Summary of 2016/17 HESA Student record consultation responses

In November 2015 we issued a consultation in respect of the current annual update for the 2016/17 Student record (C16051). In general, the proposals are small, and involve removal of items or small changes to make improvements.

The consultation received 59 responses – all of the responses received from institutional colleagues from HEPs except one response which was received from a software company. Our thanks to all respondents, and the time they took to provide helpful and insightful comments.

Contents

Proposed items to be removed
Removal of defunct valid entries in the Student.DISABLE field
HESA proposed the removal of defunct valid entries from the Student.DISABLE field:

02 Blind/ Partially sighted
03 Deaf/ Hearing impairment
04 Wheelchair user/ mobility difficulties
05 Personal care support
06 Mental health difficulties
07 An unseen disability, e.g. diabetes, epilepsy, asthma
10 Autistic Spectrum Disorder
11 A specific learning difficulty e.g. dyslexia
97 Information refused
98 Information not sought
99 Not known

Q2. Do you Support the removal of the valid entries below?

A high majority of the providers support the removal of the defunct valid entries and 5% of providers do not support the removal of the valid entries.

Q2a. Please provide more information following your response above

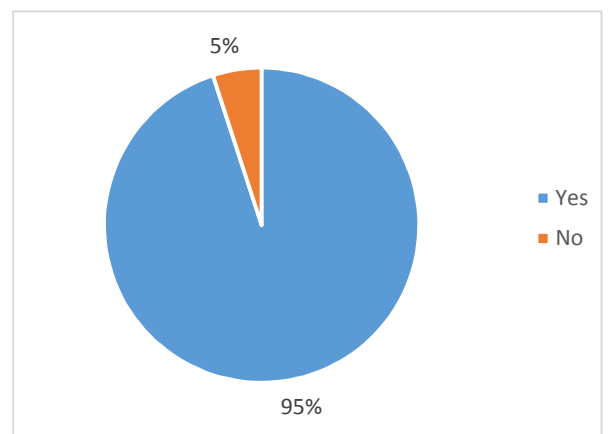The 5% providers who do not support the removal of the valid entries have given their reasons why.
Two of the providers still use codes 97, 98 and 99.
One of the providers has noted that whilst HESA does not require this data, the provider will carry on collecting this information.

Q2b. What would be the impact of making this change?

Providers were asked to rank from a scale of very high to very low about the benefit and effort the change would cause. This can show us whether a change is useful for the providers or not.

The diagram below represents the average of the responses received from each question regarding the benefit and effort involved in removing the valid entries. As can be seen the benefit and effort of removing valid entries is fairly low, but it does seem the benefit outweighs the effort slightly.

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

Q2c. Do you have any further comments about this proposal?

A third of providers have responded with further comments. Around 57% of these providers have noted they will either benefit from the change, or the change does not affect them. One provider went on further to say the change has already been implemented, removing code 97, and therefore losing the ability to distinguish between 'information refused' and 'not known', has made it harder to answer Minerva queries regarding the number of unknown disabilities.

Remove valid entry 8 'NCTL funded flexible provision (ITT)' from Student.TTCID
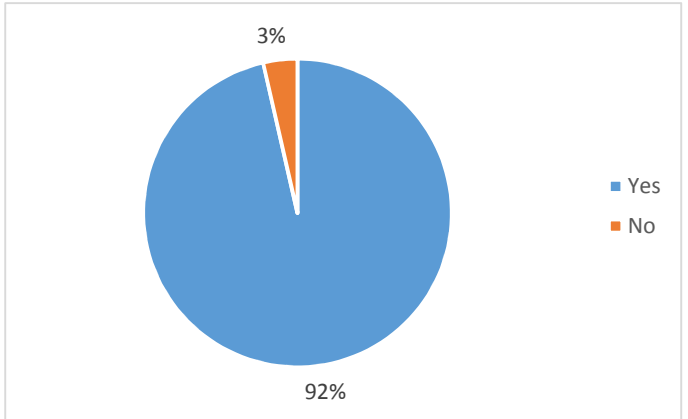
Q3. Do you support the removal of this valid entry?

The majority of providers are happy with the removal and only a few do not support the removal of the valid entry. 5% of providers did not provide an answer.

Q3a. Please provide more information following your response above

A few of the providers have commented to say that they do not offer these courses.

Q3b. What would be the impact of this change?

Both the benefit and effort appear relatively low for providers, but the benefit is still higher than the effort of removing the valid entry.

			Benefit	Effort
VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

Q3c. Do you have any further comments about this proposal?

Almost all the comments from providers were about how the proposal does not apply to them and a few go on to state that the ITT record is not in their provision. One provider has said they support the proposal but will not accrue any benefit. Another provider has noted that for the student record, both new and old codes will need to be kept for past students as this can be confusing for users who enter data. However, given the reasons for proposing removal of this code, the impact is expected to be negligible.

Remove valid entry A 'National Scholarship Programme (NSP)' from the Initiatives field
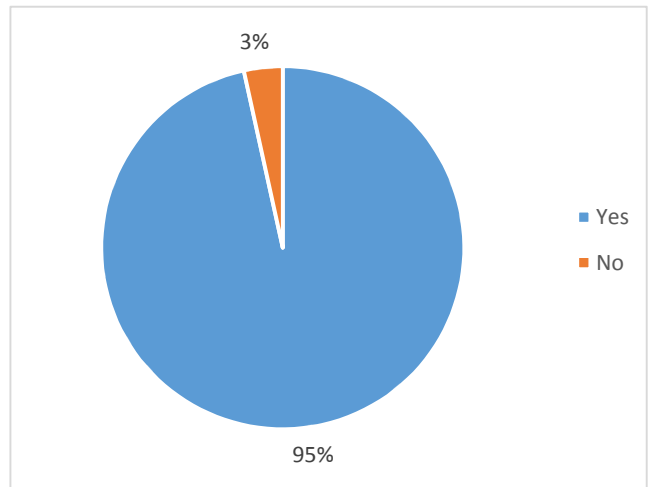
Q4. Do you support the removal of this valid entry?

The diagram shows a high majority of providers support removal of the valid entry, whilst two providers do not. 2% have not provided a response.

Q4a. Please provide more information following your response above.

A few of the providers have provided further information, one provider has noted that it is not applicable to Scotland, whilst another has stated that they support the removal of unnecessary valid entries.
A provider has referred to the latest OFFA guidance on the annual monitoring return which suggests continuing students can receive NSP payments in 2016/17, therefore it would be unhelpful to remove the valid entry and also may impact on OFFAs monitoring when matching to HESA data.

Q4b. What would be the impact of making this change?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The benefit, while low, outweighs the effort for providers, so there is a good justification for removing this.

Q4.c Do you have any further comments about this proposal?
- Several of the comments received were from providers who state it is not applicable to them.
- A provider has also stated that NSP is not applicable in Scotland.
- Two providers have said they only had a small number of NSP students.
- One provider has said they have an audit in place.

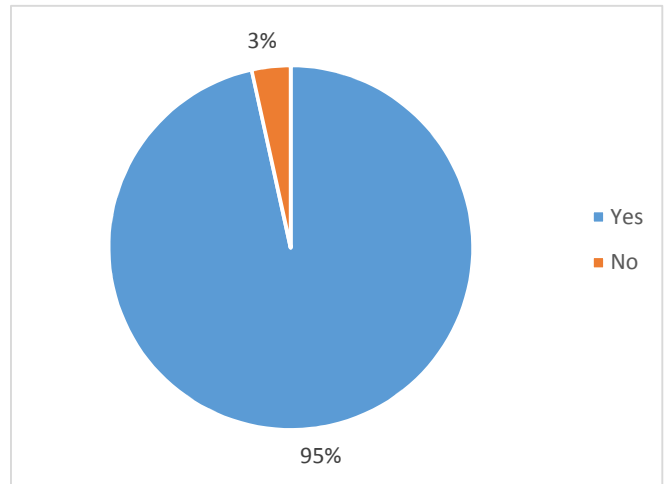## Remove valid entry B 'Access to HE diploma marker' from the Initiatives field

The current guidance for HE diplomas is applicable for 2014/15 and no longer valid 2015/16

Q5. Do you support the removal of this valid entry?

95% of the providers support the removal of the valid entry, a couple of the providers do not support the removal and one provider did not answer.

Q5a.Please provide more information following your response above.

A few providers have provided further information. One provider has stated the removal is not applicable to Scotland. Another provider has indicated that they support the removal of the valid entry.
One provider has raised concerns, the provider has continuing students who came in with this initiative, but will not complete their studies by 2016/17, if the valid entry is removed then they will not be able to report this.

Q5b. What would be the impact of making this change?

			Benefit	Effort
VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

Providers have indicated the effort to remove the valid entry is very low whilst the benefit is moderate to low. The benefit outweighs the effort by a reasonable amount.

Q5c. Do you have any further comments about this proposal?

- Several comments received, a couple of providers stating it is not applicable to them.
- One provider has noted that they currently use the field in some of their analysis, so there needs to be some change to ensure the relevant students are identified effectively.
- A provider has noted the removal will be beneficial as it will save effort because they have to manually gather the data as it is not in the student system.
- One comment was the entry appears to have already been removed from the list of valid entries C15051 (England only).
- There are very few students in this category for one of the providers.
- A provider has noted IT solution would need to be employed in order to remove this data as it is currently recorded against the student instance across all years of study. It would be helpful if this entry could remain for continuing students as it is benign (i.e. prevent its further use as it is no longer applicable, but allow in schema).

Remove valid entry 2 'Employer engagement co-funded students' from the Initiatives field

HEFCE no longer require this data and it is proposed to remove the valid entry for 2016/17 from Instance.INITIATIVES.
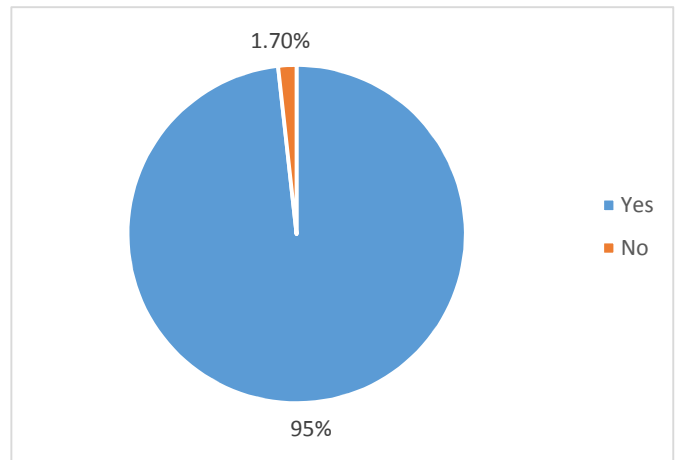
Q6. Do you support the removal of this valid entry?

95% of providers support the removal of the valid entry whilst one provider does not and three providers did not answer.

Q6a. Please provide more information following your response above

One comment is "not applicable to Scotland" and another provider indicating their support of the removal and stating they do not have any students of this type.

Q6b. What would be the impact of making this change?

			Benefit	Effort
VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The benefit and effort are low for removing the valid entry, however benefit is slightly higher than the effort involved in removing the valid entry.

Q6c. Do you have any further comments about this proposal?

Majority of the comments are to with the proposal not being applicable to providers or providers do not require the code as they don't have such students that it would apply to. One provider has noted that there will be an impact on software providers.

Remove valid entries for the Department for Business, Innovation and Skills (BIS)
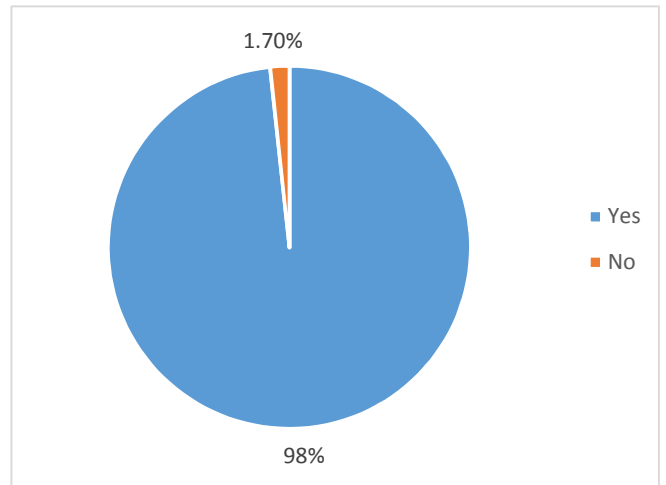
There are currently valid entries to indicate funding from BIS in Course.MSFUND (valid entry 12 'BIS') and Instance.MSTUFEE (valid entry 33 'BIS'). As BIS is not a direct funder and does not require these codes, the proposal is to remove these two valid entries for 2016/17.

Q7. Do you support the removal of these valid entries?

All the providers except for one support the removal of valid entries for BIS.

Q7a. Please provide more information following your response above

One provider has said they support the removal of invalid values and another provider has never used the codes.

Q7b. What would be the impact of making these changes?

			Benefit	Effort
VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The removal of the valid entries for BIS involves very little effort for the providers, but also not overly beneficial for them either. Nevertheless, benefit appears to outweigh effort.

Q7c. Do you have any further comments about this proposal?

All the comments were noting that the codes are not used in their institution and will have no effect, generally the comments supporting the proposal.

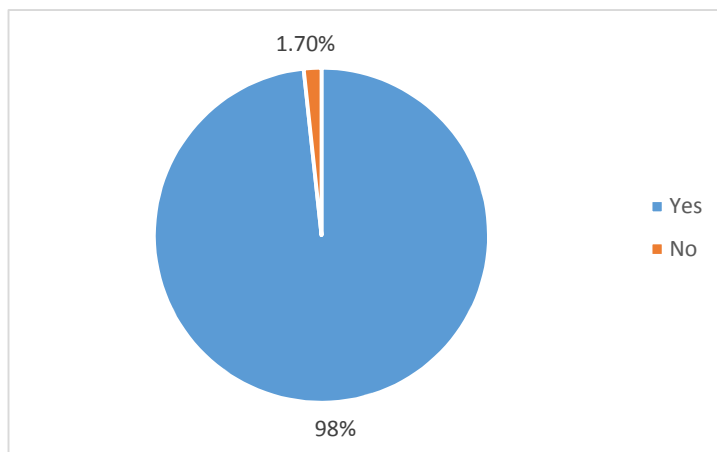# Amendment to a valid entry in Major source of tuition fees

The proposal was to relabel valid entry 05'Provider waiver of support costs' in Instance.MSTUFEE to 'Provider own funds'. The guidance will also be re-framed as "includes scholarships, bursaries and fee waivers funded from the HE provider's own funds".

Q8. Do you support the amendment of this valid entry?

All providers apart from one support the amendment of the valid entry.

Q8a. Please provide more information following your response above

A couple of the providers have given further information. One provider has suggested of possibly having slightly different interpretations that could be assigned to historical data which would then have the new text alongside in the providers own software. A different provider has suggested that the new proposed wording still could be misleading for students who are less familiar with terminology, the provider suggests to word it as 'Scholarships, bursaries and fee waivers'. The provider has provided a note saying scholarship or bursary are not always the same as a waiver of support costs, so could possibly collect slightly different information.

Q8b. What would be the impact of making this change?

The benefit and effort in the amendment of the valid entry are low, the benefit does outweigh the effort slightly.

Q8c. Do you have any further comments about this proposal?

- Around half of the comments are clearly supportive of the proposal, most of them saying it would provide greater clarity.
- One provider has helpfully suggested a new code with the new text and remove the old code.
- Another provider recommends the guidance should be made very clear as to what is included and excluded.

Coverage Statements

Remove dormant students from the coverage of Gross fee and Net fee fields

The proposal to remove dormant students (i.e. Mode 63 or 64) from Instance.GROSSFEE and Instance.NETFEE coverages. In the guidance for both Instance.GROSSFEE and Instance.NETFEE, these fields are not required for dormant students, however this is not reflected in the coverage statements.
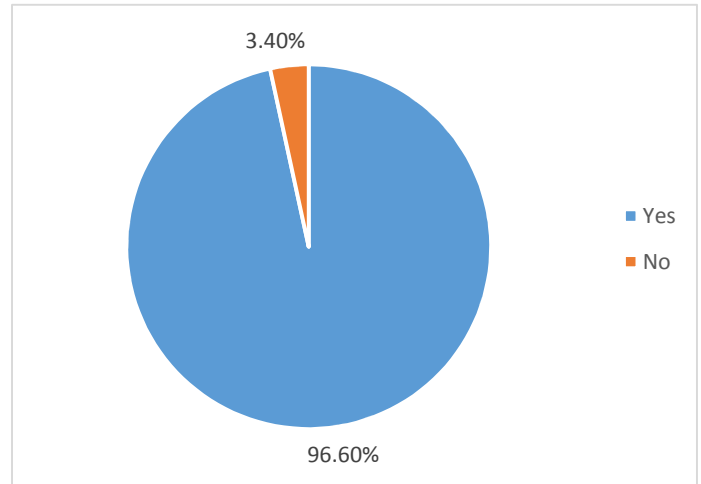
Q9. Do you support this change to the coverage of GROSSFEE and NETFEE?

As shown in the diagram, most of the providers support the change, a couple of providers have indicated they do not support the change.
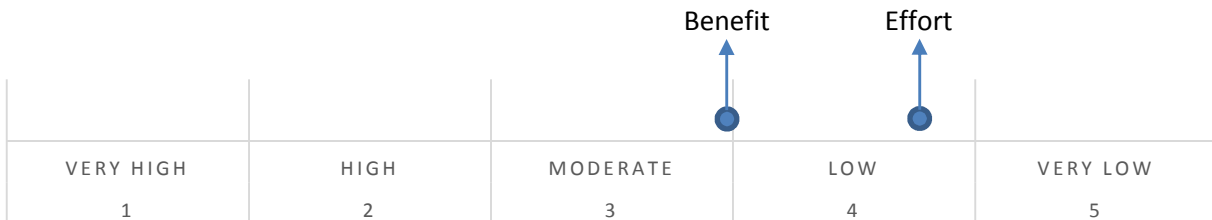
Q9a. Please provide more information following your response above.

The two providers who do not support the change have provided further information.
One of these providers have said that in the guidance it should be written that information for dormant students is not required to avoid any unnecessary action from providers.
The other provider who does not support the change to the coverage has noted that dormant students are excluded from most population analyses, therefore it may not be worth the effort to enforce this, and the provider has further requested if the data could be allowed but not used.

Q9b. What would be the impact of making this change?

The benefit outweighs the efforts of changing the coverage. The effort is low for providers and the benefit is moderate.

Q9c. Do you have any further comments about this proposal?

- A few providers have stated they support clarification in guidance.
- One provider don't see any benefit to removing this information from the coverage statement and has noted that those who are unfamiliar with this field, there may be confusion and additional effort involved in collecting this information when it is not required.
- Another comment from a provider is to get rid of GROSSFEE and NETFEE for any instance on a Course ID with MSFUND = 37 funded by NHS.
- One provider has suggested it would be better if returning the data was made optional rather than prohibited for dormant students.
- If dormant students are removed from the coverage, a provider has requested that the guidance makes clear whether the gross fee and net fee data terms are not "required to be present" or whether is positively "required to be absent".
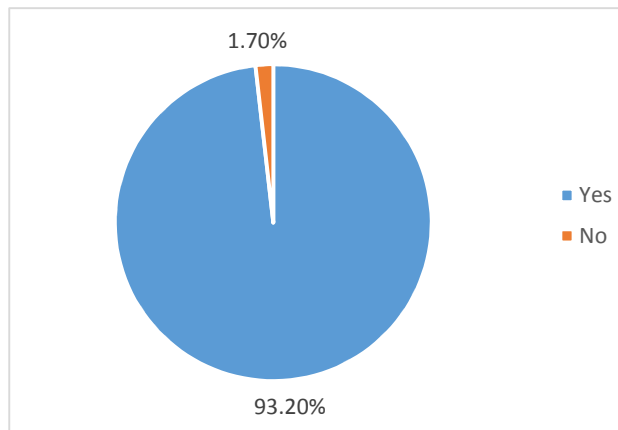
Coverage of collaborating organisation field

The proposal is to remove any course coded with Course.COURSEAIM as L99 "Research-based higher degree where the student may ultimately study at levels D or L" from within the coverage of this field.

Q10. Do you support the update to the coverage for Course.COLLORG?

A high majority of providers support the update, only one provider does not support the update and a few of the providers have not responded.

Q10a. Please provide more information following your response above.

One provider has noted that it is not applicable to Scotland. Another provider doesn't have any courses with COURSEAIM of L99 and will not be impacted.

1.70%

■ Yes
■ No

93.20%

Q10b. What would be the impact of making this change?

Benefit	Effort

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

Both the benefit and effort involved for the providers in updating the coverage is low, the effort is especially close to being very low, meaning the providers will have very little trouble in updating the coverage.

Q10c. Do you have any further comments about this proposal?

- The majority of comments were providers noting that the proposal is not applicable to them, some of the providers do not use this code.
- Couple of the providers have stated support, saying any clarification in guidance is welcomed.

Maximum occurrences of fields

Regulatory body for health and social care students

Currently the Course.REGBODY field can only be returned once per course. A provider has reported that some of their courses are regulated by two bodies. In order to capture the full date the proposal is to increase the maximum occurrences to two, which will allow both bodies to be reported.
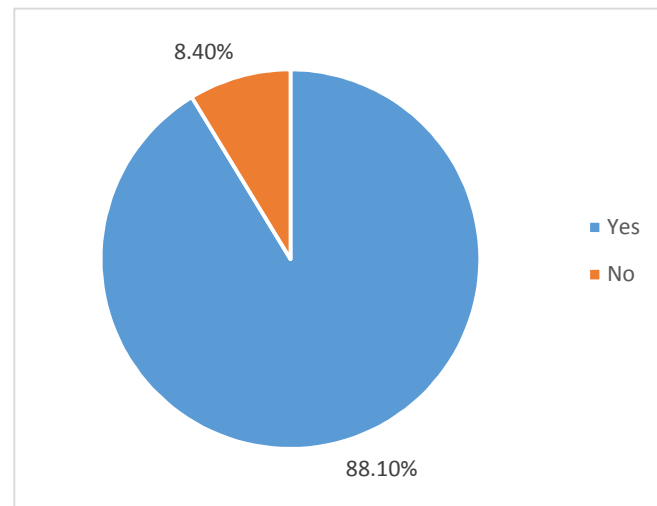
Q11. Do you support the increase of maximum occurrences?

Majority of the providers support the increase in maximum occurrences, few of the providers do not agree with the increase and some providers did not respond to the question.

Q11a. Please provide more information following your response above

A few of the responses by providers is that they do not require the increase in maximum occurrences. One of the providers also said they will have to work with their software developer to include the functionality to increase the maximum occurrences but see no benefit.

One provider is questioning as to whether research had been conducted in order to see if the maximum occurrences affects more than one provider.

Q11b. What would be the impact of making this change?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The benefit and effort are very similar in what they have been ranked by the providers, both are low in terms of impact on the providers of making the change.

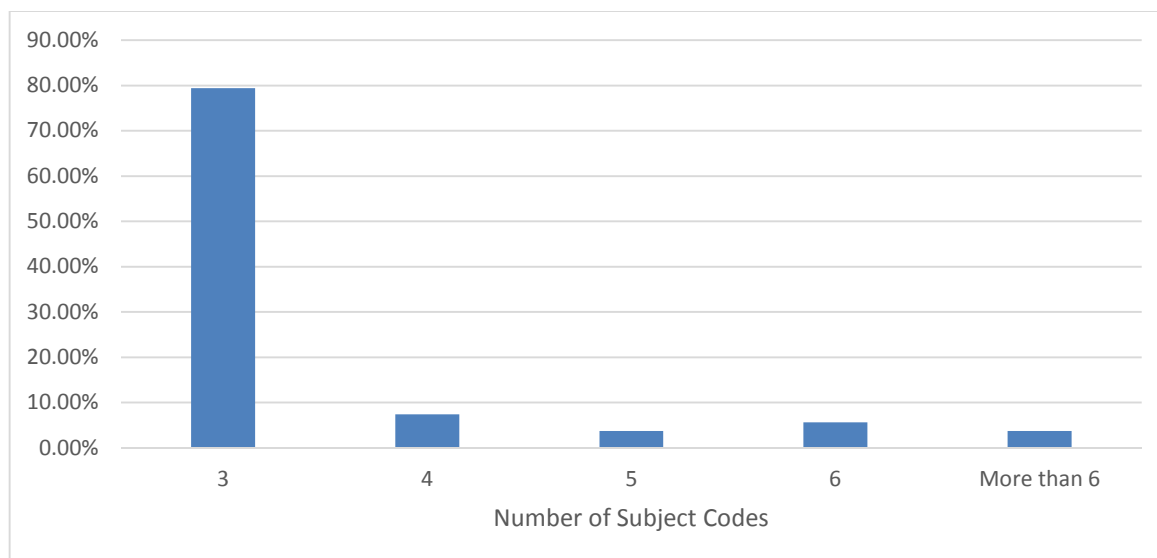**Q11c. Do you have any further comments about this proposal?**

- The majority of comments are in support of the proposal.
- A few of the providers have stated that software providers will need to implement the change.
- One provider has suggested that under current software restrictions, a manual data entry should exist in the future.
- One provider feels the proposal should go further and increase the maximum occurrences more. As the provider has noted that post-registration courses that can be taken by members of any Health & Social Care regulatory body. The provider would like guidance on which two to return if there are more than two. On investigation it transpired that while a course could theoretically have several REGBODY records, that only one, or exceptionally two of these would be applicable in the case of an individual student. This issue has been communicated to the HEDIIP Data Language project for consideration.

Subject of Course

Currently the Course subject entity can be returned up to three times.

A HE provider has requested that the maximum occurrences of this field is increased to accommodate programs which comprise a complex subject mix.

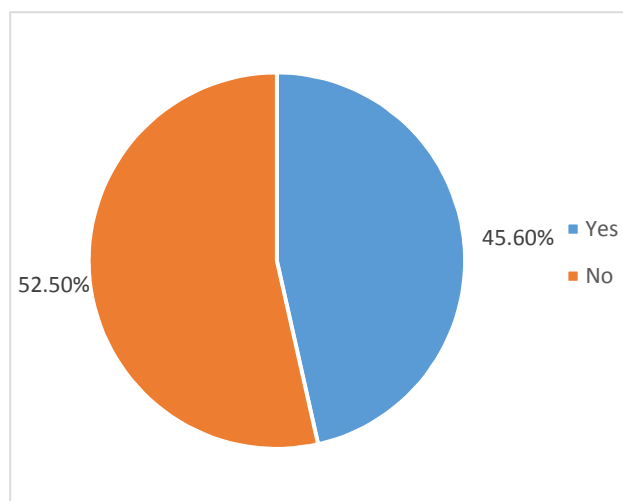**Q12. How many subject codes would you prefer to return for courses?**

The majority (almost 80%) of providers would like three subject codes to return for courses. Four subject codes had support from a few providers. Not all providers responded to the question, around 92% responded.

Q12a. Do you support this proposal?

Several providers are in support of the proposal and over half the providers are not in support of the proposal. All providers voted except for one provider who did not answer the question.

12ai. Please provide further information in response to your answer above. We would especially like to understand more about the nature of the programmes for which this change would be desirable.

- Many providers do not require more than three subject codes, with some going on to write that increasing the number of subject codes to more than three will create risk and complexity in the data, while increasing burden.
- Some providers have suggested that the JACS coding by HECoS should be implemented first and then review number of subject codes after, benefits from changes now may possibly be short lived and not justify the work involved.
- Some providers raised concerns about the potential negative impact the change would have on publications such as NSS, KIS data or other comparable publications, with one of the providers stating that there would need to be a clear need for additional subject coding from a significant number of providers.

- A number of comments from the providers were showing support for the increased number of subject codes and the programmes which the change would be desirable for. The courses mentioned by providers were:
  - Interdisciplinary e.g. computer mapping of historical art, or biomedical research using genealogical records.
  - Major/minor and Joint Honors where one half of the programme is reasonably split across three subjects e.g. global studies, natural sciences.
  - Continuing education programmes
  - Multilingual studies
  - Interdisciplinary science foundation courses
  - Programmes in the liberal arts

12b. What would be the impact of making this change?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The effort in increasing the maximum occurrences outweighs the benefits for the providers. The benefit is low and the effort is close to moderate effort. In addition, the complexities raised during the consultation lead us to believe this is not yet a mature proposal, and that further work would be required. It was, however, interesting and surprising to note that around 20% of providers have programmes that appear to require additional subject codes, and this finding will be communicated to the HEDIIP data language project for consideration.

Q12c. Do you have any further comments about this proposal?

The comments made were:

- Several providers noted that they would not return more than three codes. Two of these noted that they will only use more than three subject codes internally in exceptional circumstances.
- One provider stated that they would not change their methodology for allocating course subjects unless there was a change in guidance. There would need to be a quick consultation so that institutions could consider this as part of the change to HECoS
- One provider suggests HESA should be careful about increasing this to accommodate exceptional circumstances if this in turn leads to inconsistency of coding for the majority of courses that work well in the existing framework.
- A provider has questioned the need for more than the current three given that course JACS are supposed to represent the broad subject area(s) of the course, with more granular subject coding possible at module level. Another provide has also questioned is it a good time to make changes to anything subject related with the HEDIIP replacement of JACS in the coming years?
- One provider feels the detail of courses can be recorded via the module codes (JACS).
- Two providers have state the implications of what the change would bring; one provider has said that it will involve the reassessment of existing courses and will affect longitudinal analyses of data. Another provider has said the change will require a significant development of systems and testing of the revisions for what the providers feels is a small increase in accuracy (which the provider nonetheless supports).
- One provider has expressed that they would argue strongly for the change to occur even if only supported by a small number of institutions. Another provider has also said it would not cause any problems.
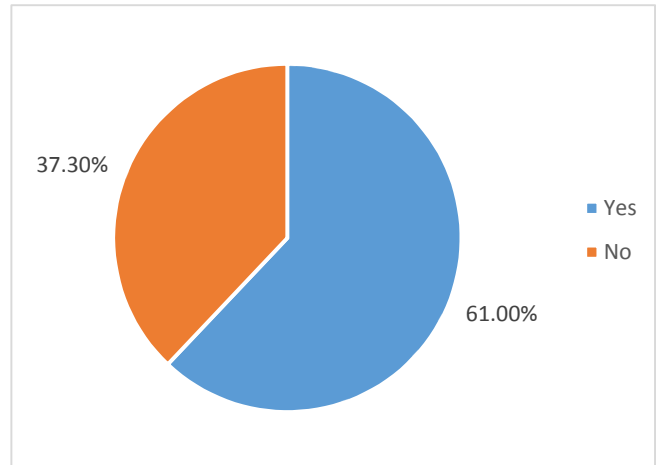
New valid entries

New valid entry in Previous provider 'Private Training Providers'

A HE provider has requested that a new code for 'Private Training Providers' is added to the EntryProfile.PREVINST field to distinguish private training providers (such as HMS Nelson and Zodiac training) rather than having to use 9999 'unknown' for these providers.

Q13. Would you use this code if it was added to the record?

Under two third of providers would use the code if added to the record and just over one third would not use the code if added to the record.
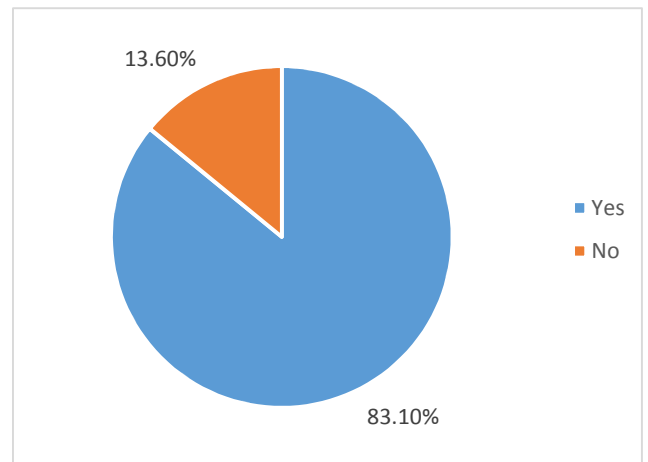

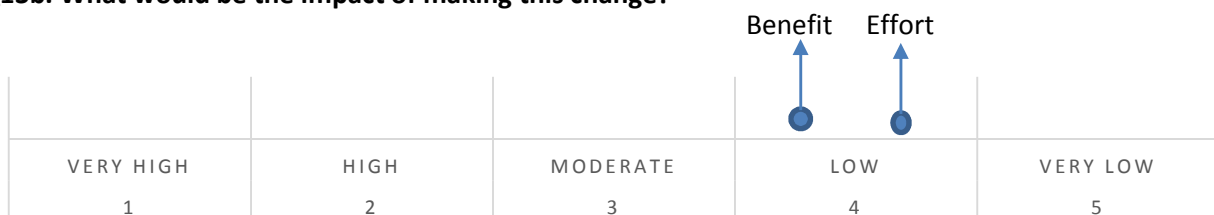### Q13a. Do you support the addition of this new code?

The majority of providers support the addition of the new code, while a small amount of providers do not support the addition.

Q13ai. Please provide further information in response to your answer above.

- Some providers do not see a need for the new generic code.
- One provider has noted that the codes do not feature in analysis they currently undertake.
- Another provider expressed concerns about the burden it puts on the provider, the provider feels that if the code does not add value to HESA, then they see no need to increase complexity of the field, the provider will have to review thousands of PREVINST source records to see if any needs re-coding, a similar task they have already carried out for UKPRN.
- One provider has raised a concern that they are unsure what private training providers' means and why it needs a special code, this provider uses code 9999 currently. Another provider also suggested that it should be a generic code for other training providers rather than just 'private' ones.

Q13b. What would be the impact of making this change?

Both the benefit and effort are low for adding the valid entry. The benefit slightly outweights the effort for respondents.

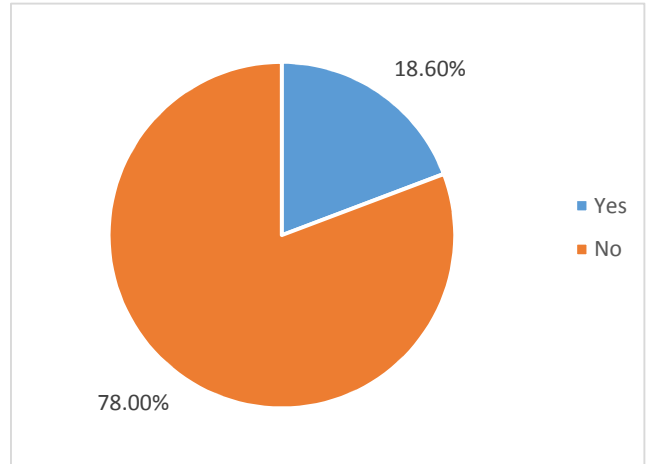**Q13c. Do you have any further comments about this proposal?**

- A clear majority of comments are in support of the proposal.
- A few providers would support the change assuming the data comes through UCAS.
- One provider has noted that they are not convinced that there would be enough benefit, and if PTP is a term understood by all collecting and inputting that data.
- One provider has noted that their would need to be clear guidance when the new code can be used or UKPRN should be used instead.
- Another provider has said it finds it challenging finding the UKPRNs for private providers, whilst the new code will be helpful, the provider still has to check for UKPRN and this a burden on them.

New Course aim valid entry 'Level 5 Diploma in Education and Training (DET)'

A new Course.COURSEAIM code has been identified for 'Level 5 Diploma in Education and Training (DET)'.

Q14. Would you use this code if it was added to the record?

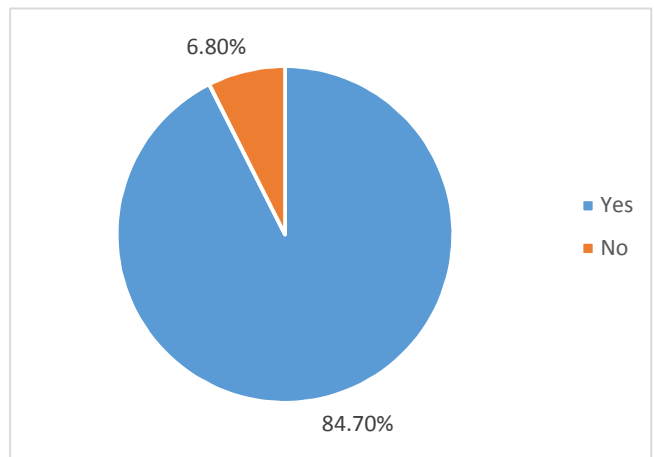The diagram shows the majority of providers would not use the code if it was added.

Q14a. Do you support the addition of this new code?

The majority of providers support the addition of the new code and only a few providers do not support the addition of a new code.

Q14ai. Please provide further information in response to your answer above

A few providers have noted they do not require the code as they don't have such courses.
One provider is unclear as to why Level 5 DET requires its own code as J41 already exists. (Note: HESA believes the new qualification should attract an "I"-code)

Q14b. What would be the impact of making this change?

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The benefit and effort is close to low for providers in adding the valid entry. The benefit is higher but not by a significant amount.

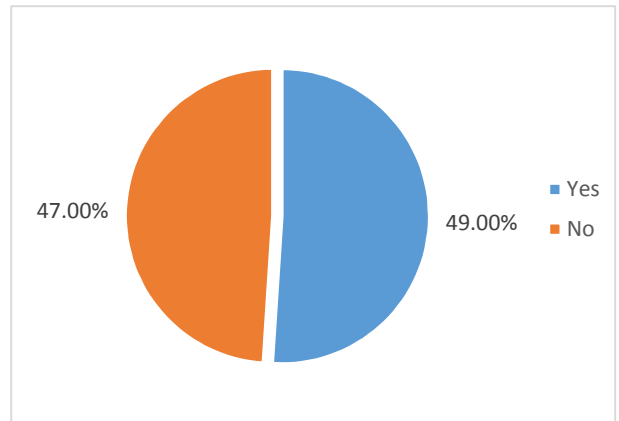**Q14c. Do you have any further comments about this proposal?**

- A majority of comments are stating the proposal is not applicable for the provider, noting they do not provide these type of courses currently.
- Several comments from providers were saying the proposal would not affect them but can see how the proposal may benefit other providers.
- One provider has stated they do not intend to offer such programs,

New Course aim valid entry 'Postgraduate Diploma in Education'

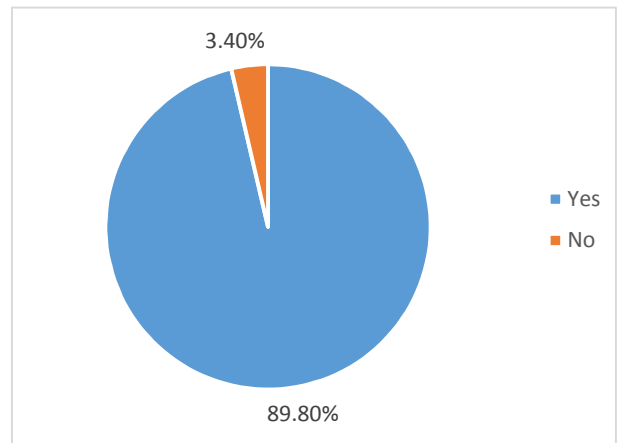A new Course.COURSEAIM code has been identified for 'Postgraduate Diploma in Education''

15. Would you use this code if it was added to the record?

There is almost an equal amount of providers who would and would not use the new code. A few providers did not respond to this question.

Q15a. Do you support the addition of this new code?

As shown in the diagram almost all the providers who responded to this question support the addition of the new code. Only a couple of providers would not support the addition of the new code.

Q15ai. Please provide further information in response to your answer above.

- One provider sees no difference between the proposed PG diploma in education and M41 and has noted they do not support the proliferation of the COURSEAIM to a granular level.

- Another provider has commented saying that PGCE courses use the same COURSEAIM as post graduate diploma in education which does not accurately reflect the level of provision, the provider has suggested the two be separated therefore improving accuracy.

Q15b. What would be the impact of the change?

Providers have indicated that the benefit and effort are low, but the benefit gained is a little more than the effort put in.

Q15c Do you have any further comments about this proposal?
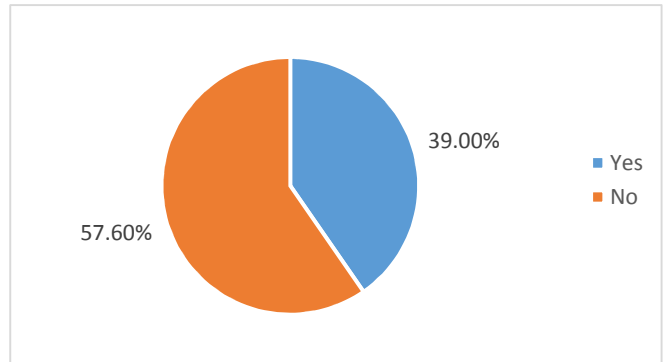
- The majority of comments noted that the proposal is not applicable to the responding provider.
A few providers have written they can see benefit for other HEPs and a couple of these providers have noted that the may need it in the future., while one provider has stated they do not intend to offer such programs,

MPHARM entry qualification

A provider has requested a new code 'MPHARM' is added to the EntryProfile.QUALENT3 field to distinguish these students. However there is no requirements from our statutory customers for this data
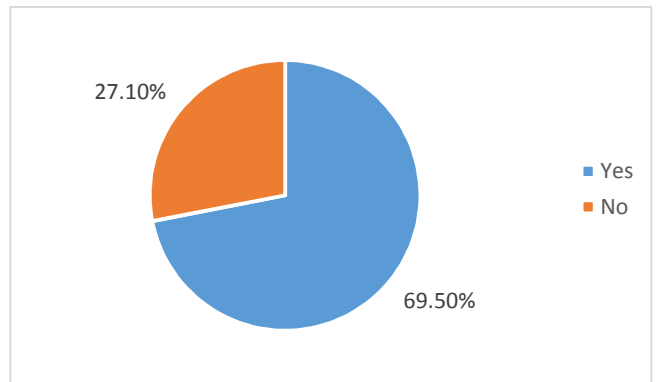
Q16. Would you use this code if it was added to the record?

The majority of providers would not use the code and several providers would use the code.

Q16a. Do you support the addition of this new code?

The majority of providers support the addition of the new code. Just over a quarter of providers do not support the addition of the new code.

Q16ai Please provide further information in response to your answer above

All providers who answered the previous question with 'No' have provided comments.

- Many providers think the code is unnecessary and have provided a number of reasons why.
  A few providers feel the code will complicate data gathering further as Qualent 3 coding frame is already complicated.
- A few providers noted that codes already exist to cover such qualifications such as first or second degree codes that currently exist under Qualent 3, M2X or they can be identified through integrated Qualent value.
- Two providers have mentioned, if this code is included, other masters such as MLP would also benefit from such changes, the new code could lead to a request for a range of other more specific codes which would increase the burden on providers. Another provider has also noted that they do not see why it is helpful to identify course specific qualification.
- Few providers have said they do not see the perceived benefit for the additional burden and feel it is not necessary as statutory customers don't require the code.

Q16b. What would be the impact of making this change?

			Benefit	Effort
VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The benefit that would be gained by providers is almost equal to the effort required by the providers. The benefit and effort are fairly low for providers. A justification for this change would be difficult to mount.

Q16c. Do you have any further comments about this proposal?

- A small number of providers have noted that the codes would facilitate ELQ assessments and easier identification of students for ELQ purposes.
- Several providers have stated they have no problem in adding the code and may use the code in the future. A provider has additionally noted that very few students will enter their institution using this code, but changing their systems to support the new code will involve disproportionate effort.
- One of the providers has noted that the currently code these students as 'M2X' in Qualent but are open to using a new code.
- One provider has suggested it would be worthwhile considering all other type of degrees (e.g. MChem
- A provider feels the new code does not sit well with the current values within QUALENT3 because it lies at a different level of detail, also the provider has noted there is a risk that, once a code of this detail is introduced, other institutions will request other codes at a similar level of detail expanding the list of values to become more like COURSEAIM.
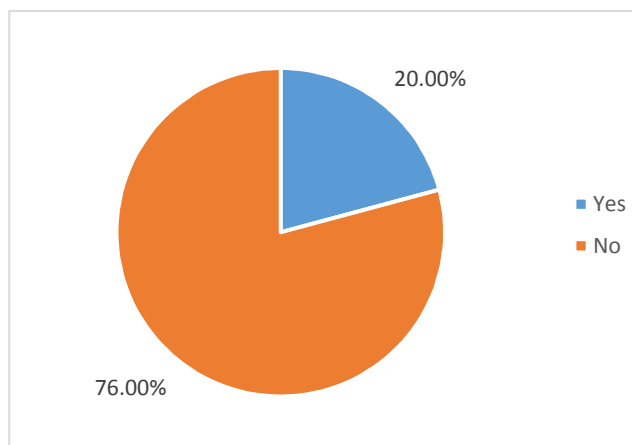
Full-time and part-time FE students

This proposal is to add two codes for FE students only in the Instance.MODE field, to identify whether the provision is full-time or part-time.

A request from the Department for Education to include this full-time and part-time split again, as this is important data for them for analytical purposes.
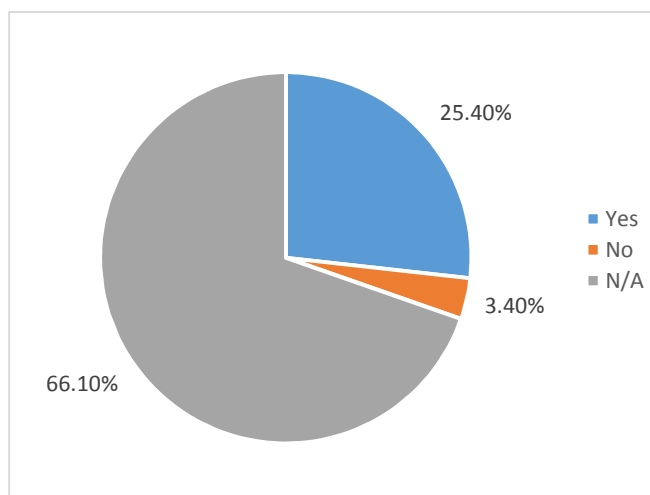
Q17. Would you use these codes if they were added to the record?

Just over two third of the providers would not use the code whilst several providers would.

Q17a. Do you support the addition of these new codes?
s the diagram shows the majority of providers have responded that the codes are not applicable to them. A few providers do support the addition of the new codes and a couple of providers do not support the addition of the codes.

Q17ai. Please provide further information in response to your answer above

Three providers have given comments. These are:

- "FT and PT codes were removed in 2013/14 so we are reluctant to change them again. Last time we had to check all our internal management information reports, many of which use mode in some way, and re-code a batch of them. Same with our business intelligence system. This was a significant undertaking."
- "We have no FE provision and therefore this field would not be relevant to us."
- "Defining FE courses as PT or FT was removed some years ago from the ILR spec - only hours are recorded there. EFA funded students can be classified as PT from derived data fields based on their planned hours of study, but SFA funded learners are not handled in this way and do not have a definition of PT/FT. as this request comes from DfE then I imagine they are only talking about EFA funded learners and they don't understand the implications on 19+ learners. Surely it would make more sense to keep the Student return in line with the ILR, otherwise information from HEIs will be different from FE providers. We won't be using these codes as we don't submit our FE student data through HESA (we directly submit an ILR)."

Q17b. What would be the impact of making this change?

			Benefit	Effort
VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

Due to the high level of N/A responses, results for this question were not deemed useful to publish. Providers in general made a strong case for not re-introducing a data item that had been deprecated due to non-use, and indicated that the effort involved by those affected was significant. HESA will discuss the differences between the ILR and HESA returns with the SFA with a view to improving coherence between the coding frames used by these records.

Q17c. Do you have any further comments about this proposal?

- Most comments stated that the proposal is not applicable to the respondent.
- One provider is confused because there are already a range of FT and PT options for FE students.
- A provider has noted that clear definitions would need to be provided as to what constitutes a FT and PT.

New fields

Tier 4 visa marker

The "Commission on International student destinations" recently published a paper which features recommendations for HESA. An implied recommendation, raised with us directly by our subscribers, is for HESA to collect a Tier 4 Visa marker to identify those students who have a Tier 4 visa in the UK's national Student record. Most providers currently collect this for the Home Office and HESA's proposal was to implement a simple marker to avoid creating additional burden.
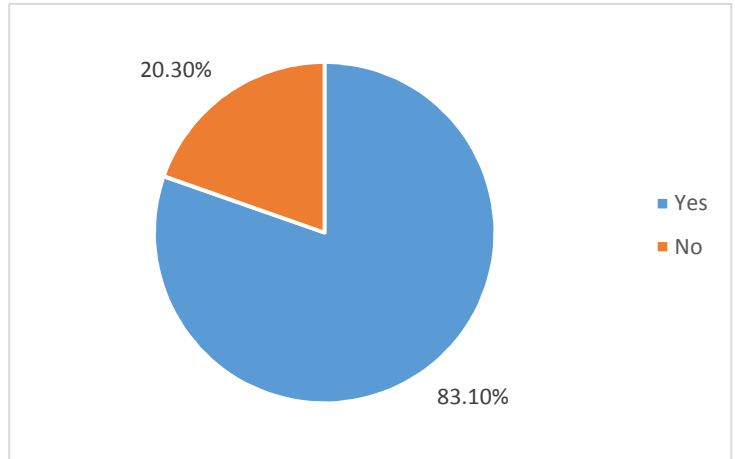
Q18. Would you be willing to provide this information to the student record?

The majority of providers are willling to provide the information, however a number of providers are also not willing to provide the information to the student record.

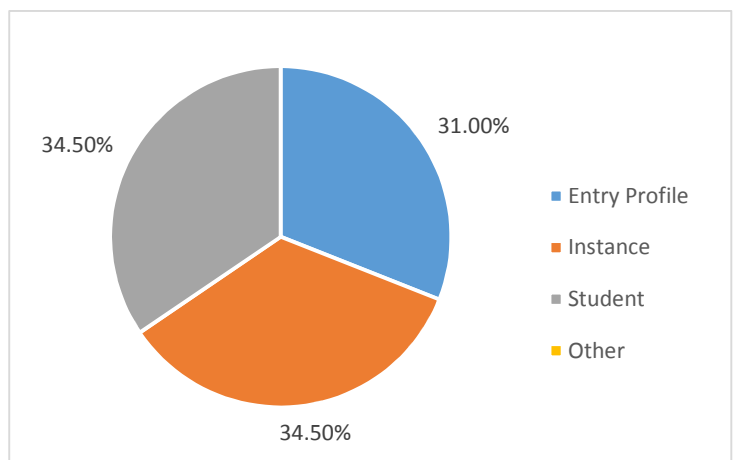**Q18a. Please provide further information in response to your answer above.**

There were a few different types of issues raised by the providers.

20.30%
83.10%
- Yes
- No

- A small selection of respondents felt the potential burden is too high and a couple of the providers have asked if the information could be collected by the Home Office and joined up by HESA. Other comments indicated that the government has other ways to identify types of visas, so it not necessary to burden providers with this.
- Two providers have noted that the data is complex, students will frequently have multiple visas or changes to immigration status.
- Several providers expressed concerns about data protection issues, providers would need more clarity in the business rules criteria which would be applied as well as the implications and use of the data.
- Two providers mentioned the HEDIIP new data landscape project, and the proposed role for HESA within it. One of these providers writes that the tier 4 reporting should be kept separate, and the other provider indicates they would be happy to provide the data in the new data landscape, but that it is not worthwhile changing the current data collection for only a year.
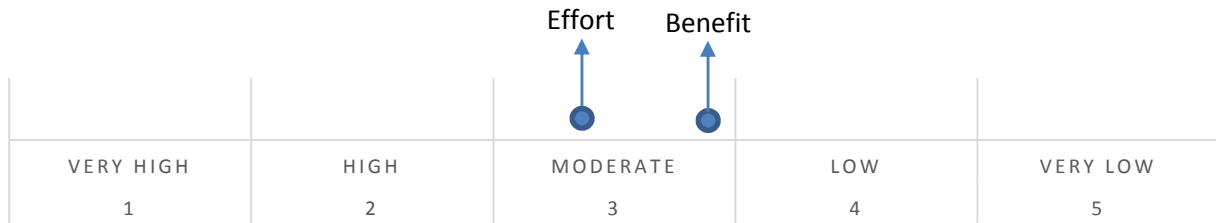
Q18b. On which entity would you prefer this new field to be located?

All providers except for one responded to the question. There is an almost-equal number of respondents in support of the data to be located in the Student, Instance and Entry profile entities. No providers chose other. This presents a conundrum, as there is a justification for each. Regardless of whether it is collected in future, this is clearly a data item that should be present in the proposed data language being developed by the HEDIIP project of the same name. We will ask the project team to consider the architectural implications.

34.50%
31.00%
34.50%
- Entry Profile
- Instance
- Student
- Other

18c. What would be the impact of this change

VERY HIGH	HIGH	MODERATE	LOW	VERY LOW
1	2	3	4	5

The effort involved is higher than the benefit for the providers. The effort is around moderate whilst the benefit that would be gained is moderate, but lower.

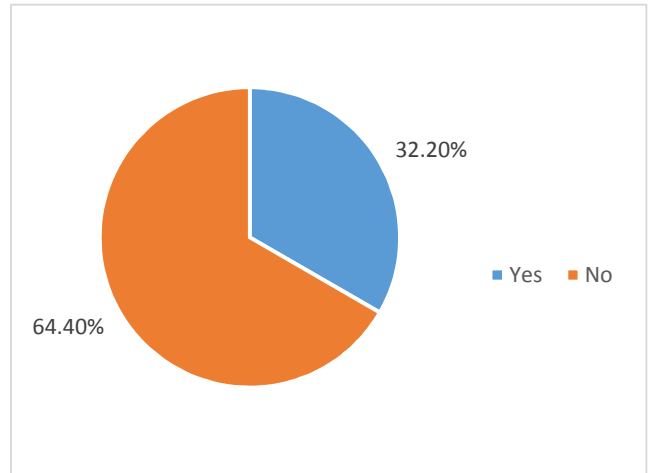**18d. Do you have any other comments about this proposal?**
- A few comments from providers concern the issue of student's Visa status changing and how this would be dealt with.
- Some providers have requested further information about the proposal. Such as further information as to why the request has been made and clarity around the census date which would help determine where the data would be located. Also a provider has written that "[a] decision would need to be made on how students in certain circumstances would be reported, for example, a registered student whose visa has expired but they are overseas on 'leave to work away' or 'writing up'. They require Tier 4 sponsorship to study at the University but are not currently sponsored as a registered student."
- Several providers noted that they collect this information already. One provider has noted that the data could be included in the HESA return if the new requirement was announced to a timescale that allowed the software house to implement the changes
- As small number of providers have raised concerns that the proposal will be too much of a burden on them.
- Some providers have provided arguments for and against in regards to which entity the new field should be located.

Own institutional identifier - Qualifications on Entry

One HE provider indicated that the inclusion of an institutional identifier on the Qualifications on Entry entity would be helpful, to allow them to more easily identify the specific source record in their student record systems.

19. Would you use this field if it was added to the record?

The majority of providers would not use the field if it was added to the record whilst a substantial minority would use the field, if added.
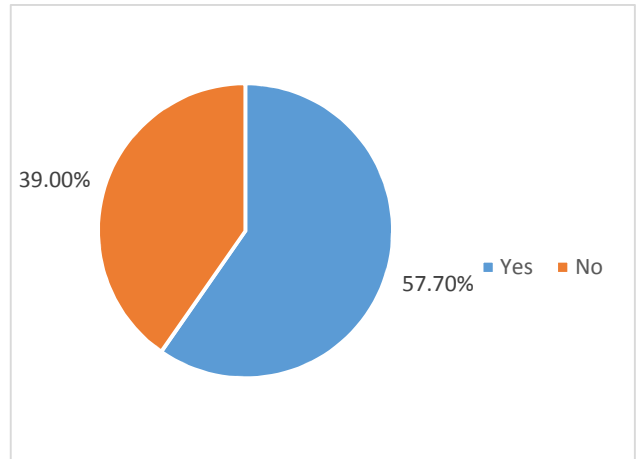

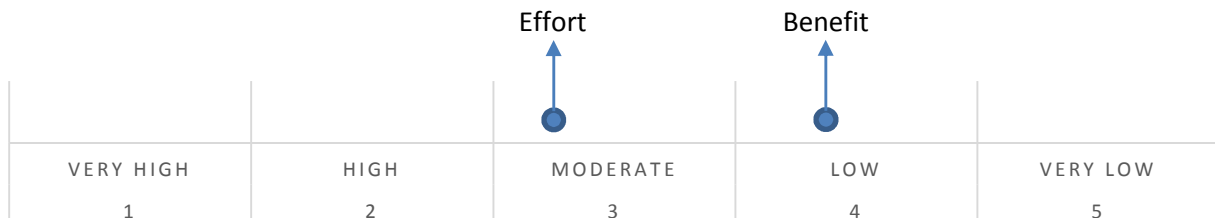**19a. Do you support the addition of this new field?**

Just over half of the providers support the addition of the new field. Several providers do not support the addition.

Q19ai. Please provide further information in response to your answer above

- A number of providers have stated that they did not fully understand the question.
- The majority of comments were about how the burden would increase on them massively and they cannot see the benefit. Many of these providers feel it would complicate the data further.
- A couple of providers have suggested it should be optional if introduced.

Q19b. What would be the impact of making this change?

There is considerable difference between the benefit and effort. The effort is much greater than the benefit for the providers.

Q19c. Do you have any other comments about this proposal?

- Two providers have stated it is dependent on their software supplier implementing the change.

- One provider has commented if this was submitted via UCAS (or UCAS for Conservatoires) this field would be beneficial, but if this was left with the institution to provide this would create an extra burden.
- Few providers have said it would very useful, one of the providers further went on to note that EU and Overseas student data would prove problematic, but was nevertheless supportive for UK student records.
- One provider has said it should be optional, another provider said the effort is low if it is optional but high maintenance cost if it is mandatory.
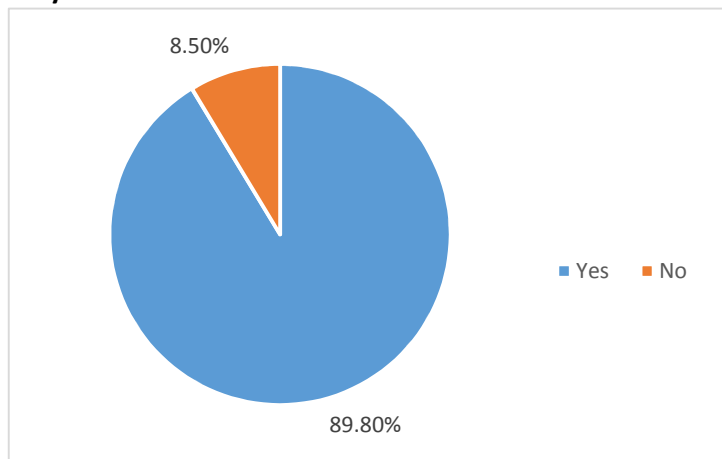
Students' address

This question is gathering information only, there is no change being proposed.

The ONS have expressed a desire for HESA to collect students' residential addresses. The ONS would ideally like to receive this at multiple points in the year, though our current record structure wouldn't support this (as there is only one submission point). However we are keen to understand the specification of, and mechanism by which providers collect data on students' addresses. Currently there are fields which record the Term-time postcode, and Term-time accommodation type.
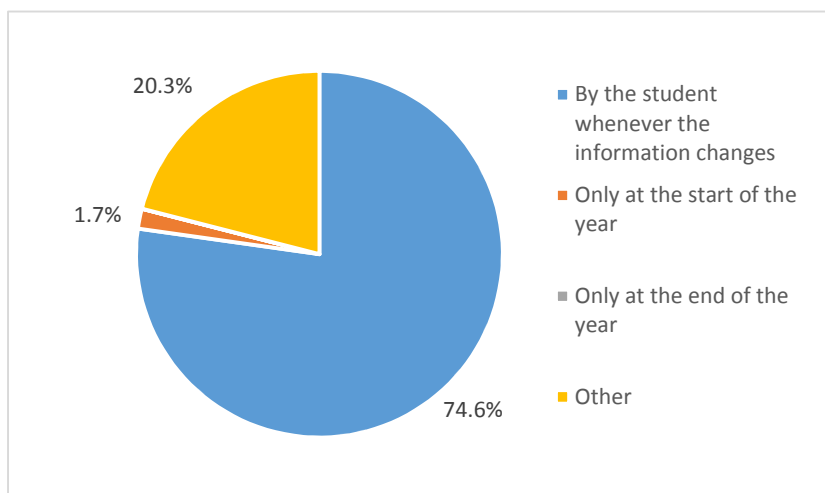
Q20. Do you hold this information on your student record systems?

The majority of providers hold the information on their student record systems. A few providers do not hold this information.
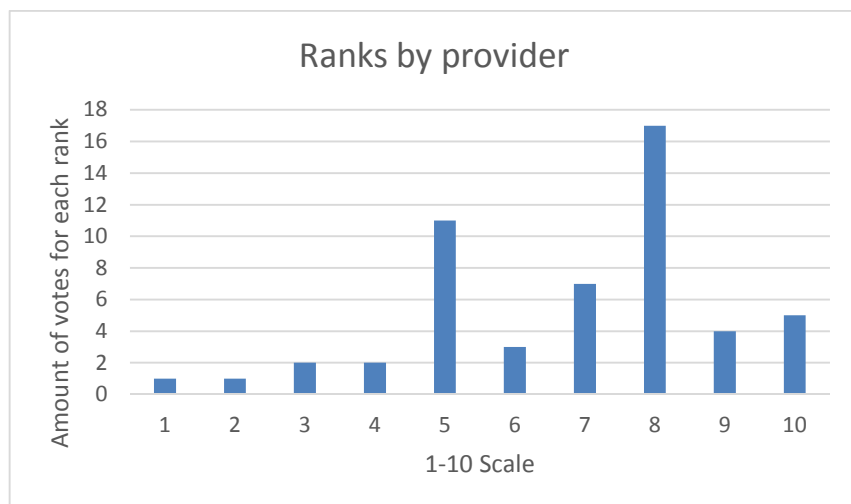

Q20a. When is this updated?

The majority of providers have the information on students address updated by the student whenever the information changes. A quarter of the providers have chosen other and one provider has chosen only at the start of the year. No providers have chosen only at the end of the year.

Q20ai. If you selected other please specify:

- The majority of comments stated that addresses are collected at the start of the year and the student is then able to update their address at any time throughout the year.
- One provider noted that students in hall of residences are populated automatically from their accommodation system.
- One provider has raised a question "What is 'residential' address and how does it differ from term-time address" this provider has noted that they already return postcode on entry and term time postcode and think this should suffice.
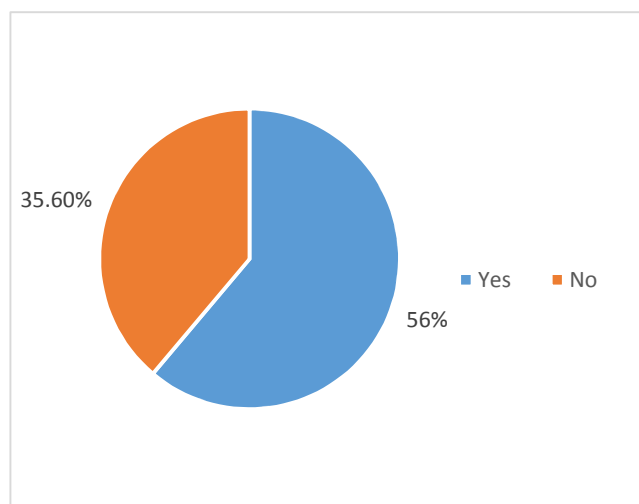
Q20b. How recent do you consider the accommodation information you currently supply to HESA to be, on a scale of 1 to 10 (where 1 is most likely to be out of date and 10 is likely to be up-to-date)?

The majority of providers have rated themselves with a score of 8, showing they seem to be confident that their data supplied to HESA is up to date – a response which tallies closely with the prevalence of student-initiated updates using online systems.

Q20c. Would you consider supplying this data to HESA?

Over a half or the providers would consider supplying their data to HESA. There are still also a number of providers who would not consider supplying data to HESA.

Q20d. Do you have any further comments about this idea?
39 providers responded to the question.
- The majority of comments noted that it is up to the students to update their address, and providers feel this address is not always accurate, few providers feel the data is at its most accurate at enrollment time when students still need to fill in their address details.
- A majority of providers have also noted that there would be a significant amount of extra burden on providers if this were introduced, with several providers also noting that if validation rules are enforced, returning the address data will be difficult and very time consuming for providers as they will most likely need to standardize the addresses. Two of providers have stated that the cost is high in implementing additional fields.
- Several providers would like more information in what the data would be used for, as some providers feel the current data on address should suffice. (Note: in discussions with the ONS, they have indicated that regular in-year internal migration data are collected to aid the planning and resourcing of a wide range of public services. As students represent one of the UK's most transient populations, planning services that take them into account is especially difficult, and better data would lead to better service provision).
- A few providers have expressed concerns about data protection and whether this is an issue.

Information on the new Tariff points

The new Tariff will be implemented for the UCAS admissions cycle starting September 2017. This means qualifications on entry for the 2017/18 HESA reporting year, collected from August 2018 and published in January 2019, will be based on the new Tariff points

21. If there any comments or questions, please note these below.

- Several providers have noted that they feel this is a sensible way forward as they will be able to do comparisons.
- Two providers did not find the information provided sufficiently clear and would like further information with worked examples.
- Several request were also raised by providers:
  - "Can the new tariff be included in data HESA returns to providers following the HESA student return. In the table DSCORE is a field called XTARIFF, could providers also have the new tariff in this file for the next return?"
  - "As 2013/14 and 2014/15 new tariffs will be calculated for the KIS return during 2015/16 can providers see this data?"
  - "Will UCAS supply the data on these qualifications via ABL (or some other mechanism) like they do now for most tariff bearing quals? Or will providers be expected to supply them without any UCAS data (this would require system and process development)."

We will respond to these points in more depth in future communications.

General Comments

As a feature of the more open and interactive approach we are taking for annual updates to records, we now routinely ask respondents to comment or advise on what HESA should do to improve the Student record. Below is a selection of responses.

Q22. If you have any other suggestions for change to improve the Student record, please note these below. This could include any areas you are currently experiencing difficulties with.

There are various comments relating to the student record including:
- Lack UKPRN codes in HESA table.
- Term time postcodes being the most difficult and time consuming to collect.
- Reduce this QUALYEAR check from an error to a warning. Also other warning others should be identified as something else to minimize the risk of Minerva queries coming up after deadlines.
- The coverage of surname and forenames encompassed all students (currently excludes exchange.
- Software not keeping up with changes.
- GROSSFEE/NETFEE - find these particularly hard to report as the HESA annualised fee guidelines do not fit with the way in which we charge fees as an institution, requires manual manipulation

Q23. If you have any other comments relating to this annual update, please note these below.

The comments received were about possible improvements to the survey layout and functionality.

We will consider all of the issues raised here, and where possible they will lead to improvements in how we support providers.

1/9/16