

# Funding higher education in England

## How HEFCE allocates its funds

July 2007/20

Guide



Photo courtesy of Edgely Hill University

<p><b>January</b></p> <p><i>Divide grant into allocations for teaching, research etc</i></p>	<p><b>February</b></p> <p><i>Calculate institutional grants</i></p>	<p><b>March</b></p> <p><i>Announce distribution of grant to institutions</i></p>	<p><b>April</b></p> <p><i>Negotiate changes to grant and funding agreement targets</i></p>
<p><b>May</b></p> <p><i>Agree grant adjustment rules</i></p>	<p><b>June</b></p> <p><i>Finalise grant allocations</i></p>	<p><b>July</b></p> <p><i>Issue funding agreements</i></p>	<p><b>August</b></p> <p><i>Draft HEI and FEC student survey publications</i></p>
<p><b>September</b></p> <p><i>Review of funding allocation process</i></p>	<p><b>October</b></p> <p><i>Publish final recurrent grants</i></p>	<p><b>November</b></p> <p><i>Collect student data from FECs</i></p>	<p><b>December</b></p> <p><i>Collect student data from HEIs</i></p>

## Alternative formats

This publication can be downloaded from the HEFCE web-site ([www.hefce.ac.uk](http://www.hefce.ac.uk)) under Publications. For readers without access to the internet, we can also supply it on 3.5" disk or in large print. Please call 0117 931 7035 for alternative format versions.

© HEFCE 2007

The copyright for this publication is held by the Higher Education Funding Council for England (HEFCE). The material may be copied or reproduced provided that the source is acknowledged and the material, wholly or in part, is not used for commercial gain. Use of the material for commercial gain requires the prior written permission of HEFCE.



# Funding higher education in England

## How HEFCE allocates its funds

### Contents

	Page
<b>Introduction</b>	<b>3</b>
<b>Background</b>	<b>4</b>
<b>The annual funding cycle</b>	<b>6</b>
<b>Funds for teaching</b>	<b>8</b>
General funding principles	8
Overview of the funding method	9
Detailed description of the method	10
Funds for widening participation	15
Other recurrent teaching grants	17
The funding agreement	18
Data monitoring	18
<b>Funds for research</b>	<b>19</b>
Quality-related research funding	19
Mainstream QR funding	20
Charity support element	21
Research degree programme supervision fund	22
Business research element	22
Other elements of QR funding	22
Research Capability Fund	23
<b>Other related funding</b>	<b>24</b>
Special funding and earmarked capital	24
Moderation	26
Additional funding for very high cost and vulnerable science subjects	26
<b>Annex A: Funding for teaching – examples</b>	<b>27</b>
Calculating the standard level of resource	27
Worked examples for HEIs	30
Worked example for FECs	33
<b>Annex B: Funding for widening participation – examples</b>	<b>35</b>
<b>Annex C: A simple numerical illustration of the allocation method for mainstream QR funding</b>	<b>42</b>
<b>Glossary of terms</b>	<b>44</b>
<b>Further reading</b>	<b>46</b>



# Introduction

1. Every March we announce the grant for the following academic year to each university and college we fund. The academic year runs from 1 August to 31 July.
2. This guide describes the principles that underpin the allocation of this funding and explains the components of an institution's grant. It is intended for those working in higher education and for others who wish to understand our funding methods.
3. We use formulae to determine how most of the money is allocated between institutions, helping us to minimise the burden on institutions of having to account for their use of public funds. These take account of certain factors for each institution, including the number and type of students, the subjects taught, and the amount and quality of research undertaken there. After we determine the amount of funding, it is provided in the form of a 'block grant' which institutions are free to spend according to their own priorities within our broad guidelines. We do not expect institutions to model their internal allocations on our own funding method. The constraints that our main funding methods impose on institutions are generally in terms of delivery of overall teaching and research activity. Wherever possible, we look to reduce the number of separate funding streams (and any associated separate monitoring) by incorporating them within our main formulaic allocations.
4. The main principles underpinning the funding method for research are unchanged since its introduction in 1997-98, but each year there are changes to some of the parameters and finer detail of the method. For 2007-08 these include the establishment of a business research element within quality-related research funding.
5. We are currently involved in a consultation process with the higher education sector about changes to our teaching funding method from 2008-09. The review of our funding method began in 2005 and the second consultation on changes to the method took place earlier in 2007. Further details can be found in HEFCE 2005/41 'Review of the teaching funding method: consultation on changes to the method', HEFCE 2006/12 'Review of the teaching funding method: outcomes of first cycle of consultation' and HEFCE 2007/02, 'Review of the teaching funding method: second consultation on changes to method'.
6. It is our policy, and has been our practice, to be open about our allocation methods and policies, and this guide is intended to explain them. Our web-site ([www.hefce.ac.uk](http://www.hefce.ac.uk)) provides further information.

# Background

7. Periodically we advise the Secretary of State for Education and Skills on the funding needs of higher education in England. The actual funding for higher education is decided by the Government and voted by Parliament.

8. We are responsible for distributing this money within broad policy guidelines provided by the Secretary of State. In 2007-08 we are directly funding 132 higher education institutions (HEIs) and 143 further education colleges (FECs) that provide higher education courses.

9. Institutions are accountable to HEFCE, and ultimately to Parliament, for the way they use HEFCE funds. They are independent bodies and are free to raise money from other sources. This gives them scope to pursue activities alongside those for which they receive HEFCE funds.

10. We allocate funds to each university or college to support teaching, research and related activities. In doing so, we aim to:

- increase opportunities for students from all types of backgrounds to benefit from higher education
- maintain and enhance the quality of teaching and research
- encourage universities and colleges to work with business and the community
- support diversity
- encourage efficiency in the use of public funding
- provide stability in funding from year to year.

11. Funds for teaching and research are provided as a block grant. Institutions are free to distribute this grant internally at their discretion, as long as it is used to support teaching, research and related activities.

12. HEIs receive funding from many different public and private sources. HEFCE is the largest single source of income for the higher education sector as a whole. The proportion of an individual institution's total income allocated by HEFCE will depend on its activities and money raised from other sources.

13. After HEFCE grant, tuition fees are usually the other major source of funding for teaching. Further information on tuition fees and student support can be found at [www.direct.gov.uk/en/EducationAndLearning](http://www.direct.gov.uk/en/EducationAndLearning) under University and higher education.

14. We are the largest single provider to HEIs of public funds for research. Public funds for research in universities and colleges are also provided by the Office of Science and Innovation. These are distributed by the Research Councils, and support research projects and some postgraduate students.

## **Medical and dental education and research**

15. Government funding for medical and dental education and research is distributed through a partnership between HEFCE and the National Health Service (NHS). HEFCE-allocated funds underpin teaching and research in university medical schools, while NHS funds support the clinical facilities needed to carry out these activities in hospitals and other parts of the health service. Funding for students in health-related subjects such as nursing and midwifery generally comes from the NHS.

## **Teacher education and training**

16. The Training and Development Agency for Schools (TDA) provides funding for education and training courses aimed at school teachers. In particular, it funds initial teacher training courses leading to qualified teacher status (QTS), and in-service education and training courses for teachers who hold QTS. HEFCE funds other teacher education and training provision outside the schools sector.

## **Higher education in further education colleges**

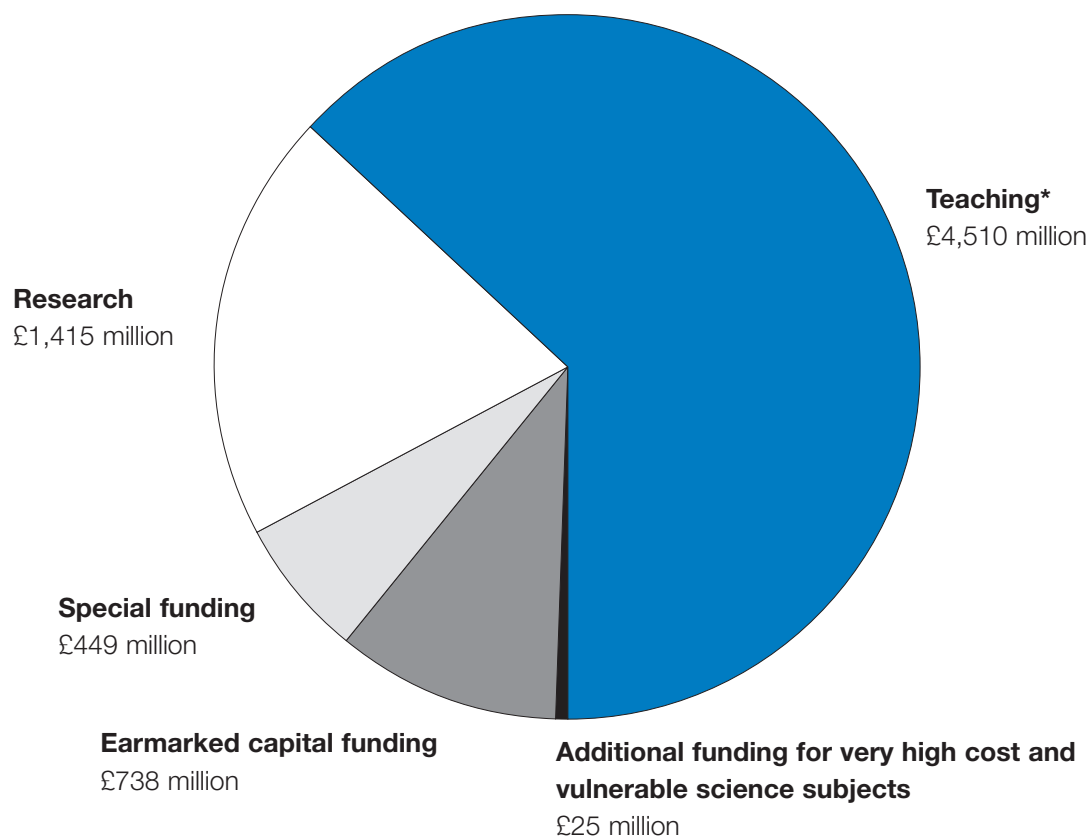
17. We are responsible for funding courses at FECs on which the students are aiming for certain higher education qualifications. These are: higher degrees (such as masters qualifications); postgraduate diplomas; Postgraduate Certificate in Education (PGCE); first degrees (BA, BSc, BEd and foundation degrees); foundation degree bridging courses; Higher National Diploma and Certificate (HND and HNC); Diploma in Higher Education (DipHE); Diploma in Social Work (DipSW); and Certificate in Education (CertEd). Other higher education courses at FECs, such as some professional courses, are fundable by the Learning and Skills Council (LSC).

# The annual funding cycle

18. The Government operates a rolling three-year process to set public expenditure across all departments. This has developed into biennial spending reviews to review and re-set expenditure levels. The last spending review was in 2004 and set public expenditure for 2005-06 to 2007-08. The comprehensive spending review in 2007 will cover 2008-09 to 2010-11.

19. Each year we divide the total funds between teaching, research and other funding. The breakdown of HEFCE funding available for 2007-08 is shown in Figure 1.

Figure 1 **Breakdown of HEFCE funding available for 2007-08: total £7,137 million**



\* The figure for teaching includes provisional additional student numbers for both 2007-08 and 2008-09 which will be confirmed later in the year. The total funding for teaching for 2007-08 shown above therefore represents the maximum sum available, but the final allocation is likely to be below this level.

20. Most of these funds are distributed by formulae, which take account of the volume and mix of individual institutions' teaching and research. We publish the data on which calculations are based, so that institutions can check the outcomes each year.

Figure 2 **The annual funding cycle**



21. Every year the Secretary of State for Education and Skills informs HEFCE of the funding available for the following year. The total grant to be allocated is confirmed each winter and guidance is given on spending priorities. We then determine the grants to individual institutions between December and February each year (see Figure 2).

22. Each December, universities and colleges provide us with a breakdown of their student numbers, together with information on research activities. The main data return, the Higher Education Students Early Statistics (HESES) survey, collects information about the number of students studying at each HEI. A similar return is provided by FECs – the Higher Education in Further Education: Students (HEIFES) survey. HEIs also return the Research Activity Survey. These data are used to monitor teaching grant for the current year, and to calculate teaching and research grants for the following year.

# Funds for teaching

23. Just over 90 per cent of HEFCE teaching funds are allocated through our mainstream teaching funding method. The remainder consists of funds for widening participation and other recurrent teaching grants. The first part of this section covers our mainstream teaching funding method and is structured as follows:

- general funding principles
- overview of the funding method
- detailed description of the method.

## General funding principles

24. In distributing the funds, we aim to meet the needs of students, employers and the nation by promoting high quality teaching. Our overall budget is set by the Government so the funding method does not affect the total sum available for distribution to institutions.

25. We introduced our method to allocate funds for teaching in 1998-99. The previous method provided stability for institutions, but in some cases gave differing levels of funding to different institutions for historical rather than educational reasons. With our current method we aim to provide fairer funding per student. In addition, funding for widening participation recognises the additional costs of recruiting and supporting particular types of student.

26. As teaching funding is part of a block grant, institutions have considerable freedom as to how they distribute it internally to support their own aims and objectives. The funding method aims to ensure that we allocate an appropriate level of teaching funding for an institution as a whole. As such, it is designed to be efficient in distributing funding between institutions in the sector, not between departments within an institution. We do not expect institutions to mirror our allocation methods for their own internal purposes. Although our funding is determined according to the activity in academic departments, it is intended to support institutions more generally, including, for example, their central facilities such as libraries, computer centres and administration.

27. Our teaching funding method is based on a principle of similar resources for similar activities. For each institution our model calculates a level of 'standard resource' which reflects the number of students it has, the mix between different subject areas, and a number of institution-related cost factors. Standard resource is not, however, what we actually pay institutions, but rather a notional benchmark of what we think institutions' share of overall resources should be to reflect their teaching activities. We compare standard resource with what institutions are actually receiving in HEFCE teaching grant plus broad sector-wide assumptions about levels of income from other sources. We want this 'assumed resource' to come within 5 per cent above or below the standard level. If this is the case, the HEFCE grant will be carried forward from one year to the next.

28. This 5 per cent margin (the tolerance band) exists, not because we think it reasonable for institutions' funding to vary by  $\pm 5$  per cent, but to give institutions flexibility and to minimise the accountability burden. This flexibility is both in the nature of the provision they offer to students within broad subject

areas (for example, in terms of course content, staffing structures and methods of delivery), and in allowing them to make some changes to the mix and volume of student numbers without financial implications. It is for this reason that the principle of the funding method has been to have similar resources for similar activities, not the same resources for the same activities. This broad-brush approach to funding helps to keep the accountability burden lower than might otherwise be the case. Without it, we would have to measure activity much more finely, as potentially any change in student numbers, however minor, could have a direct effect on grant.

29. The funding method allows institutions to obtain additional funded student places according to criteria that we determine. We have made funding available to support growth in higher education (HE) for 2007-08 and 2008-09. We have made commitments for approximately 33,000 full-time equivalent (FTE) additional funded places for 2007-08 and will shortly allocate a further 16,000 FTE places across 2007-08 and 2008-09. The majority of these have been allocated to major projects that have already secured funding through our Strategic Development Fund, or to support growth to meet national or regional needs. In order to reduce our use of bidding schemes, which can be time-consuming and burdensome for the sector, we developed a new process for distributing additional places for 2006-07, 2007-08 and 2008-09. This is described in HEFCE 2005/14 'Allocation of funds for additional student numbers 2006-08' and Circular Letters 04/2007 'Allocation of funds for additional student numbers in 2008-09' and 03/2007 'Allocation of additional student numbers in 2008-09 for employer engagement'.

## Overview of the funding method

30. Institutions receive teaching funds in the form of HEFCE grant and tuition fees. Full-time undergraduate students may receive assistance with their fees. Postgraduate students on taught courses pay fees to institutions mostly from their own funds. Students from outside the EU are generally expected to meet the full costs of their courses.

31. The combined total of grant and tuition fees is referred to as teaching resource or simply as resource.

$$\text{Resource} = \text{HEFCE grant} + \text{tuition fees}$$

## Calculating the grant

32. There are four stages in calculating the mainstream teaching funds for each institution:

**Stage 1** We calculate a **standard resource** for the institution. This is a notional calculation of what the institution would get if grant was calculated afresh each year. It is based on each institution's profile of students, and takes into account:

- the number of students
- subject-related factors
- student-related factors
- institution-related factors.

- Stage 2** We calculate the **assumed resource** for the institution. This is based on the teaching grant that we actually paid to the institution for the previous year, adjusted for various factors such as inflation, plus our assumptions of student tuition fee income.
- Stage 3** We compare the **standard resource** with the **assumed resource** and work out the percentage difference between them.
- Stage 4** If the difference between the standard resource and the assumed resource is no more than 5 per cent (whether that is plus 5 per cent or minus 5 per cent), then the HEFCE grant will be carried forward from one year to the next. For institutions outside the plus or minus 5 per cent **tolerance band**, their grant and/or student numbers need to be adjusted so that they move to within the tolerance band.

33. Each stage is described in more detail below.

34. In addition to our mainstream teaching funding method, we have made separate allocations to recognise the additional costs of recruiting and supporting students from disadvantaged and non-traditional backgrounds, and disabled students. These allocations to widen participation in higher education, which are described further in paragraphs 55-64, recognise institutions' success in recruiting and retaining these categories of students. These allocations will total £354 million for 2007-08.

## Detailed description of the method

### Stage 1 Calculating the standard resource

#### Student numbers and volume of teaching activity

35. The students who count towards our teaching grant calculations are, broadly, those home and EU students who are on higher education courses open to any suitably qualified candidate and who are not funded from other public sources. Categories of students which we do not fund through our allocations for teaching include:

- overseas students from outside the EU
- students whose funding is provided from other public sources such as the NHS or the TDA
- postgraduate research (PGR) students. PGR students are funded only through the funding method for research (see paragraph 94).

36. Student numbers are counted in full-time equivalent (FTE) terms. A part-time student is measured by comparing their learning activity with that of a full-time student, so that each will count as a variable proportion of one FTE. Students who undertake practical work or industrial experience for a year outside the university or college (known as sandwich year-out students) are counted at the rate of 0.5 FTE per student for that year.

37. In determining an institution's standard resource for the coming year, we count the students recruited the previous year and add on additional student numbers awarded for the coming year.

## Premiums

38. Clearly there are factors such as the types of student, and the nature of the subject, that call for different levels of resource. To take account of these factors, we attach funding premiums when we calculate the standard resource for each institution. They relate to:

- the subject
- the student
- the institution.

## Subject-related factors

39. Different subjects require different levels of resource: some subjects need laboratories and workshops while others are taught wholly in lecture theatres and seminar rooms. We have defined four broad groups of subjects (price groups) for funding, and have set relative cost weights for each based on expenditure and student FTE data by cost centre. These weights were changed from 2004-05 to reflect responses to the consultation in HEFCE 2003/42 on developing the funding method for teaching.

Price group	Description	Cost weight
A	The clinical stages of medicine and dentistry courses and veterinary science	4
B	Laboratory-based subjects (science, pre-clinical stages of medicine and dentistry, engineering and technology)	1.7
C	Subjects with a studio, laboratory or fieldwork element	1.3
D	All other subjects	1

## Student and institutional premiums

40. Having weighted the student numbers by their subject price group, we then apply further weightings to take account of student or institutional factors. These are described below, and there is further information at Annex A, Step 3.

41. The student premiums which apply for 2007-08 are:

- **students on long courses.** Some courses are taught over longer periods than others within the year and so cost more. Courses that last for 45 weeks or more within one academic year attract a premium. This does not apply to courses in price group A, where the course length has already been taken into account within the cost weight
- **part-time students.** There are extra costs associated with part-time students. For example, an institution's administration costs for two part-time students, each equivalent to 0.5 FTE, will be higher than for one full-time student
- **foundation degree students.** There are usually higher costs for foundation degrees associated with partnerships between institutions and employers.

42. The institutional premiums which apply for 2007-08 are:

- **London weighting.** We pay a premium towards the higher costs of operating in London
- **institution-specific premium.** Some specialist institutions (defined as having 60 per cent or more of their courses in one or two subjects only) have higher costs
- **small institutions.** Small institutions (defined as having 1,000 FTE students or fewer) often carry disproportionately high central and administrative costs
- **old and historic buildings.** Institutions with old and historic buildings (constructed before 1914) have higher costs to cover, such as maintenance, refurbishment and heating.

43. The following table shows how we apply the student and institutional premiums.

	Calculated as:	Qualifying institutions
<b>Student premiums</b>		
Students on long courses	25% of the FTE weighted by price group	HEIs and FECs
Part-time students	10% of the unweighted FTE	HEIs and FECs
Foundation degree students	10% of the unweighted FTE	HEIs and FECs
<b>Institutional premiums</b>		
London weighting	8% (inner London) or 5% (outer London) of the FTE weighted by price group	HEIs and FECs
Institution-specific premium	Variable percentage (commonly 10%) of the FTE weighted by price group	HEIs only
Small institutions	Variable percentage of the unweighted FTE	HEIs only
Old and historic buildings	Variable percentage of the unweighted FTE	HEIs only

### Calculating the standard resource

44. We calculate a basic amount of resource for a full-time equivalent student by dividing the money available to fund teaching (our grant plus assumed tuition fees) by the total number of weighted FTE students in the sector. This basic rate of resource (grant plus fee) is called the base price and is the rate for a standard FTE student in price group D (before the application of student and institutional premiums).

For 2007-08, the base price is £3,833. This therefore implies resource rates for each price group as follows:

- £15,332 for price group A
- £6,516 for price group B
- £4,983 for price group C
- £3,833 for price group D.

45. The total weighted student FTEs for an institution are the sum of the student FTEs weighted by price group, plus the student and institutional premiums.

46. The standard resource for an individual institution is its total weighted student FTEs multiplied by the base price.

## Stage 2 **Calculating the assumed resource**

47. For each institution, we start with the mainstream HEFCE grant for teaching they received the previous year. Then we make the following grant adjustments and a fee adjustment.

### Grant adjustments

**Adjust funding where institutions have failed to meet the requirements of their funding agreement** (see paragraphs 67-73). This usually arises because institutions are unable to recruit or retain the numbers of students for which the previous year's grant was allocated.

**Adjust for increases due to inflation** within the total funds provided by the Government.

**Add any funding for additional students.** The Government wants to expand the higher education sector. Each year, over the next few years, we will be providing funds to the sector for extra students.

**Adjust for other changes to grant.** Adjustments might be made for transfers between institutions, or where previously separate elements of grant have been mainstreamed into core funding.

### Fee adjustment

**Add an assumed income from tuition fees** paid by students, the Student Loans Company, local education authorities, employers and others.

48. As in 2006-07 (when variable tuition fees were introduced), we have not revised our fee assumptions for 2007-08 other than for the standard uplifts for inflation, to help provide stability while the dynamic variable fee environment is introduced. Hence for 2007-08 the assumed fee income per FTE student is as follows:

Full-time undergraduates	£1,225 per FTE
Sandwich year-out undergraduates	£1,220 per FTE
Part-time undergraduates on courses with regulated fees	£1,220 per FTE
Other part-time undergraduates	£1,225 per FTE
Full-time taught postgraduates on courses with regulated fees (these are courses such as PGCEs and some architecture courses)	£1,225 per FTE
Part-time taught postgraduates on courses with regulated fees	£1,220 per FTE
Other full-time and sandwich taught postgraduates	£3,833 per FTE
Other part-time taught postgraduates	£4,216 per FTE

### **Stage 3    Calculating the percentage difference**

49. The next step is to compare the results of Stage 1, the standard resource, with the results of Stage 2, the assumed resource. The percentage difference is calculated as follows:

$$\frac{\text{assumed resource} - \text{standard resource}}{\text{standard resource}} \times 100$$

50. The funding method aims to ensure that similar activities are funded at similar rates in all universities and colleges. Therefore we want the percentage difference to fall within the  $\pm 5$  per cent tolerance band around the standard resource.

### **Stage 4    Calculating the teaching grant**

51. If an institution is within the tolerance band, our funding will roll forward from the previous year. In other words, we will pay the amount calculated in Stage 2, less the assumed income from tuition fees. This applies to most universities and colleges.

52. For institutions which fall outside the tolerance band, we take action to bring them within the band. This may be by expecting institutions to increase or reduce their student numbers, or by adjusting funding.

53. Annex A gives more detailed descriptions of the calculations of standard resource, assumed fee income, and the comparison between standard and assumed resource.

54. The following table shows notional rates of HEFCE teaching grant per FTE student for 2007-08. The figures are based on the main teaching funding method, and exclude other elements of teaching grant such as the funds for widening participation. The rates of standard resource and notional HEFCE grant incorporate subject weightings and the part-time premium, but exclude other institutional and student-related premiums. For example, rates for foundation degrees are £383 higher than those for other undergraduates (not applicable to price group A). The table presents a simplification of the different fee types that are possible for different categories of student. For example, it does not take account of different fees that may be chargeable for students undertaking language years abroad.

## Notional rates of HEFCE teaching grant per FTE student for 2007-08

Price group	Mode	Level	Fee type	Standard resource (£)	Assumed fee income (£)	Notional HEFCE grant rate (£)
A	FTS	UG	Regulated	15,332	1,225	14,107
A	FTS	PGT	Non-regulated	15,332	3,833	11,499
A	PT	UG	Non-regulated	15,715	1,225	14,490
A	PT	PGT	Non-regulated	15,715	4,216	11,499
B	FTS	UG	Regulated	6,516	1,225	5,291
B	FTS	PGT	Non-regulated	6,516	3,833	2,683
B	PT	UG	Non-regulated	6,899	1,225	5,674
B	PT	PGT	Non-regulated	6,899	4,216	2,683
C	FTS	UG	Regulated	4,983	1,225	3,758
C	FTS	PGT	Non-regulated	4,983	3,833	1,150
C	FTS	PGT	Regulated	4,983	1,225	3,758
C	SWOUT	UG	Regulated	4,983	1,220	3,763
C	PT	UG	Non-regulated	5,366	1,225	4,141
C	PT	UG	Regulated	5,366	1,220	4,146
C	PT	PGT	Non-regulated	5,366	4,216	1,150
C	PT	PGT	Regulated	5,366	1,220	4,146
D	FTS	UG	Regulated	3,833	1,225	2,608
D	FTS	PGT	Non-regulated	3,833	3,833	0
D	PT	UG	Non-regulated	4,216	1,225	2,991
D	PT	PGT	Non-regulated	4,216	4,216	0

FTS – Full-time and sandwich, PT – Part-time, PGT – Postgraduate taught, SWOUT – Sandwich year-out, UG – Undergraduate.

## Funds for widening participation

55. Alongside our mainstream teaching funds, we also allocate funding each year to recognise the additional costs of recruiting and supporting students from disadvantaged and non-traditional backgrounds or disabled students. The allocations for widening participation are not a form of individual student support, but rather are allocations to institutions that reflect the additional costs they may face because of the broad mix of students that they recruit.

The different elements to the widening participation allocations are as follows:

- **Widening access.** This allocation recognises the extra costs associated with recruiting and supporting undergraduate students from disadvantaged and non-traditional backgrounds who are currently under-represented in higher education.
- **Improving retention.** This allocation recognises institutions' broad mix of students according to the risk that they will not continue their studies.
- **Disabled students.** This allocation reflects institutions' success in recruiting and retaining disabled students.

56. A total of £354 million is being allocated to support widening participation for 2007-08. Funds allocated by March 2007 comprise:

- £40 million to widen access for full-time undergraduates
- £54 million to widen access for part-time undergraduates
- £187 million to improve retention of full-time undergraduates
- £56 million to improve retention of part-time undergraduates
- £13 million to improve support and facilities for disabled students.

57. The allocation methods for each element of the widening participation funding are described below. Annex B provides detailed examples of how the widening participation allocation for an institution is calculated.

## Widening access

58. The £94 million allocated for widening access to higher education for full-time and part-time undergraduates is allocated using a method that reflects levels of educational disadvantage in different census wards. It is calculated pro rata to 2007-08 weighted student FTEs, where the weightings reflect the broad institutional mix of students from different census wards as well as London weighting.

59. To calculate the institutional weightings (separately for full-time and part-time undergraduates) we use postcode information from the individual student records – provided to the Higher Education Statistics Agency (HESA) and the LSC – to map each undergraduate new entrant to a census ward. We weight these students according to the young HE participation rate by 1991 census ward (for young<sup>1</sup> full-time undergraduates); or average educational achievement by 2001 census ward (for part-time and mature<sup>1</sup> full-time undergraduates). Students from the most educationally disadvantaged wards receive the highest weightings, while other students may receive a weighting of zero. As the funding is for widening access to HE, those part-time and mature students who already hold an HE qualification at the same level as, or higher than, their current qualification aim, or have unknown entry qualifications, are given a weighting of zero, irrespective of their ward. The overall institutional weightings reflect the number of full-time or part-time undergraduate new entrants weighted by ward, divided by the unweighted full-time or part-time undergraduate new entrants.

---

<sup>1</sup> 'Young' students are those aged under 21 on entry, 'mature' students are those aged 21 or over on entry.

## Improving retention

60. The £187 million allocated for improving retention of full-time undergraduates is allocated on the basis of entry qualifications and age. It is calculated pro rata to 2007-08 weighted student FTEs, where the weightings reflect the broad institutional mix of students according to their risk of not continuing their studies, and incorporates London weighting.

61. To calculate this institutional weighting we assign full-time undergraduate students to one of six categories on the basis of their age and entry qualifications (as determined from HESA and LSC individual student records). There are two age categories (young and mature), each of which has three associated risk categories of non-continuation (low, medium and high). Those in the low-risk category may have achieved high grades at A-level, or already have a higher education qualification; those in the high-risk category may have non-traditional entry qualifications, or low grades at A-level. These six categories are then weighted to reflect the sector-average risk of such students not continuing their studies. The overall institutional weighting reflects the number of full-time undergraduate new entrants weighted according to the six age and entry qualification categories, divided by the unweighted full-time undergraduate new entrant numbers. Only students who complete their year of study are included in these calculations.

62. The £56 million allocated to improve retention of part-time students is allocated pro rata to part-time 2007-08 FTE student numbers, incorporating London weighting.

## Disabled students

63. The £13 million allocated for disabled students is calculated pro rata to 2007-08 weighted student FTEs, where the weightings reflect institutions' success in recruiting and retaining disabled students, and London weighting.

64. We assign each institution to one of four weighting bands according to the proportion of their students who receive the Disabled Students' Allowance (DSA)<sup>2</sup>, which is determined from HESA and LSC individual student data.

## Other recurrent teaching grants

65. There are a small number of other recurrent grants that support teaching but are not part of the mainstream teaching allocation. For 2007-08 they comprise:

- clinical academic consultants' pay (£19 million)
- Dance and Drama Awards (£4 million)
- funded student places for Lifelong Learning Networks (£18 million)
- other funded student places, including those to support higher level skills pathfinders, co-funded employer engagement and other initiatives (£4 million).

66. Funding for student places outside the mainstream teaching grant may also be increased once the allocation of additional student numbers for 2007-08 is finalised later this year.

---

<sup>2</sup> The DSA is an allowance paid by local education authorities to assist students who can show that they have a disability or medical condition that affects their ability to study.

## The funding agreement

67. We draw up a funding agreement each year, also referred to as Part 2 of the Financial Memorandum, with each of the institutions we fund.
68. The funding agreement is constructed in broad terms. It implies a weighted volume of activity which is being funded against the resource being allocated.
69. Institutions can vary their recruitment as long as the weighted volume of activity is maintained within certain implied limits. So, for example, they may vary the balance of recruitment between full-time and part-time students or between different price groups.
70. When the funding announcements are made, well ahead of the start of the relevant academic year, institutions cannot be sure about their recruitment in that year. This may be less than expected, the balance between subjects may vary, or the number of students not completing the academic year may differ from expectations. In most cases this does not affect their grant. However, if recruitment results in the assumed resource differing by more than 5 per cent from standard resource, then action is taken to draw the institution back within that tolerance band. This would be achieved by adjusting student numbers or funding in the current and/or subsequent years.
71. When we provide funding for additional places to institutions, we expect them to increase their student numbers. We therefore set them a target for their overall FTE students. If they recruit below the target, we reduce the additional funding we have provided. However, we give institutions a second chance to deliver the expected increases, recognising that start-up difficulties may prevent full recruitment in the first year.
72. We set minimum numbers for students on some medical and dental courses. If institutions fall short of the minimum numbers, their grant is reduced.
73. Other recurrent teaching grants that are not part of the mainstream allocation (see paragraph 65) may also be subject to separate conditions of grant and monitoring arrangements.

## Data monitoring

74. Every year we compare student data that institutions return to us in the HESES and HEIFES surveys with that submitted to HESA and the LSC. The purpose of this is to identify any institutions that have received more or less than their funding entitlement. It also improves the quality of these data returns. The HESA and LSC data are submitted in the autumn and contain details about all students in the most recently completed academic year. HESES and HEIFES are completed in December and relate to the current academic year. Consequently the comparison considers inconsistencies in data for the previous academic year. We also carry out selective audits of institutions' data returns. If we find that erroneous data have resulted in institutions receiving higher allocations than would otherwise have been the case, then the funding for those institutions is reduced accordingly.

# Funds for research

75. Public research funds are provided under a dual support system. HEFCE provides funding to support the research infrastructure. Our funds go towards the cost of the salaries of permanent academic staff, premises, libraries and central computing costs. The Research Councils provide funding for specific programmes and projects. This is calculated as a proportion of the full economic cost of the work to be done (80 per cent for new grants applied for from September 2005).

76. The general funds we provide also support fundamental and 'blue skies' research in institutions and contribute to the cost of training new researchers. This research is the foundation of strategic and applied work, much of which is later supported by Research Councils, charities, industry and commerce.

77. We are committed to promoting excellent research. HEFCE research funds are distributed selectively to HEIs that have demonstrated the quality of their research by reference to national and international standards. Quality is measured in a periodic Research Assessment Exercise (RAE). Information on the next RAE in 2008 is available on the web at [www.rae.ac.uk](http://www.rae.ac.uk). FECs are not eligible for our research funding.

78. Our funding for research in 2007-08 is £1,415 million and is allocated under two main headings:

- quality-related research (QR) funding – with reference to both the quality and volume of research activity (£1,391 million)
- capability funding (£22 million).

79. The balance of £2 million has been set aside for veterinary research through a joint initiative with the Department for Environment, Food and Rural Affairs (DEFRA).

## Quality-related research funding

80. The separate components of QR funding are shown below.

<b>Mainstream QR</b> allocated to reflect the quality and volume of research at institutions in different subjects	£892M
<b>Research degree programme supervision fund</b> (including transitional funding)	£195M
<b>Charity support element</b> allocated on the basis of eligible charity research income (see paragraph 93)	£180M
<b>Business research element</b> (see paragraph 95)	£60M
<b>London weighting</b> allocated to reflect the additional costs of provision in London	£28M
<b>'Best 5*' allocation</b> (see paragraph 92)	£25M
<b>Supplementary funding to maintain QR in real terms</b> (see paragraph 97)	£10M
<b>Transitional special funding for research libraries</b>	£2M

## Mainstream QR funding

81. There are two stages to the allocation of mainstream QR funds:

- Stage 1: determining the amount provided for each subject
- Stage 2: distributing the subject totals between institutions.

82. The allocation method for mainstream QR funding is described below. A simple numerical illustration of this method is provided in Annex C.

### Stage 1 Determining the amount provided for each subject

83. Mainstream QR funds are divided between 68 subject areas (units of assessment). Each subject is assigned one of three cost weights, which have been calculated to reflect the **relative costs** of research in those subjects. These are multiplied by the **volume** of research in each subject to work out the total funding for that subject.

84. The three **cost weights** are:

		Weighting
A	High cost laboratory and clinical subjects	1.6
B	Intermediate cost subjects	1.3
C	Others	1.0

85. We measure the **volume** of research in each unit of assessment using three separate components. These volume components apply for departments rated 4 or above in the RAE and are weighted as follows:

- **research-active academic staff** –  $1 \times$  number of FTE research-active academic staff funded from general funds (including NHS funding for nursing and other subjects allied to medicine) and selected for assessment in the RAE
- **research assistants** –  $0.067 \times$  number of FTE research assistants
- **research fellows** –  $0.06 \times$  number of FTE research fellows.

86. The number of research-active academic staff is the most important measure of volume: it accounts for 94 per cent of the total. Research-active staff numbers are fixed between RAEs. We update other volume measures annually.

87. For 2007-08 we are introducing a new business research element to our research funding. Because this has been found from within existing monies and is allocated on an entirely different basis to mainstream QR (see paragraph 95 below), the totals for each unit of assessment have been smoothed to ensure that no large subject group receives a cash reduction in 2007-08.

## Stage 2 Distribution of the subject totals between institutions

88. The 68 subject totals (for each unit of assessment) are distributed to institutions in proportion to the **volume** of research multiplied by the **quality** of research in the subject for each institution.

89. The **volume** of research for each institution in each subject is measured in the same way as in Stage 1 above, but includes NHS-funded staff for all units of assessment.

90. The **quality** of research is assessed in the RAE. The last RAE was conducted in 2001 and has informed funding decisions from 2002-03.

91. In the last RAE, each institution was awarded a rating, on a scale of 1 to 5\* (five star), for the quality of its research in each unit of assessment in which it was active. The table below shows how these ratings relate to the quality funding weights. Ratings 1, 2, 3b and 3a attract no funding, while a rating of 5\* attracts roughly four times as much funding as a rating of 4 for the same volume of research activity. As a result, our funding of research is highly selective.

### RAE ratings converted into funding weights for each unit of assessment

2001 RAE rating	Funding weights in QR model
3a, 3b, 2, 1	0
4	1
5	3.175
5*	4.036

92. The Government's White Paper 'The future of higher education' asked us to provide additional resources to the 'very best of the 5\* departments'. In 2003-04, we distributed an additional £20 million for departments that achieved a 5\* rating in both the 1996 and 2001 RAEs. From 2004-05, we extended eligibility to include those departments that achieved a rating of 5\* for the first time in 2001, while maintaining or increasing the number of research-active staff submitted since the 1996 RAE. The allocation of £25 million for 2007-08 is in proportion to London-weighted mainstream QR funding for the departments concerned.

## Charity support element

93. In 2005 we announced the establishment of the new charity support element within QR. For 2007-08, a total of £180 million is being allocated through this fund. This is allocated on the basis of eligible charity research income awarded to institutions in departments rated 4 and above in the 2001 RAE, or rated 3b or 3a and receiving grant from the Research Capability Fund. Allocations are not weighted to reflect RAE ratings above these thresholds, but do incorporate London weighting.

## Research degree programme supervision fund

94. In 2005-06 we established an enhanced supervision fund, bringing together funding for research degree programmes (RDPs) under a single stream within QR. For 2007-08, the funds for RDPs total £193 million for the sector, allocated in proportion to cost-weighted and London-weighted home and EC postgraduate research student numbers in years 1 to 3 of full-time study or years 1 to 6 of part-time study, in departments rated 4 or above. We have also allocated £1.5 million as transitional RDP supervision funding for departments rated 3a that do not receive research capability funding.

## Business research element

95. For 2007-08 we have established a new business research element within QR funding. This is to support higher education institutions in undertaking research with business and industry. The allocation is based on the amount of research income institutions receive from UK industry, commerce and public corporations. A total of £60 million has been found from within existing QR funding for 2007-08.

## Other elements of QR funding

96. We provide additional QR funding to recognise the extra costs of provision in London. These allocations equal 12 per cent (for inner London) or 8 per cent (for outer London) of the total of mainstream QR funding. London weighting is also incorporated separately in the funding for the 'best 5\*' departments, the QR charity support fund and the RDP supervision fund.

97. In setting the overall budget for 2007-08, we had to be cautious about the availability of funding in the 2008-09 financial year, as this would be dependent on the outcome of the comprehensive spending review. The combination of this and the establishment of the new business research element led to a reduction in the total funding available for mainstream QR. We do not want some institutions to see a short-term cut in their research grants in 2007-08, which might prove unnecessary once we know the next spending review settlement. Therefore we are allocating supplementary funds to ensure that all institutions' recurrent QR grant is maintained in real terms compared with 2006-07.

98. After a review of special funding for research libraries, we allocated transitional funds totalling £1.7 million each year for six heavily used libraries of national importance. They are identical to the 2006-07 allocations and will continue up to and including 2008-09.

## Research Capability Fund

99. For 2007-08 we are providing £22 million for the Research Capability Fund, to support research in emerging subject areas where the research base is currently not as strong as in more established subjects. Seven units of assessment (UOAs) are eligible for this funding, on the basis that they have low proportions of staff in departments rated 4, 5 or 5\* in the 2001 RAE, and had relatively high proportions of QR funding in 2002-03 attributable to 3b or 3a-rated departments.

100. The seven units of assessment eligible for this funding are:

- Nursing (UOA 10)
- Other studies and professions allied to medicine (UOA 11)
- Social work (UOA 41)
- Art and design (UOA 64)
- Communication, cultural and media studies (UOA 65)
- Drama, dance, and performing arts (UOA 66)
- Sports-related subjects (UOA 69).

101. This capability funding is distributed pro rata to the number of research-active academic staff in RAE submissions rated 3b or 3a, weighted according to the cost weight for the UOA. In order to receive this funding, institutions had to submit three-year research strategies for each UOA for which funding had been allocated. We have increased our funding for these departments since 2004-05 to take account of the costs of supervising research students.

# Other related funding

## Special funding and earmarked capital

102. We aim to provide as much of our funding for learning and teaching, widening participation and research as possible through the core/block grant. Further special funding and earmarked capital is provided for specific purposes and to promote change that cannot easily be achieved through other routes.

103. Within this approach, and to reduce the burden on HEIs, we have set a limit on the total number of national special funding and earmarked capital programmes that we operate. There are eight such programmes for 2007-08. We expect to reduce this to no more than six in the near future.

104. These funds are reviewed regularly and, wherever appropriate, new programmes are introduced or the funds are phased out or incorporated into core funding. For 2007-08 we are allocating £449 million for special funding, and a further £738 million for earmarked capital grants.

105. Earmarked capital is additional funding provided by the Government to support sustainable investment in higher education. The two major programmes are the Science Research Investment Fund, and capital funding for learning and teaching and IT. All HEIs that receive HEFCE recurrent funding for teaching or research receive an allocation under these programmes. In addition we provide capital funding to directly funded FECs through the HE in FE Development Fund. Capital funding for indirectly funded FECs is accessed through their lead HEI.

106. The allocations to HEIs for learning and teaching and research capital for the 2006-07 and 2007-08 financial years were announced in HEFCE 2005/08 'Capital funding for learning and teaching, research and infrastructure' and HEFCE 2006/27, 'Additional capital for funding for learning and teaching 2006-08'. We also announced (in Circular Letter 03/2006) additional funding for research capital, including equipment. This totals £88 million for the sector as a whole, divided equally between 2006-07 and 2007-08. It is being allocated on a formula basis that reflects 2006-07 allocations of recurrent QR and research capability funding.

107. We provide special funding and earmarked capital grants, in addition to core funding, to help deliver our strategic aims. The amounts by strategic aim are set out as follows.

### 2007-08 Special funding and earmarked capital grants by strategic aim

Strategic aim	Funding
Learning and teaching	£481M
Research	£296M
Sustaining a high quality sector	£173M
Widening participation	£36M
Business and community	£120M
Excellence in delivery	£1M
Joint Information Systems Committee	£80M
<b>Total</b>	<b>£1,187M</b>

Over 80 per cent of these funds are distributed through eight national programmes.

### 2007-08 Special funding and earmarked capital grants by type of activity

Activity	Funding
Institutional funding or national programmes	£955M
Non-institutional funding	£159M
Special institutional funding	£72M
<b>Total</b>	<b>£1,187M</b>

108. 'Institutional funding or national programmes' includes funding that is available to or allocated to all HEIs. These include funding for Centres for Excellence in Teaching and Learning, rewarding quality enhancement, project capital funding, the Aimhigher programme, Science Research Investment Fund, the Higher Education Innovation Fund and the Strategic Development Fund.

109. Non-institutional funding is provided where the activity is delivered by or through another body. This includes funding via the Higher Education Academy, the Quality Assurance Agency, Higher Education and Research Opportunities (HERO), Foundation Degree Forward, the higher education regional associations, the Leadership Foundation, the Joint Information Systems Committee, and the Higher Education Policy Institute.

110. Special institutional funding is for specific purposes, such as the provision of national facilities or to support sector-wide initiatives. This includes funding for copyright libraries, additional funding relating to the University of London, and funding to promote improvements in procurement, costing and pricing.

111. The amount of special funding that comes from the recurrent baseline provided by the Department for Education and Skills (DfES) continues to decline. In 2002-03 this was £318 million, or 6.2 per cent of total grant; for 2007-08 it is £223 million, or 3.1 per cent of total grant. A major component of these totals is inherited activities and some national facilities. We intend to continue to reduce the demands placed by special funding on the recurrent baseline so that the funds can be released to other priority activities.

112. Increasingly, special funding programmes – particularly for capital projects – have moved away from bidding exercises. Instead we are determining allocations and outcomes against which HEIs can set their own priorities. This conditional allocation approach continues to reduce the burden of administration on HEIs.

## Moderation

113. To help maintain stability, we phase in changes by moderating increases or decreases in teaching and research funding to institutions that would otherwise be affected by large fluctuations. For 2007-08, in general, each institution will receive an increase in resource for teaching and research of at least 2 per cent in cash terms compared with the equivalent, un-moderated figure for 2006-07. We do not provide moderation funding if it amounts to less than £100,000 for an institution. We review our moderation policy annually.

## Additional funding for very high cost and vulnerable science subjects

114. In November 2006 we announced that we would allocate an additional £75 million over the three-year period 2007-08 to 2009-10 to support very high cost science subjects, which are strategically important to the economy and society but vulnerable because of relatively low student demand. The funding will support chemistry; physics; chemical engineering; and mineral, metallurgy and materials engineering, to help maintain capacity in these subjects in universities and colleges while demand from students grows. Further information on this new allocation can be found in HEFCE Circular Letter 13/2007 'Additional funding for very high cost and vulnerable laboratory-based subjects'.

# Annex A Funding for teaching – examples

## Calculating the standard level of resource

There are five steps to calculating standard resource:

- Step 1 Collect FTE student data in each category
- Step 2 Weight the FTEs in Step 1 by the appropriate price group cost weights
- Step 3 Calculate additional FTEs for each of the student and institutional premiums which apply
- Step 4 Calculate total weighted FTEs
- Step 5 Calculate standard resource.

### **Step 1 Collect FTE student data in each category**

We disaggregate students according to 48 different categories (36 categories<sup>3</sup> for FECs):

- four price groups (subjects)
- x two modes (full-time and sandwich, or part-time)
- x three levels (foundation degree, other undergraduate or postgraduate taught)
- x two lengths of study during the year (standard or long).

We perform the calculations of standard resource separately for each of these student categories.

### **Step 2 Weight the FTEs in Step 1 by the appropriate price group cost weights**

Weighted FTEs = FTE from Step 1 x price group weight (4 for price group A, 1.7 for price group B, 1.3 for price group C and 1 for price group D).

### **Step 3 Calculate additional FTEs for each of the student and institutional premiums which apply**

The premiums are expressed as additional weighted FTEs, calculated in relation to either the unweighted FTEs (from Step 1) or the price group weighted FTEs (from Step 2), depending on whether the additional cost which the premium seeks to reflect varies according to the subjects being studied.

#### **Part-time premium**

If the course is part-time, the additional FTEs = unweighted FTEs (Step 1) x 0.1. If the course is full-time or sandwich, the additional FTEs = zero.

#### **Foundation degree premium**

If the course is a foundation degree, the additional FTEs = unweighted FTEs (Step 1) x 0.1. For all other courses, the additional FTEs = zero.

---

<sup>3</sup> FECs have three price groups (B, C and D), two modes, three levels and two lengths of study.

### **Long course premium**

If the course is long, and the student FTE is in price group B, C or D, the additional FTEs = price group weighted FTEs (Step 2)  $\times$  0.25. If the course is standard length, or the student FTE is in price group A, the additional FTEs = zero.

### **London premium**

If the institution is based in London, the additional FTEs = price group weighted FTEs (Step 2)  $\times$  either 0.08 (if in inner London) or 0.05 (if in outer London). For institutions outside London, the additional FTEs = zero.

### **Institution-specific premium (HEIs only)**

If the institution is eligible for the premium, the additional FTEs = price group weighted FTEs (Step 2)  $\times$  a variable percentage. This percentage depends on the particular characteristics of the institution, but is commonly 10 per cent. For all other institutions, the additional FTEs = zero.

### **Small institution premium (HEIs only)**

If the institution is eligible for the premium, the additional FTEs = unweighted FTEs (Step 1)  $\times$  a variable percentage. For all other institutions, the additional FTEs = zero.

Institutions are eligible for the premium if, when we introduced it, they had no more than 1,000 FTEs in total (including any students on further education courses). It is not allocated to those small, specialist institutions that have an institution-specific weight of more than 10 per cent. The value of the premium in percentage terms is calculated on a sliding scale from 0 to 20 per cent, where the fewer FTEs an institution has, the larger its premium.

### **Old and historic buildings premium (HEIs only)**

If the institution is eligible for the premium, the additional FTEs = unweighted FTEs (Step 1)  $\times$  a variable percentage. For all other institutions, the additional FTEs = zero.

Institutions are eligible for the premium if they have buildings (excluding residences for students) constructed before 1914, which they have owned since at least 1 April 1998. The larger the floor space attributable to the old and historic buildings, the larger the value of the premium in percentage terms.

**Step 4 Calculate total weighted FTEs**

Total weighted FTEs = price group weighted FTEs (Step 2) + additional weighted FTEs for each student or institutional premium (total Step 3).

**Step 5 Calculate standard resource**

Standard resource in each category = total weighted FTEs in that category (Step 4) × the base price (£3,833 for 2007-08). Total standard resource is the sum of the standard resource calculated for each student category.

Having calculated standard resource, we compare it with assumed resource, and express the difference between them as a percentage. If the percentage difference is more than 5 per cent, action is taken to bring the institution within the ±5 per cent tolerance band by adjusting its student numbers and/or funding.

## Worked examples of the teaching funding calculations for HEIs

### Example 1

University V and Higher Education College W both have 1,200 undergraduate student FTEs, with the same number of FTE students in each of the four price groups A, B, C and D. The HEFCE grant is £6,950,000. The table below shows the effect of premiums applying to the same institutions. In both institutions, all the students on price group D courses are studying for foundation degrees. The result of these calculations is that both institutions are within the tolerance band so no change in funding or student numbers will be needed.

Standard resource calculation		(a)	(b)	(c)	(d)	(e)	(f)	
Institution	Price group	Mode	FTE	Price group weighted FTE	Part-time 10% x (a)	Foundation degree 10% x (a)	Total weighted FTE sum (b) to (d)	Standard resource = (e) x £3,833
University V	A	FTS	200	x 4 = 800	0	0	= 800	£3,066,400
	B	FTS	300	x 1.7 = 510	0	0	= 510	£1,954,830
	C	FTS	400	x 1.3 = 520	0	0	= 520	£1,993,160
	D	FTS	300	x 1 = 300	0	30	= 330	£1,264,890
<b>Total</b>			<b>1,200</b>	<b>2,130</b>	<b>0</b>	<b>30</b>	<b>2,160</b>	<b>£8,279,280</b>
College W	A	PT	200	x 4 = 800	20	0	= 820	£3,143,060
	B	PT	300	x 1.7 = 510	30	0	= 540	£2,069,820
	C	PT	400	x 1.3 = 520	40	0	= 560	£2,146,480
	D	PT	300	x 1 = 300	30	30	= 360	£1,379,880
<b>Total</b>			<b>1,200</b>	<b>2,130</b>	<b>120</b>	<b>30</b>	<b>2,280</b>	<b>£8,739,240</b>
Resource comparison								
Institution	(g) HEFCE grant	(h) Assumed fee rate per FTE	(i) Assumed fees = (a) x (h)	(j) Assumed resource £s = (g) + (i)	Standard resource £s	Percentage difference		
University V	£6,950,000	£1,225	£1,470,000	£8,420,000	£8,279,280	+1.7%		
College W	£6,950,000	£1,225	£1,470,000	£8,420,000	£8,739,240	-3.7%		

Abbreviations used in the tables are defined after Example 3.

## Example 2

University X and Higher Education College Y both receive £6,500,000 in HEFCE grant for teaching. Both have 1,000 FTEs, but they have different weightings. The table below shows the effect of the different weightings on the percentage difference from standard resource. University X is in outer London. HE College Y has a 10 per cent institution-specific premium. The result of these calculations is that University X is in the tolerance band, but College Y is above it. We would therefore take action to bring it within the tolerance band by adjusting its funding and/or student numbers.

Standard resource calculation														
Institution	Price group	Mode	Level	Length of course	FTE	Price group weighted FTE	(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
									Part-time 10% x (a)	Long courses 25% x (b)	London premium 5% x (b)	Institution-specific premium 10% x (b)	Total weighted FTE sum (b) to (f)	Standard resource = (g) x £3,833
University X	A	FTS	UG	L	190	x 4 = 760			0	0	38	0	798	£3,058,734
	B	FTS	UG	L	260	x 1.7 = 442			0	110.5	22.1	0	574.6	£2,202,442
	C	PT	UG	S	400	x 1.3 = 520			40	0	26	0	586	£2,246,138
	D	FTS	PGT	S	150	x 1 = 150			0	0	7.5	0	157.5	£603,698
<b>Total</b>					<b>1,000</b>	<b>1,872</b>			<b>40</b>	<b>110.5</b>	<b>93.6</b>	<b>0</b>	<b>2,116</b>	<b>£8,111,011</b>
College Y	B	FTS	UG	S	500	x 1.7 = 850			0	0	0	85	935	£3,583,855
	B	FTS	PGT	S	150	x 1.7 = 255			0	0	0	25.5	280.5	£1,075,157
	B	FTS	PGT	L	50	x 1.7 = 85			0	21.25	0	8.5	114.75	£439,837
	B	PT	UG	S	300	x 1.7 = 510			30	0	0	51	591	£2,265,303
<b>Total</b>					<b>1,000</b>	<b>1,700</b>			<b>30</b>	<b>21.25</b>	<b>0</b>	<b>170</b>	<b>1,921.25</b>	<b>£7,364,151</b>

## Example 2 (continued)

Assumed fee income calculation					
			(a)	(i)	
	Mode	Level	FTE (as above)	Assumed fee rate	Assumed fee income (a) x (i)
University X	FTS	UG	450	£1,225	£551,250
	PT	UG	400	£1,225	£490,000
	FTS	PGT	150	£3,833	£574,950
<b>Total</b>			<b>1,000</b>		<b>£1,616,200</b>
College Y	FTS	UG	500	£1,225	£612,500
	FTS	PGT	200	£3,833	£766,600
	PT	UG	300	£1,225	£367,500
<b>Total</b>			<b>1,000</b>		<b>£1,746,600</b>

Resource comparison					
	(j)	(k)			
Institution	HEFCE grant	Assumed fee income	Assumed resource (j) + (k)	Standard resource	Percentage difference
University X	£6,500,000	£1,616,200	£8,116,200	£8,111,011	+0.1%
College Y	£6,500,000	£1,746,600	£8,246,600	£7,364,151	+12.0%

## Worked example of the teaching funding calculations for FECs

### Example 3

College P and College Q both have 200 undergraduate student FTEs on HE courses, although they have a different mix between price groups and modes of study. Both these further education colleges receive £700,000 in HEFCE funding for these students. In both institutions, all the students on part-time price group C courses are studying for foundation degrees.

The following tables show the calculation of their standard resource, their assumed fee income, and the comparison between their assumed and standard resource. The result of these calculations is that both colleges are outside the tolerance band. Adjustments to their student numbers and/or funding would bring them back within the tolerance band.

Standard resource calculation				(a)	(b)	(c)	(d)	(e)	(f)
Institution	Price group	Mode	Level	FTE	Price group weighted FTE	Part-time 10% x (a)	Foundation degree 10% x (a)	Total weighted FTE = sum of (b) to (d)	Standard resource = (e) x £3,833
College P	B	FTS	UG	50	x 1.7 = 85	0	0	85	£325,805
	B	PT	UG	25	x 1.7 = 42.5	2.5	0	45	£172,485
	C	FTS	UG	50	x 1.3 = 65	0	0	65	£249,145
	C	PT	FD	25	x 1.3 = 32.5	2.5	2.5	37.5	£143,738
	D	FTS	UG	50	x 1 = 50	0	0	50	£191,650
<b>Total</b>				<b>200</b>	<b>275</b>	<b>5</b>	<b>2.5</b>	<b>282.5</b>	<b>£1,082,823</b>
College Q	C	FTS	UG	20	x 1.3 = 26	0	0	26	£99,658
	C	PT	FD	60	x 1.3 = 78	6	6	90	£344,970
	D	FTS	UG	40	x 1 = 40	0	0	40	£153,320
	D	PT	UG	60	x 1 = 60	6	0	66	£252,978
	D	FTS	PGT	20	x 1 = 20	0	0	20	£76,660
<b>Total</b>				<b>200</b>	<b>224</b>	<b>12</b>	<b>6</b>	<b>242</b>	<b>£927,586</b>

### Example 3 (continued)

Assumed fee income calculation			(a)	(g)	
	Mode	Level	FTE (as above)	Assumed fee rate	Assumed fee income (a) x (g)
College P	FTS	UG	150	£1,225	£183,750
	PT	UG/FD	50	£1,225	£61,250
<b>Total</b>			<b>200</b>		<b>£245,000</b>
College Q	FTS	UG	60	£1,225	£73,500
	FTS	PGT	20	£3,833	£76,660
	PT	UG/FD	120	£1,225	£147,000
<b>Total</b>			<b>200</b>		<b>£297,160</b>

Resource comparison		(h)	(i)		
Institution	HEFCE grant	Assumed fee income	Assumed resource (h) + (i)	Standard resource	Percentage difference
College P	£700,000	£245,000	£945,000	£1,082,823	-12.7%
College Q	£700,000	£297,160	£997,160	£927,586	+7.5%

#### Key to abbreviations

FTE = Full-time equivalent

FTS = Full-time and sandwich

PT = Part-time

FD = Foundation degree

UG = (other) Undergraduate

PGT = Postgraduate taught

L = Long course

S = Standard length course

# Annex B Funding for widening participation – examples

## Introduction

The widening participation allocation is split into five elements:

- widening access for people from disadvantaged backgrounds: full-time
- widening access for people from disadvantaged backgrounds: part-time
- improving retention: full-time
- improving retention: part-time
- widening access for students with disabilities.

This annex describes how each element of the allocation is calculated. Please note that the rates quoted in this annex are those used in the provisional allocation for 2007-08 as announced in March 2007.

## Calculating the widening participation allocation for an institution

To illustrate the methods described in the steps below we shall consider two institutions:

- university A is a higher education institution based in inner London with 6,000 undergraduate full-time and sandwich FTEs, 3,000 undergraduate part-time FTEs and 10,000 FTEs (including postgraduate taught) overall
- college B is a further education college based outside London with 200 undergraduate full-time and sandwich FTEs, 150 undergraduate part-time FTEs and 450 FTEs (including postgraduate taught) overall.

## Widening access for people from disadvantaged backgrounds: full-time

### Step 1

#### Calculating the institutional weight

Using postcode information from 2005-06 individualised student data<sup>4</sup>, each full-time undergraduate new entrant is mapped to a census ward. These wards are then ranked in terms of their young higher education participation rate (for young students) or average educational achievement (for mature students) and split into quintiles. Each student is weighted as follows according to the quintile of their ward:

Quintile	Weight
1 (Lowest higher education participation or lowest average educational achievement)	2
2	1
3, 4, 5	0

<sup>4</sup> HESA student data for higher education institutions. Individualised Learner Record (ILR) data for further education colleges.

For each institution a weight is calculated by dividing the sum of the weight for each student by the total number of full-time undergraduate new entrants.

## Step 2 Calculating the weighted FTEs

Institutions are given a London weighting as follows:

- 1.08 for institutions in inner London
- 1.05 for institutions in outer London
- 1 otherwise.

The full-time assumed FTEs are given a London weighting and then multiplied by the institutional weight calculated in Step 1 to give the weighted FTEs.

## Step 3 Calculating the widening access for full-time students allocation

We then multiply the funding rate per weighted FTE (£140 for full-time students in 2007-08) by the weighted FTEs from Step 2 to give this element of the allocation.

### Widening access for people from disadvantaged backgrounds: full-time

Age group	Quintile	Step 1		Step 2			Step 3		Allocation (f)x(g)
		(a) Head-count new entrants	(b) Weighted new entrants	(c) Institutional weight (b)/(a)	(d) FTS UG FTE	(e) London weighting	(f) Weighted FTE (c)x(d)x(e)	(g) Funding rate per weighted FTE	
<b>University A</b>									
Young	1	125	x 2 = 250	0.35	6,000	1.08	2,268	£139.64	£316,704
	2	100	x 1 = 100						
	3, 4, 5	875	x 0 = 0						
Mature	1	150	x 2 = 300	0.28	200	1	56	£139.64	£7,820
	2	50	x 1 = 50						
	3, 4, 5	700	x 0 = 0						
<b>Total</b>		<b>2,000</b>	<b>700</b>						
<b>College B</b>									
Young	1	5	x 2 = 10	0.28	200	1	56	£139.64	£7,820
	2	4	x 1 = 4						
	3, 4, 5	41	x 0 = 0						
Mature	1	4	x 2 = 8	0.28	200	1	56	£139.64	£7,820
	2	6	x 1 = 6						
	3, 4, 5	40	x 0 = 0						
<b>Total</b>		<b>100</b>	<b>28</b>						

## Widening access for people from disadvantaged backgrounds: part-time

### Step 1 Calculating the institutional weight

As in Step 1 of the widening access for full-time students allocation, we use postcode information to map each part-time undergraduate new entrant to a census ward. These wards are then ranked in terms of their average educational achievement and split into quintiles. Each student is weighted according to the quintile of their ward as shown in the table in Step 1 of the preceding allocation.

For each institution a weight is calculated by dividing the sum of the weight for each student by the total number of part-time undergraduate new entrants.

### Step 2 Calculating the weighted FTEs

The part-time assumed FTEs are given a London weighting as in the preceding allocation and then multiplied by the institutional weight calculated in Step 1 of this allocation to give the weighted FTEs.

### Step 3 Calculating the widening access for part-time students allocation

We then multiply the funding rate per weighted FTE (£1,489 for part-time students in 2007-08) by the weighted FTEs from Step 2 to give this element of the allocation.

## Widening access for people from disadvantaged backgrounds: part-time

Institution	Quintile	Step 1		Institutional weight (b)/(a)	Step 2		Step 3		
		(a) Head-count new entrants	(b) Weighted new entrants		(d) PT UG FTE	(e) London weighting	(f) Weighted FTE (c)x(d)x(e)	(g) Funding rate per weighted FTE	(h) Allocation (f)x(g)
University A	1	500	x 2 = 1,000	0.38	3,000	1.08	1,215	£1,489.11	£1,809,269
	2	500	x 1 = 500						
	3, 4, 5	3,000	x 0 = 0						
<b>Total</b>		<b>4,000</b>	<b>1,500</b>						
College B	1	15	x 2 = 30	0.33	150	1	50	£1,489.11	£74,456
	2	10	x 1 = 10						
	3, 4, 5	95	x 0 = 0						
<b>Total</b>		<b>120</b>	<b>40</b>						

## Improving retention: full-time

### Step 1 **Calculating the institutional weight**

Using age and entry qualification information from 2005-06 individualised student data, full-time undergraduate new entrants are assigned to one of six categories<sup>5</sup> which are weighted as follows:

	Young	Mature
Low risk	0	0
Medium risk	1	1.5
High risk	1.5	2.5

For each institution a weight is calculated by dividing the sum of the weight for each student by the total number of full-time undergraduate new entrants.

### Step 2 **Calculating the weighted FTEs**

The full-time assumed FTEs are given a London weighting as in the preceding allocations and then multiplied by the institutional weight calculated in Step 1 to give the weighted FTEs.

### Step 3 **Calculating the improving retention of full-time students allocation**

We then multiply the funding rate per weighted FTE (£365 for full-time students in 2007-08) by the weighted FTEs from Step 2 to give this element of the allocation.

---

<sup>5</sup> For details on how students are assigned to each of these categories, please see the table on our web-site at [www.hefce.ac.uk/widen/fund/retention.htm](http://www.hefce.ac.uk/widen/fund/retention.htm)

## Improving retention: full-time

		Step 1		Step 2			Step 3		
		(a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)
Age group	Risk category	Head-count new entrants	Weighted new entrants	Institutional weight (b)/(a)	FTS UG FTE	London weighting	Weighted FTE (c)x(d)x(e)	Funding rate per weighted FTE	Allocation (f)x(g)
<b>University A</b>									
Young	Low	400	$\times 0 = 0$						
	Medium	250	$\times 1 = 250$						
	High	400	$\times 1.5 = 600$						
Mature	Low	260	$\times 0 = 0$						
	Medium	530	$\times 1.5 = 795$						
	High	160	$\times 2.5 = 400$						
<b>Total</b>		<b>2,000</b>	<b>2,045</b>	<b>1.02</b>	<b>6,000</b>	<b>1.08</b>	<b>6,626</b>	<b>£365.07</b>	<b>£2,418,881</b>
<b>College B</b>									
Young	Low	50	$\times 0 = 0$						
	Medium	15	$\times 1 = 15$						
	High	7	$\times 1.5 = 10.5$						
Mature	Low	26	$\times 0 = 0$						
	Medium	0	$\times 1.5 = 0$						
	High	2	$\times 2.5 = 5$						
<b>Total</b>		<b>100</b>	<b>31</b>	<b>0.31</b>	<b>200</b>	<b>1</b>	<b>61</b>	<b>£365.07</b>	<b>£22,269</b>

## Improving retention: part-time

### Step 1 Calculating the improving retention of part-time students allocation

We take the part-time assumed FTEs, apply the London weighting as in the preceding allocations and then multiply this by the funding rate per weighted FTE (£396 for part-time students in 2007-08) to give this element of the allocation.

Improving retention: part-time				
	(a)	(b)	(c)	(d)
Institution	PT UG FTE	London weighting	Funding rate per weighted FTE	Allocation (a)x(b)x(c)
University A	3,000	1.08	£395.61	£1,281,776
College B	150	1	£395.61	£59,342

## Widening access for students with disabilities

### Step 1 Calculating the proportion of students in receipt of DSA

We calculate the proportion of students in receipt of DSA (Disabled Students' Allowance) from 2005-06 individualised student data.

### Step 2 Calculating the widening access for students with disabilities allocation

Institutions are ranked according to the proportion of their students in receipt of DSA (as calculated in Step 1) and then split into quartiles. A weight is assigned to each institution according to their quartile as follows:

Quartile	Weight
A (lowest proportion)	1
B	2
C	3
D (highest proportion)	4

This weight is multiplied by the assumed FTEs, the institution's London weighting (as in the preceding allocations) and the funding rate per weighted FTE (£5 in 2007-08) to calculate the allocation, subject to a minimum amount. This minimum is £10,000 for HEIs, but is variable for FECs depending on their size:

FEC FTE	Minimum
0 < FTE < 50	£500
50 ≤ FTE ≤ 249	£1,000
250 ≤ FTE ≤ 499	£5,000
FTE ≥ 500	£10,000

## Widening access for students with disabilities

Institution	Step 1				Step 2				
	a)	(b)	(c)	(d)	(e)	(f)	(g)	(h)	(i)
	Headcount of students in receipt of DSA	Total student headcount	Institutional proportion (b)/(a)	Quartile weight	FTE	London weighting	Funding rate per weighted FTE	Min.	Allocation (d)x(e)x(f)x(g) or (h), whichever is the higher
University A	750	15,000	0.05	4	10,000	1.08	£5.28	£10,000	£228,096
College B	3	400	0.01	1	450	1	£5.28	£5,000	£5,000

### Key to abbreviations used in the examples

FTE = Full-time equivalent

FTS = Full-time and sandwich

PT = Part-time

UG = Undergraduate (including foundation degrees)

## Annex C A simple numerical illustration of the allocation method for mainstream QR funding

In reality the total mainstream QR funding for 2007-08 of £892 million is distributed across 68 UOAs and 114 HEIs. The following simple numerical illustration of the allocation method involves just three UOAs and three institutions, and does not incorporate the smoothing of subject totals that we implemented exceptionally for 2007-08 (described in paragraph 87 of the main body of this publication). Therefore the data in the illustration are purely notional, and cannot be used to estimate real institutional allocations in any way. The figures are rounded where necessary, therefore the totals may not match the sum of individual figures.

Suppose there were a total of £100 million to distribute, and the three institutions' volume and quality ratings in the UOAs concerned were as shown in the following table.

	Chemistry		Geography		History	
	Volume	Quality rating	Volume	Quality rating	Volume	Quality rating
Institution X	20	4	40	5	10	5
Institution Y	20	5	20	4	20	5
Institution Z	10	4	40	5	10	4
<b>Total</b>	<b>50</b>		<b>100</b>		<b>40</b>	

### Step 1 Determining the amount of funding for each UOA

The total of £100 million is distributed across the three subjects in proportion to the volume multiplied by the cost weights, as follows:

	Chemistry	Geography	History	Total
Volume	50	100	40	190
Cost weighted volume	= 50 x 1.6 = 80	= 100 x 1.3 = 130	= 40 x 1 = 40	250
<b>Allocation for UOA (£ millions)</b>	= 80/250 x 100 = <b>32</b>	= 130/250 x 100 = <b>52</b>	= 40/250 x 100 = <b>16</b>	100

## Step 2 Distributing the subject totals between institutions

The subject totals are distributed to institutions in proportion to the volume multiplied by the quality of research in the subject for each institution, as shown in the following table.

	Chemistry		French		History		
	Volume x Quality	Funding (£ millions)	Volume x Quality	Funding (£ millions)	Volume x Quality	Funding (£ millions)	Total funding (millions)
Institution X	$= 20 \times 1$ $= 20$	$= 20/93.5 \times 32$ $= 6.8$	$= 40 \times 3.175$ $= 127$	$= 127/274 \times 52$ $= 24.1$	$= 10 \times 3.175$ $= 31.75$	$= 31.75/105.25 \times 16$ $= 4.8$	35.8
Institution Y	$= 20 \times 3.175$ $= 63.5$	$= 63.5/93.5 \times 32$ $= 21.7$	$= 20 \times 1$ $= 20$	$= 20/274 \times 52$ $= 3.8$	$= 20 \times 3.175$ $= 63.5$	$= 63.5/105.25 \times 16$ $= 9.7$	35.2
Institution Z	10	$= 10/93.5 \times 32$ $= 3.4$	$= 40 \times 3.175$ $= 127$	$= 127/274 \times 52$ $= 24.1$	$= 10 \times 1$ $= 10$	$= 10/105.25 \times 16$ $= 1.5$	29.0
<b>Total</b>	<b>93.5</b>	<b>32</b>	<b>274</b>	<b>52</b>	<b>105.25</b>	<b>16</b>	<b>100.0</b>

# Glossary of terms

<b>Assumed resource</b>	HEFCE grant for teaching plus assumed income from tuition fees
<b>Block or core grant</b>	The funding provided by HEFCE to an institution for teaching, research and related activities. This does not include special funding
<b>Co-funded employer engagement</b>	Projects led by institutions to deliver employer-responsive workforce development including trialling of the provision of additional student numbers on a co-financed basis with employers
<b>DfES</b>	Department for Education and Skills
<b>DSA</b>	Disabled Students' Allowance
<b>Dual support</b>	The system of funding research, partly by HEFCE and partly by the Research Councils
<b>FEC</b>	Further education college
<b>FTE</b>	Full-time equivalent. Full-time students count as 1 FTE. Students on their sandwich year-out count as 0.5 FTE. The FTE for part-time students is measured by comparing their learning activity with an equivalent full-time course
<b>HE</b>	Higher education
<b>HEFCE</b>	Higher Education Funding Council for England
<b>HEI</b>	Higher education institution – a university or college of higher education
<b>HEIFES</b>	Higher Education in Further Education: Students survey. The annual aggregate recruitment survey completed by FECs, which informs our funding for teaching
<b>HESA</b>	Higher Education Statistics Agency
<b>HESES</b>	Higher Education Students Early Statistics survey. The annual aggregate recruitment survey completed by HEIs, which informs our funding for teaching
<b>Higher Level Skills Pathfinder</b>	Region-wide collaborative projects, led by the higher education regional associations, which are exploring how HE can respond to meet regional and local workforce development needs, including making links to the Train to Gain service for employers
<b>Level</b>	Level of study refers to foundation degree (FD), other undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR)
<b>Lifelong Learning Networks</b>	A group of FECs, HEIs and stakeholders working together as a network to improve the coherence, clarity and certainty of progression opportunities for vocational learners into and through higher education
<b>LSC</b>	Learning and Skills Council – the funding body for further education
<b>Mode</b>	Mode of study refers to full-time (FT), part-time (PT) or sandwich. For funding purposes, full-time and sandwich (FTS) are combined

<b>Old and historic buildings</b>	Non-residential buildings constructed before 1914, which have been owned by a higher education institution since at least 1 April 1998
<b>QR funding</b>	Quality-related research funding. It is allocated according to research quality and the amount of research carried out
<b>Recurrent baseline</b>	Recurrent funding which has not been earmarked for specific purposes
<b>Research Assessment Exercise (RAE)</b>	An exercise carried out periodically to determine the quality of research in UK HEIs. The results are used by the higher education funding bodies for England, Scotland, Wales and Northern Ireland to allocate QR funding. The next RAE is in 2008
<b>Research Councils</b>	There are eight Research Councils. They are government-funded through the Office of Science and Innovation to support research in their fields of interest, in both their own establishments and in higher education institutions
<b>Sandwich course</b>	A course of study which includes periods of practical work in organisations outside the university or college
<b>Small institution</b>	A higher education institution with no more than 1,000 student FTEs. This includes students at all levels (including those on further education courses) and funded from any source (including overseas students)
<b>Specialist institution</b>	A higher education institution that has 60 per cent or more of its courses in one or two subjects only, such as music or art colleges
<b>Special initiatives</b>	Special initiatives are funds for specific activities for a limited period not linked to formula funding allocations
<b>Standard resource</b>	A notional calculation of what an institution would get if teaching grant was calculated afresh each year. It is proportional to each institution's student FTEs weighted both by price group and by any student and institutional premiums which may apply
<b>TDA</b>	Training and Development Agency for Schools
<b>Tolerance band</b>	This is the range from +5 per cent to -5 per cent of the standard resource
<b>Tuition fees</b>	Fees paid to a university or college for a student to attend a course
<b>UOA</b>	Unit of assessment – used in the RAE to define subject areas

# Further reading

HEFCE ([www.hefce.ac.uk](http://www.hefce.ac.uk))

## Web pages

In the Learning & teaching section under Funding

In the Widening participation section under Funding

In the Research section under Funding

In the Finance & assurance section under Finance and funding

## On the web under Publications

2007/06 Recurrent grants for 2007-08

2007/02 Review of the teaching funding method: Second consultation on changes to the method

Circular Letter 13/2007 Additional funding for very high cost and vulnerable laboratory-based subjects

Circular Letter 04/2007 Allocation of funds for additional student numbers in 2008-09

Circular Letter 03/2007 Allocation of additional student numbers in 2008-09 for employer engagement

2006/47 Public resources for teaching and student numbers in HEFCE-funded institutions: 2005-06

2006/46 Research Activity Survey 2006

2006/37 HEIFES06: Higher Education in Further Education: Students Survey 2006-07

2006/36 HESES06: Higher Education Students Early Statistics Survey 2006-07

2006/27 Additional capital funding for learning and teaching 2006-08

2006/24 Model financial memorandum between HEFCE and institutions

2006/19 HEFCE grant adjustments 2006-07

2006/12 Review of the teaching funding method: outcomes of first cycle of consultation

Circular Letter 03/2006 Additional research capital funding 2006-07 and 2007-08

2005/41 Review of the teaching funding method: consultation on changes to method

2005/14 Allocation of funds for additional student numbers 2006-08

2005/08 Capital funding for learning and teaching, research and infrastructure

2004/24 Funding method for teaching from 2004-05: outcomes of consultation

## RAE 2001 ([www.hero.ac.uk/rae](http://www.hero.ac.uk/rae))

RAE 4/01 RAE 2001: The Outcome

A guide to the 2001 Research Assessment Exercise

RAE 2/99 Research Assessment Exercise 2001: guidance on submissions

## RAE 2008 ([www.rae.ac.uk](http://www.rae.ac.uk))

RAE Circular Letter 2006/02 Invitation to make submissions

RAE 01/2006 RAE 2008: Panel criteria and working methods



RAE 03/2005 RAE 2008: Guidance on submissions

RAE 03/2004 RAE 2008: Units of assessment and recruitment of panel members

RAE 02/2004 RAE 2008: Panel configuration and recruitment

RAE 01/2004 RAE 2008: Initial decisions by the UK funding bodies





Higher Education Funding Council for England  
Northavon House  
Coldharbour Lane  
BRISTOL  
BS16 1QD

tel 0117 931 7317  
fax 0117 931 7203  
[www.hefce.ac.uk](http://www.hefce.ac.uk)