of ACC/BBC or higher - Other Level 3 qualifications with more than 260 tariff points - Unknown qualifications
Medium risk	- Foundation course - Other Level 3 qualifications with between 101 and 290 tariff points, or with zero tariff points	- Foundation course - A-levels or VCEs with grades of BCC or CCC - Baccalaureate (see paragraph 2) - Access course - Other Level 3 qualifications with between 1 and 260 tariff points, or with zero tariff points
High risk	- BTEC - Access course - Other Level 3 qualifications with between 1 and 100 tariff points - Other qualifications - No qualifications	- BTEC - Other qualifications - No qualifications

Table 8: Risk categories for students aiming for an undergraduate qualification other than a first degree (other UG)

Risk categories	Young	Mature
Low risk	- Higher education - A-levels or VCEs with grades of CCC or higher - Other Level 3 qualifications with more than 290 tariff points - Unknown qualifications	- Higher education - A-levels or VCEs with grades of CCC or higher - Access course - Other Level 3 qualifications with more than 160 tariff points - Unknown qualifications

Risk categories	Young	Mature
Medium risk	• Foundation course • Baccalaureate (see paragraph 2) • Access course • Other Level 3 qualifications with between 161 and 290 tariff points	• Foundation course • Other Level 3 qualifications with between 1 and 160 tariff points
High risk	• BTEC • Other Level 3 qualifications with between 1 and 160 tariff points, or with zero tariff points • Other qualifications • No qualifications	• Baccalaureate (see paragraph 2) • BTEC • Other Level 3 qualifications with zero tariff points • Other qualifications • No qualifications

2. When determining the highest qualification on entry, Baccalaureate qualifications retrieved from linked data sources are ignored unless one of the following conditions are met:

   a. The grade for a student's Total Points qualification is greater than or equal to 24;

   b. More than half of a student's tariff points come from their Higher Level, Standard Level and Bonus Points qualifications;

   c. The tariff points from a student's Higher Level, Standard Level, Bonus Points, Theory of Knowledge and Extended Essay qualifications are greater than 15 and are not less than the tariff points from their BTEC qualifications (if applicable).

Annex C: Assigning 2001 Census Area Statistics wards to higher education participation and qualification quintiles

1. **For young students**, we assign CAS wards to quintiles based on young higher education participation rates. A student is defined as young if they are aged under 21 on entry, otherwise they are defined as mature. The report 'Trends in young participation in higher education' (HEFCE 2013/28) provides information on young higher education participation rates. For these calculations we use the participation of local areas (POLAR3) classification which is based on young people who reached 18 between 2005 and 2009 and entered a higher education course in the UK aged 18 or 19. Participation rates have been calculated for each 2001 CAS ward in the UK and have been used to rank the wards into five participation quintiles, each containing 20 per cent of the UK young population for this period. The quintiles are numbered 1 (lowest young higher education participation rates) to 5 (highest young higher education participation rates).

2. **For mature students**, we assign CAS wards to quintiles based on the proportion of 16-74 year-olds with a higher education qualification. The adult higher education qualification quintiles are based upon 2001 Census Area Statistics. We use the national equivalents of the 2001 Census Key Statistics Table 13 (KS013, 'Qualifications and students') for 2001 Census Output Areas (subsequently aggregated to 2001 CAS wards). These tables can be obtained from the Office for National Statistics (ONS), the National Records of Scotland and the Northern Ireland Statistics and Research Agency (NISRA). We calculate the proportion of 16-74 year-olds with a higher education qualification for UK 2001 CAS wards. These wards are then ranked by this proportion to give the adult higher education qualification quintiles, with each quintile covering 20 per cent of the 16-74 year-old population. The quintiles are numbered 1 (lowest proportion of higher education qualified adults) to 5 (highest proportion of higher education qualified adults).

3. A file containing the allocation of CAS wards to young higher education participation and adult higher education qualification quintiles is available on the POLAR3 section of the OfS website.