

Office for
Students



Healthcare data: methodology

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Overview

1. This document describes the healthcare data used in the interactive healthcare webpages. The data shows the short-term impact of the 2017 nursing, midwifery and allied health funding reforms on attendance in higher education at English providers. The disciplines included in this release are those impacted by the reforms between 2016-17 and 2017-18.
2. To be included in the charts and tables students had to be:
 - studying at undergraduate level (including both degree-level and below)
 - from the UK or EU
 - starting their course in the year in question
 - studying at publicly-funded English providers.
3. Data was drawn from the Higher Education Statistics Agency (HESA) Student Record for the academic years 2016-17 and 2017-18.¹ In 2016-17 the data collection was enhanced to improve the identification of pre-registration healthcare courses. However, prior to this the data collected was not robust enough to accurately identify these courses, so it could be misleading to extend the time series to earlier years.

Defining the base population

4. The student population has been defined using HESA standard definitions, formulated as derived fields.² This release concerns students within the standard registration population (XPSR01=1) who began their studies in the academic year specified (XFYRSR01=1), at English higher education providers (XINSTC01=E), studying undergraduate qualifications (XLEV501 = 3, 4).
5. The population has been limited to students UK- and EU-domiciled students (XDOMHM01= 1, 2, 3, 4, 6). This does not include students domiciled in the Channel Islands or the Isle of Man. Students at the Open University are only included if they live in England (XDOMGR01 = A,B,D,E,F,G,H,J,K).
6. The section below describes how students on relevant pre-registration healthcare courses were identified. The groups labelled 'All nursing, midwifery and allied health', 'All nursing', 'All midwifery', and 'All allied health' represent the healthcare disciplines impacted by the funding reforms (Table 2) and not every healthcare discipline. For example, Paramedic Science is classified as allied health but data for this subject is not included here because that discipline was not part of the reforms.
7. For comparison, data for all undergraduates is included in the dashboards.

¹ <https://www.hesa.ac.uk/collection/c17051>

² <https://www.hesa.ac.uk/collection/c17051/derived/contents>

Defining healthcare disciplines

8. The healthcare discipline definitions apply to courses that are accredited, recognised or endorsed by a professional, statutory and regulatory body and lead to initial registration in their healthcare discipline.
9. Multiple data fields are used to identify higher education courses as specific healthcare disciplines (see Table 1). When identifying these courses the regulatory body³ recorded takes precedence over all other variables. However, some providers have reported the non-specific regulatory body code '06 – NMC'⁴, which covers all nursing and midwifery. In these circumstances JACS subject codes⁵ must be used to determine the specific discipline.
10. There are some nursing courses (referred to as dual nursing courses) which lead to registration in two types of nursing (see Table 2). For these courses two regulatory bodies should be identified, however sometimes there is only one. In these cases, the course has been counted as dual nursing if the JACS code differs from the regulatory body code, and if the course title contains "&" or "AND".
11. In addition to the mapping criteria detailed in Tables 1 and 2, for a course to be counted as a pre-registration nursing, midwifery and allied health (NMAH) course it must have one of the following course aims⁶:
 - H16 – Pre-registration first degree with honours leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
 - H62 – Pre-registration graduate diploma/certificate leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
 - I16 – Pre-registration ordinary (non-honours) first degree leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
 - J26 – Diploma of Higher Education (DipHE) leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
 - M26 – Integrated undergraduate/postgraduate taught master's degree on the enhanced/extended pattern leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body

³ See <https://www.hesa.ac.uk/collection/c17051/a/regbody>

⁴ That is, the Nursing and Midwifery Council

⁵ JACS 3.0 - see <https://www.hesa.ac.uk/support/documentation/jacs/jacs3-detailed>

⁶ See <https://www.hesa.ac.uk/collection/c17051/a/courseaim>

- H00 – First degree with honours

12. In 2016-17 and 2017-18 errors in the data returned meant that these basic definitions wrongly classify a small number of courses. In this analysis these errors have been accounted for. These corrections impacted 495 students in 2016-17 and 110 in 2017-18.

Table 1. Mapping healthcare subjects to disciplines

| Discipline | Regulatory body code | JACS subject code⁷ |
|-------------------------------|--|--------------------------------------|
| Nursing | | |
| Nursing - adult | 61 - The Nursing & Midwifery Council (NMC): Adult nursing 06 - NMC (non-specific) | B740 - Adult nursing |
| Nursing - children | 62 - NMC: Children's nursing 06 - NMC (non-specific) | B730 - Children's nursing |
| Nursing - learning disability | 63 - NMC: Learning disability nursing 06 - NMC (non-specific) | B761 - Learning disability nursing |
| Nursing - mental health | 64 - NMC: Mental health nursing 06 - NMC (non-specific) | B760 - Mental health nursing |
| Nursing - dual | See Table 2 | |
| Midwifery | | |
| | 65 - NMC: Midwifery 06 - NMC (non-specific) | B720 - Midwifery |
| Allied health | | |
| Dietetics | 44 - Health and Care Professions Council (HCPC): Dietitians | |
| Podiatry | 42 - HCPC: Chiropodists / podiatrists | |
| Occupational therapy | 46 - HCPC: Occupational therapists | |
| Operating department practice | 47 - HCPC: Operating department practitioners | |
| Orthoptics | 48 - HCPC: Orthoptists | |
| Physiotherapy | 50 - HCPC: Physiotherapists | |
| Prosthetics and orthotics | 52 - HCPC: Prosthetists / orthotists | |
| Speech and language therapy | 55 - HCPC: Speech and language therapists | |
| Radiography - therapeutic | 56 - HCPC: Therapeutic radiographers | |
| Radiography - diagnostic | 57 - HCPC: Diagnostic radiographers | |

⁷ JACS subject codes are required when the regulatory body code is non-specific.

Table 2. Mapping dual nursing using either two regulatory body codes or a regulatory body and a JACS subject code

| Discipline | First regulatory body code | and | Second regulatory body code | or | JACS subject code |
|-------------------|---------------------------------------|------------|---------------------------------------|-----------|------------------------------------|
| Nursing - dual | 61 - NMC: Adult nursing | | 62 - NMC: Children's nursing | | B730 - Children's nursing |
| | | | 63 - NMC: Learning disability nursing | | B760 - Mental health nursing |
| | | | 64 - NMC: Mental health nursing | | B761 - Learning disability nursing |
| | 62 - NMC: Children's nursing | | 61 - NMC: Adult nursing | | B740 - Adult nursing |
| | | | 63 - NMC: Learning disability nursing | | B760 - Mental health nursing |
| | | | 64 - NMC: Mental health nursing | | B761 - Learning disability nursing |
| | 63 - NMC: Learning disability nursing | | 61 - NMC: Adult nursing | | B730 - Children's nursing |
| | | | 62 - NMC: Children's nursing | | B740 - Adult nursing |
| | | | 64 - NMC: Mental health nursing | | B760 - Mental health nursing |
| | 64 - NMC: Mental health nursing | | 61 - NMC: Adult nursing | | B730 - Children's nursing |
| | | | 62 - NMC: Children's nursing | | B740 - Adult nursing |
| | | | 64 - NMC: Learning disability nursing | | B761 - Learning disability nursing |

Defining student characteristics

Table 3. Definitions of student characteristics and characteristics of higher education provision

| Characteristic | Categories | Definition | Notes |
|--|---|---|--|
| Age at entry (broad) | Young Mature | A student is classified as young if under 21 at the start of their course and mature if 21 and above | Age as of 31 August in the academic year of entry. |
| Age at entry (detailed) | Under 21 21 to 25 26 to 30 31 and over | Age of student | Age as of 31 August in the academic year of entry. |
| Disability | No disability reported Disability reported | Indicates whether a student has reported a disability | Based on HESA field DISABLE ⁸ . Disability information is recorded on the basis of the student's own self-assessment. Changes in the number of students in this category may occur as a result of changes in how well data is reported. |
| Educational disadvantage (POLAR4)⁹ | Quintile 1 (lowest participation) Quintile 2 Quintile 3 Quintile 4 Quintile 5 (highest participation) | A measure of the proportion of the young population local to the students' home address that participates in HE | POLAR4 is reported only for UK students under the age of 21. Those over 21 are not included in these tables, and non-UK students are recorded as not applicable. |
| Ethnicity (2 groups) | Minority ethnic groups White | Broad student ethnicity | Ethnicity is only presented for UK-domiciled students. The black, Asian, mixed, and other ethnic groups are combined. For a small number of students each year, ethnicity is unknown. This data has been excluded from the charts and tables. |
| Ethnicity (5 groups) | Asian Black Mixed Other White | Student ethnicity | Ethnicity is only presented for UK-domiciled students. Grouped by clustering |

⁸ See <https://www.hesa.ac.uk/collection/c17051/a/disable>

⁹ See <https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas>

| | | | |
|--|---|---|--|
| | | | HESA field ETHNIC ¹⁰ into five ethnic groups used by race disparity unit. ¹¹ For a small number of students each year, ethnicity is unknown. This data has been excluded from the charts and tables. |
| Index of multiple deprivation (IMD) 2015¹² | Quintile 1 (highest deprivation) Quintile 2 Quintile 3 Quintile 4 Quintile 5 (least deprivation) | A measure of multiple deprivation of small areas | This measure only applies to England domiciled students and data for non-England domiciled students are not included in the tables. |
| Region of provider | East Midlands East of England Greater London North East North West South East South West West Midlands Yorkshire and the Humber | The government office region of the higher education provider | The region of the provider, not necessarily the region where the teaching activity is taking place. |
| Sex | Female Male | Indicates the sex of the student | As a result of the small number of students registered as 'other sex' this data is not in the charts and tables and totals in the tables may not sum to the total for females and males. |

¹⁰ See <https://www.hesa.ac.uk/collection/c17051/a/ethnic>

¹¹ See <https://www.ethnicity-facts-figures.service.gov.uk/education-skills-and-training>

¹² See <https://www.gov.uk/government/statistics/english-indices-of-deprivation-2015>



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www.nationalarchives.gov.uk/doc/open-government-licence/version/3/