2018-19 Post-collection outputs

Student premium method document

Contents

Summary

1. The Office for Students (OfS) is allocating £316 million in funding for student access and success in 2020-21 to higher education providers in the Approved (fee cap) category of the OfS Register and to Uni Connect partnerships.

2. This document describes the funding methods used to calculate the allocations for 2020-21 for the following premiums:

   a. Disabled students' premium (see Section 1).

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

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

3. Section 4 describes how to identify the records in the individualised file (SP18_XXXXXXXX_IND.csv) that contribute to each headcount shown in the student premium funding data summary workbook (SP18_XXXXXXXX.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 OfS is allocating £40 million for the disabled students' premium in 2020-21.

5. The premium is based on the number of students in receipt of Disabled Students' Allowances (DSA) and the number of students not in receipt of DSA but reported as having self-declared a disability on the Higher Education Statistics Agency (HESA) Student record, the HESA Alternative Provider (AP) 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 DSA and those with a self-declared disability but not in receipt of DSA. There is a cap to limit the year-on-year change in a provider's allocation between 2019-20 and 2020-21 to ±£200,000, and there is also a floor of £1,000 in the allocation, to ensure a minimum level of funding for each provider.

7. The allocation is calculated using one or more of the following:

    a. 2018-19 HESA Student data.

    b. 2018-19 HESA AP student data.

    c. 2018-19 ILR R14 data.

8. Where a provider was not funded by the OfS in one or both of the previous two academic years (2018-19, 2019-20), the funding method uses total headcounts calculated from the 2018-19 individualised data of all providers included in the spring 2020 grant announcement that were funded in both 2018-19 and 2019-20. The individualised data of a provider that was not funded in 2018-19 but subsequently merged with a provider that was funded in 2018-19 is excluded from all calculations.

9. For the purpose of calculating the 2020-21 allocations for the disabled students' premium, we treat providers funded in 2020-21 that returned HESES18 and submitted data to the 2018-19 HESA AP student record as if they were funded in 2018-19. Consequently, the 2018-19 HESA AP student data of such a provider is used to calculate its headcounts, and these headcounts are included in the calculation of the sector headcounts.

10. The algorithms applied to the data are based on the Student Finance England guidance on eligibility for DSA, as outlined in the publications 'Disabled Students' Allowances – Continuing DSA students (starting a course before AY 2016/17)' and 'DSA Guidance (students applying for DSAs for the first time from AY 2016/17 and beyond)' ('Higher Education Student Finance in England, AY 2019/20 – Version 5.0', see https://www.practitioners.slc.co.uk/policy/).

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

Calculation of allocation

Step 1

12. Find students in the HESES18 and HEIFES18 populations who were potentially eligible to receive DSA in 2018-19, excluding where possible those who did not complete their year of instance in 2018-19. Calculate the proportion of these students who were in receipt of DSA, and the proportion who were not in receipt of 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 students who were in these two groups, as shown below:

> **Weighted proportion** =
>
> (2 x proportion in receipt of DSA) + proportion not in receipt of DSA but self-declared a disability

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

14. Where a provider was not funded in one or both of the previous two academic years (2018-19, 2019-20), and is not treated as if it was funded in 2018-19 (see paragraph 9), we use data from all providers included in the spring 2020 grant announcement that were funded, or treated as funded, in both 2018-19 and 2019-20 to calculate headcounts for the sector, and we use these to calculate the provider's disabled students' premium weighting.

Step 2

15. A provider's share of the available funding is calculated using their total undergraduate and postgraduate full-time equivalents (FTEs) from the 2020-21 grant table E, 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 £146.

Step 3

16. Allocations calculated in Step 2 are subject to a minimum allocation of £1,000.

17. If the allocation calculated in Step 2 falls short of the minimum allocation, then the minimum allocation will be awarded instead. In addition, if the allocation has increased or decreased by more than £200,000 in comparison with the 2019-20 allocation, then the change in funding will be capped at ±£200,000. For example, if the 2019-20 allocation was £70,000 and the allocation calculated in Step 2 is £280,000, then the allocation will be £270,000.

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

18. 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 underrepresented backgrounds.

19. The OfS is allocating £150 million for the premium for full-time students, including supplements, in 2020-21.

20. The allocations are calculated using one or more of the following:

    a. 2018-19 HESA Student data.

    b. 2018-19 HESA AP student data.

    c. 2018-19 ILR R14 data.

21. Additional information on each student's Level 3 qualifications is sourced from:

    a. Linked ILR data from 2002-03 to 2017-18.

    b. Linked National Pupil Database (NPD) data from 2002-03 to 2017-18.

22. We link 2018-19 individualised data with any provider's ILR data and schools' NPD data to find students' Level 3 qualifications. We use the information we find from these sources to derive students' Level 3 grade combinations and UCAS tariff scores. For students on the HESA Student record or the HESA AP student record, we compare these grade combinations and tariff scores with those derived from the qualifications on entry data in the Continuity Register. Through this comparison we identify the data source containing the most complete information on a student's Level 3 qualifications, and we use the information from this data source to assign them to a risk group.

23. Where a provider was not funded in one or both of the previous two academic years (2018-19, 2019-20), its allocations are calculated using the total headcounts for all providers included in the spring 2020 announcement. In addition, we use total headcounts if we are unable to assess more than half of the students in a provider's population (see paragraph 31 for more information). Total headcounts are calculated from the 2018-19 individualised data of providers included in the spring 2020 grant announcement that were funded in both 2018-19 and 2019-20 (excluding the providers where we are unable to assess more than half of the students in the population). The individualised data of a provider that was not funded in 2018-19 but subsequently merged with a provider that was funded in 2018-19 is excluded from the calculations.

24. For the purpose of calculating the 2020-21 allocations for the 'Premium to support successful student outcomes: full-time', we treat providers funded in 2020-21 that returned HESES18 and submitted data to the 2018-19 HESA AP student record as if they were funded in 2018-19. Consequently, the 2018-19 HESA AP student data of such a provider may be used to calculate

its headcounts, and these headcounts may be included in the calculation of the sector headcounts.

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

Calculation of main allocation

Step 1

26. Full-time and sandwich year out undergraduate students are assigned to one of 12 risk groups using information on qualification aim, entry qualifications and age. We include only UK-domiciled students from the HESA Student and HESA AP student data, and only England-domiciled students from the ILR data. We include only students in the fundable HESES18 and HEIFES18 populations, and where possible exclude students who did not complete their year of instance in 2018-19. A student is defined as young if they are aged under 21 on entry, otherwise they are defined as mature. We refer to the number of students in each risk group as the 'headcount'. Each student is weighted according to Table 1.

Table 1: Risk group 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

27. The definition of each risk group depends on whether the student was studying towards a first degree or another undergraduate qualification. The risk group definitions are shown in Annex A.

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.

29. In the following cases we are not able to assign the student's postcode to a quintile (see paragraph 37) 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 2019 release of the Office for National Statistics Postcode Directory (ONSPD) or ONS Postcode Lookup (ONSPL).

c. Student with a postcode that, although valid, is not mapped to the required geography in the ONSPD or ONSPL.

d. Student with a postcode that was terminated and reused in a different area, zone or ward, which has led to a change in the quintile that would be assigned to that postcode.

30. In addition, we exclude students from all headcounts for a number of reasons related to the data on their qualifications on entry.

   a. We exclude students on the HESA Student record or the HESA AP student record where:

      i. Their highest qualification on entry is coded as 'Other qualification at Level 3' but there is no data on their qualifications on entry in the Continuity Register and we do not find any Level 3 qualifications in the ILR and NPD data.

      ii. We find the most complete information on their qualifications on entry in the ILR and NPD data, but they were at least 34 years old on 31 August 2018. In this case, we expect the data from these sources to be incomplete, because we only have data for qualifications gained in 2002-03 onwards.

      iii. We find the most complete information on their qualifications on entry in the Continuity Register and we assign them to one of the two 'highest qualification on entry' groups for those with 'Other Level 3 qualifications', but the grade of at least one of their qualifications has not been recorded.

   b. We exclude students on the Individualised Learner Record (ILR) where:

      i. Their highest qualification on entry is coded as 'Other qualification at Level 3' but we do not find any Level 3 qualifications by linking to ILR and NPD data.

      ii. We find Level 3 qualifications by linking to ILR and NPD data, but they were at least 34 years old on 31 August 2018. In this case, we expect the data from these sources to be incomplete, because we only have data for qualifications gained in 2002-03 onwards.

      iii. Their highest qualification on entry is a Level 3 qualification (except where coded as 'Higher education access course', 'International Baccalaureate Diploma' or 'International Baccalaureate Certificate') that may attract tariff points but we do not find any Level 3 qualifications by linking to ILR and NPD data, even though they were under 34 years old on 31 August 2018 and should therefore have gained their qualification in a year for which we have data (2002-03 onwards).

31. Where more than half of the students in a provider's population for calculating its 'Premium to support successful student outcomes: full-time' allocation are excluded for reasons related to the data on their qualifications on entry (as defined in paragraph 30), we deem that there is an insufficient number remaining in the population for the proportion in each risk group to be representative of the real distribution. In this case, we use instead the sector headcounts for each risk group, as defined in paragraphs 23 and 24.

Step 2

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

> Weighted headcount of at-risk UK-domiciled full-time and sandwich year out undergraduates ÷ total headcount of UK-domiciled full-time and sandwich year out undergraduates

33. This weighted fraction is the **full-time student premium (main allocation) weighting**. The at-risk students are those that have been assigned to medium or high risk groups and are weighted according to Table 1. While students in the 2018-19 HESA Student and HESA AP student data who are included in these headcounts may be domiciled in any country within the UK, any students from the 2018-19 ILR data must be domiciled in England.

34. Where a provider was not funded in one or both of the previous two academic years (2018-19, 2019-20), and is not treated as if it was funded in 2018-19 (see paragraph 24), we use data from providers included in the spring 2020 grant announcement that were funded, or treated as funded, in both 2018-19 and 2019-20 (excluding providers where we are unable to assess more than half of the students in the population – see paragraph 31) to calculate headcounts for the sector, and we use these to calculate the provider's full-time student premium (main allocation) weighting.

Step 3

35. A provider's share of the available funding is calculated using their full-time and sandwich year out undergraduate FTEs from the 2020-21 grant table E, 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 £155.

Calculation of supplement

36. 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 underrepresented backgrounds. For young students, the assessment is based on young higher education participation rates by 2011 Middle Layer Super Output Area (MSOA) in England and Wales, by 2011 Super Output Area (SOA) in Northern Ireland and by 2001 Intermediate Zone in Scotland. 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

37. We determine the 2011 MSOA, or the 2011 SOA, or the 2001 Intermediate Zone, or the 2001 CAS ward for each student using the postcode of their permanent address and the May 2019 release of the Office for National Statistics Postcode Directory (ONSPD) or ONS Postcode Lookup (ONSPL). Each student is assigned to one of five quintiles depending on the area (or zone, or ward) in which they live. The quintiles are numbered from 1 to 5, with the most underrepresented students defined as those from areas, zones and 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 missing or invalid are also assigned to quintile 5. Further details of how areas, zones and wards have been assigned to higher education participation and qualification quintiles are provided in Annex B.

Step 2

38. For each provider, we calculate the fraction of the population that is assessed as being most at risk of not completing their studies, and from the most underrepresented backgrounds, as follows:

> Headcount of at-risk and underrepresented UK-domiciled full-time and sandwich year out undergraduates ÷ total headcount of UK-domiciled full-time and sandwich year out undergraduates

39. This fraction is the **full-time student premium (supplement) weighting**. The at-risk and underrepresented students are those that have been assigned to medium or high risk groups (see Step 1 of 'Calculation of main allocation') and also to quintiles 1 or 2. While students in the 2018-19 HESA Student and HESA AP student data who are included in these headcounts may be domiciled in any country within the UK, any students from the 2018-19 ILR data must be domiciled in England.

40. Where a provider was not funded in one or both of the previous two academic years (2018-19, 2019-20), and is not treated as if it was funded in 2018-19 (see paragraph 24), we use data from providers included in the spring 2020 grant announcement that were funded, or treated as funded, in both 2018-19 and 2019-20 (excluding providers where we are unable to assess more than half of the students in the population – see paragraph 31) to calculate headcounts for the sector, and we use these to calculate the provider's full-time student premium (supplement) weighting.

Step 3

41. For each provider, we calculate the fraction of the population that is assessed as being most at risk of not completing their studies as follows:

> Headcount of at-risk UK-domiciled full-time and sandwich year out undergraduates ÷ total headcount of UK-domiciled full-time and sandwich year out undergraduates

42. This fraction is the **medium and high risk students weighting**. The at-risk students are those that have been assigned to medium or high risk categories (see Step 1 of 'Calculation of main allocation'). While students in the 2018-19 HESA Student and HESA AP student data who are included in these headcounts may be domiciled in any country within the UK, any students from the 2018-19 ILR data must be domiciled in England.

43. Where a provider was not funded in one or both of the previous two academic years (2018-19, 2019-20), and is not treated as if it was funded in 2018-19 (see paragraph 24), we use data from providers included in the Spring 2020 grant announcement that were funded, or treated as funded, in both 2018-19 and 2019-20 (excluding providers where we are unable to assess more than half of the students in the population – see paragraph 31) to calculate headcounts for the sector, and we use these to calculate the provider's medium and high risk students weighting.

Step 4

44. A provider's share of the available funding is calculated using their full-time and sandwich year out undergraduate FTEs from the 2020-21 grant table E, 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 £174.

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

45. The OfS is allocating £66 million for the premium for part-time students in 2020-21.

46. The funding is distributed pro rata to London-weighted part-time undergraduate FTEs from the 2020-21 grant table E. 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 £896.

47. This calculation is not shown in the student premium funding data summary because individualised student data is not used in the calculation of the 'Premium to support successful student outcomes: part-time'. It is shown in the provider's 2020-21 grant tables workbook.

Section 4: Rebuilding the allocations using the individualised file

48. Tables 3 and 4 below list the headcounts that we have derived from HESA Student, HESA AP student and ILR data, as shown in the student premium funding data summary workbook (SP18_XXXXXXXX.xlsx).

49. For each allocation we describe how to identify the records in the individualised file (SP18_XXXXXXXX_IND.csv) 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, which can be downloaded from the OfS website (www.officeforstudents.org.uk/data-and-analysis/post-collection-outputs).

50. 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	
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 group definitions

1. The assignment of students to risk groups 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 groups for students aiming for a first degree

Risk categories	Young	Mature
Low risk	- Higher education - A-levels with grades of CCC or higher **HESA Student / AP student only:** Scottish Advanced Highers with grades of CCC or higher (see paragraph 4) **HESA Student / AP student only:** Scottish Highers with grades of CCCCC or higher (see paragraph 4) - Baccalaureate - Other Level 3 qualifications with more than 115 tariff points - Unknown qualifications (see paragraph 2)	- Higher education - A-levels with grades of ACC/BBC or higher **HESA Student / AP student only:** Scottish Advanced Highers with grades of ACC/BBC or higher (see paragraph 4) **HESA Student / AP student only:** Scottish Highers with grades of ABCCC/BBBCC or higher (see paragraph 4) - Other Level 3 qualifications with more than 105 tariff points - Unknown qualifications (see paragraph 2)
Medium risk	- Foundation course - Other Level 3 qualifications with between 41 and 115 (inclusive) tariff points, or no tariff points - Other Level 3 qualifications, but tariff points could not be determined (see paragraph 3)	- Foundation course - A-levels with grades of CCC or higher, and not above **HESA Student / AP student only:** Scottish Advanced Highers with grades of CCC or higher, and not above (see paragraph 4) **HESA Student / AP student only:** Scottish Highers with grades of CCCCC or higher, and not above (see paragraph 4) - Baccalaureate - Other Level 3 qualifications with less than 106 tariff points - Other Level 3 qualifications, but tariff points could not be determined (see paragraph 3) - Access course
High risk	- BTEC - Other Level 3 qualifications with between 1 and 40 (inclusive) tariff points - Access course - Other qualifications - No qualifications	- BTEC - Other qualifications - No qualifications

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

Risk categories	Young	Mature
Low risk	• Higher education • A-levels with grades of CCC or higher • **HESA Student / AP student only:** Scottish Advanced Highers with grades of CCC or higher (see paragraph 4) • **HESA Student / AP student only:** Scottish Highers with grades of CCCCC or higher (see paragraph 4) • Other Level 3 qualifications with more than 115 tariff points • Unknown qualifications (see paragraph 2)	• Higher education • A-levels with grades of CCC or higher • **HESA Student / AP student only:** Scottish Advanced Highers with grades of CCC or higher (see paragraph 4) • **HESA Student / AP student only:** Scottish Highers with grades of CCCCC or higher (see paragraph 4) • Other Level 3 qualifications with more than 65 tariff points • Access course • Unknown qualifications (see paragraph 2)
Medium risk	• Foundation course • Baccalaureate • Other Level 3 qualifications with between 66 and 115 (inclusive) tariff points • Access course	• Foundation course • Other Level 3 qualifications with between 1 and 65 (inclusive) tariff points
High risk	• BTEC • Other Level 3 qualifications with less than 66 tariff points • Other Level 3 qualifications, but tariff points could not be determined (see paragraph 3) • Other qualifications • No qualifications	• Baccalaureate • BTEC • Other Level 3 qualifications with no tariff points • Other Level 3 qualifications, but tariff points could not be determined (see paragraph 3) • Other qualifications • No qualifications

2. 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 so that they are weighted appropriately.

3. 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 Continuity Register (HESA Student and HESA AP student 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 paragraph 30 of Section 2.

4. Where a student is recorded in the 2018-19 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 2018-19 HESA Student or HESA AP student data, the 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 when assigning risk groups.

Annex B: Assigning areas, zones and wards to quintiles

Young students (aged under 21 on entry)

1. We determine the 2011 MSOA (England), or the 2011 SOA (Northern Ireland), or the 2001 Intermediate Zone (Scotland) for each student using the postcode of their permanent address and the May 2019 release of the Office for National Statistics Postcode Directory (ONSPD) or ONS Postcode Lookup (ONSPL).

2. We have assigned 2011 MSOAs, 2011 SOAs and 2001 Intermediate Zones to quintiles according to the participation rate of young people in higher education. The report 'POLAR4 classification: A local geography classification for young participation in higher education' (HEFCE 2017/29) provides further information. The participation of local areas (POLAR4) classification is based on the number of people who entered higher education in the UK in an academic year between 2009-10 and 2013-14 when aged 18, or between 2010-11 and 2014-15 when aged 19. A participation rate has been calculated for each MSOA, SOA and Intermediate Zone in the UK, and these rates have been used to rank the areas and zones into five participation quintiles, each containing 20 per cent of the base population, which consisted of five cohorts of children who were aged 15 at the start of the school years 2006-2007 to 2011-2012. The quintiles are numbered 1 (lowest participation rates) to 5 (highest participation rates). Each student is assigned to one of the five quintiles depending on the area or zone in which they live.

Mature students (aged 21 or over on entry)

3. We determine the 2001 CAS ward for each student using the postcode of their permanent address and the May 2019 release of the Office for National Statistics Postcode Directory (ONSPD).

4. The adult higher education qualification quintiles are based upon 2001 Census Area Statistics. We have used 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 have assigned 2001 CAS wards to quintiles according to the proportion of 16-74 year-olds with a higher education qualification. A proportion has been calculated for each ward, and these proportions have been used to rank the wards into five adult higher education qualification quintiles, each containing 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). Each student is assigned to one of the five quintiles depending on the ward in which they live.

Download the data

5. A file containing the allocation of areas and zones to young higher education participation quintiles is available on the young participation by area data section of the OfS website (see: www.officeforstudents.org.uk/data-and-analysis/young-participation-by-area/get-the-data).