

# Male participation in nursing and allied health

## Quantitative data methodology

1. This document describes the quantitative healthcare data produced by the Office for Students (OfS) for use in the report 'Male participation in nursing and allied health higher education courses'. The data shows the number of male students on higher education courses in nursing, midwifery and allied health at English providers.
2. To be included in the analysis, students had to be:
  - studying a higher education course in 2016-17 or 2017-18; and
  - studying at a publicly-funded English provider.
3. This means the data includes students:
  - studying at all levels (including postgraduate research)
  - studying full-time or part-time
  - from anywhere in the world
  - in any year of their course.
4. The proportion of males is shown by different characteristics, in both specific healthcare disciplines and broad subject areas. This Annex describes each of these elements.
5. Data was drawn from the Higher Education Statistics Agency (HESA) Student Record for the academic years 2016-17 and 2017-18.<sup>1</sup> The two years are combined to give more robust measures of the proportion of male students in smaller disciplines. In 2016-17 the data collection was enhanced to improve the identification of pre-registration healthcare courses. Prior to this the data collected was not robust enough to accurately identify these courses so it is not possible to provide a reliable time series.
6. Note that the definitions and methodology applied here have been selected for the specific purposes of this analysis and to align with its primary focus. The breakdowns included here differ to those used elsewhere by the OfS in reporting on student characteristics, on account of the populations and attributes considered within the scope of this analysis.

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

## Defining the base population

7. The student population has been defined using HESA standard definitions, formulated as derived fields.<sup>2</sup> This analysis concerns students within the standard registration population (XPSR01=1) at English higher education providers (XINSTC01=E).
8. The section below describes how students on relevant pre-registration healthcare courses were identified. Most of the specific healthcare disciplines listed (see Table 1) represent the pre-registration healthcare disciplines which were impacted by the funding reforms in 2017 onwards. The exception is paramedic science, which is listed separately as a useful comparator, but was not part of the reforms and so is not included in the pre-registration nursing, midwifery and allied health total.
9. For comparison, data for all other undergraduates, and for nine other broad subject groups is included in the analysis (see Table 3).

## Defining healthcare disciplines

10. 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.
11. Multiple data fields are used to identify higher education courses as specific healthcare disciplines (see Table 1). When identifying these courses the regulatory body<sup>3</sup> recorded takes precedence over all other variables. However, some providers have reported the non-specific regulatory body code '06 – NMC'<sup>4</sup>, which covers all nursing and midwifery. In these circumstances the Joint Academic Code System (JACS) subject codes<sup>5</sup> must be used to determine the specific discipline.
12. 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, but sometimes only one has been recorded. 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'.
13. 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 aims<sup>6</sup>:
  - 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

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

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

<sup>4</sup> The Nursing and Midwifery Council

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

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

- 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
- M16 – Pre-registration master's degree 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
- M86 – Taught qualification at level M leading towards obtaining eligibility to register to practice with a health or social care or veterinary statutory regulatory body
- H00 – First degree with honours.

14. 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 taken into account.

**Table 1: Mapping healthcare subjects to disciplines**

<b>Discipline</b>	<b>Regulatory body code</b>	<b>JACS subject code<sup>7</sup></b>
<b>Nursing</b>		
<b>Nursing - adult</b>	61 - The Nursing & Midwifery Council (NMC): Adult nursing 06 - NMC (non-specific)	B740 - Adult nursing
<b>Nursing - children</b>	62 - NMC: Children's nursing 06 - NMC (non-specific)	B730 - Children's nursing
<b>Nursing - learning disability</b>	63 - NMC: Learning disability nursing 06 - NMC (non-specific)	B761 - Learning disability nursing
<b>Nursing - mental health</b>	64 - NMC: Mental health nursing 06 - NMC (non-specific)	B760 - Mental health nursing
<b>Nursing - dual</b>	See Table 2	
<b>Midwifery</b>		
	65 - NMC: Midwifery 06 - NMC (non-specific)	B720 - Midwifery
<b>Allied health</b>		
<b>Dietetics</b>	44 - Health and Care Professions Council (HCPC): Dieticians	
<b>Podiatry</b>	42 - HCPC: Chiropodists / podiatrists	
<b>Occupational therapy</b>	46 - HCPC: Occupational therapists	
<b>Operating department practice</b>	47 - HCPC: Operating department practitioners	
<b>Orthoptics*</b>	48 - HCPC: Orthoptists	
<b>Physiotherapy</b>	50 - HCPC: Physiotherapists	
<b>Prosthetics and orthotics*</b>	52 - HCPC: Prosthetists / orthotists	
<b>Speech and language therapy</b>	55 - HCPC: Speech and language therapists	
<b>Radiography - therapeutic</b>	56 - HCPC: Therapeutic radiographers	
<b>Radiography - diagnostic</b>	57 - HCPC: Diagnostic radiographers	
<b>Dental hygiene and dental therapy</b>	36 - GDC <sup>8</sup> : Dental therapist 37 - GDC: Dental hygienist	

\*Orthoptics and Prosthetics and orthotics are included in the totals, but not shown separately because courses ran at fewer than three providers.

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

<sup>8</sup> GDC – General Dental Council.

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

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

## Defining broad subject areas

15. For comparison, the proportion of male students in each broad subject area is shown in Table 3. This is defined by combining multiple subject groups from the Common Aggregation Hierarchy (CAH) level two<sup>9</sup>.

**Table 3: Broad subject areas**

<b>Subject area</b>	<b>CAH2 (v1.2) groups included</b>
<b>Pre-registration nursing, midwifery and allied health</b>	All the specific healthcare disciplines listed in Table 1
<b>Other nursing and allied health subjects</b>	CAH02-01 (Nursing) CAH02-02 (Pharmacology, toxicology and pharmacy) CAH02-03 (Subjects allied to medicine not otherwise specified) CAH02-04 (Midwifery) CAH03-02 (Sport and exercise sciences) CAH04-01 (Psychology) <b>and not a specific healthcare discipline listed in Table 1</b>
<b>Medical and veterinary sciences</b>	CAH01-01 (Medicine and dentistry) CAH05-01 (Veterinary sciences) <b>and not a specific healthcare discipline listed in Table 1</b>
<b>Engineering and technology</b>	CAH10-01 (Engineering) CAH10-02 (Technology) CAH11-01 (Computing)
<b>Natural sciences</b>	CAH03-01 (Biosciences) CAH06-01 (Agriculture, food and related studies) CAH07-01 (Physics and astronomy) CAH07-02 (Chemistry) CAH07-03 (Physical, material and forensic sciences) CAH09-01 (Mathematical sciences)
<b>Social sciences</b>	CAH12-01 (Geographical and environmental studies) CAH15-01 (Sociology, social policy and anthropology) CAH15-02 (Economics) CAH15-04 (Health and social care)
<b>Business law and architecture</b>	CAH13-01 (Architecture, building and planning)

<sup>9</sup> CAH version 1.2. See <https://www.hesa.ac.uk/innovation/hecos>

Subject area	CAH2 (v1.2) groups included
	CAH16-01 (Law) CAH17-01 (Business and management)
<b>Creative arts and design</b>	CAH21-01 (Creative arts and design)
<b>Humanities (including general and combined)</b>	CAH14-01 (Humanities and liberal arts (non-specific)) CAH15-03 (Politics) CAH18-01 (Communications and media) CAH19-01 (English studies) CAH19-02 (Celtic studies) CAH19-03 (Languages, linguistics and classics) CAH20-01 (History and archaeology) CAH20-02 (Philosophy and religious studies) CAH23-01 (Combined and general studies)
<b>Education and training</b>	CAH22-01 (Education and teaching)

## Defining student characteristics

**Table 4: Definitions of student characteristics and characteristics of higher education provision**

Characteristic	Categories	Definition	Notes
<b>Age at entry</b>	Under 21 21 to 25 26 and over	Age of student	Age on the first day of the student's course. The few students with an unknown age are included in the Under 21 group.
<b>Educational disadvantage (POLAR4)<sup>10</sup></b>	Quintile 1 (lowest participation) Quintile 2 Quintile 3 Quintile 4 Quintile 5 (highest participation) No quintile (mostly non-UK) Mature students	A measure of the proportion of the young population local to the students' home address that participates in higher education	POLAR4 is reported only for UK students under the age of 21. Those over 21 and non-UK students are not included in these charts.
<b>Ethnic group</b>	Black and minority ethnic (BME) White Unknown International	Broad student ethnicity	Ethnicity is only presented for UK-domiciled students. The black, Asian, mixed, and other ethnic groups are combined into black and minority ethnic (BME) groups. The 'international' group includes all non-UK students, both EU and non-EU.
<b>Level of study</b>	Undergraduate Postgraduate	The education level of the course	Postgraduate courses are those leading to higher qualifications which usually require a first degree as an entry qualification.
<b>Region of provider</b>	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.

<sup>10</sup> See <https://www.officeforstudents.org.uk/data-and-analysis/polar-participation-of-local-areas>





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