

Monitoring outcomes

OFFA access agreements and HEFCE funding for widening access for students from disadvantaged backgrounds, improving retention and improving provision for disabled students for 2016-17

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Summary

1. This document presents the outcomes from the monitoring of access agreements and funding for widening access for students from disadvantaged backgrounds (WA), improving retention (IR) and improving provision for disabled students (IPDS) for 2016-17.
2. The Office for Students (OfS) is reporting on monitoring conducted by the Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE).

OFFA monitoring of 2016-17 access agreements

3. Providers with an access agreement reported progress against the targets in their 2016-17 access agreement monitoring returns. Positive progress has been made on 78.9 per cent of the targets that higher education institutions (HEIs) and further education colleges (FECs) set themselves through their access agreements. This included positive progress towards:
 - 70 per cent of high-level outcomes targets
 - 91 per cent of activity based targets
 - 92 per cent of collaborative activity targets where providers worked with partners including other HEIs and FECs, third sector organisations, schools and colleges.
4. Performance against high-level outcome targets varied across the student lifecycle, with fewer targets met in student success (where targets address retention and attainment). Across the sector, providers reported positive progress in:
 - 73 per cent of access targets (741 targets)
 - 62 per cent of student success targets (354 targets)
 - 75 per cent of progression to further study or employment targets (88 targets)
5. Overall, providers invested a total of £745.6 million in widening participation (WP) through access agreements in 2016-17, up from £725.2 million in 2015-16.
6. Spend on activities to support access, student success and progression to further study and employment (excluding financial support) increased in 2016-17 to 44 per cent of total access agreement expenditure, up from 38 per cent in 2015-16. Providers have predicted this will increase to 56 per cent by 2021-22.

HEFCE monitoring of widening participation activity and hardship in 2016-17

7. The total investment in WP activity across the sector by all providers (with and without an access agreement) was £887.7 million, an increase from £883.4 million in 2015-16, £842.2 million in 2014-15 and £802.5 million in 2013-14.
8. The key findings from HEFCE's monitoring are as follows:

- a. HEFCE monitored providers¹ have continued to increase their investment in WP activities since 2010-11 using a variety of funding sources². As shown in Figure 1, there has been a growth in HEFCE monitored providers' expenditure in WP activities across the student lifecycle from 2010-11 to 2016-17. The 2016-17 base data is available at Annex B.
- b. Figure 1 illustrates that:
 - i. The total expenditure on WP activities by HEFCE monitored providers shows a rising trend since 2010-11. Providers' investment in 2016-17 amounted to £887.7 million.
 - ii. The majority of the growth in investment from 2010-11 to 2016-17 has occurred in supporting progression from higher education (an increase of £76.5 million) and in outreach work with schools and young people (an increase of £55.8 million).
 - iii. In 2016-17, providers reported spending £402.5 million on support for current students. This figure is not directly comparable with previous years' due to a revision in the methodology used to calculate this figure³.
 - iv. There have been increases since 2010-11 in providers' spending on support for disabled students (an increase of £37.1 million) and WP staffing and administration (an increase of £31.1million).
 - v. Increases in investment have occurred in other WP activities across the period, such as strategic partnerships with schools (an increase of £5 million from 2014-15, when this data was first collected), outreach work with communities and adults (an increase of £4.5 million from 2010-11), support for progression of disabled students (an increase of £4.5 million from 2013-14, when this data was first collected), and outreach work with disabled students (an increase of £3.3 million from 2012-13, when this data was first collected).
- c. Providers spent £37.7 million to support students experiencing hardship (4 per cent of the total sector expenditure on WP activity and hardship) in 2016-17. This is a slight increase of £0.2 million from 2014-15 when first collected. The total number of students reported as receiving hardship funds in 2016-17 was 59,277, an increase from the reported 39,505 students receiving such funds in 2015-16 when this data was first collected. A total of

¹ Only those institutions with more than 100 full time equivalent (FTE) directly HEFCE-funded student numbers in 2016-17 were required to submit a monitoring report. This was a total of 266 institutions.

² The sources of funding institutions have used towards their WP activities include HEFCE funding for WA, IR and IPDS, funding from higher fee income under access agreements, and funding from other sources such as fee income (over and above that included in access agreements), other HEFCE teaching funding, and external sources such as charitable funds or funds from other organisations.

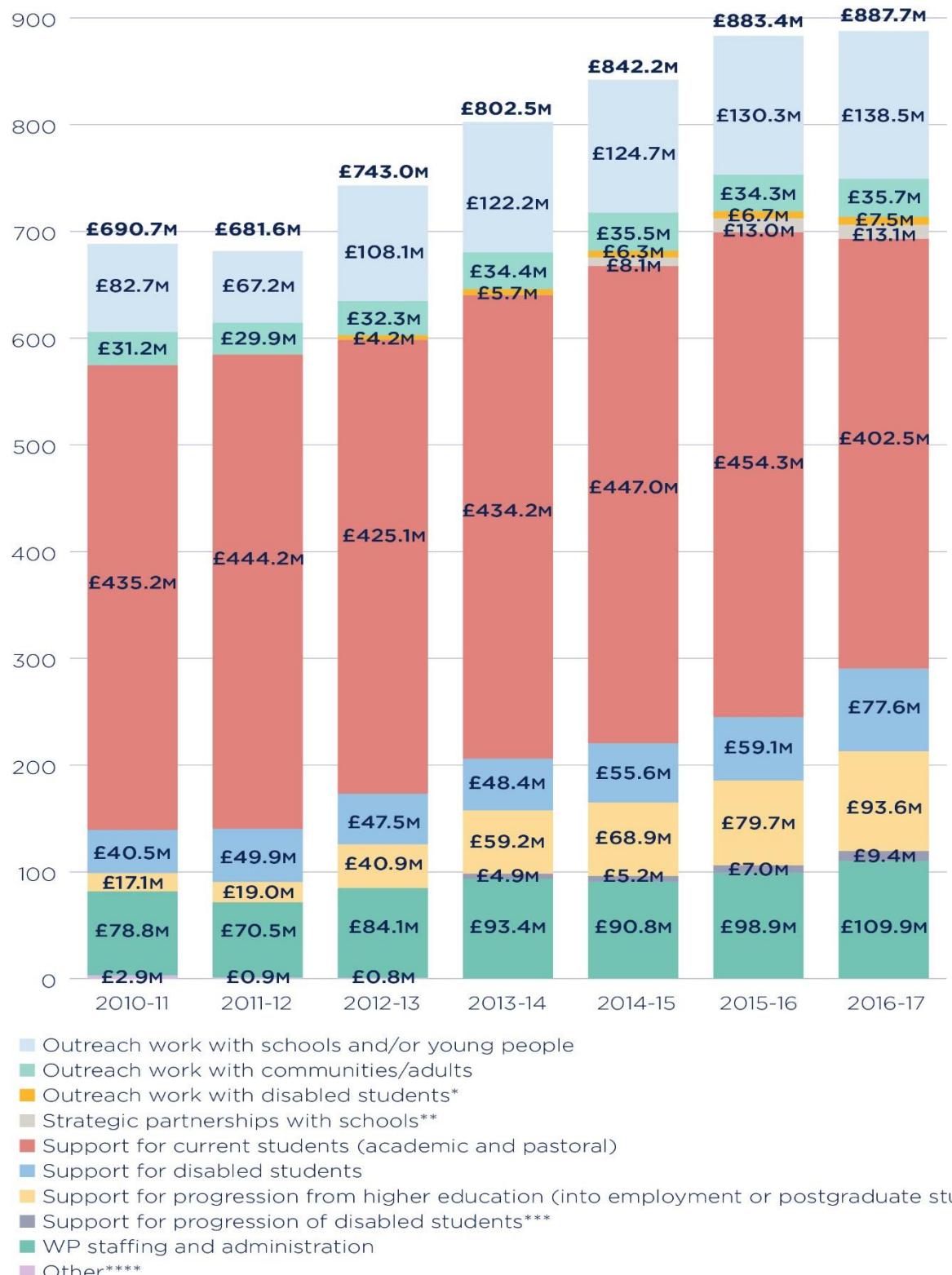
³ The decrease in expenditure for support for current students in 2016-17 is due to a revision made by Birmingham City University to their methodology for calculating their student success expenditure. An amendment to their return was submitted following this revision.

1,891,980 students were enrolled at English HEIs in 2016-17⁴ and of these students, 39,421 (2.1 per cent) received hardship funds.

- d. Providers reported that of their total expenditure in 2016-17 on access, student success and progression activity (£887.7 million), £29.4 million was spent on delivering this activity collaboratively. This is a decrease of £1.0 million from the previous year.
- e. In accounting for the funding sources used towards WP activity and hardship, providers demonstrated that in 2016-17 the HEFCE funding for WA, IR and IPDS remained a key source of funding for investment to support WP work across the student lifecycle and students in hardship.

⁴ This data is taken from summary tables produced by HESA from the 2016-17 HESA student return. The equivalent information for FECs has been omitted as this data is less readily available from the 2016-17 ILR return.

Figure 1: Total expenditure of HEFCE monitored providers from 2010-11 to 2016-17 by WP activity



* Outreach work with disabled students was not collected separately before 2012-13.

** Strategic partnerships with schools were not collected separately before 2014-15.

*** Support for progression of disabled students was not collected separately before 2013-14.

**** Other expenditure category no longer collected after 2012-13.

Note: Additional £2.2 million unallocated in 2010-11.

Introduction

9. In January 2018, providers submitted annual monitoring returns for 2016-17 to the Office for Fair Access (OFFA) and the Higher Education Funding Council for England (HEFCE) with information about their access agreements and funding for widening access for students from disadvantaged backgrounds (WA), improving retention (IR) and improving provision for disabled students (IPDS).
 10. This report provides the outcomes of OFFA's and HEFCE's monitoring in terms of:
 - progress against targets and milestones for providers with an access agreement in 2016-17 and their investment across the student lifecycle and financial support
 - the higher education sector's overall investment in widening participation (WP) activity across the student lifecycle and in supporting student hardship.
 11. By the 'student lifecycle', we mean the journey that students make into higher education, from pre-entry through to the support they receive while on their course of study, including to help them progress into postgraduate study or employment. This report focuses on students from underrepresented backgrounds making this journey, and the WP activity that supports them.
 12. The report provides details on the sources of funding providers have used towards their WP activity, specifically HEFCE's funding for WA, IR and IPDS, funding from higher fee income under access agreements, and funding from other sources. In this context WP activity is distinct from funding to support individual students through bursaries or other financial awards. 'Other sources' will include fee income (over and above that included in access agreements), other HEFCE teaching funding, and external sources such as charitable funds or funds from other organisations. The report also gives details of WP activity and hardship expenditure, analysed by different provider groupings.
 13. For more information on the terms and abbreviations used in this report, please see the glossary at Annex A.
 14. We have collated individual providers' target tables and commentaries into an Excel tool which is available from our website alongside this document. Details of providers' investment summary data tables have also been published alongside this report.
- Monitoring of access agreements, student premium and disabled students premium for 2017-18**
15. We will publish more information in autumn 2018 about our approach to monitoring 2017-18 access agreements, student premium funding and disabled students premium funding. It is expected that the approach to monitoring will be risk-based, in line with the OfS's wider regulatory practices.
 16. The National Collaborative Outreach Programme (NCOP) funding for 2017-18 will be monitored separately.

Evaluation of activity

17. In its business plan the OfS has stated its intention that all access and participation activity should be underpinned by evidence. The OfS is developing a new evidence and impact strategy to further this work.
18. We regularly review the evidence, including current data on access, success and progression, in order to determine the priorities for our work. This also enables us to champion areas of good practice.
19. It is important that providers' work is informed by credible evidence. Therefore, the OfS is commissioning an independent Evidence and Impact Exchange (EIX) in response to the recommendation in the Social Mobility Advisory Group report⁵ (2016). The purpose of the Exchange will be to encourage the generation, translation and adoption of high quality evidence and evaluation in higher education to better understand and demonstrate the contribution that it makes to social justice and mobility.
20. The aim of the EIX is to provide synthesis and evaluation of existing high quality evidence, and to support its take up through relevant communication. It will also identify gaps in the evidence and generate its own robust research to fill those gaps. The evidence generated and communicated by the EIX will aim to inform and support policy development, implementation and practice to improve access, student success and progression in the interest of students. The focus will be on the whole student lifecycle and will be inclusive of students who enter higher education at different stages of their lives and who undertake different modes and methods of study, including undergraduate and postgraduate students.
21. We have a number of current research and evaluation projects aimed at supporting effective practice and robust evaluation. These include a series of projects to enhance the evaluation of outreach, and the evaluation of our two flagship programmes: the NCOP and the 'Addressing barriers to student success' programme⁶.
22. We continue to work with providers, government and experts in the field to develop useful tools and approaches to improve equality of opportunity for underrepresented students within higher education in England.
23. We are also developing a more standardised set of measures and key performance indicators for access and participation to track the performance of the sector.

⁵ Universities UK (2016) 'Working in partnership: enabling social mobility in higher education – the final report of the Social Mobility Advisory Group': <https://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/working-in-partnership-enabling-social-mobility-in-higher-education.aspx>

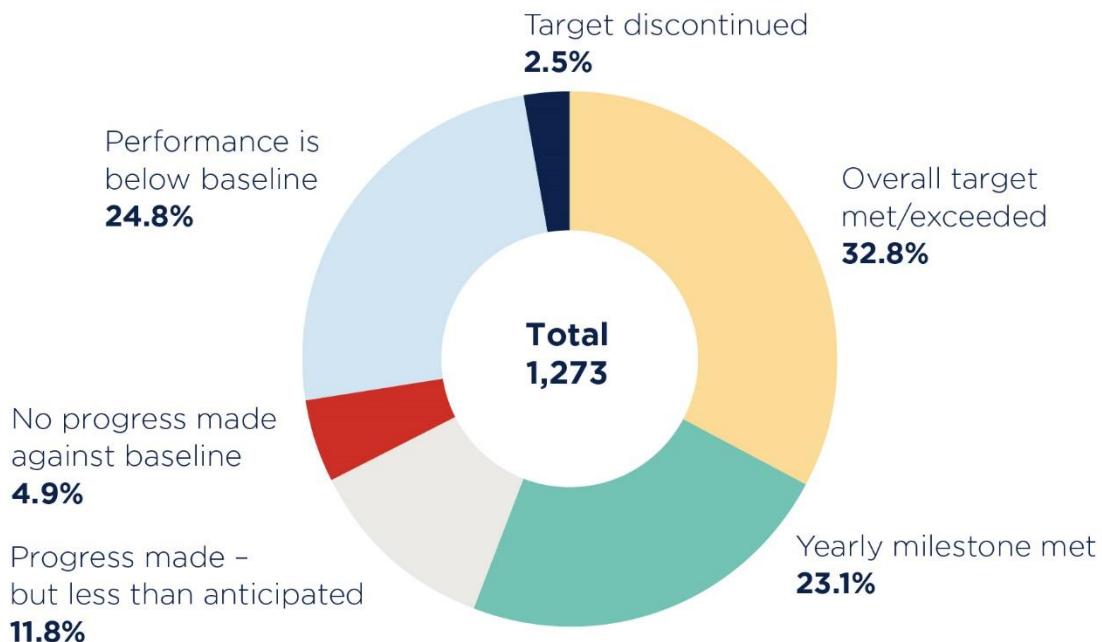
⁶ See www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/national-collaborative-outreach-programme-ncop/assessing-ncop-s-impact/ and www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/addressing-barriers-to-student-success-programme/how-will-we-evaluate/

OFFA monitoring of access agreements for 2016-17

Progress against targets

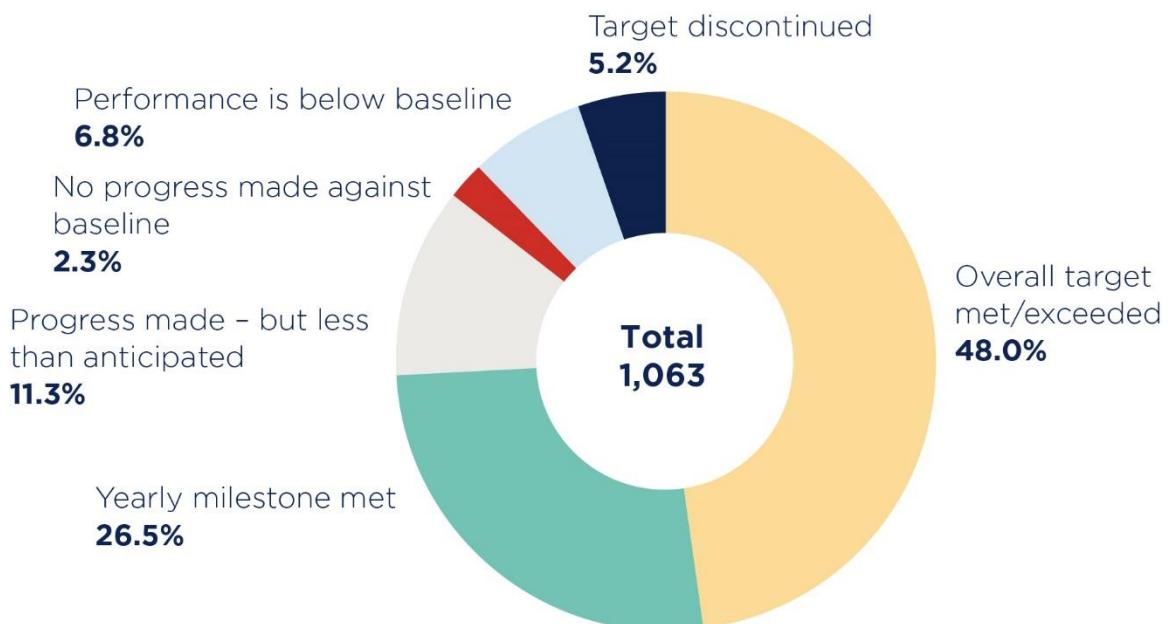
24. In their access agreements, providers were asked to set targets relating to access, student success and progression. It was expected that targets would be stretching and strategically focused.
25. All providers set **high-level outcomes targets** which give a measurable indicator of how representative a provider's entrants, applicants or student body are, or how those students fare throughout their studies – using, for example, statistical data from UCAS or HESA to measure performance on access, success and progression.
26. The majority of providers also set **activity targets** relating to activities and their impact on widening participation across the lifecycle – for example, the impact of an outreach activity on attainment, or the impact of a pre-entry programme in preparing students for study.
27. Targets can be collaborative, for example through joined up outreach networks consisting of several providers working together. These targets can have wider goals for the sector as well as specific goals for an individual provider.
28. Providers were asked to measure their performance against their targets and select one of five pre-set summaries of performance for each target. In this report, where we describe 'positive performance' we are referring to targets where providers reported 'progress made', 'yearly milestone met' or 'overall target met'. Where we refer to 'no progress/negative performance' we are referring to targets where providers reported 'no progress made against baseline data' or 'performance is worse than baseline'.
29. In their 2016-17 monitoring returns, providers reported positive performance in 69.5 per cent of high-level outcome targets (Figure 2); 68.0 per cent for HEIs and 73.5 per cent for FECs.
30. For activity targets, providers reported positive performance in 90.5 per cent of targets (Figure 3); 90.3 per cent for HEIs and 91.7 per cent for FECs.
31. Access agreement guidance asked that providers include a greater focus on effective collaboration across the student lifecycle and set more collaborative targets. In providers' monitoring returns, 31.0 per cent of activity targets were described as collaborative and positive performance was reported against 92.3 per cent of these. Examples of collaboration included:
 - partnership work with local charities and authorities to support care leavers
 - providers working together to deliver outreach programmes
 - working with students to deliver mental health awareness events.

Figure 2: Providers' (HEIs and FECs) assessments of their progress towards their high-level outcome targets as a percentage of the total number of targets



Source: 2016-17 monitoring data collection

Figure 3: Providers' (HEIs and FECs) assessments of their progress towards their activity-based outcome targets as a percentage of total number of targets



Source: 2016-17 monitoring data collection

Targets distributed across the lifecycle stages

32. This year 64.0 per cent of targets were set in access, 20.8 per cent in success and 5.3 per cent in progression (Figure 4). 9.9 per cent of targets were categorised as spanning multiple lifecycle stages.

Figure 4: Distribution of targets across the student lifecycle stages



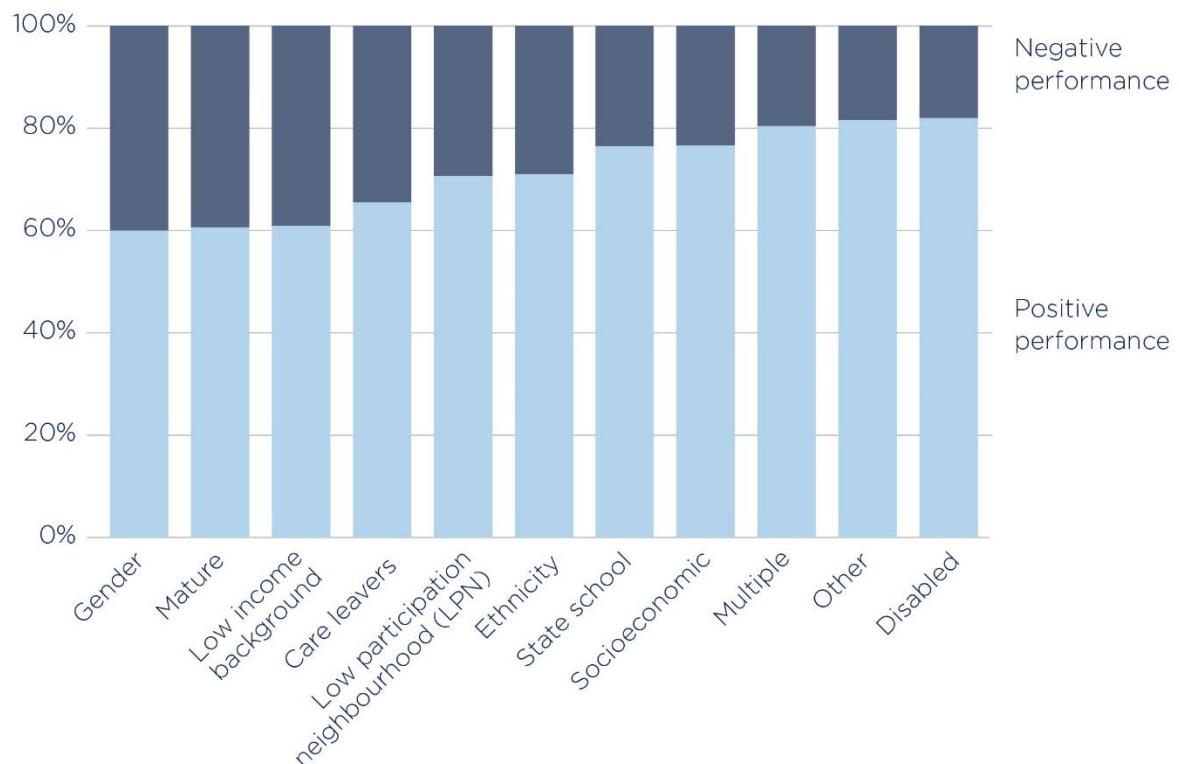
Source: 2016-17 monitoring data collection

Note: Discontinued targets have been excluded from this distribution.

Access

33. In their monitoring returns for 2016-17, providers reported progress in 72.6 per cent of high-level outcome targets set in the access stage of the lifecycle.

Figure 5 Progress against high-level outcome targets by target group: Access



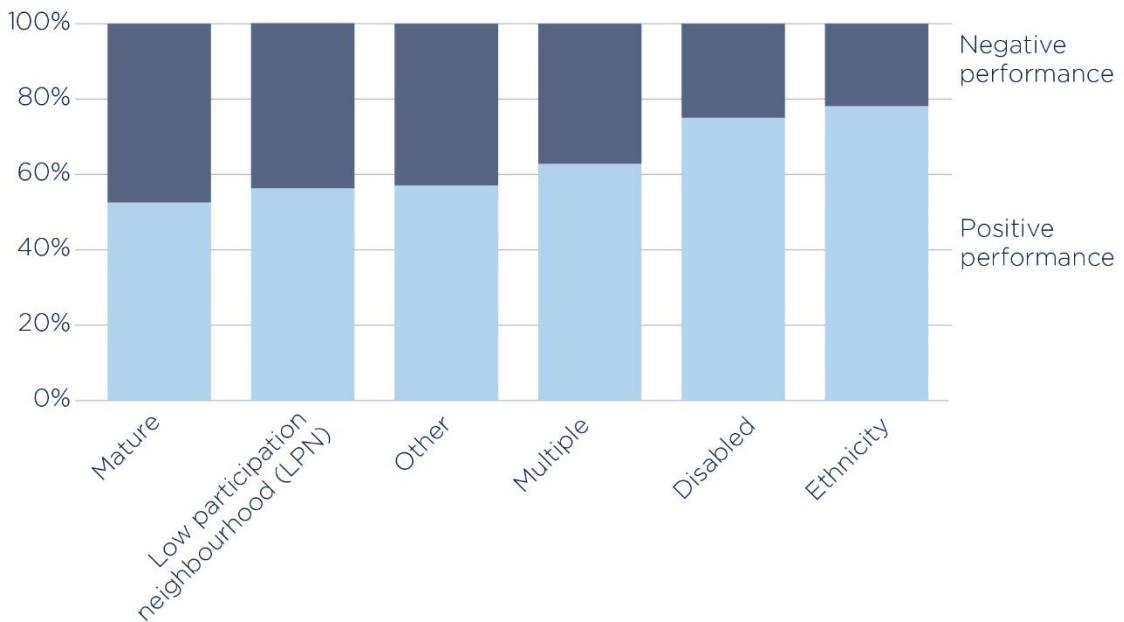
Source: 2016-17 monitoring data collection

Note: Groups with very few or no targets (defined as those with 20 or fewer targets set) have been omitted from this figure.

Student success

34. In their monitoring returns for 2016-17, providers reported progress in 62.1 per cent of high-level targets in the student success lifecycle stage.

Figure 6: Progress against high-level outcome targets by target group: Student success



Source: 2016-17 monitoring data collection

Note: Groups with very few or no targets (defined as those with 20 or fewer targets set) have been omitted from this figure.

Progression to further study or employment

35. In their monitoring returns for 2016-17, providers reported progress in 75.0 per cent of high-level targets in the progression to further study or employment lifecycle stage. The majority of targets set in this area did not have a specified target group, and were classified by providers as 'multiple' due to their targeting of the student population as a whole.

36. Where providers made progress, key factors cited include:

- collaborative work with businesses and employers
- providing opportunities for work experience, internships and placements
- embedding activities into the curriculum to support the transition into work.

The future approach to access and participation

37. The OfS is conducting a strategic assessment of its approach to access and participation and will consider further reforms to be implemented from the 2020-21 plans onwards. The review will look at how access and participation plans can most effectively work in concert with other regulatory levers to improve equality of opportunity in student access, success and progression for underrepresented groups.

38. We expect that this review will result in a change in our approach to setting and monitoring targets and trajectories. It may also lead to different requirements between providers according to their progress on access, success and progression, both in terms of the frequency and nature of plans. More information can be found on the OfS website⁷.

Investment in widening participation through access agreements

Fees and regulation

39. Table 1 shows the fee caps and resulting maximum levels of higher fee income per student in 2016-17.

Table 1: Fee caps and maximum higher fee income per student in 2016-17

	Basic fee cap (per year)	Maximum fee cap (per year)	Maximum higher fee income per student (per year)
Current system full-time	£6,000	£9,000	£3,000
Current system part-time	£4,500	£6,750	£2,250

40. In 2016-17, the higher fee income generated by higher education providers reached £2.79 billion, an increase of £140 million from 2015-16 levels (Table 2).

Table 2: Higher fee income generated by universities and colleges above the basic tuition fee

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Higher fee income (£bn)	1.89	2.03	2.22	2.44	2.65	2.79

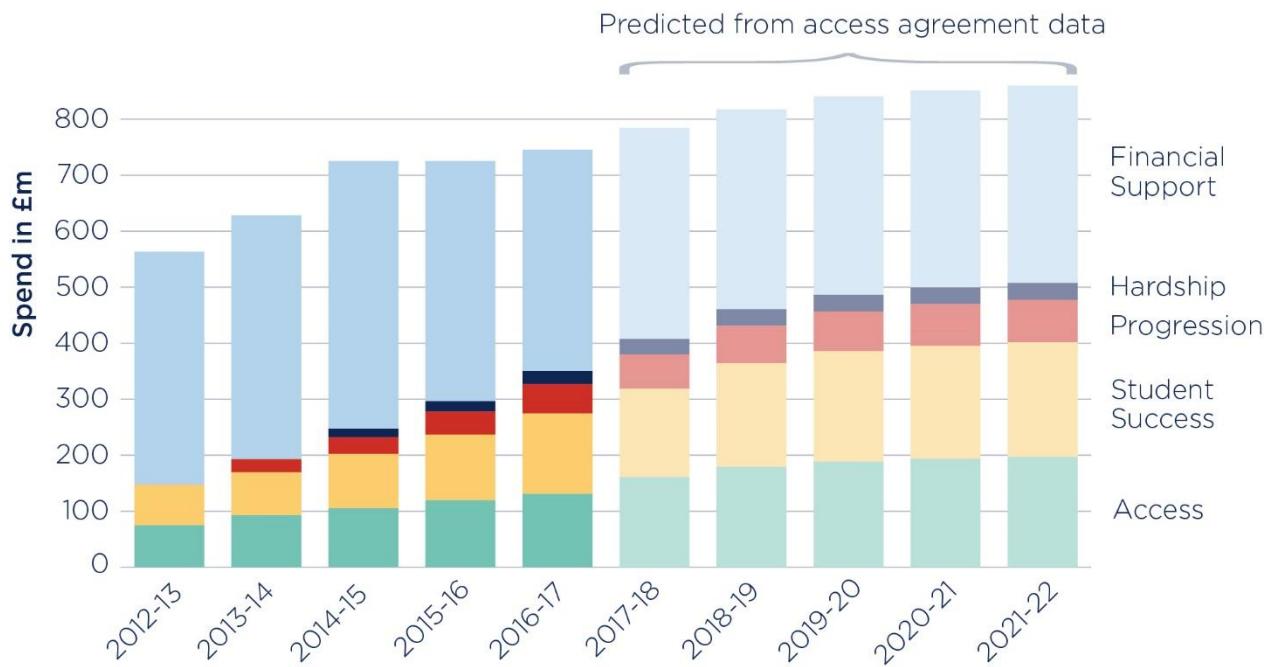
41. Providers with an access agreement reported their levels of expenditure across the student lifecycle and financial support. In 2016-17, the total investment in widening participation through access agreements, including both activity and financial support, was £745.6 million (an increase from £725.2 million in 2015-16). This represents 26.7 per cent of providers' higher fee income (down from 27.4 per cent in 2015-16).

42. Expenditure through access agreements is predicted to increase in 2018-19; providers forecast that they will spend £817.7 million in measures to support widening participation in 2018-19. This is shown in Figure 7. From 2019-20 onwards, providers of higher education in England that charge above the basic tuition fee cap must have an approved access and participation plan⁸ as a requirement of registration in the OfS's Regulatory Framework.

⁷ www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/improving-access-and-participation/our-future-approach-to-access-and-participation/

⁸ www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/access-and-participation-plans/

Figure 7: Institutional access agreement expenditure (£m) from 2012-13 to 2021-22

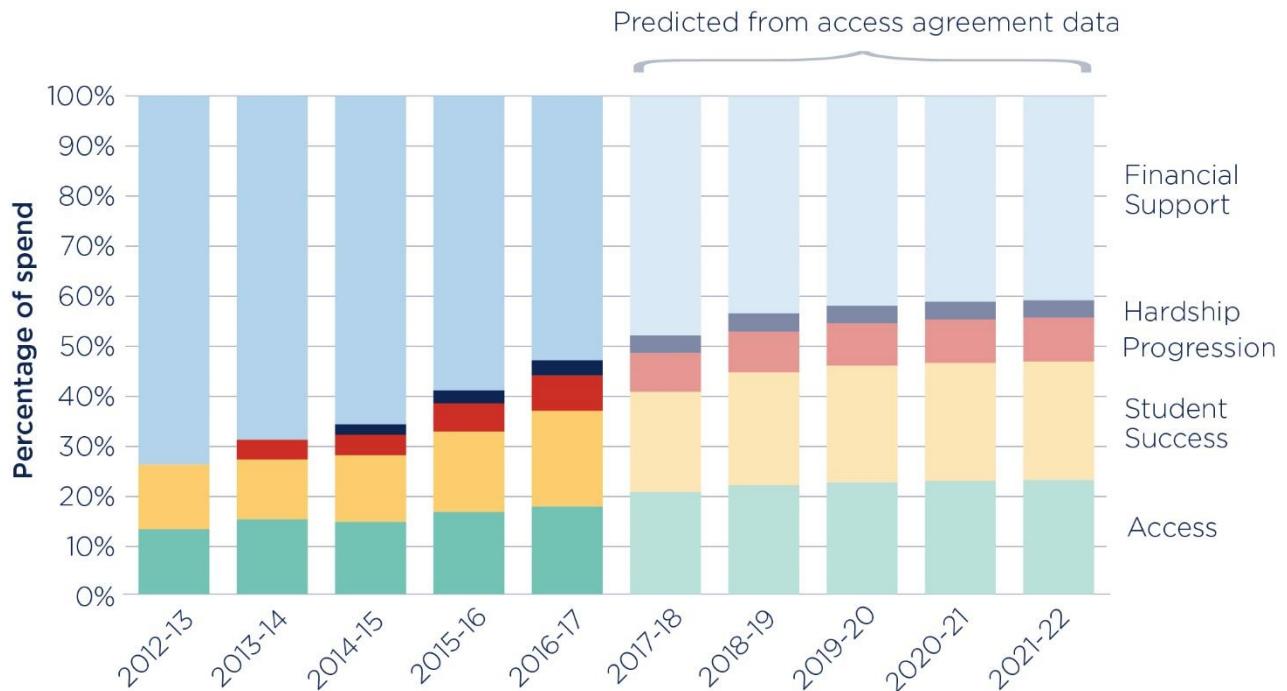


Source: Monitoring data collections and 2017-18 access agreement data collection

Note: Figure is calculated from the most recent access agreement data so may not match previous predictions.

43. In 2016-17 providers committed – on average – 53 per cent of their total access agreement spend to financial support, a reduction from 59 per cent in 2015-16 and 66 per cent in 2014-15. Expenditure on activities increased for every lifecycle stage (Figure 8).
44. Providers predict that they will continue to refocus spend towards access, student success and progression activity, as shown in the spend predictions up to and including 2021-22 (Figure 8). In 2018-19, financial support (including hardship funds) is forecast to account for 44 per cent of total access agreement spend.

Figure 8: Distribution of access agreement expenditure from 2012-13 to 2021-22



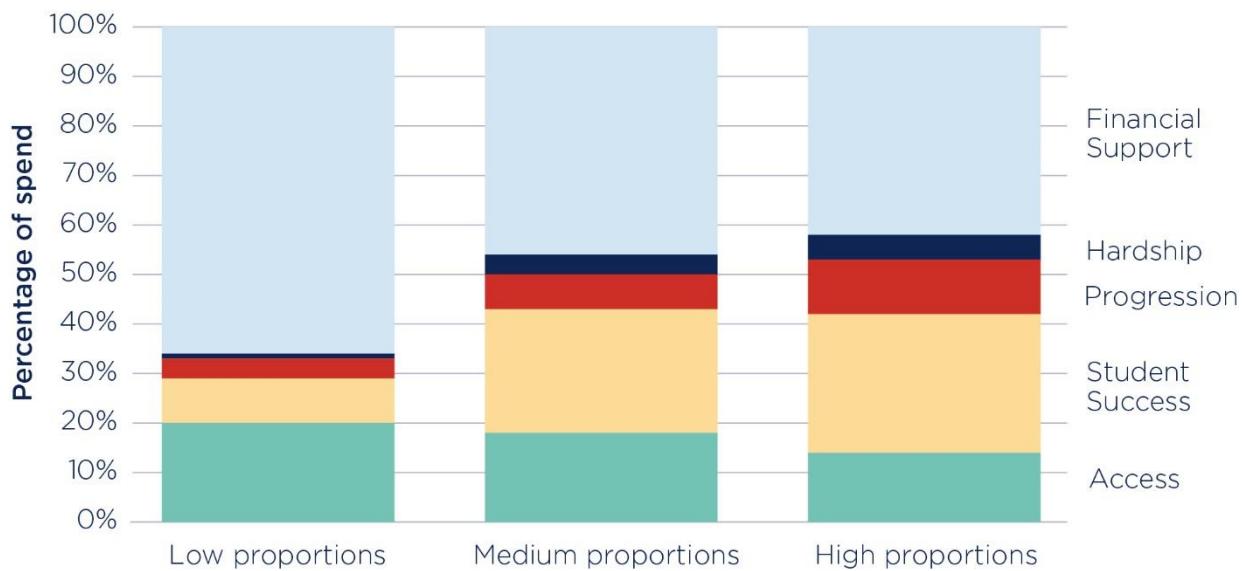
Source: Monitoring data collections and 2017-18 access agreement data collection

Note: Figure is calculated from the most recent access agreement data so may not match previous predictions.

Expenditure of providers with low, medium and high proportions of underrepresented students

45. Figure 9 demonstrates the differences in distribution of spend between providers with high, medium and low proportions of students from underrepresented backgrounds.

Figure 9: Distribution of access agreement expenditure for HEIs in 2016-17 by proportions of students from underrepresented backgrounds



Source: 2016-17 monitoring data collection

46. Providers with high proportions committed 53 per cent of their total access agreement spend on access, student success, and progression activities and 42 per cent on financial support, while providers with medium proportions committed 50 per cent to activities and 46 per cent to financial support. Providers with low proportions of underrepresented students on average used 33 per cent of their access agreement spend on activities and 66 per cent on financial support, 24 percentage points more than those providers with high proportions of underrepresented students.

Total expenditure on financial support including hardship for students

47. Overall, in 2016-17 the total investment in financial support for students from lower income backgrounds and other underrepresented groups through access agreements was £418.4 million. This represents a decrease of £29.1 million compared to 2015-16.

Table 3: Total expenditure on financial support including hardship for lower income students and other under-represented groups (including government National Scholarship Programme, for 2014-15 and earlier) through access agreements

	2013-14	2014-15	2015-16	2016-17	2017-18 (predicted)	2018-19 (predicted)
Expenditure (£m)	532.7	542.6	447.5	418.4	404.5	386.6

48. The £418.4 million total comprised:

- £352.7 million on bursaries, scholarships and in-kind support
- £42.8 million on fee waivers
- £23.0 million on hardship.

49. There is an overall trend of decreasing financial support between 2013-14 and 2016-17, as shown in Table 3.

Numbers of students receiving institutional financial support through access agreements

50. 298,225 students from lower income backgrounds and underrepresented groups studying at HEIs and FECs with access agreements received a financial award in 2016-17, up from 296,248 in 2015-16. This represents 29.8 per cent of the total 999,073 fee regulated students reported by providers in 2016-17, down from 30.5 per cent in 2015-16.

51. Of these 298,225 students:

- 233,208 (23.3 per cent of fee regulated students were from low income backgrounds (household residual income is £25,000 or less)
- 65,017 (6.5 per cent of fee regulated students) were from other low income backgrounds (household residual income is between £25,001 and £42,620), or from one of the other underrepresented groups covered by our remit.

52. In 2016-17 there were more awards, which, on average, were of a lower value than in previous years. In 2016-17:

- students from low income backgrounds received £1,441 on average, compared to an average of £1,550 in 2015-16
- those from other low income backgrounds and from other underrepresented groups received financial support of £914 on average, compared to an average of £1,007 in 2015-16.

53. In monetary terms, 85 per cent of the £395.5 million that providers spent on financial support in access agreements was received by students from low income backgrounds (household residual income is £25,000 or less) down from 87 per cent in 2015-16.

54. The OfS continues to require providers to evaluate the financial support that they offer to students. Providers must demonstrate that their financial support evaluation methods are appropriately robust and focused on impact in terms of changes in behaviour (such as improved continuation, degree attainment, progression to graduate employment) rather than, for example, solely gathering opinions from students. Information regarding our financial support evaluation toolkit can be found on the OfS website⁹.

⁹ www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/using-evidence-to-improve-access-and-participation-outcomes/financial-support-evaluation-toolkit/

HEFCE monitoring of widening participation activity and hardship in 2016-17

Key findings

55. The monitoring returns enable us to analyse in more detail the way all higher education providers (both with and without an access agreement) source and spend funding on WP activities and on hardship.
56. For HEFCE monitored providers¹⁰, the total investment in WP activity (access, student success and progression) amounted to £887.7 million in 2016-17 and the total investment on hardship amounted to £37.7 million in 2016-17. This makes the total investment in WP activity and hardship for 2016-17 £925.4 million.
57. Table 4 shows total expenditure on WP activity split across the three stages of the student lifecycle, and the expenditure on supporting students in hardship for 2016-17. The WP activity includes expenditure on WP staffing and administration costs, to show a total cost per activity type. The 2016-17 base data for Table 4 and Figures 10-20 is available at Annex B¹¹.

Table 4: Total HE sector expenditure in 2016-17 on WP activity, split across the student lifecycle, and on hardship

Description	Amount	Percentage of total
Expenditure on access activities	£246.0 million	27%
Expenditure on student success activities	£522.3 million	56%
Expenditure on progression activities	£119.4 million	13%
Expenditure on hardship	£37.7 million	4%
Total	£925.4 million	100%

58. Figures 10 to 19 show the total sector expenditure across the student lifecycle and hardship, by type of activity and by funding source.

Access activity

59. As part of their access activity, providers carry out a range of outreach work with different target groups such as schools and young people, communities and adults, and disabled people. Some providers have formed strategic partnerships with schools. Figure 10 shows that the main focus of providers' investment in access was on outreach work with schools and young people, amounting to £138.5 million. Figure 11 reveals that the key source of funding used to support access was the OFFA countable expenditure of £131.0 million. This was 53 per cent of the total sector expenditure on access of £246.0 million.

¹⁰ Only those institutions with more than 100 full time equivalent (FTE) directly HEFCE-funded student numbers in 2016-17 were required to submit a monitoring report. This was a total of 266 institutions.

¹¹ Please note that due to rounding figures in the tables and graphs may not add up properly.

Figure 10: Breakdown of total sector expenditure on access to higher education, by activity

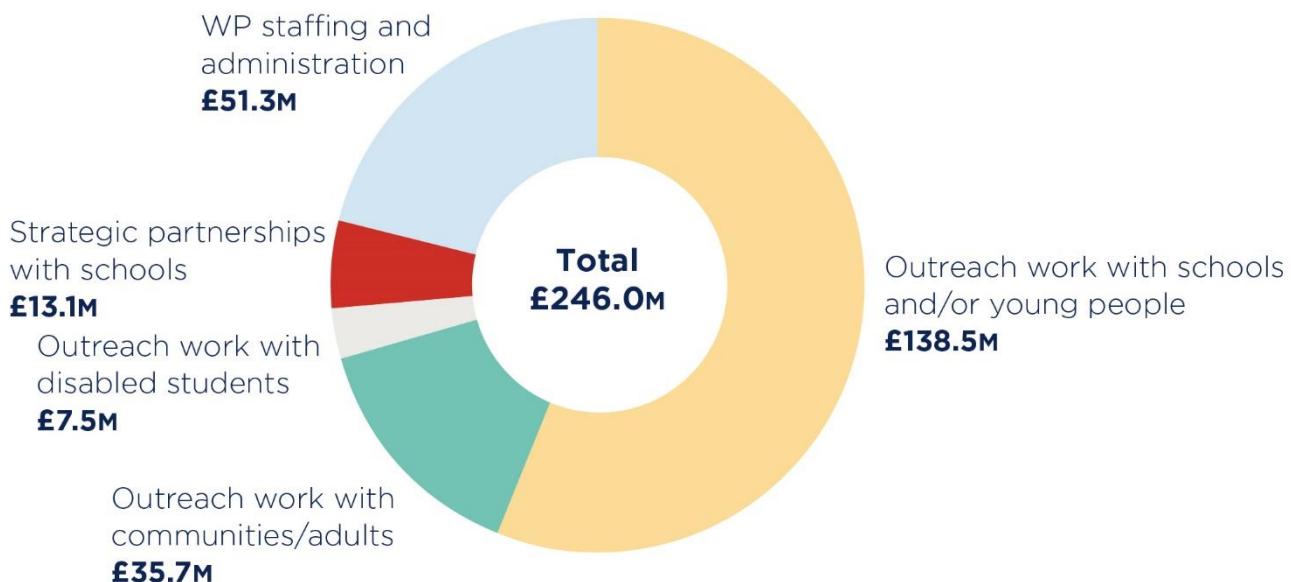
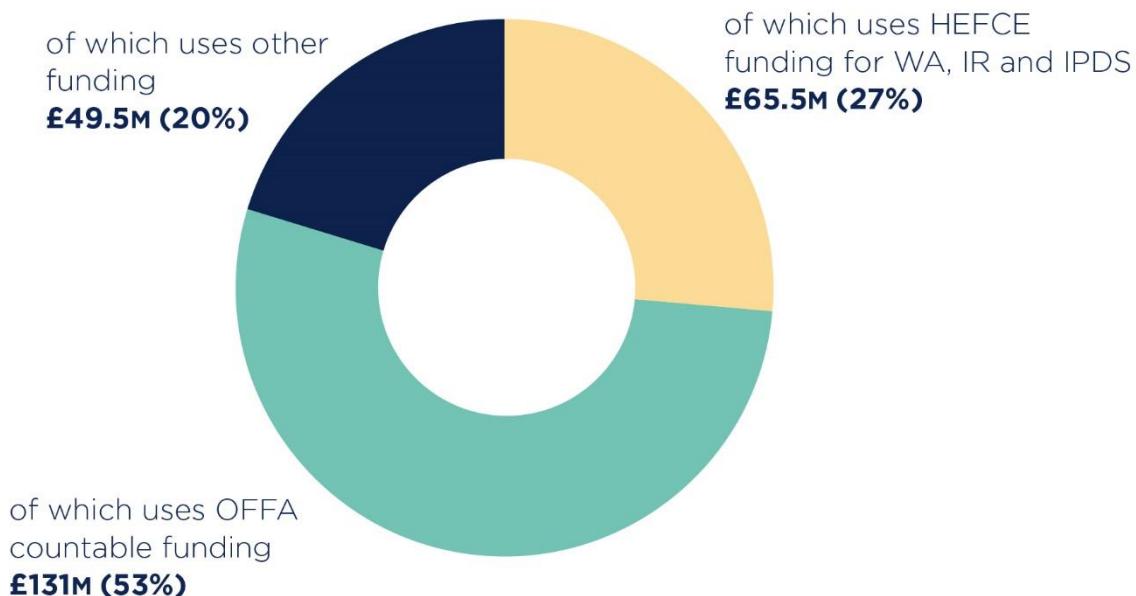


Figure 11: Breakdown of total sector expenditure on access to higher education, by funding source



Student success activity

60. Providers offered additional academic and pastoral support to current students, including disabled students, to ensure that they can successfully complete their courses of study. Significant investment was made in supporting student success, amounting to £522.3 million (see Figure 12). As shown in Figure 13, most funding for this activity came from the HEFCE funding for WA, IR and IPDS (£250.7 million, 48 per cent of the total sector expenditure on student success activity).

Figure 12: Breakdown of total sector expenditure supporting student success, by activity

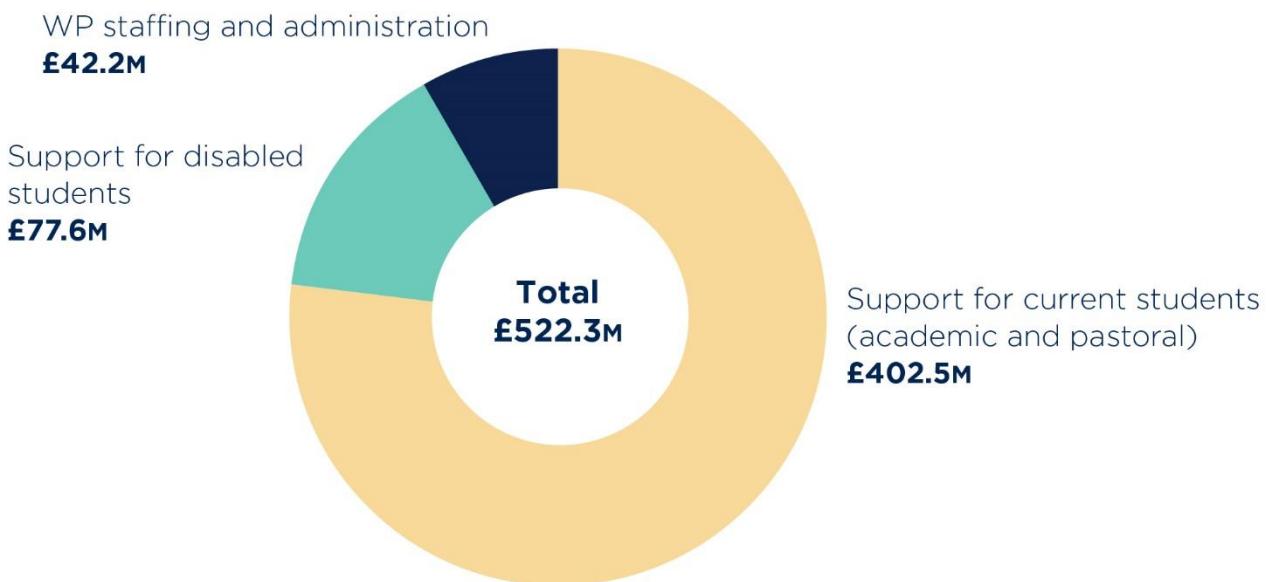


Figure 13: Breakdown of total sector expenditure supporting student success, by funding source



Progression from higher education activity

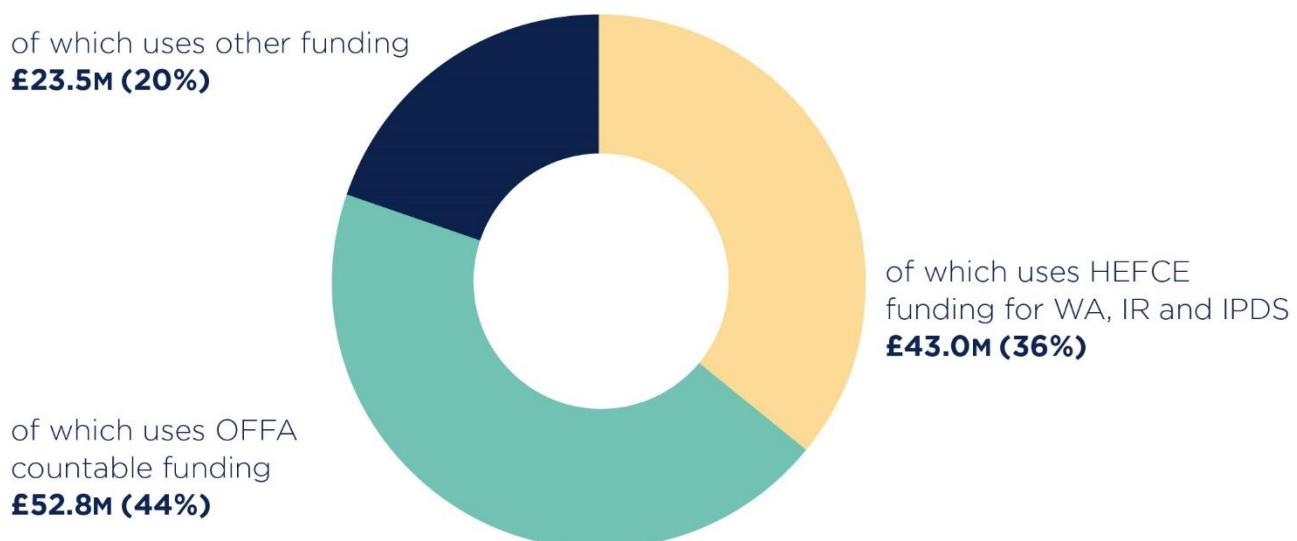
61. To complete the student lifecycle, providers engaged in progression activity to enable successful student outcomes, providing support to students, including disabled students, to progress from higher education on to employment or postgraduate study. Figure 14 shows a breakdown of sector expenditure in this area, a total of £119.4 million. Figure 15 demonstrates

that the key source of funding for this area of work was the OFFA countable expenditure (£52.8 million, or 44 per cent of the total sector expenditure on progression activity).

Figure 14: Breakdown of total sector expenditure in supporting student progression from higher education, by activity



Figure 15: Breakdown of total sector expenditure supporting student progression from higher education, by funding source



WP activities with disabled students

62. Total sector expenditure on WP activities with disabled students – from outreach work to supporting student success and then progression – amounted to £94.5 million for 2016-17, as shown in Figure 16. This demonstrates that providers made an additional investment of £54.6 million over and above the £39.9 million HEFCE funding for IPDS towards the costs of widening access and improving provision. The funding for IPDS was distributed to the 266

providers monitored by HEFCE for 2016-17. The majority of expenditure by providers was focused on activity to support disabled students while they are on their course of study, which amounted to £77.6 million. Figure 17 provides a breakdown of the support for disabled students against expenditure categories. It shows that investment was concentrated on expanding disability services (additional staff, training and resources) and other (accessibility of estates, wellbeing interventions with students, development of a mental health strategy, peer mentoring, supporting student transition to higher education, and financial support for students for purchasing IT equipment or software).

Figure 16: Breakdown of total sector expenditure on disabled students, by activity

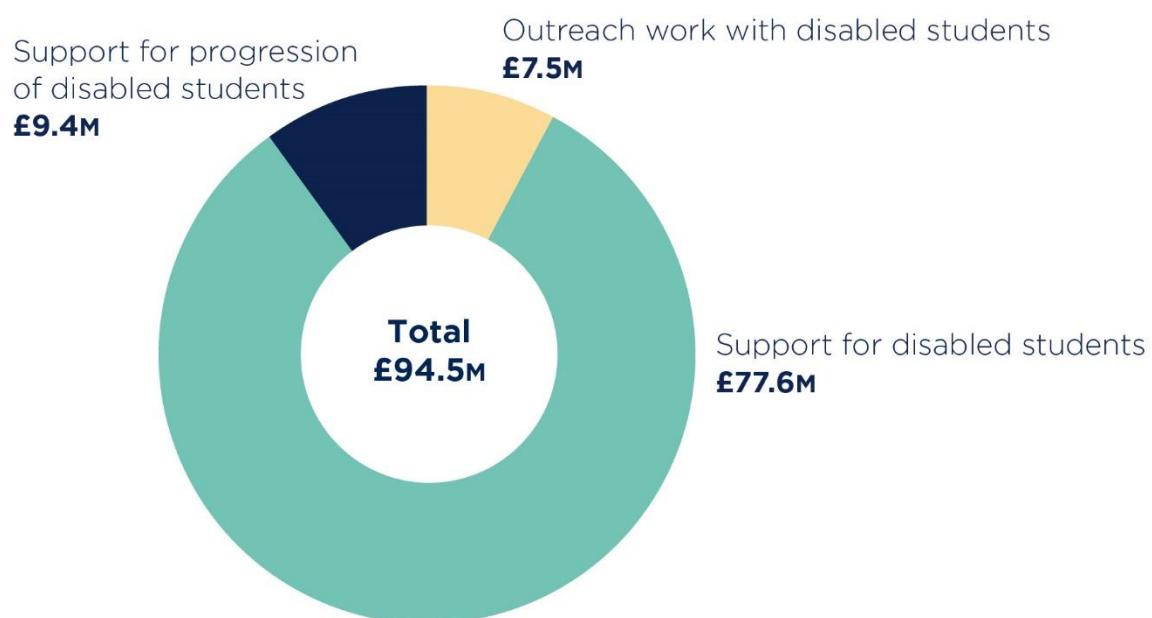
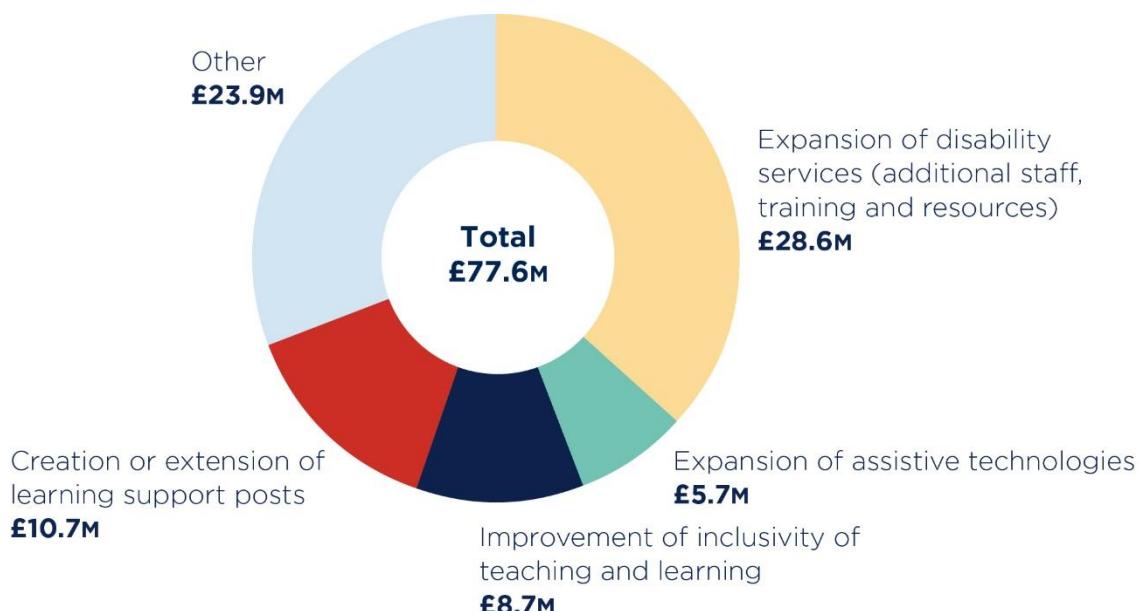


Figure 17: Breakdown of total support for disabled students, by expenditure category



Supporting students in hardship

63. The total sector expenditure on supporting students experiencing financial hardship amounted to £37.7 million in 2016-17, as shown in Figure 18. Figure 19 illustrates that providers funded this mainly through their OFFA countable expenditure, which amounted to £23.0 million (61 per cent of the total sector expenditure on hardship).
64. The total number of students reported as in receipt of hardship funds for 2016-15 was 59,277, an increase of 19,772. To understand the percentage of students who received hardship funds compared with the total student population in 2016-17, we took the HESA figure for the number of students at English HEIs¹² and compared this with the number of students at HEIs that completed WA, IR and IPDS monitoring who received hardship funds. This analysis shows that a total of 1,891,980¹³ students were enrolled at English HEIs¹⁴ in 2016-17 and that of these students, 39,421 received hardship funds. This equates to 2.1 per cent of the total.

Figure 18: Breakdown of total sector expenditure supporting students in hardship

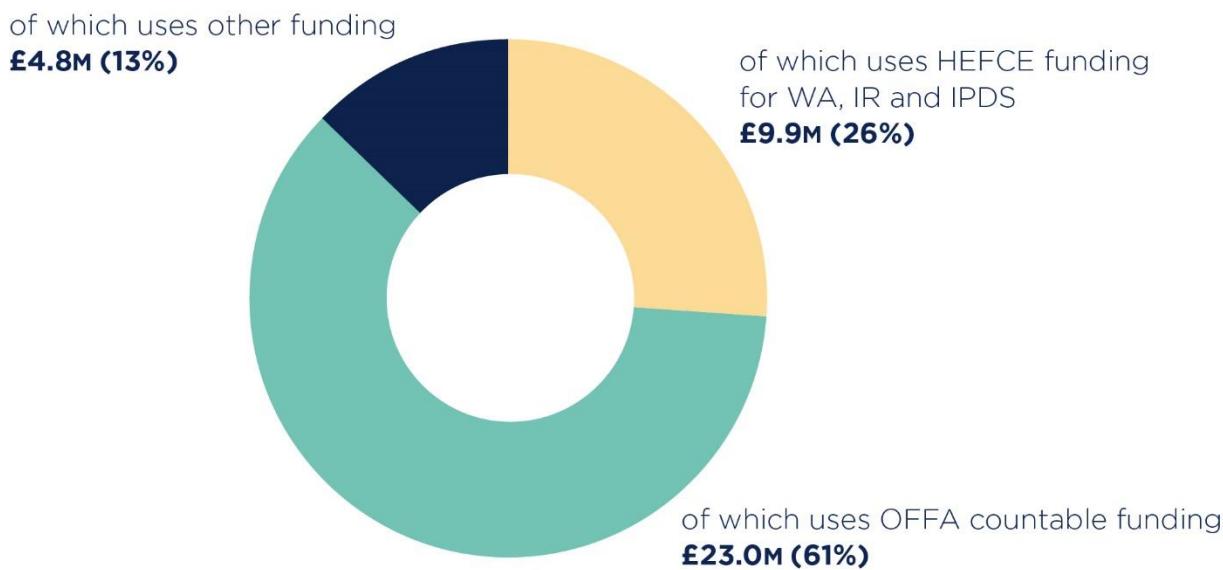


Figure 19: Breakdown of total sector expenditure supporting students in hardship, by funding source

¹² Please note that due to rounding figures in the tables and graphs may not add up properly.
from the 2016-17 ILR return.

¹³ Source: 'Figure 3 - HE student enrolments by level of study 2012/13 to 2016/17', available at <https://www.hesa.ac.uk/data-and-analysis/sfr247/figure-3>

¹⁴ This includes 129 English HEIs that completed WA, IR and IPDS monitoring for 2016-17.



65. Figure 20 shows that, of the sector's total investment in WP activity and hardship for 2016-17, the HEFCE funding for WA, IR and IPDS continued to constitute the largest funding source, at 40 per cent (£369.1 million) of the total investment. This is followed by funding from higher fee income (OFFA countable expenditure) which accounted for 38 per cent (£350.1 million), with the remaining 22 per cent (£206.2 million) of the sector's total investment in WP activity and hardship funded from other sources.

Figure 20: Funding sources used for WP activity and hardship expenditure from 2016-17



Accounting for the 2016-17 HEFCE funding for WA, IR and IPDS

66. The funding for WA, IR and IPDS was given to providers as a targeted allocation within the main teaching grant. It recognised the additional costs of recruiting and supporting students from underrepresented backgrounds and students with disabilities, and to help improve retention for students who may be less likely to continue their studies. The funding contributed towards providers' long-term strategic work across the student lifecycle, providers' costs in supporting students to achieve successful outcomes and in addressing the needs of students facing particular hardship. Each provider decided how best to invest their funding for WA, IR and IPDS to support its particular student body. The allocation was comprised of different elements to reflect different costs:

- a. Funding for WA recognised the extra costs associated with recruiting and supporting undergraduate students from backgrounds that are currently underrepresented in higher education. The total funding for WA for students from underrepresented backgrounds in 2016-17 was £53.8 million.
 - b. Some students need more support than others to see their courses through to completion, because of factors to do with their background or circumstances. The total funding for IR in 2016-17 was £279.9 million.
 - c. Funding for IPDS reflects providers' success in recruiting and retaining disabled students. The total funding was £39.9 million for 2016-17, an increase of nearly £20 million compared with 2015-16. This increase was to support providers to meet the needs of the increasing number of students reporting mental health problems and to transition towards an inclusive social model of support for disabled students.
67. In 2016-17, a total of £373 million of funding for WA, IR and IPDS was distributed to 339 providers¹⁵. For information about how the allocation was calculated, see the 'Guide to funding 2016-17: How HEFCE allocates its funds' (HEFCE 2016/07)¹⁶.
68. Only those providers with more than 100 full time equivalent (FTE) directly HEFCE-funded student numbers in 2016-17 as returned in their HESES/HEIFES16 survey were required to submit a monitoring report. This was a total of 266 providers.
69. A total of £369.6 million of HEFCE funding for WA, IR and IPDS was distributed to the 266 providers we monitored. The providers monitored accounted for £369.1 million of the allocation. The remaining funding (£435,701 or 0.1 per cent) relates to a small number of providers that invested funding to support WP by embedding activity in their student support infrastructure to the degree that they had difficulty in disaggregating this expenditure. In these cases, there was some under-reporting of expenditure.

Total HE sector expenditure on WP activity and hardship in 2016-17, by provider groupings

70. We analysed the sector's total expenditure on WP activities and hardship, by disaggregating expenditure between different groupings of providers as follows:
- HEIs with high average tariff¹⁷ scores
 - HEIs with medium average tariff scores

¹⁵ The total funding for WA, IR and IPDS distributed to institutions for 2016-17 is based on the adjusted grant tables for 2016-17, issued to institutions in October 2016 and available at www.hefce.ac.uk/pubs/Year/2016/201631/.

¹⁶ See www.hefce.ac.uk/pubs/year/2016/201607/.

¹⁷ UCAS assigns a tariff score to full-time higher education applicants' entry qualifications according to the grades or levels they achieved. These tariff scores are often used by HEIs as minimum entry requirements for their courses. Analysts have used the tariff scores required by institutions to divide them into groups according to whether their overall entry requirements are 'high tariff', 'medium tariff' or 'low tariff' relative to the higher education sector overall.

- HEIs with low average tariff scores
- further education colleges (FECs)
- specialist HEIs.

71. Figure 21 shows the breakdown of total sector spending on WP activity and hardship support by provider group. The base data for Figures 21 to 33 can be found in Annex C¹⁸.

Figure 21: Breakdown of WP activity and hardship expenditure by provider groups

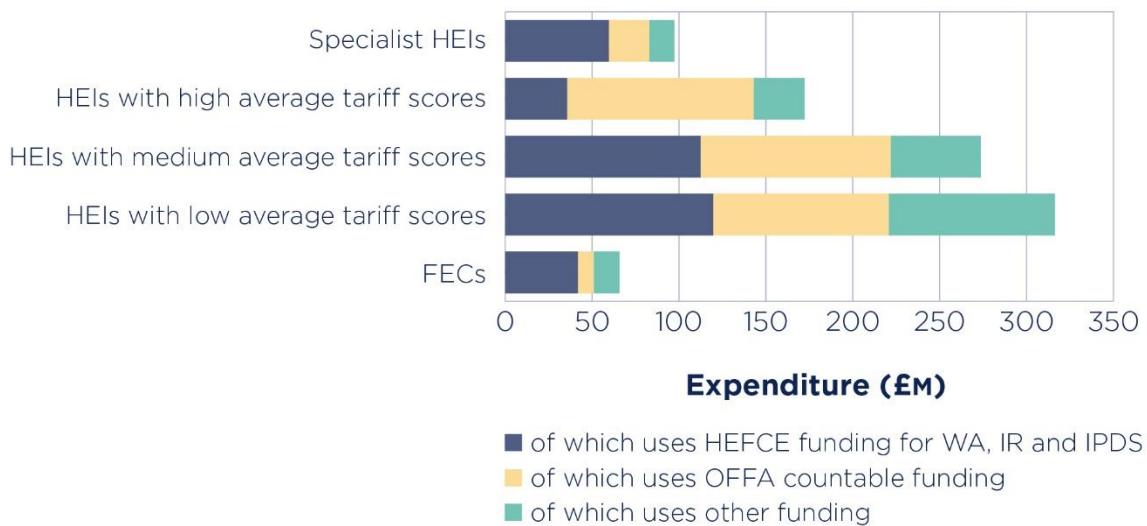
Total WP activity and hardship expenditure £925.4 million



72. Figure 22 shows sources of funding for providers' total WP activity and hardship expenditure. This figure is about the provider groups' dependency on different funding sources rather than levels of expenditure. The data shows that FECs and specialist HEIs appeared more reliant on their HEFCE funding for WA, IR and IPDS to fund their WP activity and hardship expenditure. The HEFCE funding for WA, IR and IPDS accounts for 64 per cent of funding (£41.8m) by FECs and 61 per cent of the HEFCE funding (£59.9m) was used by specialist HEIs towards their total WP activity and hardship expenditure. The majority of this funding supports the student success and progression elements of the student lifecycle. HEIs with high average tariff scores used their OFFA countable expenditure under access agreements as their main source of funding towards their total WP activity and hardship expenditure. This funding source accounted for 62 per cent of funding (£107.4m). HEIs with medium average tariff scores relied similarly on both their HEFCE funding for WA, IR and IPDS (£112.4m or 41 per cent of funding) and OFFA countable expenditure (£109.3m or 40 per cent of funding) to source their expenditure on WP activities and hardship. Other funding was a key source of funding towards WP activity and hardship expenditure for HEIs with low average tariff scores (£95.7m or 30 per cent of funding).

¹⁸ Please note that due to rounding figures in the tables and graphs may not add up properly.

Figure 22: Sources of funds spent on total WP activity and hardship expenditure, by provider group



73. Figures 23 to 27 show how the different provider groups invested in WP activity across the student lifecycle. They demonstrate that the groups differ in how they focused their investment on WP activities on the respective stages of the student lifecycle and on supporting students in hardship. Proportionally, HEIs with high average tariff scores focused investment more on access activities, while specialist HEIs, HEIs with medium and low average tariff scores and FECs directed their investment towards student success activities. HEIs with medium average tariff scores proportionally invested more in the progression stage of the student lifecycle than the other provider groups. HEIs with medium average tariff scores invested the highest proportion on supporting students in hardship compared with the other provider groups.

Figure 23: Expenditure on WP activity and hardship by specialist HEIs

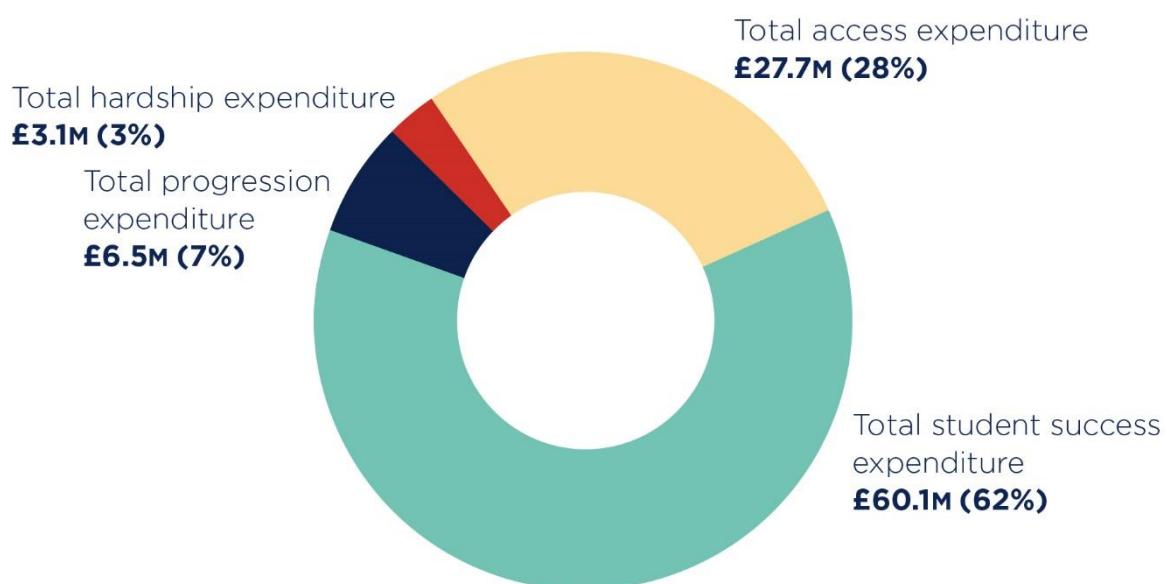


Figure 24: Expenditure on WP activity and hardship by HEIs with high average tariff scores

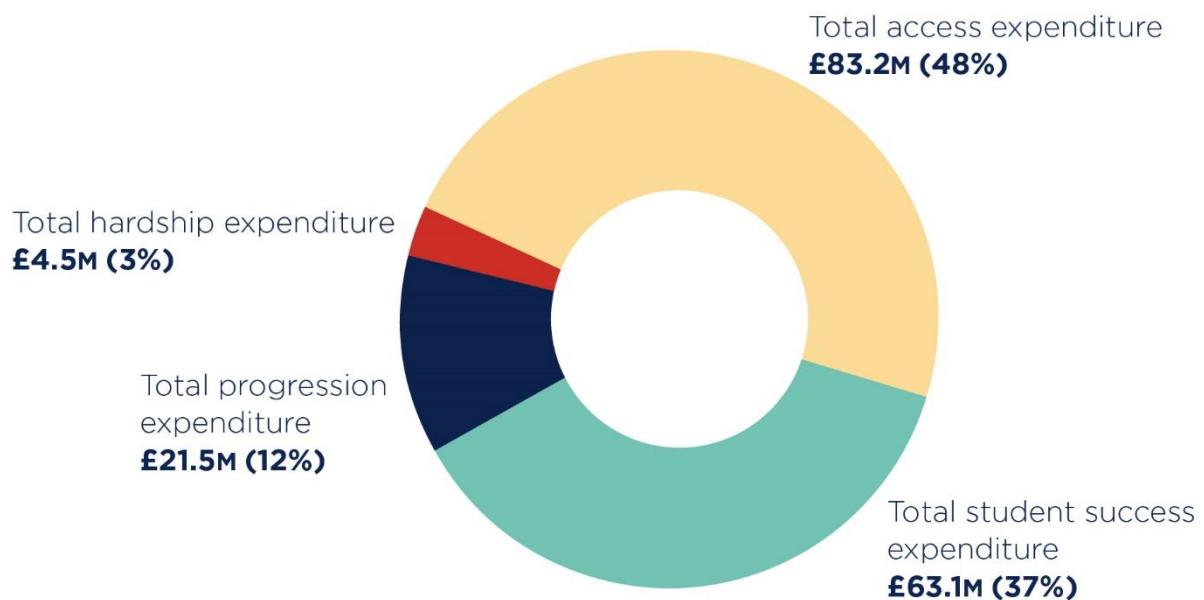


Figure 25: Expenditure on WP activity and hardship by HEIs with medium average tariff scores

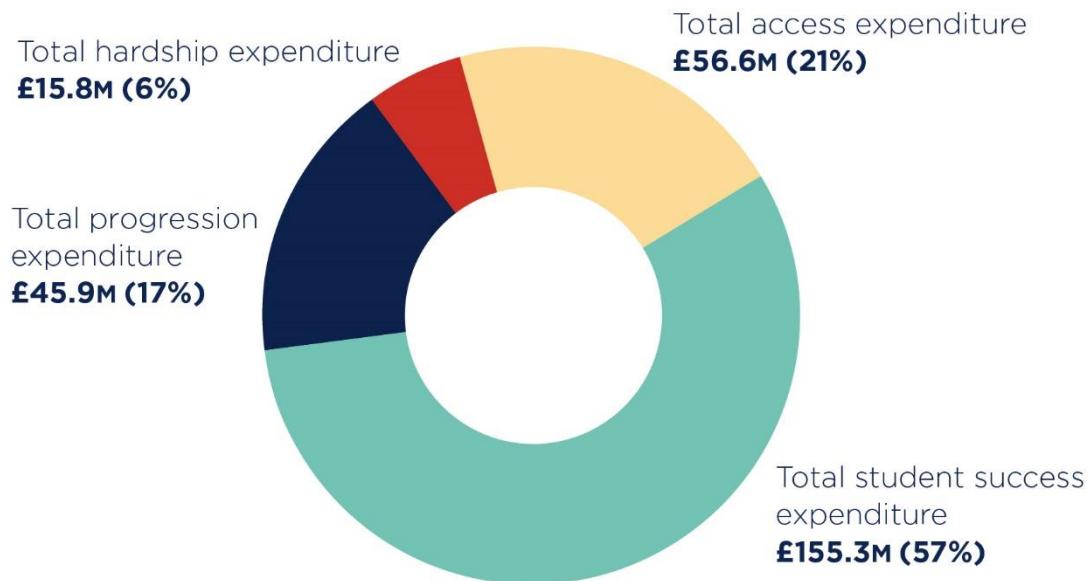


Figure 26: Expenditure on WP activity and hardship by HEIs with low average tariff scores

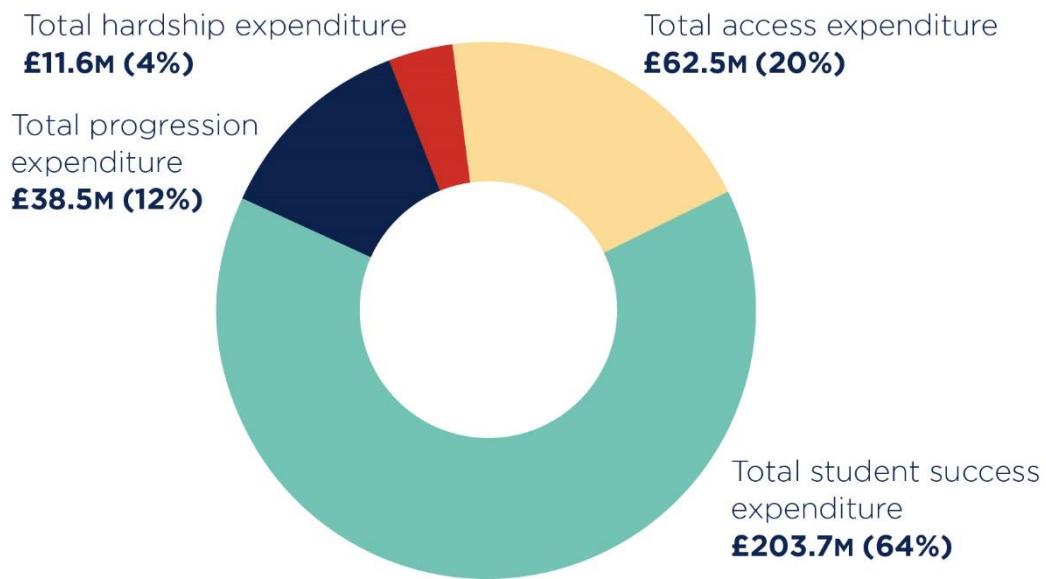
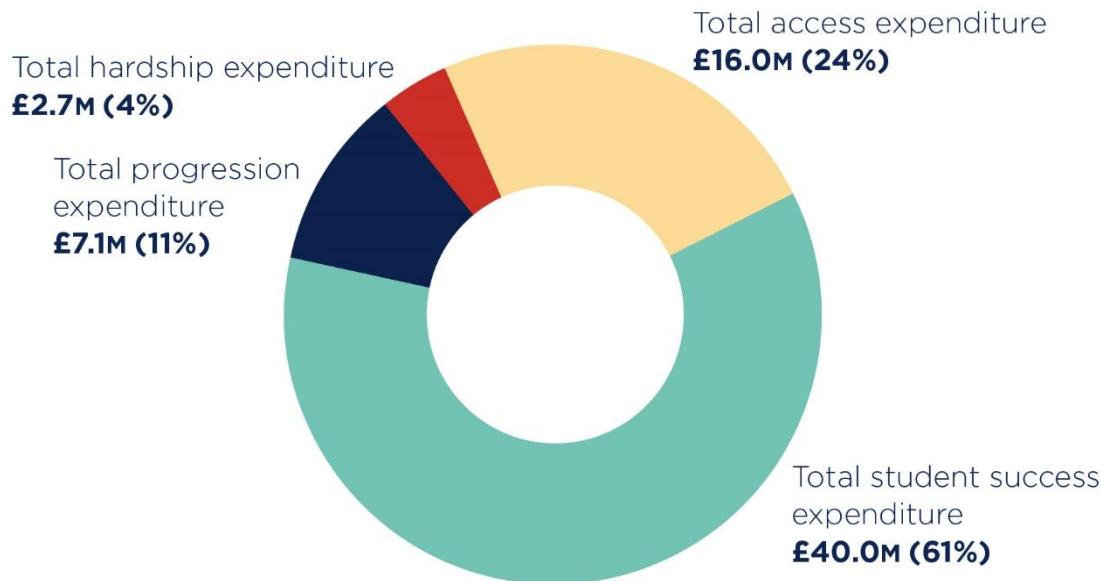


Figure 27: Expenditure on WP activity and hardship by FECs



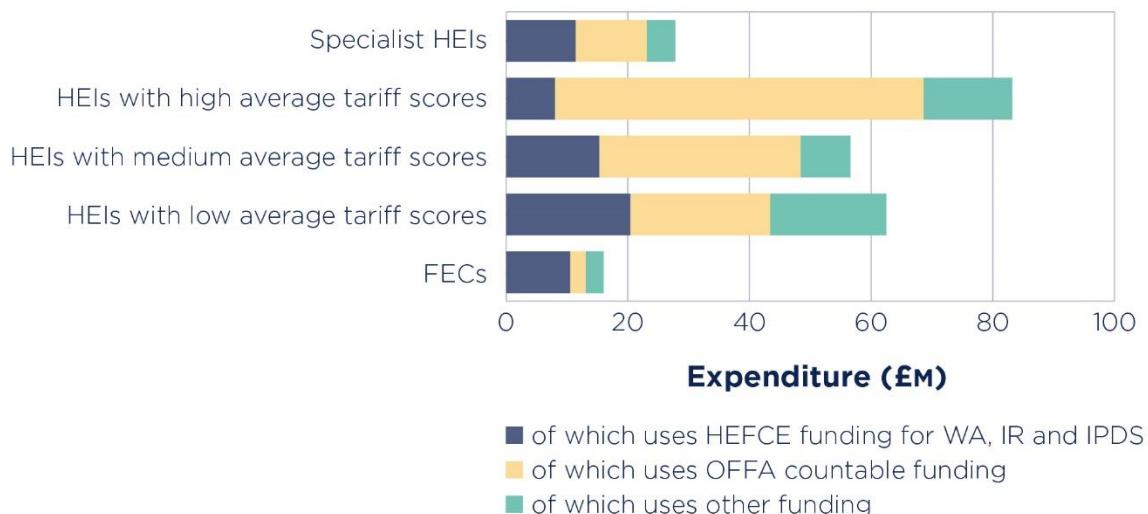
74. Figures 28 to 33 show sources of funds spent on WP activities across the student lifecycle and on hardship support by provider groups. These figures are about the provider groups' dependency on different funding sources rather than levels of expenditure.

Access activity

75. Figure 28 indicates that for FECs the key funding source to support access activity was the HEFCE funding for WA, IR and IPDS. For these providers, which are less likely to charge

higher fees, 66 per cent of the total access expenditure of £16.0 million was funded from the HEFCE funding. In contrast, providers with high average tariff scores depended on their OFFA countable expenditure as the key source to support expenditure on access to higher education activity, at 73 per cent of their total access expenditure of £83.2 million. HEIs with low average tariff scores used similar proportions of their HEFCE for WA, IR and IPDS, OFFA countable expenditure and other sources of funding to invest in their access activity.

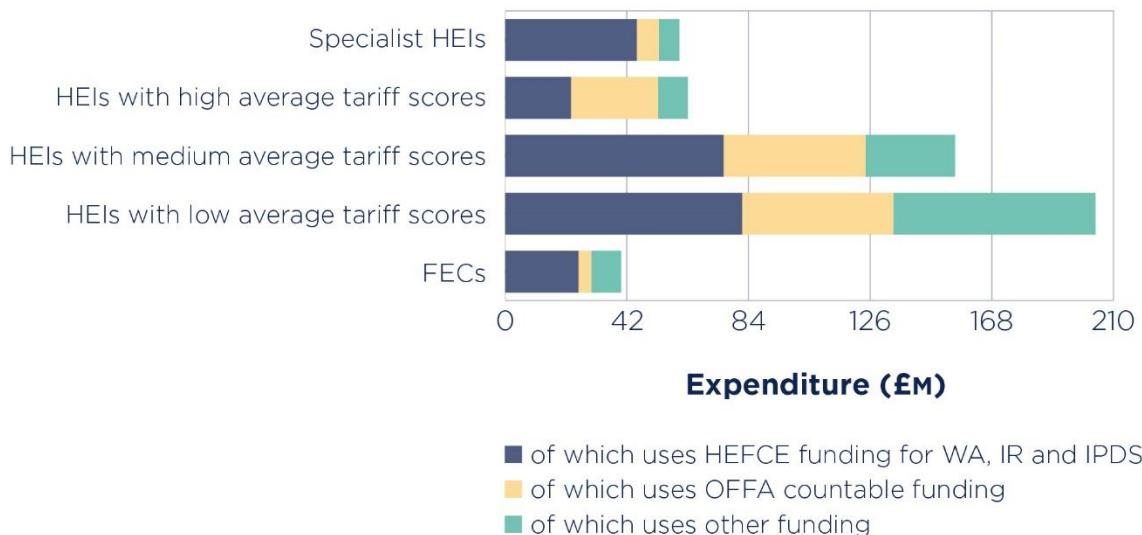
Figure 28: Provider groups' sources of funds spent on access to higher education activity



Student success activity

76. Figure 29 illustrates that the HEFCE funding for WA, IR and IPDS was a key funding source to support student success activities for specialist HEIs, FECs, HEIs with medium tariff scores. For specialist HEIs, 76 per cent of their total student success expenditure (£60.1 million) was funded through the HEFCE funding for WA, IR and IPDS. For FECs 63 per cent of their total student success expenditure (£40.0 million) was funded through the HEFCE funding for WA, IR and IPDS. For HEIs with medium average tariff scores, 49 per cent of their total student success expenditure (£155.3 million) was funded through the HEFCE funding for WA, IR and IPDS. For HEIs with low average tariff scores, 40 per cent of their total student success expenditure (£203.7 million) was funded through the HEFCE funding for WA, IR and IPDS. HEIs with high average tariff scores were more reliant on their OFFA countable expenditure to support student success activities (48 per cent of their total student success expenditure of £63.1 million).

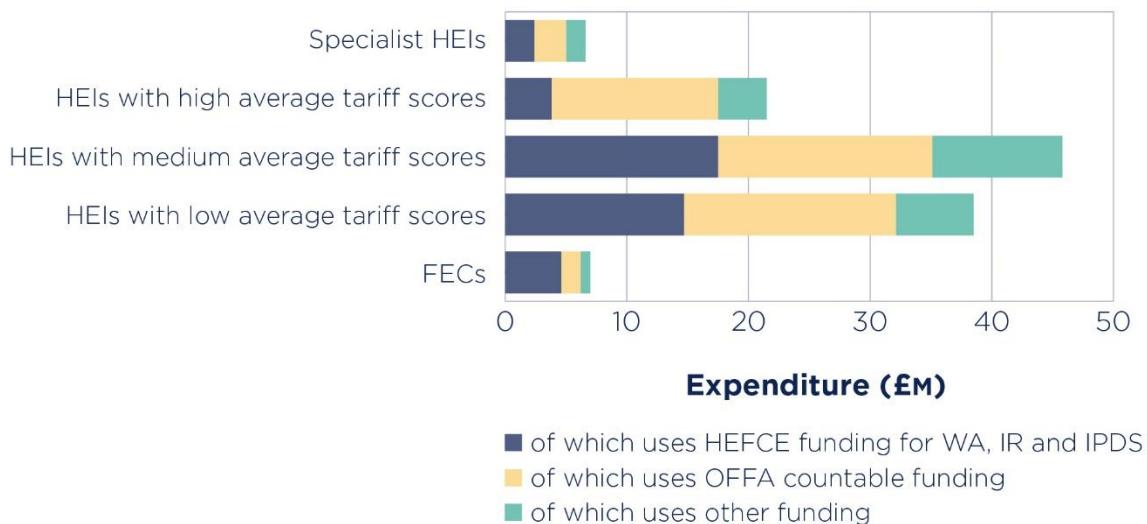
Figure 29: Provider groups' sources of funds spent on student success activity



Progression from higher education activity

77. As with student success activity, HEFCE funding for WA, IR and IPDS was a key funding source for activity to support progression to employment or further study for FECs (see Figure 30), with 66 per cent of their total progression expenditure of £7.1 million funded through this allocation. HEIs with high average tariff scores (64 per cent of their total expenditure on progression activities, £21.5 million), HEIs with low average tariff scores (45 per cent of their total progression expenditure, £38.5 million) and specialist HEIs (40 per cent of their total expenditure on progression activities, £6.5m) all used their OFFA countable expenditure for progression from higher education activities. HEIs with medium average tariff scores used an approximately equal amount of funding from their HEFCE funding for WA, IR and IPDS (38 per cent of their total progression expenditure, £45.9 million) and OFFA countable expenditure (38 per cent of their total progression expenditure, £45.9 million) for progression activities.

Figure 30: Provider groups' sources of funds spent on progression from higher education activity



WP activities with disabled students

78. With regard to WP activities with disabled students – from outreach work to supporting student success and the progression of disabled students from higher education – providers collectively spent £94.5 million in 2016-17. Figure 31 shows expenditure on WP activities with disabled students by provider group. HEIs with low average tariff scores report that they invested the highest amount on WP activities with disabled students compared to other provider groups.

Figure 31: Provider groups' investment in WP activities with disabled students

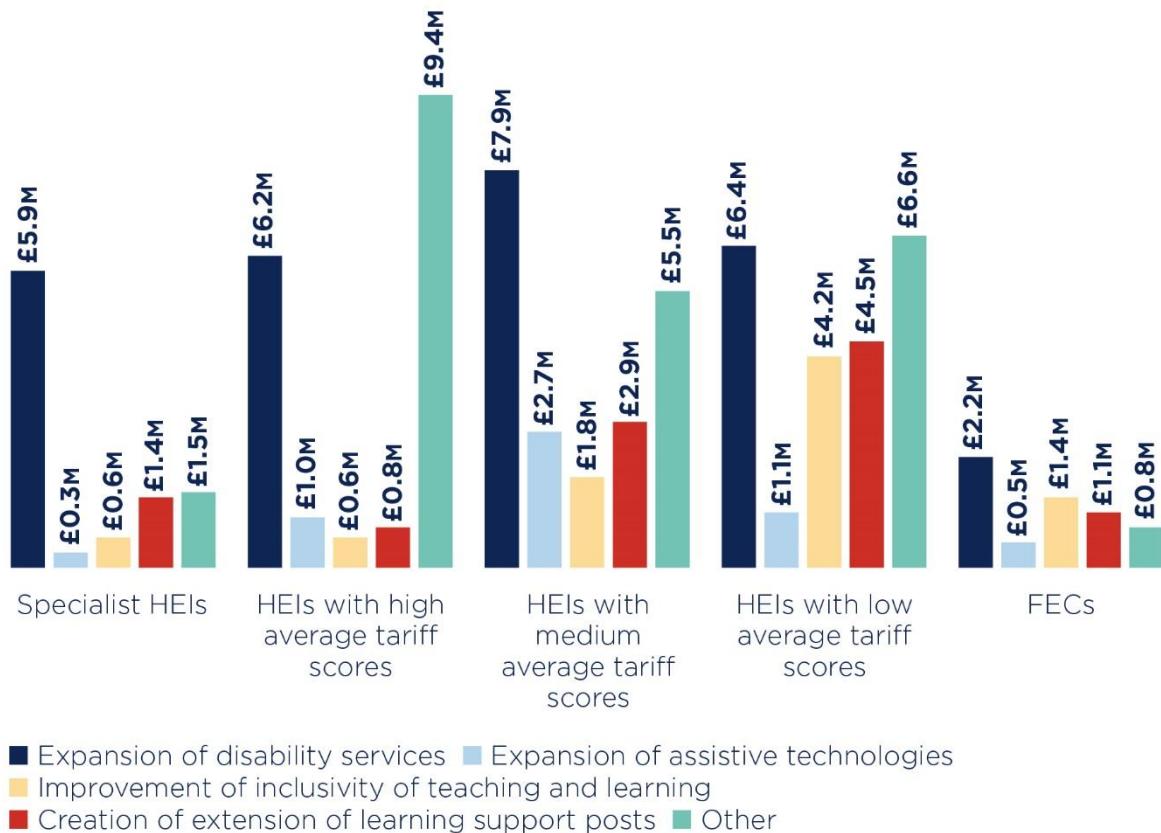


Support for disabled students

79. Figure 32 shows provider groups' expenditure on supporting disabled students whilst they are on course against expenditure categories. It shows that specialist HEIs, HEIs with medium average tariff scores and FECs focused their investment in supporting disabled students on expanding disability services (additional staff, training and resources). HEIs with high and low average tariff scores concentrated their support for disabled students on other expenditure (accessibility of estates, wellbeing interventions with students, development of a mental health

strategy, peer mentoring, supporting student transition to higher education, and financial support for students for purchasing IT equipment or software).

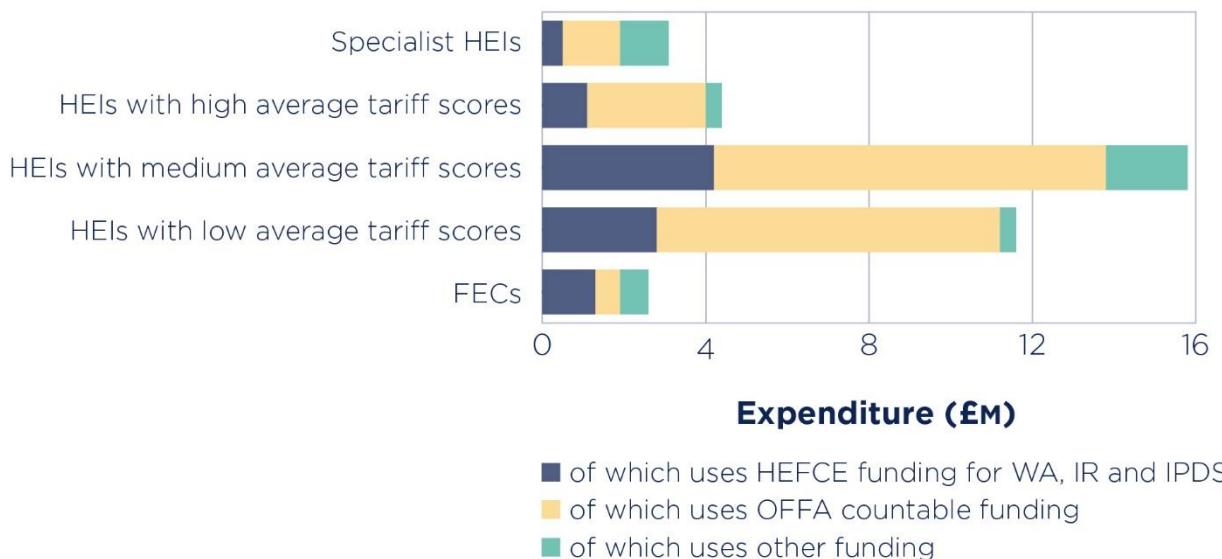
Figure 32: Provider groups' breakdown of support for disabled students



Supporting students in hardship

80. Figure 33 shows the different sources of funding provider groups used to invest in supporting students in hardship. For FECs the key source of funding for hardship expenditure was the HEFCE funding for WA, IR and IPDS, which represents 50 per cent of their total expenditure on hardship (£2.7 million). For the remaining provider groups, specialist HEIs and HEIs with high, medium and low average tariff scores, the main source of funding for hardship expenditure was their OFFA countable expenditure. For specialist HEIs, 46 per cent of their total £3.1 million expenditure on hardship was sourced through OFFA countable expenditure. For HEIs with high average tariff scores, 65 per cent of their total hardship expenditure of £4.5 million was funded through OFFA countable expenditure. For HEIs with medium average tariff scores, 61 per cent of their total hardship expenditure of £15.8 million was funded through OFFA countable expenditure. For HEIs with low average tariff scores, 73 per cent of their total hardship expenditure of £11.6 million was funded through OFFA countable expenditure.

Figure 33: Provider groups' sources of funds spent on supporting students in hardship



Conclusion

81. The monitoring information supplied by providers for this report enables the OfS to understand the higher education sector's progress against targets and investment in activity to widen access, improve student retention and success, support progression to employment or further study and support students in hardship.
82. The OfS is conducting a review of its approach to access and participation. Key areas of the review include the approach to targets, the duration and monitoring of access and participation plans, and the funding and investment of activity. More information can be found on the OfS website¹⁹.

¹⁹ www.officeforstudents.org.uk/advice-and-guidance/promoting-equal-opportunities/improving-access-and-participation/our-future-approach-to-access-and-participation/

Annex A: Glossary

Access agreement: A document written by a provider as a condition of charging higher than the basic fee. An access agreement sets out:

- how the provider intends to protect and promote fair access to higher education for people from lower income backgrounds and other groups that are currently underrepresented at the provider
- the tuition fees it intends to charge
- the milestones and objectives the provider chooses to use to monitor its progress in improving access
- working estimates of the higher fee income it expects to receive and to spend on access measures.

Access agreements were approved and monitored by OFFA until the establishment of the Office for Students in April 2018.

Fee regulated students: Fee limits only apply to ‘qualifying persons’ on ‘qualifying courses’, defined in Regulation 5 of the Student Fees (Qualifying Courses and Persons) (England) Regulations 2007, as amended. The definition includes most Home and EU students, but excludes students from outside the EU. Qualifying courses are those which are listed as designated courses in the student support regulations. This list includes most undergraduate courses, but excludes most postgraduate courses.

Full-time equivalent (FTE): For comparison purposes, numbers of students are converted to full-time equivalents. This is because a direct headcount can be a poor indication of the actual volume of activity.

Further education college (FEC): In this context, ‘FEC’ refers to further education colleges or sixth form colleges which receive HEFCE funding. (See also **Providers**.)

Hardship: Providers may provide information, advice and guidance for students with ongoing financial problems, and financial support for students in unexpected hardship that might impact on their participation in higher education, in the form of grants or loans for general living costs (such as rent, food, utilities and childcare) and course related costs (such as books, materials and travel).

Higher education: Programmes leading to qualifications, or to credits which can be counted towards qualifications, which are above the standard of GCE A-levels or other Level 3 qualifications.

Higher Education Funding Council for England (HEFCE): HEFCE funded and regulated universities and colleges in England until the establishment of the Office for Students in April 2018.

Higher education institution (HEI): In this context ‘HEI’ refers to a HEFCE funded university or higher education college. (See also **Providers**.)

Higher fee income: Income from fees above the basic level. For example, if a provider charged the maximum fee of £9,000 for full-time undergraduates in 2013-14, when the basic fee was £6,000, its ‘higher fee income per student’ will have been £3,000 ($\text{£9,000} - \text{£6,000} = \text{£3,000}$).

National Collaborative Outreach Programme (NCOP): This is a geographically focused programme that targets disadvantaged young people in England who have the educational attainment or potential to succeed in higher education, but do not progress into higher education. It will run from 2016-17 to 2019-20.

OFFA countable expenditure: This is funding from higher fee income – see **Higher fee income**.

Office for Fair Access (OFFA): OFFA was the independent regulator of fair access to higher education in England until the establishment of the Office for Students in April 2018. Its role was to promote and safeguard fair access to higher education for people from lower income and other underrepresented backgrounds.

Other sources of funding: These include fee income over and above that included in access agreements, other HEFCE teaching funding, and external sources such as charitable funds or funds from other organisations.

Outreach: Any activity that involves raising aspirations and attainment among potential applicants to higher education from under-represented groups and encouraging them to apply. This includes outreach directed at young or mature students aspiring to full- or part-time study.

Participation of local areas (POLAR): This classification groups areas across the UK, based on the proportion of the young population that participates in higher education. POLAR4 is the latest iteration of this classification. For more information see www.hefce.ac.uk/analysis/yp/POLAR/.

Progression: To ensure that widening participation encompasses the whole student lifecycle, we are interested in understanding how providers support undergraduate students from disadvantaged backgrounds to progress beyond their courses to employment or postgraduate study. Support for progression encompasses a wide variety of activities such as support for internships, help with interview skills and embedding employability into the curriculum.

Providers: The wide variety of providers, mostly universities and colleges, that HEFCE funded to deliver higher education courses and qualifications. For the purposes of this monitoring exercise, we divided them into two categories – see **Higher education institution** and **Further education college**.

Specialist provider: A higher education provider that has 60 per cent or more of its courses in one or two subjects only, such as music or art colleges.

Student success: Supporting students from underrepresented backgrounds during their studies, so that they are more likely to complete their courses, fulfil their potential and go on to or progress in their chosen career or postgraduate study.

Tariff scores: We group higher education institutions according to the average tariff scores of their young UK-domiciled undergraduate entrants. The average tariff score considers all entrants who are under 21 when they begin their studies and hold Level 3 qualifications subject to the UCAS tariff. Institutions in the top third of the ranking by average tariff score are said to have ‘high average tariff scores’, and those in the bottom third have ‘low average tariff scores’.

Underrepresented groups: This refers to groups who are currently underrepresented in higher education compared with their representation in wider society, such as:

- people from less advantaged socioeconomic groups or from neighbourhoods where higher education participation is low
- people from low income backgrounds
- disabled people
- people who have been in care.

Widening participation (WP): Policies and activities designed to ensure that all those with the potential to benefit from higher education have the opportunity to do so, whatever their background and whenever they need it.

Annex B: Total sector expenditure on widening participation activity and hardship for 2016-17

The tables below represent the base data used in Figures 10 to 20. Please note that due to rounding figures may not add up properly.

Table 3a - WP activity expenditure		
Activity type	Category	Expenditure on activity (£m)
Access activity	1. Outreach work with schools and/or young people	138.5
	2. Outreach work with communities/adults	35.7
	3. Outreach work with disabled students	7.5
	4. Strategic partnerships with schools	13.1
	5. WP staffing and administration	51.3
	Total access expenditure	246.0
	<i>of which uses HEFCE funding for WA, IR and IPDS</i>	65.5
	<i>of which uses OFFA-countable funding</i>	131.0
	<i>of which uses Other funding</i>	49.5
Student success activity	1. Support for current students (academic and pastoral)	402.5
	2. Support for disabled students	77.6
	3. WP staffing and administration	42.2
	Total student success expenditure	522.3
	<i>of which uses HEFCE funding for WA, IR and IPDS</i>	250.7
	<i>of which uses OFFA-countable funding</i>	143.3
	<i>of which uses Other funding</i>	128.3
Progression activity	1. Support for progression from HE (into employment or postgraduate study)	93.6
	2. Support for progression of disabled students	9.4
	3. WP staffing and administration	16.4
	Total progression expenditure	119.4
	<i>of which uses HEFCE funding for WA, IR and IPDS</i>	43.0
	<i>of which uses OFFA-countable funding</i>	52.8
	<i>of which uses Other funding</i>	23.5
Total WP activity expenditure		887.7
<i>of which uses HEFCE funding for WA, IR and IPDS</i>		359.2

<i>of which uses OFFA-countable funding</i>	327.1
<i>of which uses Other funding</i>	201.4

Table 3b - Student success expenditure for support for disabled students

b. Support for disabled students	77.6
1. Expansion of disability services (additional staff, training and resources)	28.6
2. Expansion of assistive technologies	5.7
3. Improvement of inclusivity of teaching and learning	8.7
4. Creation or extension of learning support posts	10.7
5. Other	23.9
Total support for disabled students	77.6
of which uses HEFCE funding for WA, IR and IPDS	44.5

Table 3c - Hardship expenditure

Hardship	1. Support for students in hardship	33.6
	2. WP staffing and administration	4.0
	Total hardship expenditure	37.7
	of which uses HEFCE funding for WA, IR and IPDS	9.9
	of which uses OFFA-countable funding	23.0
	of which uses Other funding	4.8
	Total number of students in receipt of hardship funds	59,277

Table 3d - Total WP activity expenditure and hardship expenditure summary

Total WP activity expenditure and hardship expenditure	925.4
of which uses HEFCE funding for WA, IR and IPDS	369.1
of which uses OFFA-countable funding	350.1
of which uses Other funding	206.2

Table 3e - Collaborative activity

How much of the expenditure reported above was spent on collaborative activity? (estimate an amount (£m))	29.4
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Notes: 'WP' = 'widening participation'; 'HEFCE funding for WA, IR and IPDS' = 'HEFCE for widening access for students from disadvantaged backgrounds, improving retention and improving provision for disabled students'; 'OFFA' = 'Office for Fair Access'.

Annex C: Total widening participation expenditure for 2016-17, by provider group

The tables below represent the base data used in Figures 21 to 33. Please note that due to rounding figures may not add up properly.

Access agreement expenditure (£m)

Provider group	Outreach work with schools and/or young people	Outreach work with communities/adults	Outreach work with disabled students	Strategic partnerships with schools	WP staffing and administration	Total access expenditure	of which uses HEFCE funding for WA, IR and IPDS	of which uses OFFA-countable funding	of which uses other funding
Specialist HEIs	9.7	12.5	1.2	1.0	3.4	27.7	11.4	11.7	4.7
HEIs with high average tariff scores	56.7	7.7	1.0	1.3	16.4	83.2	8.0	60.6	14.6
HEIs with medium average tariff scores	32.7	6.1	1.6	3.3	13.0	56.6	15.3	33.1	8.2
HEIs with low average tariff scores	33.0	5.9	2.8	6.1	14.7	62.5	20.4	23.0	19.1
FECs	6.5	3.4	0.9	1.4	3.8	16.0	10.5	2.6	2.9
Total	138.5	35.7	7.5	13.1	51.3	246.0	65.5	131.0	49.5

Student success activity expenditure (£m)

Provider group	Support for current students (academic and pastoral)	Support for disabled students	WP staffing and administration	Total student success expenditure	of which uses HEFCE funding for WA, IR and IPDS	of which uses OFFA-countable funding	of which uses other funding
FECs	26.5	6.0	7.5	40.0	25.3	4.4	10.3
HEIs with low average tariff scores	167.8	22.9	13.1	203.7	81.8	52.2	69.8
HEIs with medium average tariff scores	122.8	20.8	11.7	155.3	75.4	49.0	30.9
HEIs with high average tariff scores	38.1	18.1	7.0	63.1	22.7	30.1	10.3
Specialist HEIs	47.3	9.8	3.0	60.1	45.4	7.6	7.1
Total	402.5	77.6	42.2	522.3	250.7	143.3	128.3

Progression activity expenditure (£m)

Provider group	Support for progression from HE (into employment or postgraduate study)	Support for progression of disabled students	WP staffing and administration	Total progression expenditure	of which uses HEFCE funding for WA, IR and IPDS	of which uses OFFA-countable funding	of which uses other funding
Specialist HEIs	5.0	0.6	0.9	6.5	2.4	2.6	1.6
HEIs with high average tariff scores	17.5	0.7	3.3	21.5	3.8	13.7	4.0
HEIs with medium average tariff scores	36.4	4.1	5.4	45.9	17.5	17.6	10.7
HEIs with low average tariff scores	30.5	3.2	4.7	38.5	14.7	17.4	6.4
FECs	4.1	0.9	2.1	7.1	4.6	1.6	0.8
Total	93.6	9.4	16.4	119.4	43.0	52.8	23.5

Support for disabled students expenditure (£m)

Provider group	Expansion of disability services	Expansion of assistive technologies	Improvement of inclusivity of teaching and learning	Creation of extension of learning support posts	Other	Total support for disabled students	of which uses HEFCE funding for WA, IR and IPDS
Specialist HEIs	5.9	0.3	0.6	1.4	1.5	9.8	7.2
HEIs with high average tariff scores	6.2	1.0	0.6	0.8	9.4	18.1	10.0
HEIs with medium average tariff scores	7.9	2.7	1.8	2.9	5.5	20.8	12.5
HEIs with low average tariff scores	6.4	1.1	4.2	4.5	6.6	22.9	11.8
FECs	2.2	0.5	1.4	1.1	0.8	6.0	3.1
Total	28.6	5.7	8.7	10.7	23.9	77.6	44.5

Hardship expenditure (£m)

Provider group	Support for students in hardship	WP staffing and administration	Total hardship expenditure	of which uses HEFCE funding for WA, IR and IPDS	of which uses OFFA-countable funding	of which uses other funding	Total number of students in receipt of hardship funds
Specialist HEIs	2.7	0.4	3.1	0.5	1.4	1.2	3,478
HEIs with high average tariff scores	4.3	0.2	4.5	1.1	2.9	0.4	4,379
HEIs with medium average tariff scores	14.5	1.3	15.8	4.2	9.6	2.0	17,961
HEIs with low average tariff scores	10.4	1.3	11.6	2.8	8.4	0.4	13,603
FECs	1.8	0.9	2.7	1.3	0.6	0.7	19,856
Total	33.6	4.0	37.7	9.9	23.0	4.8	59,277

Total WP activity and hardship expenditure (£m)

Provider group	Total WP activity and hardship expenditure (£m)	of which uses HEFCE funding for WA, IR and IPDS (£m)	of which uses OFFA-countable funding (£m)	of which uses other funding (£m)
Specialist HEIs	97.4	59.6	23.2	14.6
HEIs with high average tariff scores	172.4	35.6	107.4	29.3
HEIs with medium average tariff scores	273.6	112.4	109.3	51.9
HEIs with low average tariff scores	393.7	119.7	100.9	95.7
FECs	65.7	41.8	9.2	14.7
Total	925.4	369.1	350.1	206.2

Note: 'WP' = 'widening participation'; 'HEFCE funding for WA, IR and IPDS' = 'HEFCE funding for widening access for students from disadvantaged backgrounds, improving retention and improving provision for disabled students'; 'HEI' = 'higher education institution'; 'FEC' = 'further education college'.

Specialist providers (60 per cent or more of provision is concentrated in one or two HESA academic cost centres only) were initially identified, and the remaining providers were ranked by average tariff score, then grouped into thirds. Average tariff score was that of their total UK-domiciled undergraduate entrants under 21 in the 2012-13, 2013-14 and 2014-15 academic years.



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