

# Summary of responses received in the 2016/17 ITT In-Year record consultation

The initial teacher training landscape has changed considerably over the past few years. A substantial review is required to update the record to better serve stakeholder needs, and to take the opportunity to deprecate defunct parts of the record.

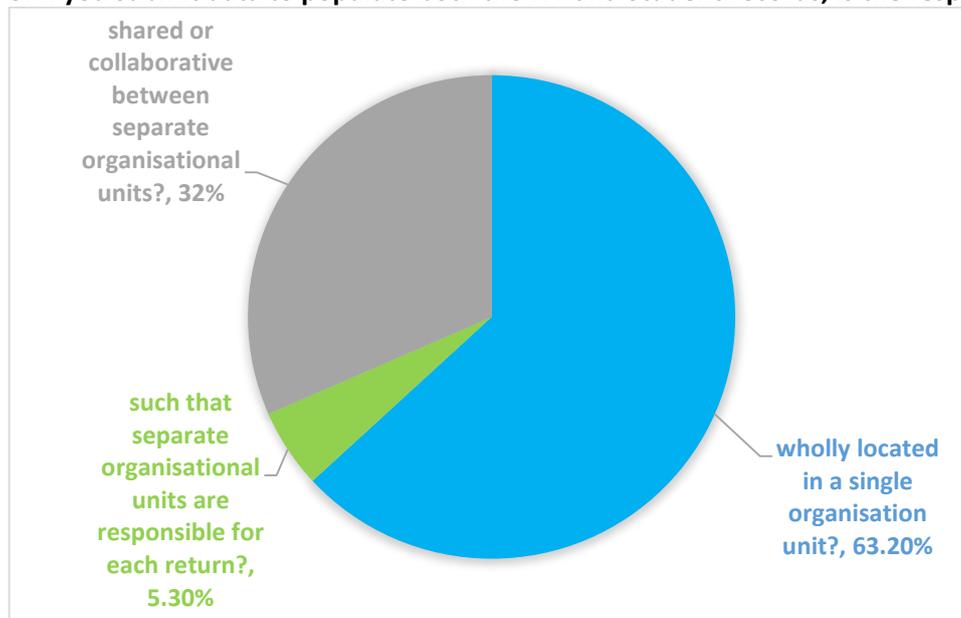
HESA is currently undertaking a review of the ITT record, considering changes for the 2016/17 record (C16053). In total the consultation received 38 responses from HE providers, a response rate of 51%.

All items in this consultation have originated from HESA's discussions with the NCTL over the past months. This document summarises the responses received in the consultation.

## Introduction

We asked about the organisational responsibility for the ITT return, to help discover how joined-up management of these records are. We thought you would like to see the results.

### 3. If you submit data to populate both the ITT and Student records, is the responsibility for making the returns:



## Proposed items to be removed

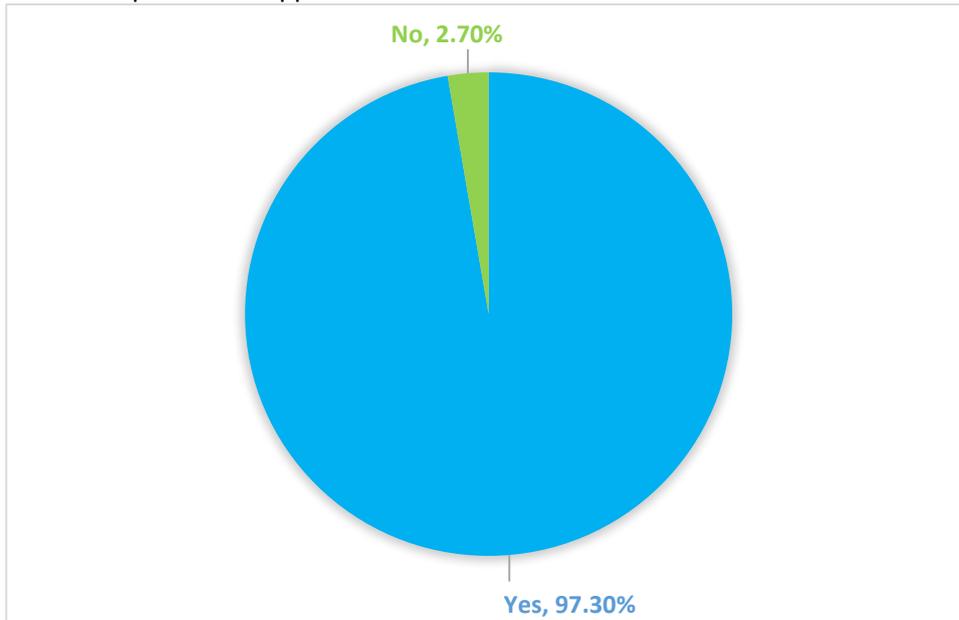
Where data items appear to add insufficient value to the record, HESA seeks to deprecate them.

### Remove Student.DISCFUND field

It was proposed that the Discretionary funding field ([Student.DISCFUND](#)) is removed. Any new starters from 2014/15 were removed from the coverage of the field (i.e. Optional for all students where [Student.COMDATE](#) is before 2015-08-01) and as this data is no longer required by NCTL, it was proposed that this field is removed from the record.

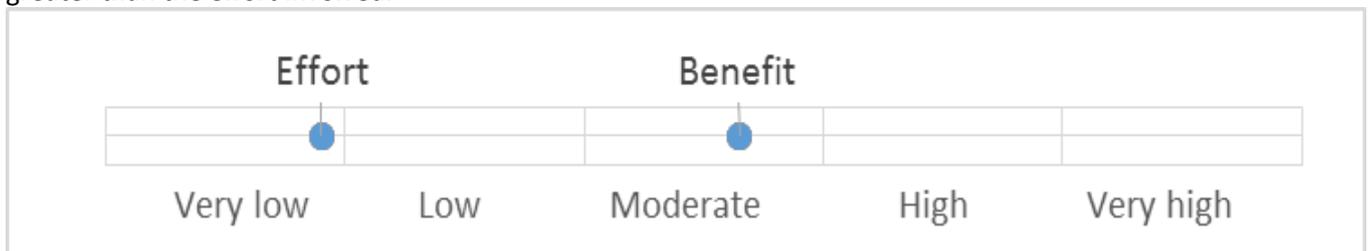
#### 4. Do you support removal of the field?

97% of respondents support the removal of the Student.DISCFUND field.



#### 4.a What would be the impact of making this change?

The diagram below shows the responses that were received regarding the effort and benefit that would be involved to implement the proposal. The average of the responses received for each question has been plotted on the diagram. Respondents have indicated that this change would be beneficial for them and that it requires a very low amount of effort to implement the change. Therefore we can see clearly that the benefit gained would be greater than the effort involved.



#### 4.b Do you have any further comments about this proposal?

The majority of respondents welcomed the proposal, as they believe it is good practice to remove fields that are no longer used. Furthermore, some argued that the field has caused validation issues (e.g. related to BURSLEV). One respondent argued that the benefit from the removal would not be very high, as long as validation does not enforce completion.

This field has raised several questions. One provider is unsure whether NCTL would still require this information in their annual grant report in December.



Another provider explained that they were under the impression that they would not be able to award higher bursary awards from September 2015 and questioned whether it is correct to code as '4' Not awarded until the removal of the field.

**Recommendation: to remove the Student.DISCFUND field from 2016/17.**

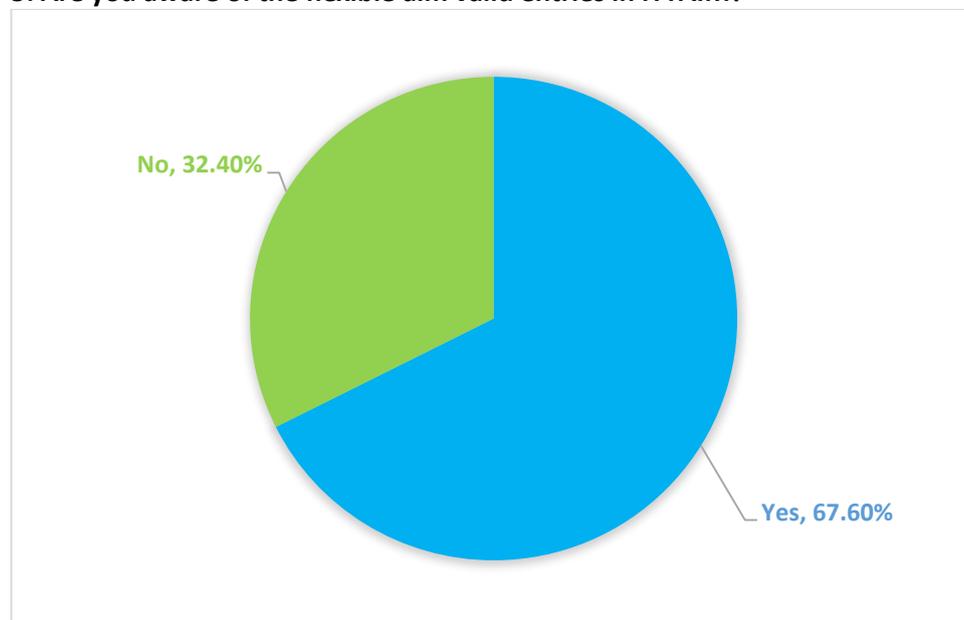
### **Remove Student.ITTAIM valid entries – flexible**

Three valid entries in the ITT Qualification Aim field ([Student.ITTAIM](#)) are no longer needed by the NCTL:

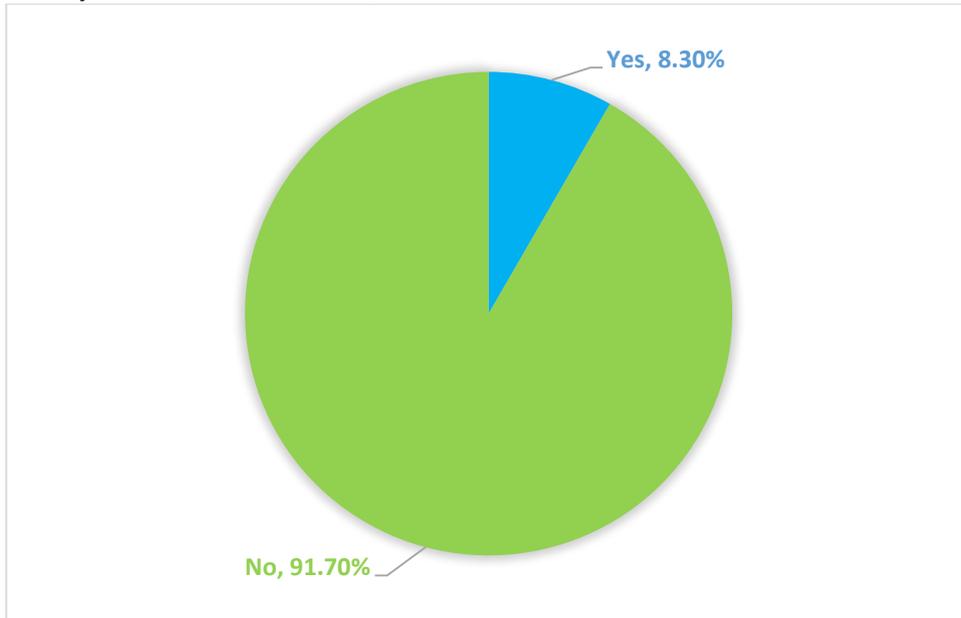
- 111 Flexible - Assessment Only
- 110 Flexible - PGCE
- 113 Flexible - ProfGCE

It was recommended that anyone currently using these valid entries use the following ones instead: 027 'QTS Award only', 020 'Postgraduate Certificate in Education' and 031 'Professional Graduate Certificate in Education' respectively.

#### **5. Are you aware of the flexible aim valid entries in ITTAIM?**



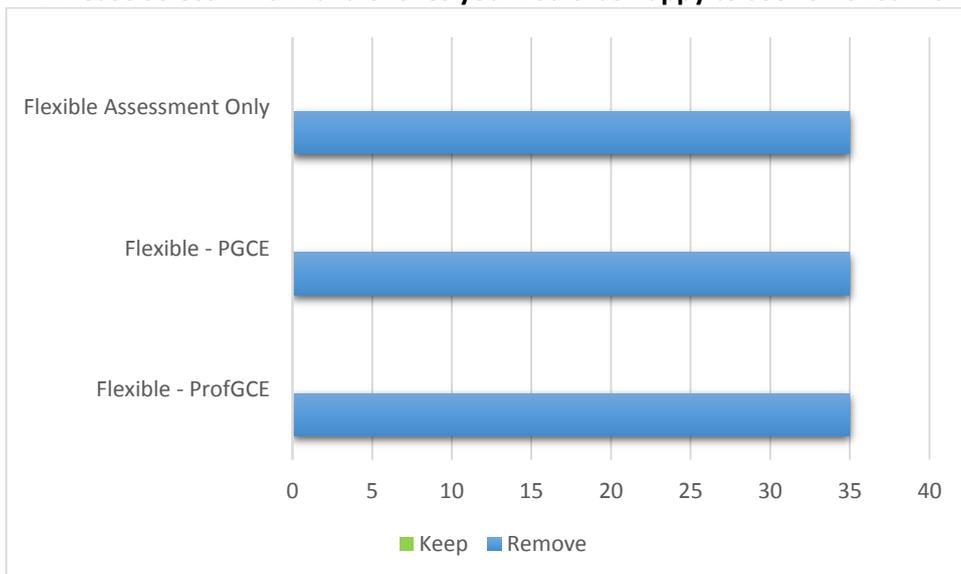
**6. Do you run flexible courses, but use other valid entries to return data in ITTAIM?**



**7. Please indicate below whether or not you would support their removal.**

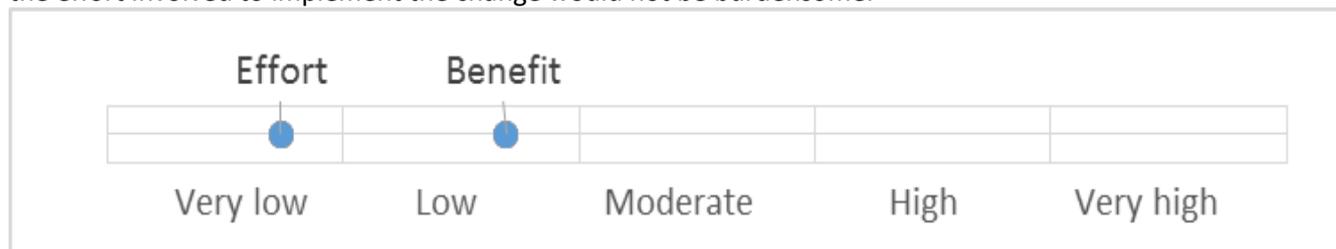
It could be seen on the following graph that all respondents indicated that they would like the suggested valid entries to be removed from the field.

**7.1 Please select which valid entries you would be happy to see removed from the field.**



**7.a What would be the impact of making this change?**

Respondents have indicated that the removal of the suggested valid entries would be beneficial for providers and the effort involved to implement the change would not be burdensome.



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

The majority of respondents indicated that they do not have this type of provision, therefore this would have no impact on them. However, they supported the removal and suggested that this would simplify coding for providers that run flexible courses. One provider noted that the change needs to be communicated in a timely manner to allow for implementation.

**Recommendation: to remove valid entries 111, 110 and 113 from Student.ITTAIM from 2016/17.**

**Remove Student.ITTAIM valid entries – ‘with intercalated PGCE’**

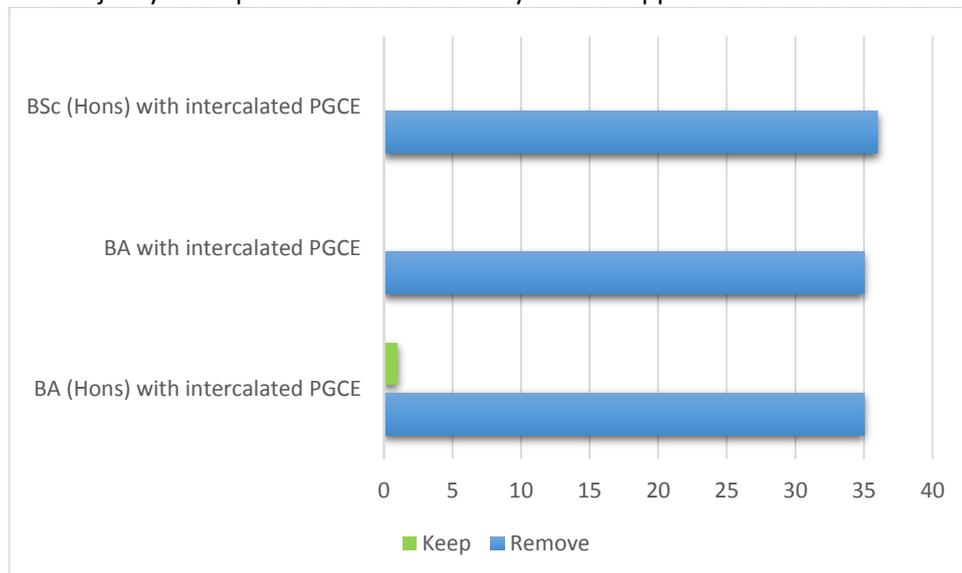
Now looking at the valid entries that have ‘with intercalated PGCE’ in the code labels (in [Student.ITTAIM](#)):

- 014 BA (Hons) with intercalated PGCE
- 012 BA with intercalated PGCE
- 013 BSc (Hons) with intercalated PGCE

There has been no use of these codes this year so far and we would prefer to see these codes deprecated.

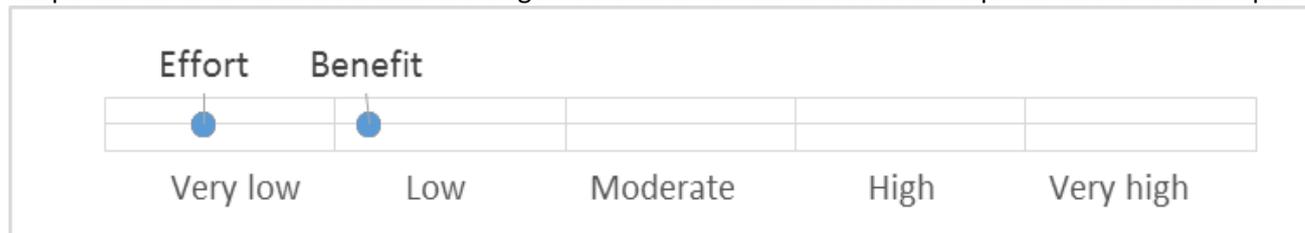
**8. Please indicate below whether or not you would support their removal.**

The majority of respondents indicated they would support the removal of the suggested fields.



### 8.a What would be the impact of making this change?

Respondents have indicated that this change would be of low benefit but also requires little effort to implement.



### 8.b Do you have any further comments about this proposal?

Again, this is not applicable to the majority of the respondents as they do not run, or anticipate running intercalated PGCE courses. One provider queried the reason for viewing intercalating postgraduate and undergraduate provision as problematic – they already have single integrated masters at level H and M, therefore the boundary is not clear cut.

**Recommendation: to remove valid entries 014, 012 and 013 from Student.ITTAIM from 2016/17.**

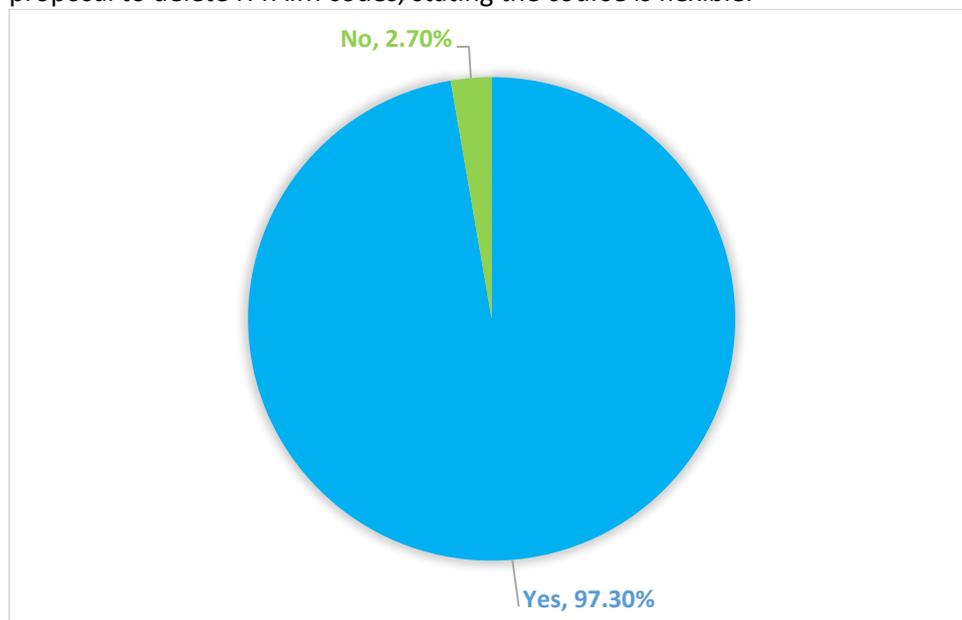
### Remove Student.TTCID valid entry

A valid entry in the [Student.TTCID](#) field (and equivalent [Course.TTCID](#) field in the Student record) is no longer needed by the NCTL:

- 8 NCTL funded flexible provision (ITT)

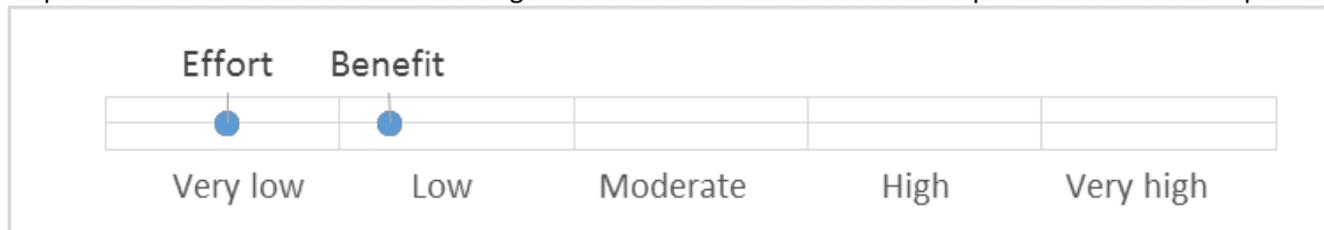
### 9. Do you support removing this valid entry?

The majority of respondents would support the removal of the valid entry. Only one respondent was against the removal, as historically, they have delivered a number of flexible PGCE routes. They would need a TTCID code to ensure any continuers are identified as being on flexible routes. They consider this more important given the proposal to delete ITTAIM codes, stating the course is flexible.



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

Respondents have indicated that this change would be of low benefit but also requires little effort to implement.



### 9.c Do you have any further comments about this proposal?

The majority of respondents have indicated that this change would have no impact on them, as they do not have this type of provision. Respondents welcomed the removal, as this would simplify coding of courses. One provider noted that it would be helpful if definitions of terms like "NCTL funded flexible provision" are shared by NCTL with the whole community.

**Recommendation: to remove the Student.TTCID valid entry.**

## Other items

### 10. Are there any current fields which you cannot provide data for, because you don't have the data?

The majority of respondents have indicated that there are no other fields they cannot provide data for.

Several providers informed us that they do not collect National Insurance Number data from their students. Although this data is problematic, they are now aware that this is optional and are planning to remove it from their submission.

One provider explained that it can be difficult to get all the information to complete Student.DEGCTRY, Student.DEGEST, Student.DELENGTH, Student.DEGSTDT and Student.DEGENDDT if the qualification recorded in the Student.DEGTYPE field relates to a Masters or PhD as the UCAS questions are so focused on first degree. Another provider indicated that ITTSCHMS requires them to undertake a separate data collection activity from students on this and it can be difficult to get comprehensive and accurate data (students sometimes get confused by the types of schemes listed). ALLPLACE and MSFUND were also mentioned as problematic.

### 11. Are there any other fields or valid entries that you are aware of that may no longer be needed in the ITT record?

The majority of respondents agreed that there are no other fields or valid entries that may no longer be needed in the ITT record.

Two providers suggested that the INDSLFACT field is being removed for clarity, as they are required to submit 'Y' to conform to schema. This has already been removed from the ITT record from 2015/16.

One provider noted that they have never returned NIN and it had never been flagged as problem, which suggests that the data is not needed. One provider questioned the purpose and use of the data for NCTL. One provider questioned the use of DEGSTDT, DEGENDDT and DELENGTH, as each of them has to be aligned manually and represents unnecessary burden on staff. One provider questioned if overseas students are eligible for EYITT or School Direct then the recent coding table for EYITT does not allow for that.

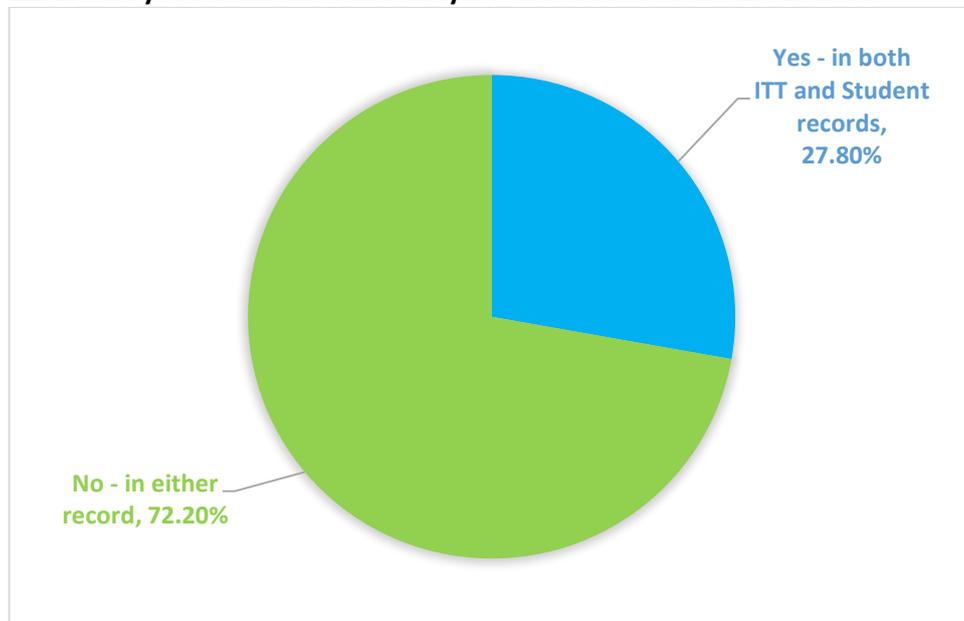
**Recommendation: All of the above suggestions will be considered for future developments.**



## New valid entry in qualification aim

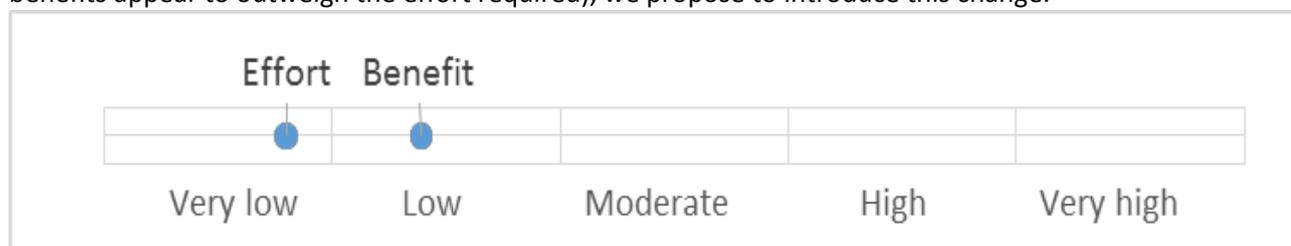
It was suggested that a valid entry could be added to the [Student.ITTAIM](#) field (and equivalent [Course.COURSEAIM](#) field in the Student record) to record “Postgraduate Diploma in Education”. Currently these students are being coded using the valid entry “Postgraduate Certificate in Education or Professional Graduate Diploma in Education”.

### 12. Would you return this valid entry if it was added to the above fields?



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

Since this change will benefit a sizeable minority of respondents and no great burden was identified (in fact the benefits appear to outweigh the effort required), we propose to introduce this change.



#### 12.b Do you have any other comments about this proposal?

Most respondents do not have PGDE programmes but they support the change and consider it a big improvement, as Awards and Outcomes would match and it would allow more detailed analysis.

One provider requested the addition of a new entry (for both Student and ITT records) that they could use for students who are studying for institutional credit and QTS, as currently they are advised to use “027 – QTS Award only”, which understates their activity.

**Recommendation: add valid entry ‘Postgraduate Diploma in Education’ to the Student.ITTAIM field.**



## Recording the qualification aim

The current specification for the [ITT Qualification Aim](#) field is recording multiple types of data in a single field. There are elements of the qualification/award aim (e.g. BA or BEd), elements of recognition by government (e.g. QTS or EYTS), elements of the mode of study (e.g. Flexible – PGCE), and elements of joint qualifications (e.g. BSc (Hons) with intercalated PGCE). Consequently the current field is complicated and recording too many different types of information. NCTL and HESA would like to simplify this field to record only the qualification/award aims.

An earlier question 7 has already asked about whether or not we can remove the Flexible valid entries (111, 110 and 113), and question 8 has already asked about whether or not we can remove the ‘with intercalated PGCE’ valid entries (014, 012 and 013). Question 12 above has asked about including a new valid entry.

Now, turning our attention to the rest of the valid entries. This is the ITT qualification aim field, therefore the main qualification aim valid entries will obviously remain in the field (BA, BEd etc.)

There are a number of valid entries which relate to the accreditation with NCTL (e.g. QTS or EYTS). These are still required in principle in the field as they will be needed where a full course is not being studied, but we are considering if it is possible to make them more generic.

There seems to be some commonality of these codes, as follows:

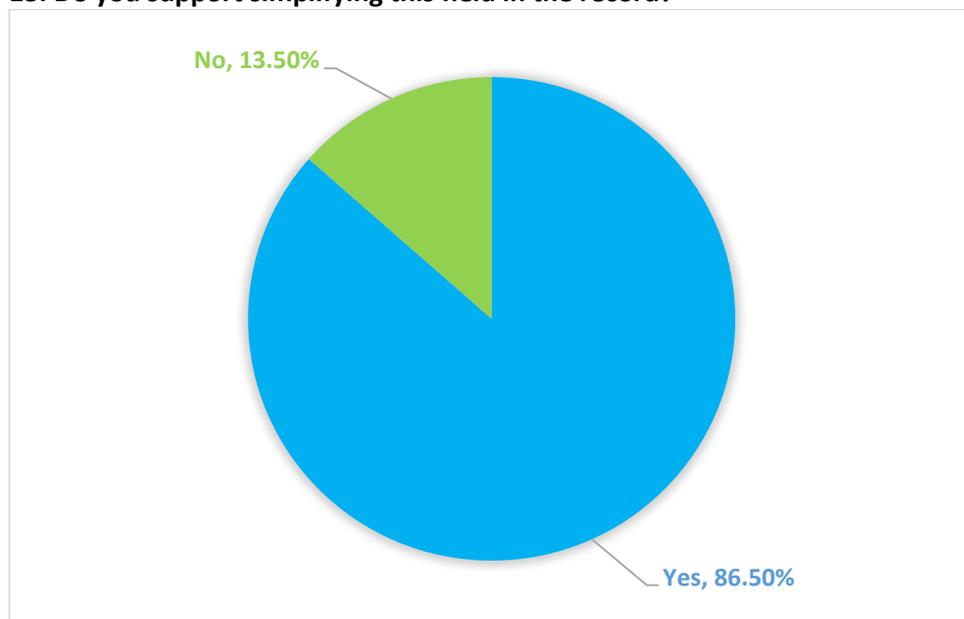
- Professional status only
- Professional status plus academic award
- Professional status by assessment only

That would mean the following codes would be substituted:

Code	Current ITTAIM entry	Proposed new ITTAIM entry
032	Early Years Teacher Status	Professional status only
033	Early Years Teacher Status plus academic award	Professional status plus academic award
034	Early Years Teacher Status assessment only	Professional status by assessment only
029	QTS Assessment only	Professional status by assessment only
027	QTS Award only	Professional status only

The [Student.TTCID](#) field would then be used to identify whether the course was relating to EYTS or QTS.

### 13. Do you support simplifying this field in the record?

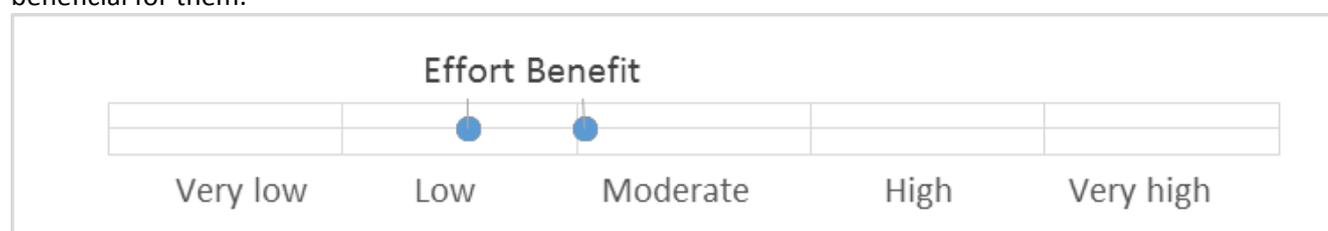


The majority of respondents supported the proposal. Those that are against the change have presented the following reasons:

- It would lead to more confusion rather than simplification, as the proposed entries do not seem as clear as the current entries.
- The gain from the suggested changes might not outweigh the costs to individual providers (recoding programmes, revisiting scripts and reports) and could potentially result in a break in the time series in their analyses.
- One provider suggested separating the aim of the qualification (and using COURSEAIM for this) and professional status.
- Another provider believes that although there are only Early Years statutes currently, there should be thinking around future-proofing, should there be other professional status qualifications. In such cases, they would need to differentiate between types and the entries as they stand now would allow them to do that.
- One provider suggested that earlier proposals in the consultation would help simplify this field already.

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

Although it would require some effort, respondents indicated that implementing this change would still be more beneficial for them.



### 13.c Do you have any further comments about this proposal?

The majority of respondents welcomed this simplification, as they experience issues with consistent coding of this field. One provider noted that the change needs to be communicated in a timely manner to allow to implementation.

The term "professional status" is considered ambiguous and an explanation is needed. One provider requested additional entry "professional status plus academic credit". They would also seek reassurance that removing the distinction between "QTS" and "Early Years Teacher Status" would not require additional data collection or future changes to the ITT return to rectify.

**Recommendation: simplify the Student.ITTAIM field as suggested above**



## New field to record entry routes

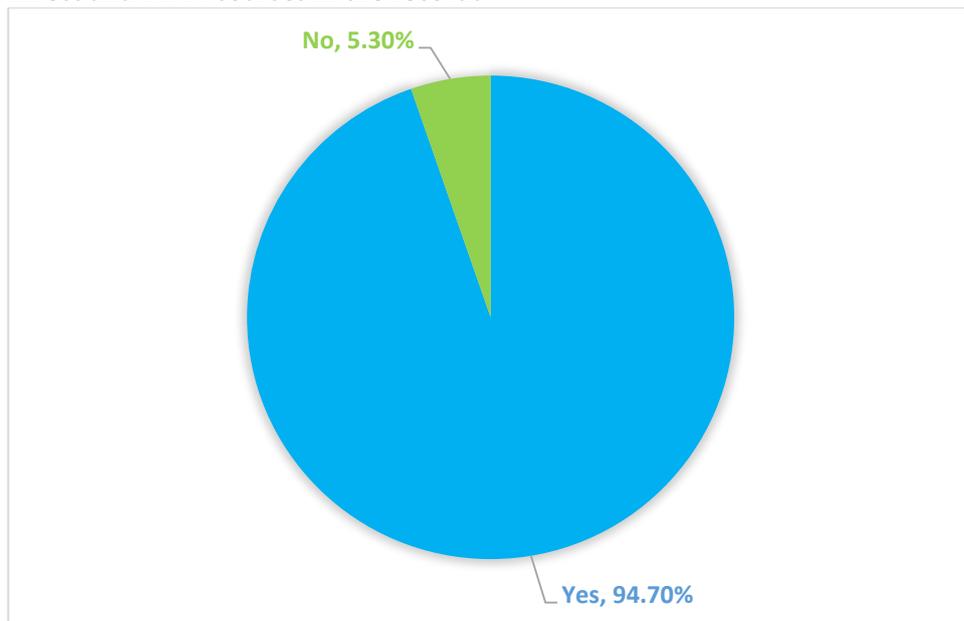
Given that both School Direct and EYITT have the concept of an entry route into the course, it was proposed to combine these requirements. As there is nothing in the record currently that records this type of data, a new field is proposed. The field will likely be called 'Entry Route' and will have eight valid entries as follows:

- 01 Mainstream
- 02 School Direct tuition fee
- 03 School Direct salaried
- 04 EYITT Graduate Entry
- 05 EYITT Graduate employment-based
- 06 EYITT Undergraduate entry
- 07 EYITT Assessment Only
- 08 EYITT School Direct

Valid entries 02 and 03 above will be used for School Direct courses and valid entries 04-08 for EYITT courses. Valid entry 01 'Mainstream' would be used for all other courses.

All other occurrences of these codes in the record currently will be removed if this proposal is approved (i.e. the five valid entries from INITIATIVES). It is anticipated that this requirement will also be included in the Student record – most likely on the Entry Profile entity.

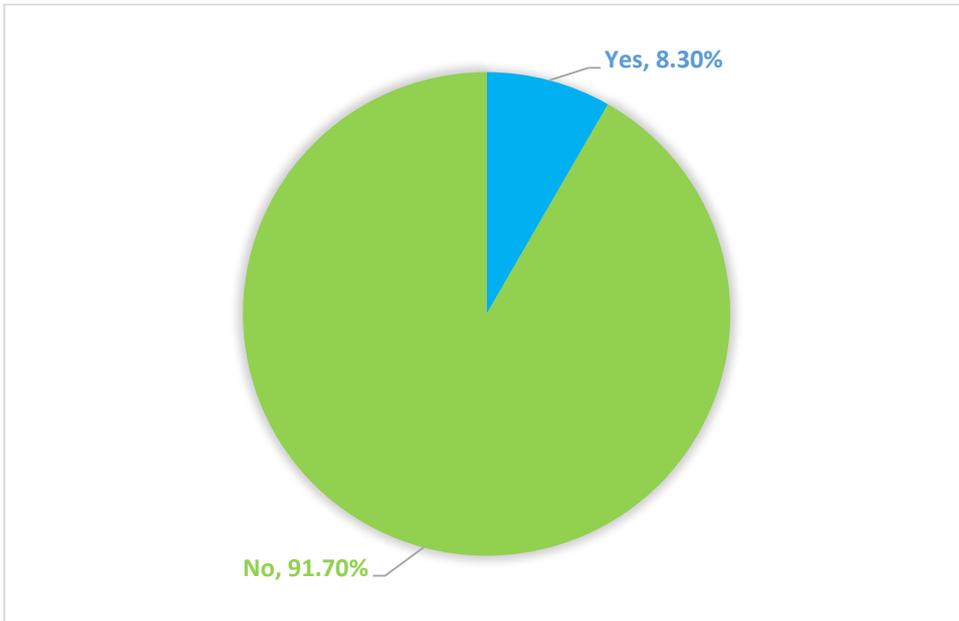
### 14. Do you support this proposal to simplify and align the current practice in recording entry routes for School Direct and EYITT courses in the record?



#### 14.a Do you foresee any problems in returning this data in a new field in the ITT record?

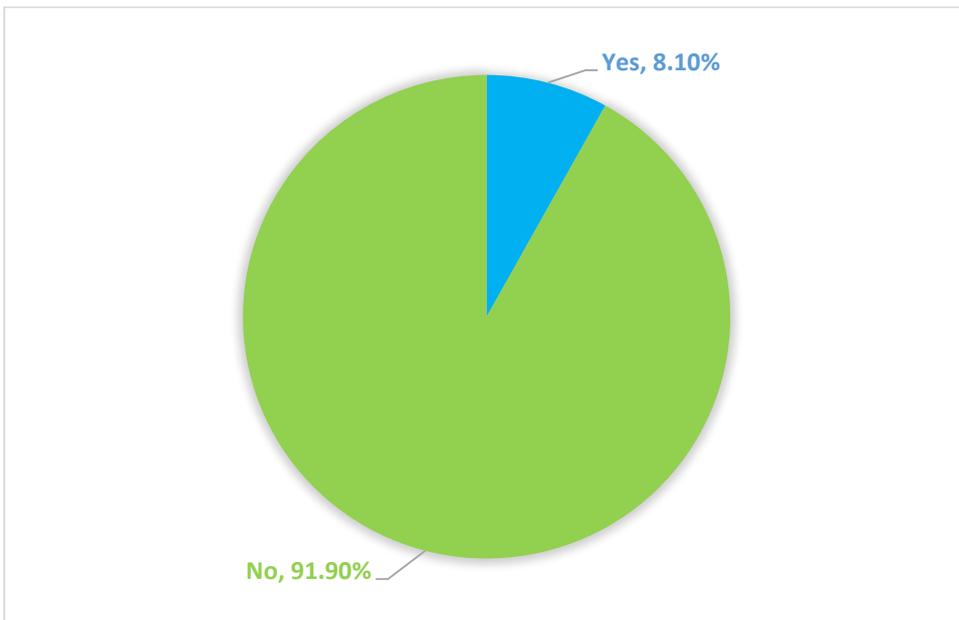
The majority of respondents did not foresee any problems in returning this data in a new field in the ITT record. However, a few respondents expressed concerns relating to lack of governance and being able to correctly identify individual students, as schools are not being responsive in providing additional data requested. One provider suggested a field similar to INITIATIVES, as they believed that the suggested field could become difficult to manage in future.





**14.b Do you foresee any problems in returning this data in a new field in the Student record?**

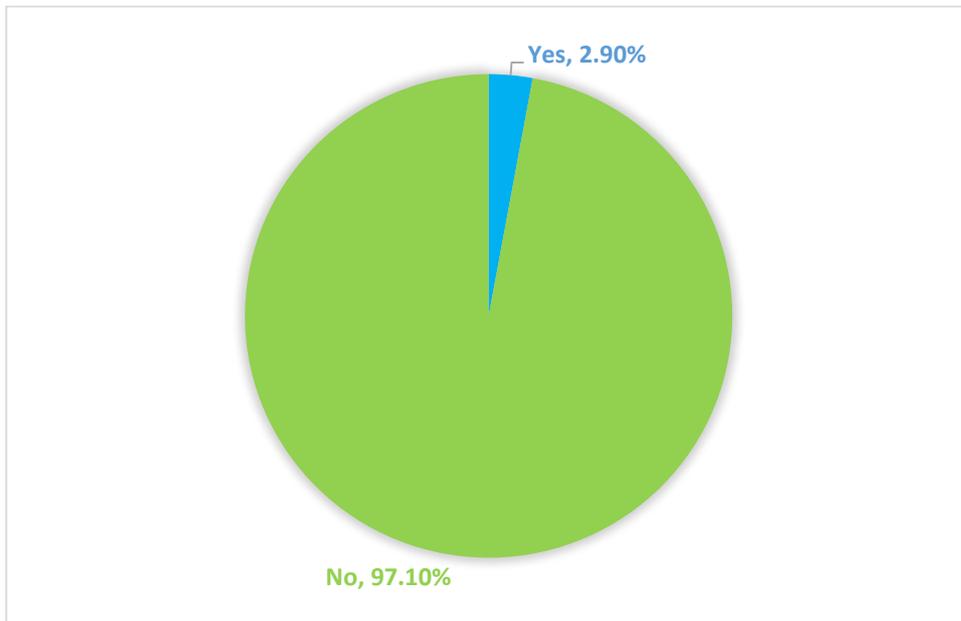
The majority of respondents do not foresee any problems in returning this data in a new field in the Student record. Also, it is not clear why the Entry Route field would need to be collected in the Student return if it has already been collected in the ITT return. One provider suggested it should not be part of the Entry Profile.



**14.c Are there any missing values, in your opinion?**

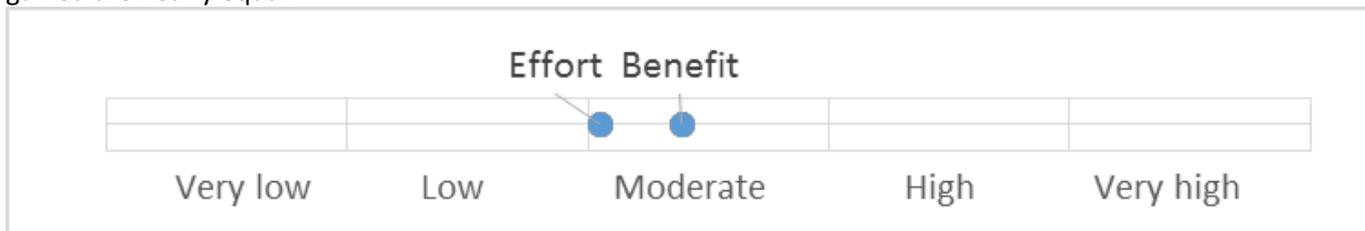
The majority of respondents agreed that there are no missing values. One provider suggested that self-funders would need to be catered for.





**14.d What would be the impact of making this change?**

The impacts of this change are quite similar. The effort involved in implementing the change and the benefit gained are nearly equal.



**14.e Do you have any other comments about this proposal?**

A number of comments were received, including:

- There should be sufficient lead time to implement and test the change and include software suppliers in discussions.
- It is assumed that this data would be collected via the UCAS application, otherwise this would create additional burden. We will raise this with UCAS, but that is our intention.
- Terminology in the return should also be updated e.g. NCTL use the term "Provider led" instead of "Mainstream" (which was the older term). We will check this with the NCTL.
- "Mainstream" is not meaningful without a definition and they questioned whether in this case it means "none of the other options".
- It was not clear whether this relates to the Student or ITT return, as it is unnecessary to be collected in both.
- One provider is not convinced that the "entry route" concept described is correct. This proposed field appears to be attempting to capture more than one fact, as illustrated by the fact that several of the entries' descriptions start with the same text. Yes, but this is a big enough change for the moment.
- One provider thought more consideration was needed for this proposal, as they felt it complicated the record.

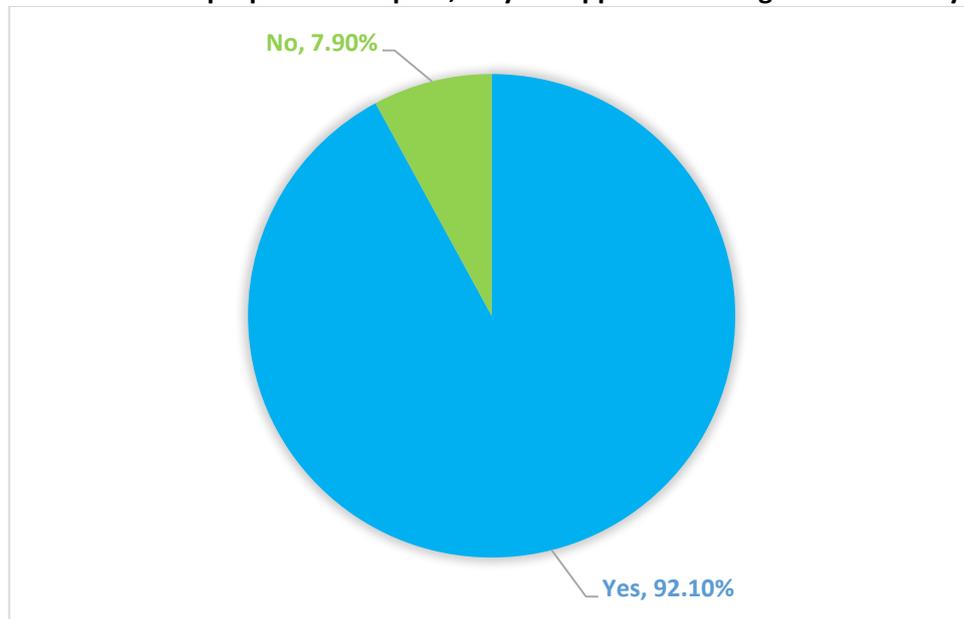
**Recommendation: add a new field to record 'Entry Routes'**



## TTCID field

Given the proposal in question 14, and the approach of aligning the recording of ITT courses, it does not seem appropriate to have a code in the [Student.TTCID](#) field to record that a student is studying on a School Direct route (valid entry G 'School Direct Training Programme'). Instead this could be identified using the above proposal of an 'Entry Route' field. This might necessitate a similar change in the Student record.

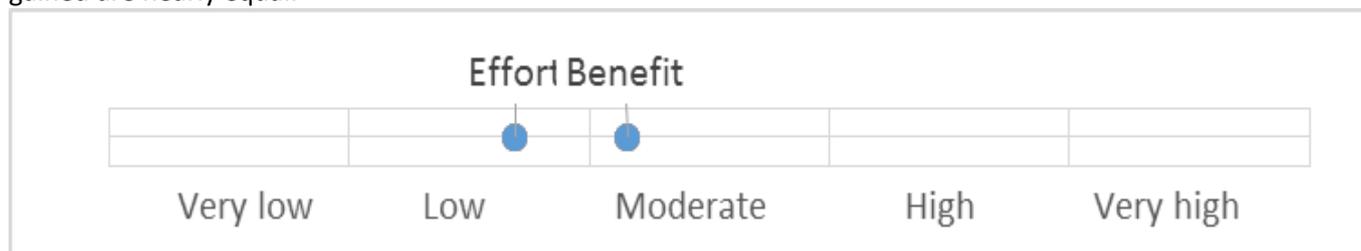
### 15. If the above proposal is adopted, do you support removing this valid entry?



The majority of respondents supported removing this valid entry if the new 'Entry Route' proposal was adopted. One provider indicated that they would support the development of an acceptable way to record that a student has been on a School Direct course. The existing entries in the TTCID field are not mutually exclusive, as students on a School Direct course (TTCID = G) are also on an ITT programme (TTCID = 1). They suggested that the School Direct initiative does seem to be something that needs to be recorded and questioned whether it is possible that at some universities there are School Direct and non-School Direct students on the same course.

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

The impacts of this change are again quite similar. The effort involved in implementing the change and the benefit gained are nearly equal.



### 15.c Do you have any other comments about this proposal?

One provider explained that they will have to make changes due to poorly implemented change previously. Implementing the proposal would involve effort but they have supported it because they believe that the original decisions about structure were inappropriate. One respondent indicated that they already have the data available. Therefore this would not result in much work for them.

The following questions were received:

- Will TTCID code Q 'EYITT' also be removed? (as this will now be identified from the new field as well)
- Does this mean that these courses would be reported in the same way as other ITT courses in TTCID?

**Recommendation: to remove the valid entry 'School Direct Training Programme' from the TTCID fields.**



## Allocated place field

For 2015/16 a new field ([Student.ALLPLACE](#)) was added to record whether or not a student was taking up an allocated place funded by the NCTL. As this was a late change to the record, HESA took the opportunity to ask if there are any problems with this field.

### **16. Do you foresee any problems in particular relating to School Direct students?**

The majority of respondents did not encounter any major issues. Some haven't implemented the change yet and others explained that software suppliers need time to implement the change. Clearer guidance would be helpful e.g. what providers deem to be allocated places may not correspond to what NCTL view as allocated places.

A number of queries relating to details of the guidance were received. HESA will discuss these with the NCTL.

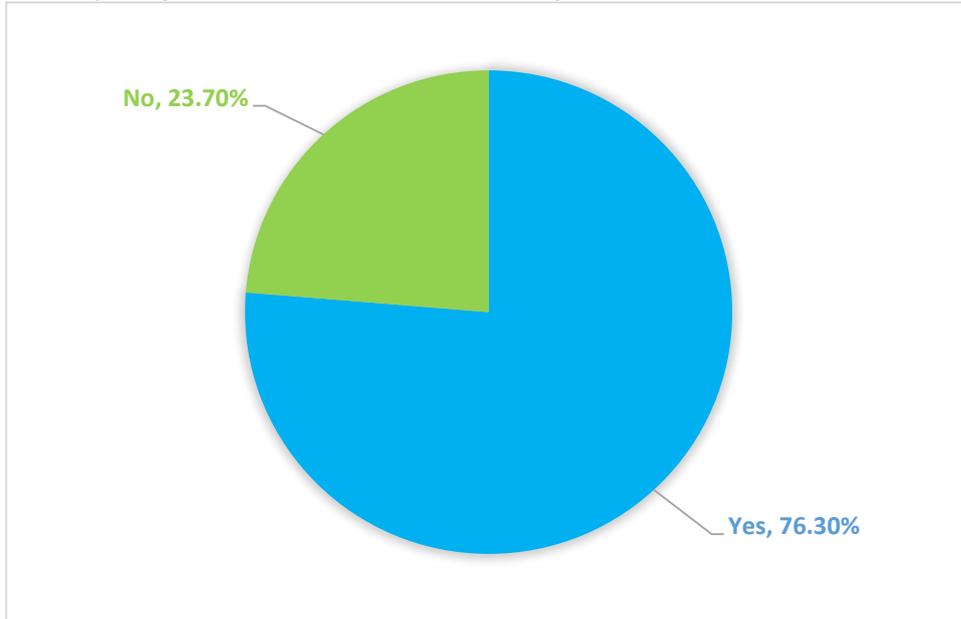


## Placement schools data – new fields

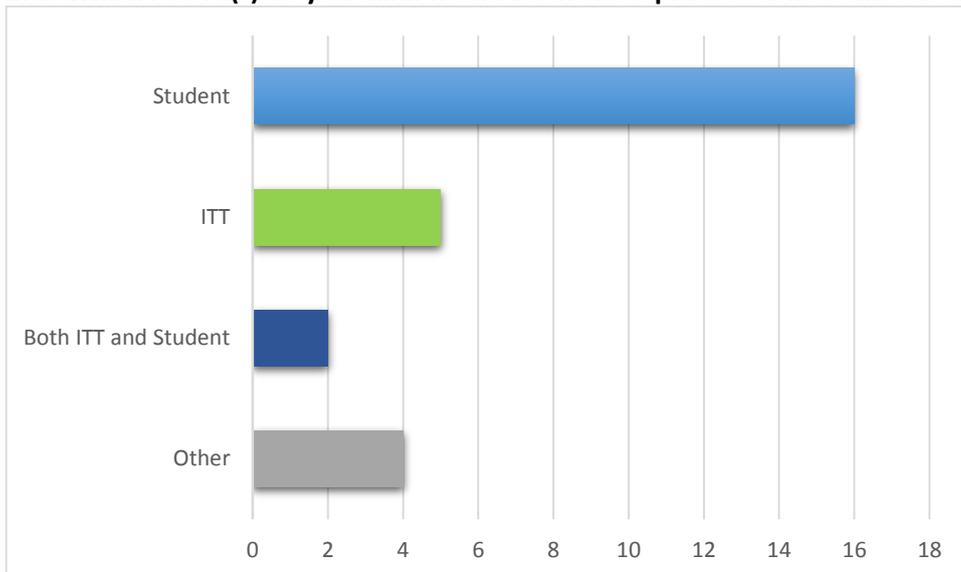
NCTL would like to collect data on the placement school for a trainee. Currently this data is returned directly to NCTL on the HEI DMS. Data is returned on the lead school, the (two) placement schools, and a check box to identify which is the employer school (if the trainee is salaried). There is validation in place to ensure a school is correct listed (i.e. it exists) and that the lead school is one on NCTL's systems. This proposal was to bring this data collection into the Student record. It is included in the ITT record consultation as it concerns ITT student data. It was proposed to have three new fields:

- one field to record the lead school,
- one field to record the placements schools (which will be a repeating field), and
- another field to record the employer school (if the student is on a salaried School Direct course).

### 17. Do you agree that it is reasonable to bring this data collection into the HESA records?



### 17.a Which record(s) do you think would be the best place to collect this set of fields?



The majority of respondents agreed that the HESA Student Record would be the best place to collect this set of fields because the placements data is very difficult to source early in the academic year as required under the current provision to the NCTL through the HEI DMS. This would be difficult to provide in the ITT due to the lack of time to obtain placement data from School Partners.



However, other providers suggested that the ITT record would be a better place, as that is what the data is concerning, Student return is too late to gather this, as it affects the Free School Meals bursary uplift payments, which are made in February. They are already collecting data about the school, so it is considered easier if collected at the same time as ITT.

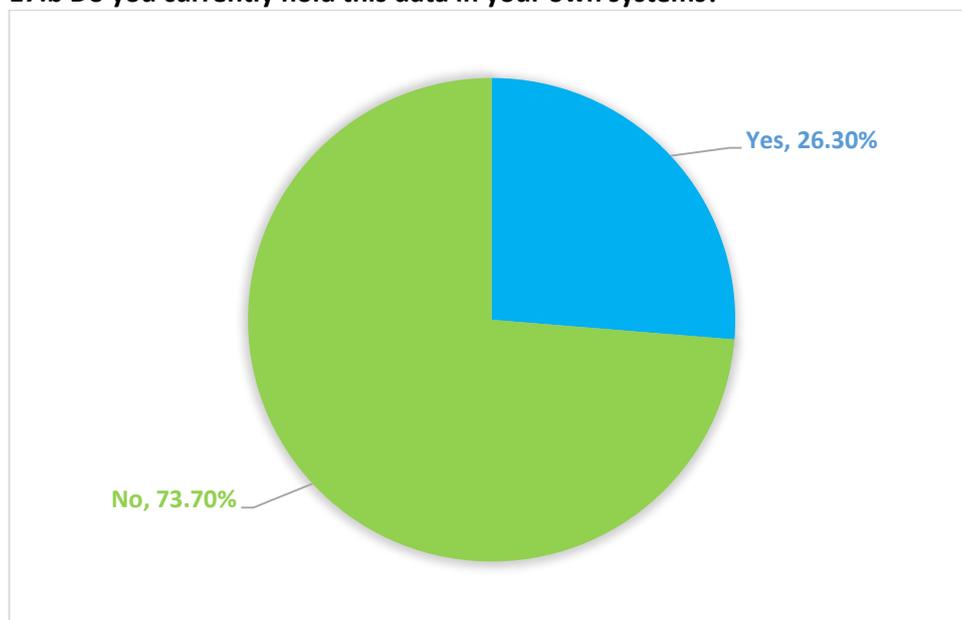
A few respondents suggested returning lead schools in the ITT record and placement schools in the Student record, unless it was done as an update partway through the year.

Some providers do not wish to submit this data because they consider the information badly managed, with them having to put in proxy Schools when the NCTL's lists are not up to date and adding this field would put their ability to submit the HESA record at risk. Furthermore, they already find it difficult to collect the placement information at the time required by schools.

One respondent questioned whether this could be collected from the schools DMS systems, as it is unclear why this is needed at individual trainee level.

One provider took the opportunity to mention that reduced returns for School Direct and EYITT in the Student Record should be defined. They have had to assume values this year where fields do not apply to School Direct/EYITT - i.e. how do you define load for an assessment only route with no credit.

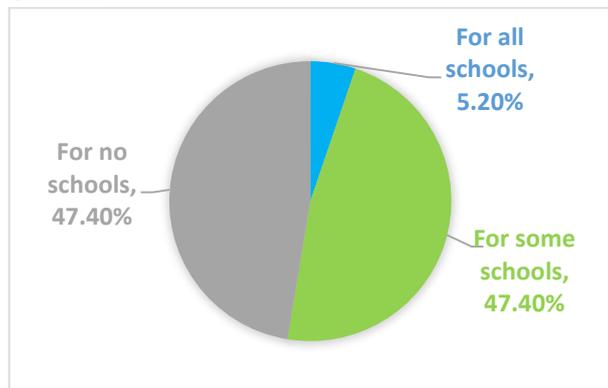
**17.b Do you currently hold this data in your own systems?**



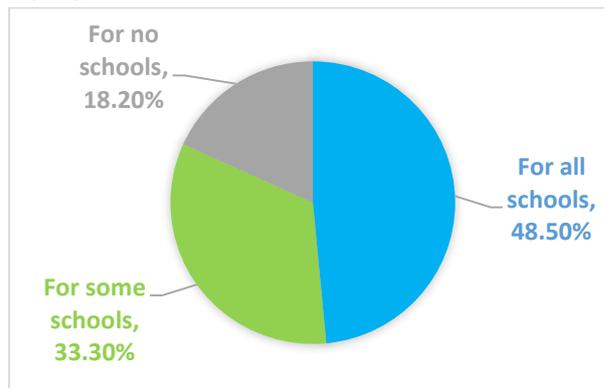
**17.c Which identifiers do you hold in your own systems for these schools (this is to return data in all of the above suggested new fields)?**

The majority of respondents hold school names and postcodes for all or most of their placement schools. Not many respondents have indicated that they hold URNs for their placements schools, and even less hold UKPRNs.

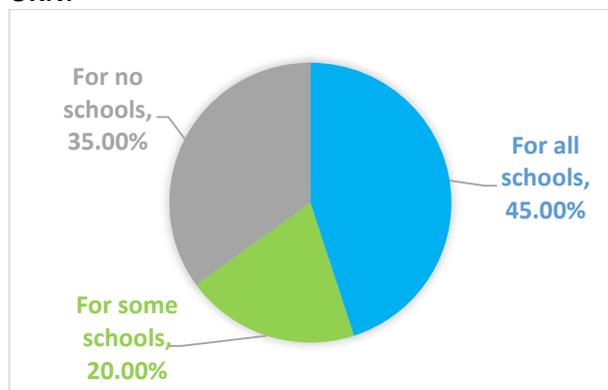
**UKPRN:**



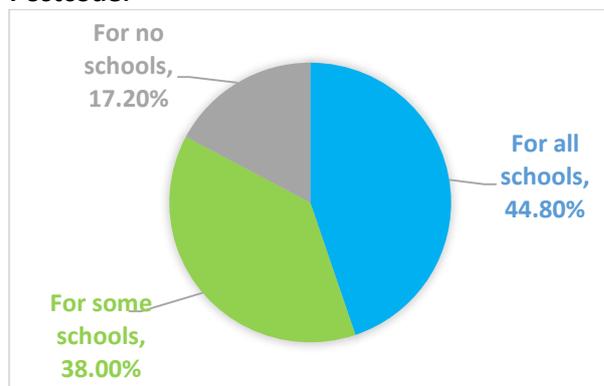
**Name:**



**URN:**

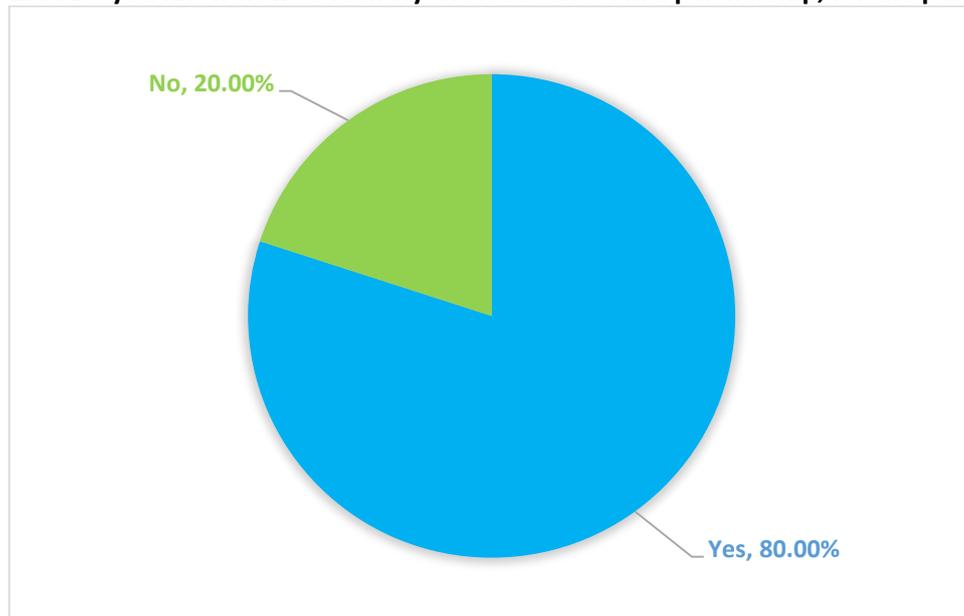


**Postcode:**



Other identifiers included the UCAS code and own provider references.

**17.d Do you know how to identify the lead school in a partnership, for the purposes of a field like this?**



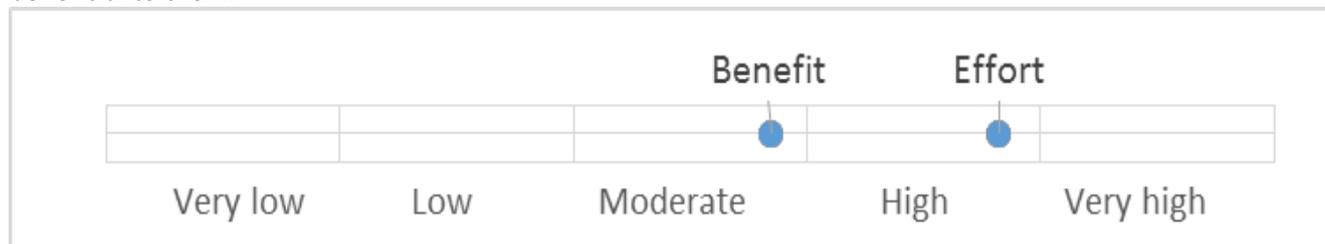
**17.e Please could you list any schools or organisations in your own partnerships / arrangements, which do not appear in Edubase/Parentzone/Schools+?**



Nearly half of the respondents are not aware of any such instances. The other half have encountered this but are currently unable to provide exact information. A number of suggestions were made of schools that may be missing from Edubase. One provider mentioned that there is an issue because regularly schools merge and/or become academies. One respondent noted they do not link their student record systems to Edubase, they use the drop - down menu in HEI DMS to find schools instead.

**17.f What would be the impact of making this change? (please consult with senior academic staff in your Education Department when answering this question)**

Respondents have indicated that this change would require a lot of effort and the outcome would not be as beneficial to them.



**17.g Do you have any other comments about this proposal?**

Respondents complained about the HEI DMS system interface, which requires manually inserting the data and creates additional burden on staff. Respondents expressed concerns that implementing the change would require significant IT development work. This especially related to those that do not hold information regarding placement schools in SITS and also experience issues with holding the data. Many providers indicated that they hold this data manually as on a separate system to their main Student record database, and work will be required to join the two up.

Respondents felt confused whether the proposal is referring to School Direct students only, as it would be a much greater effort involved to collect for the trainees. Also NCTL and HESA timings were not clear. If this data is required in October as part of the ITT census return this could be problematic as providers are not always aware of the second placement schools at this stage, it was suggested that December/January would be a much better time to collect this. One provider suggested that if this was introduced in to the Student record, it must replace the requirement to submit this data on to the NCTL HEI DMS and NCTL Performance profile DMS in-year and not be an additional submission of the same information.

One provider believes that Universities should not be involved in this, as the school employing the student is being funded. Therefore, this should be carried out between NCTL and the lead school.

One respondent questioned whether the element collecting the number of placement days, currently collected by NCTL, is to be removed.

One respondent stated that although collecting this data remains challenging (as it is done manually from school providers), they saw these proposals as a positive step.

**Recommendation: Generally, there was a strong sense that this was a move in the correct direction, but data is not yet present in all providers systems. HESA will discuss the timescales for implementation with the NCTL.**



## Including emails in the ITT record

NCTL are considering adding email addresses into the record, which would cover a number of current requirements in the returns made to the NCTL.

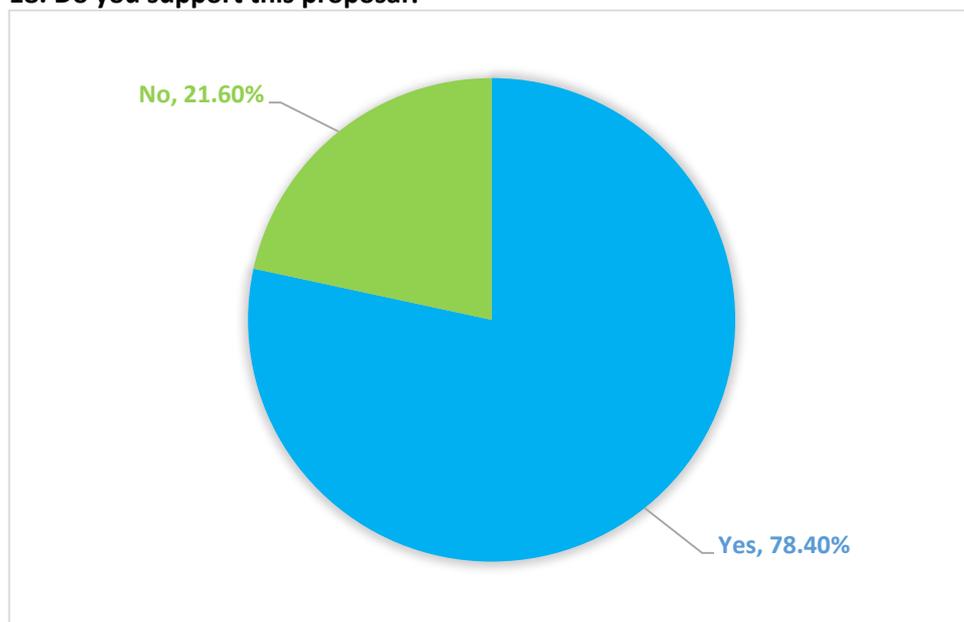
As a part of the QTS award cycle, the Teacher Qualifications unit will contact trainees at various stages to

1. confirm their teacher reference numbers
2. request they register with Teacher Self Service online portal and update contact details and
3. confirm the award of QTS by email and direct them to TSS to download their certificate.

If the Teacher Qualifications unit could collect email addresses from providers at the start of the cycle in the ITT record they could use these addresses as another means of contacting the trainees. Please note, collecting email addresses at this stage would not immediately remove the requirement to issue the TTR2 letters which are distributed via providers.

The Early Years team also collects email addresses in order to communicate with trainees at the end of their courses in order to collect data on their post training employment and to request feedback on their experience of the EY ITT courses. Therefore the email addresses required would be emails that could be used to contact trainees during and shortly after their training. In order to specify the requirements in detail it would be helpful to understand what types of addresses the providers hold.

### 18. Do you support this proposal?



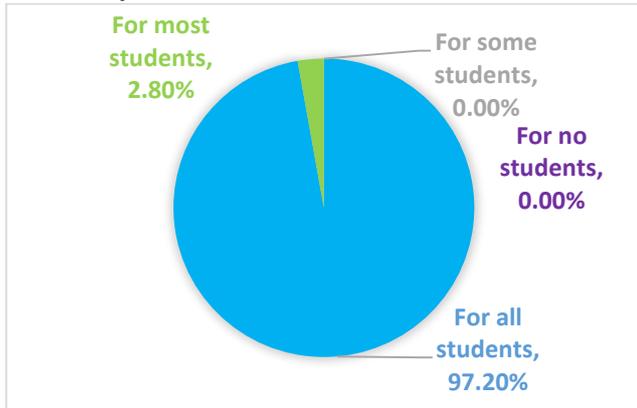
The majority of respondents appear to support this proposal, but some very substantial concerns were raised about it:

- From a data protection point of view providers do not and should not be providing personal email addresses for their students, this is not covered under any terms and conditions they sign at registration and is in breach of the data protection act.
- Need sufficient notice to be able to inform students prior to enrolment that they will share this information with NCTL.
- Email addresses cannot be considered statistical data: they are clearly operational data.
- If providers send personal email addresses in the ITT return, would they have to re-submit the return if email addresses changed mid-year? They do not have any systems in place to alert them to email changes.
- One provider suggested that NCTL should incorporate this into the TTRN registration process - i.e. when NCTL notify trainees of their TTRN they should establish a separate ongoing relationship with the trainee that relies on the student communicating changes to their preferred email address directly to NCTL.

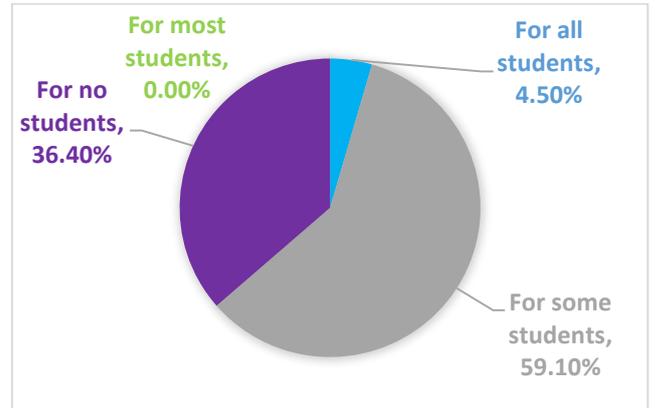
**18.b Which email addresses do you hold for your students?**

The majority of providers hold university emails for all their students. A personal email address is held for most of their students, and a work email address infrequently.

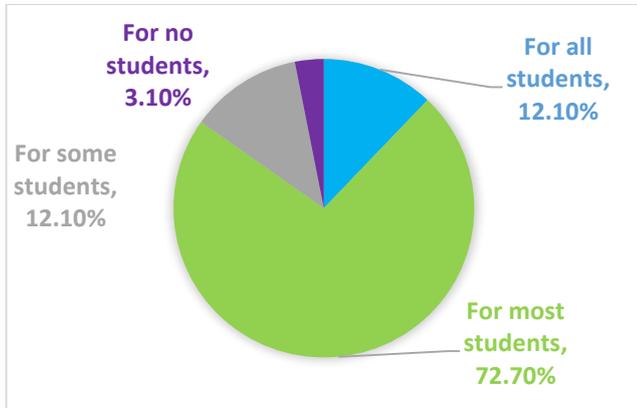
**University email**



**Work email**



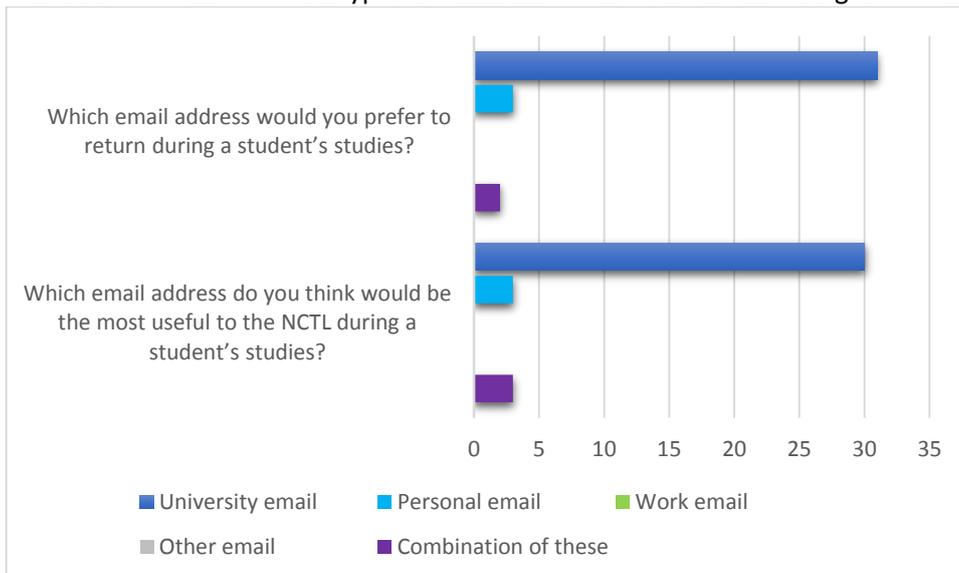
**Personal email**



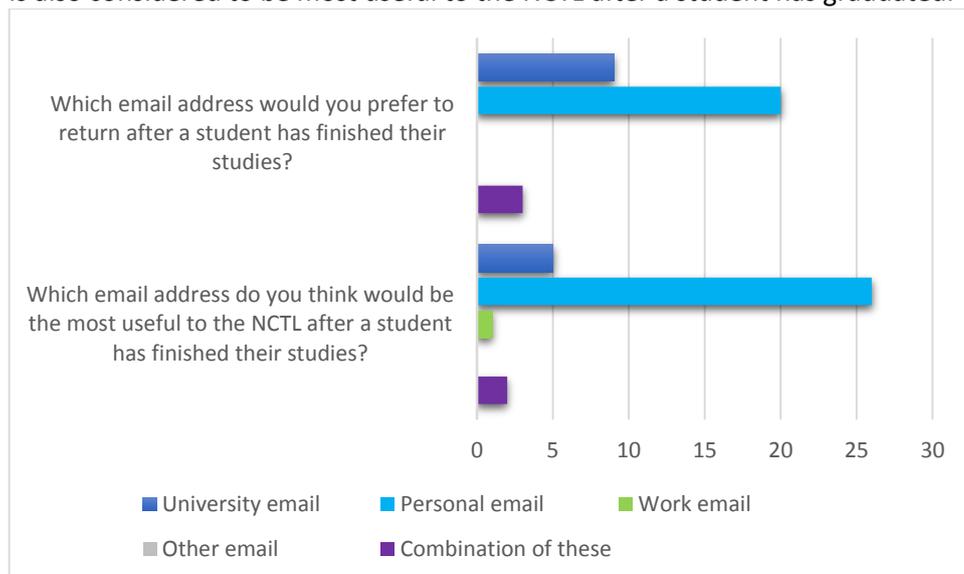
Other responses include: depends on what the student provides and mailing email address.

**18.c Which email address would you prefer to return?**

During a student's studies, most providers would prefer to return University email addresses, which are also considered the most useful type of communication to the NCTL during a student's studies.

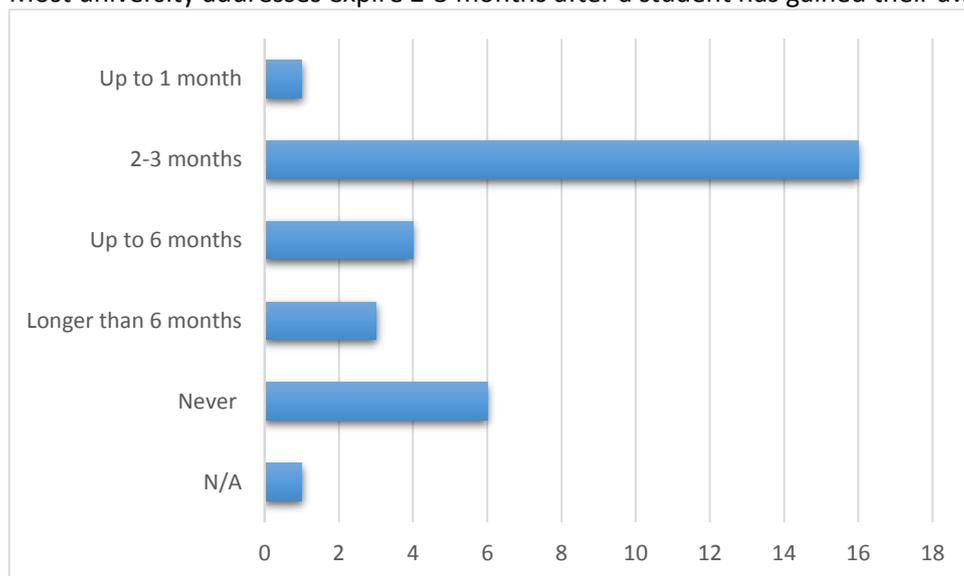


Respondents would prefer to return personal emails addresses after a student has finished their studies and this is also considered to be most useful to the NCTL after a student has graduated.



**18.d How long after students gain their QTS award, does it take for your University addresses to expire?**

Most university addresses expire 2-3 months after a student has gained their award.



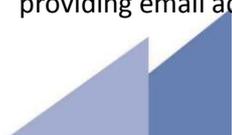
**18.e What would be the impact of making this change?**

Respondents indicated that it would require a lot of effort to make this change, and that the outcome would not be very beneficial.



**18.f Do you have any other comments that you think might help with this requirement?**

Respondents agreed that there would need to be a significant lead in time to allow processes to be altered and for data protection compliance. Providers would need to ensure that data protection statements are updated to reflect the fact that they would be providing this information to an external body. They would also need to ensure that ITT students are clear what communication to expect from NCTL. Some respondents do not support providing email addresses.



Several providers suggested that the NCTL should liaise with the student to obtain an email that is suitable both to student and Funder as a means of direct communications. Perhaps the NCTL needs to create a separate method of holding contact data which the student could update to their preferred method. NCTL could contact students during the course, and then ask them for ongoing addresses at some point in the process.

One respondent argued that the change is only beneficial if it removes the need for manual packs to be sent out via providers. Another only supports this proposal if information on TRNS and confirmation of award of QTS also gets sent to the University.

One provider noted that a University email may be valid post-graduation but the graduate may no longer be using it. Another indicated that they could provide university email addresses, however, these would be switched off sooner after graduation, which makes them unreliable.

**Recommendation: HESA will consider this proposal further with the NCTL.**



## Recording subjects for courses

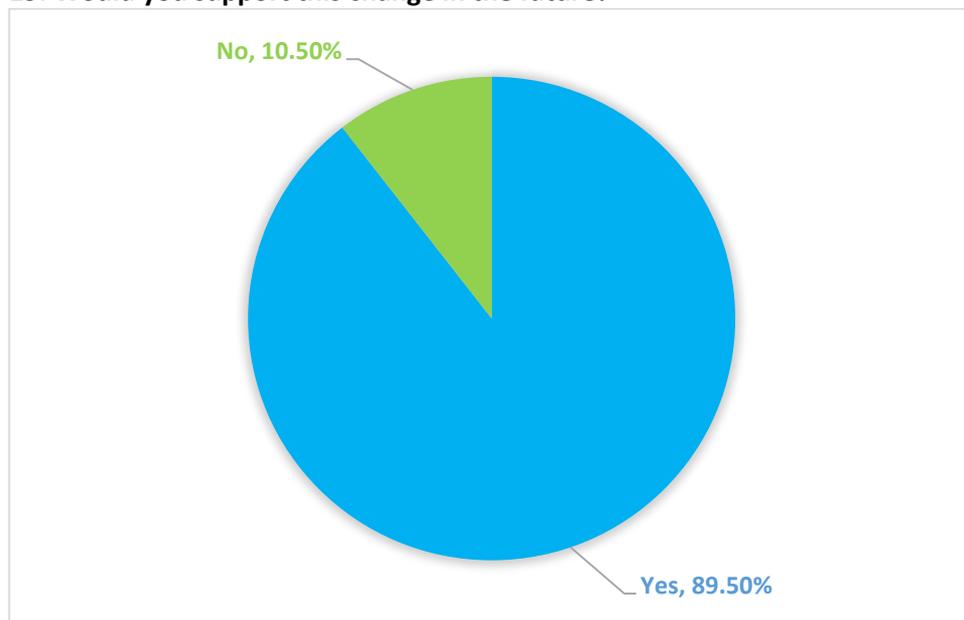
This is not a proposed change for 2016/17 but HESA took the opportunity to seek your views on this new idea, as there is a potential that this might be considered in the future.

Currently the [CourseSubject.SBJCA](#) field records a mixture of subject and level of study. For example valid entry X120 is 'General Primary' and R400 is 'Spanish'. NCTL are looking to consider whether it is possible to move towards using the CourseSubject.SBJCA field to record only the subject of study. The [Student.ITTPHSC](#) field would then be used to identify the appropriate age range.

For example a funded course specializing in mathematics 'General Primary (Maths)' would now be coded G100 'Mathematics' in CourseSubject.SBJCA field and 77 'Ages 7-11' in the [Student.ITTPHSC](#) field.

This change would need to be replicated in the Student record as well.

### 19. Would you support this change in the future?



The majority of respondents would support this change in future. Some expressed concerns that it would be complicated to set up. There has been a suggestion that any discussion about the change of subject should be managed within the HECoS framework.

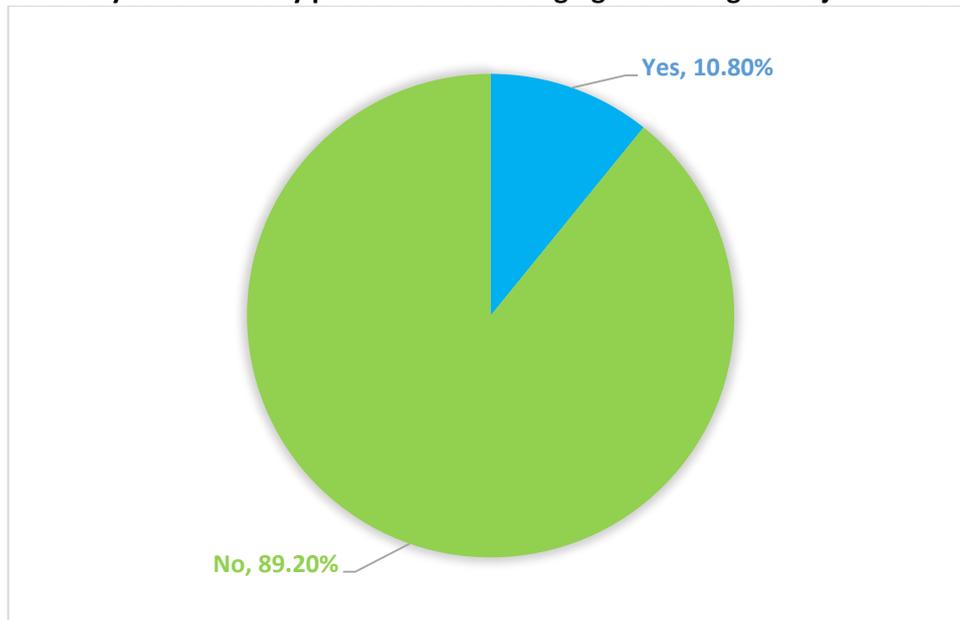
One respondent explained that the change seems illogical because the "subject" of study for ITT courses is some form of Education; students on, using the example given, "General Primary (Maths)", do not primarily study Maths. In that regard, if a separation were to be made on CourseSubject.SBJCA, it would seem more logical to continue to record the X120, or equivalent, subject, and to record the actual subject of study elsewhere.

Another suggestion is to return ITT courses with subject of study = X100 - ITT, with additional field(s) to capture subject specialisms (if any). This would allow a JACS (or replacement)-independent coding frame to be used for the subject specialism, which would seem to have some merit. For example, a mathematics degree has very different content to an ITT course with a maths specialism, and some ITT specialism (eg. general science) do not sit well within a HE subject coding frame.

However, additions of such fields could impose costs and further consideration of the requirements, possibilities and further discussion is needed in this area.



### 19.b Do you foresee any problems with changing the coding of subjects in this way?



The majority of respondents do not foresee any issues with changing the coding of subjects in this way. One provider expressed concerns that this could be a problem if PGCE programmes are ever brought into the KIS return as they will sit against the wrong subject area. The following queries were received:

- Would the subject be described as 'Spanish' or 'Teaching Spanish'?
- Would there still be a subject code for general primary?
- How would courses that do not have subject specialism be coded?

### 19.c What would be the impact of making this change?

Respondents have indicated that the outcome would be beneficial, and though the effort involved is high, the benefit gained would still be greater.



### 19.d Do you have any other comments about this suggestion

Providers specified that it would be helpful if this was introduced at the same time as HECoS. Some providers do not have Primary Specialisms and would need to code X120. The implementation of the change would involve some recoding and system changes but it would be a positive change, as it would be sharing the course subjects with Student HESA rather than having two separate code lists; one for HESA student, one for HESA ITT.

**Recommendation: Feedback will be sent to NCTL for future consideration.**

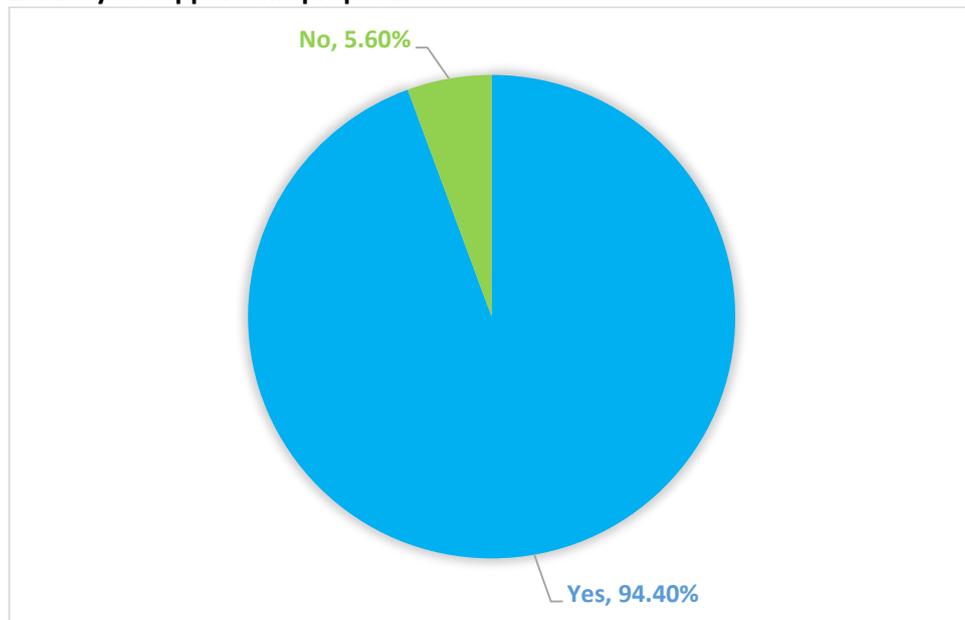


## Teacher Reference Numbers

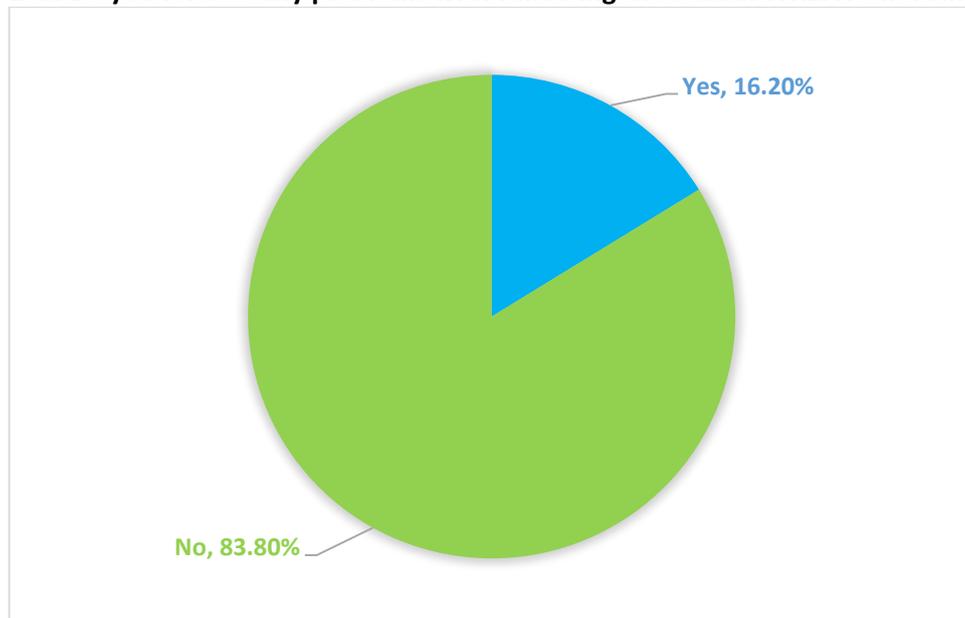
NCTL would like to include validation on the Teacher Reference Number (TRN) fields in both the ITT and Student records, to ensure only 7 digit numbers are submitted (this would be for providers in England only for the Student record). Link to Student.TREFNO field in the ITT record [here](#); link to Instance.TREFNO field in the Student record [here](#).

Any TRNs submitted by providers should not be prefixed or suffixed by any alpha characters or contain any non-alphanumeric values such as \, / or #. Historically TRNs were printed with an RP at the start and a \ after the first two digits but this has not been the case for many years. Any TRNs received that do not follow this format, would not be successfully matched to NCTL's interfaces.

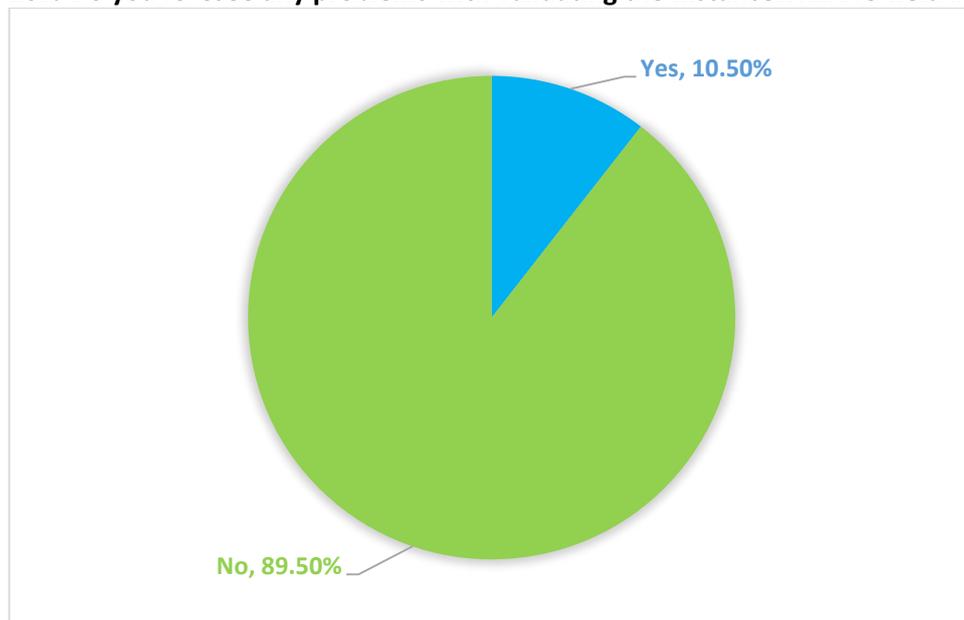
### 20. Do you support this proposal?



### 20.a Do you foresee any problems with validating the Student.TREFNO field in the ITT record in this way?



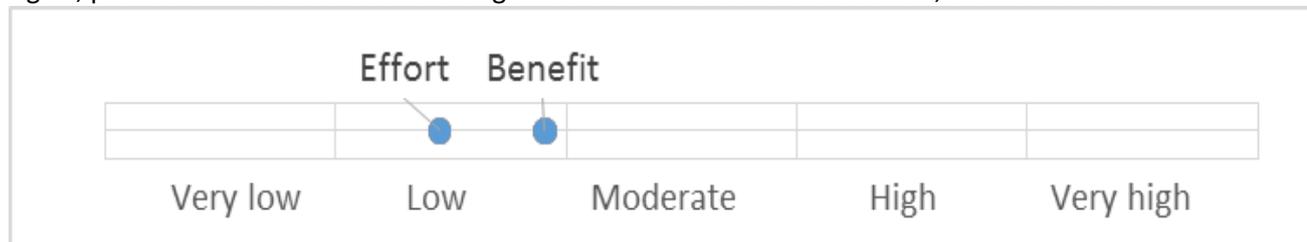
**20.b Do you foresee any problems with validating the Instance.TREFNO field in the Student record in this way?**



The majority of respondents do not foresee any issues with validating the field. One provider requested TREFNOS in XML format from HESA, so that they can automatically load teacher reference numbers into their student record system. Another respondent explained that they have to manually remove the 'RP' prefix on TRNs provided back by the NCTL sometimes. There are problems with introducing validity of this sort. One respondent expressed concerns regarding the accuracy of the data given by students with no method of checking validity. One provider indicated that they submit blank TRNs for NCTL to generate them. This would not be allowed in this validation.

**20.c What would be the impact of making this change?**

Again, providers indicated that this change would be more beneficial to them, than burdensome.



**20.d Do you have any other comments about this proposal?**

A three way discussion about this issue would have been welcomed, as this proposal would be beneficial to users but it will also involve costs for providers. It was noted by one respondents that it would require very high effort if the allocation system is amended and providers are required to report TTRN for intake as well as continuing in the ITT Record.

One respondent suggested that this field should match whatever format TRNs are in existence (even historical ones) rather than be so prescriptive, for example one TRN returned was only 6 digits long and it would therefore probably fail HESA's complex business rules causing problems for providers.

Other comments are that there should be some flexibility in the validation to recognise that some students switch from an ITT to a non-ITT training course, therefore some non-ITT students will legitimately have a TRN. It would be helpful not to set validation errors for such a scenario, as this would result in providers having to delete TRNs from their systems to comply.

**Recommendation: include validation on the TREFNO field, but investigate all queries raised above.**

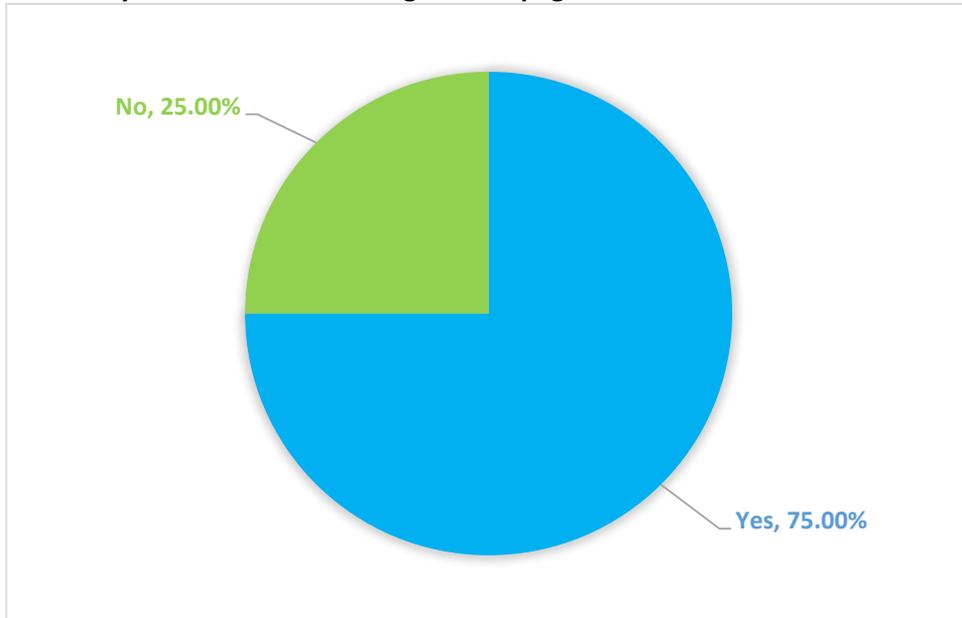


# Guidance

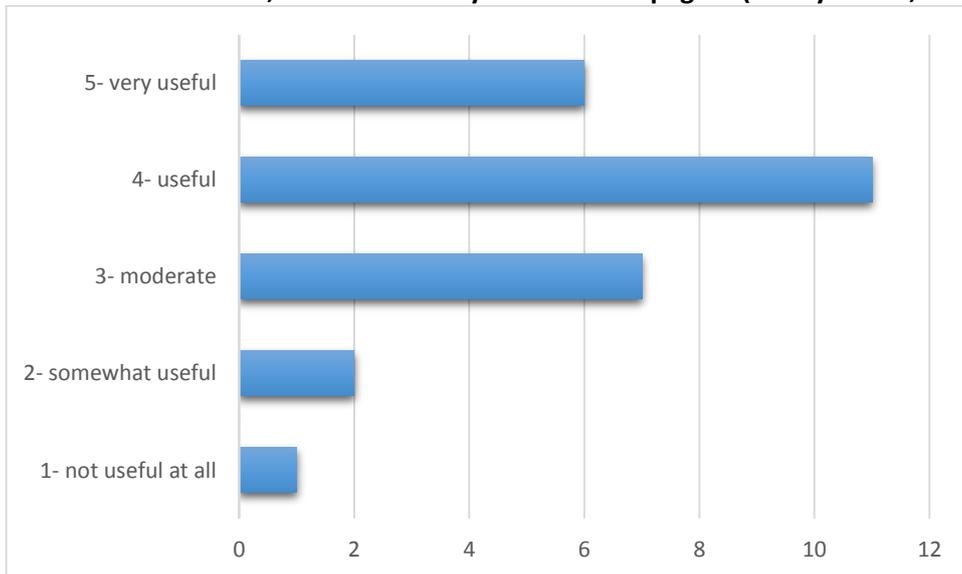
## Subject specific guidance pages

In 2014/15 there were further guidance pages about the Early Years ITT programmes added (both in the ITT and Student records). ITT record guidance [here](#), Student record guidance [here](#).

### 21. Have you seen these further guidance pages about EYITT?



### 21.a On a scale of 1-5, how useful did you find these pages? (5-very useful, 1-not useful at all)

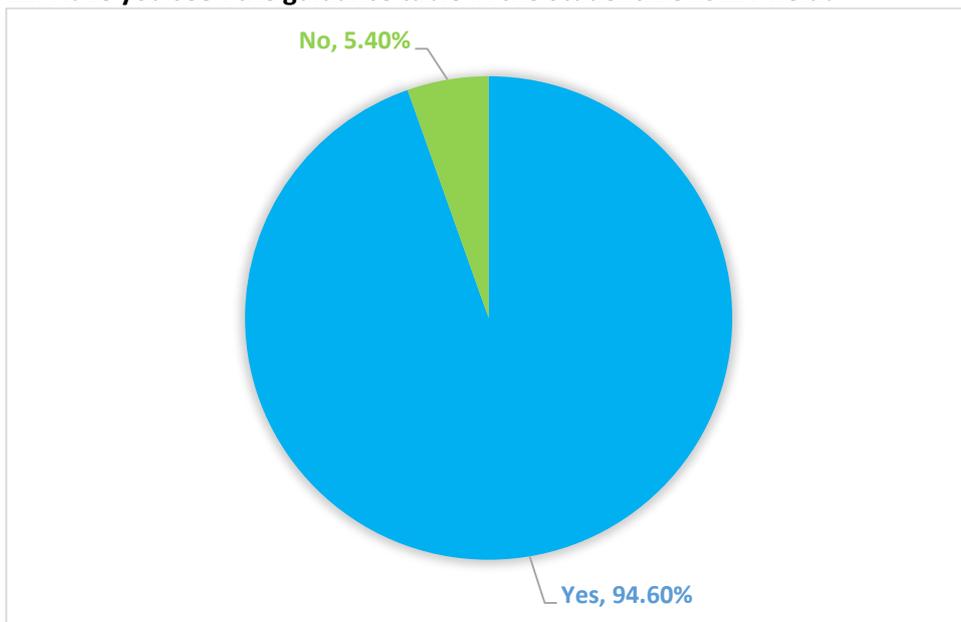


**21.b Would you like to see more of these types of pages in the future?**

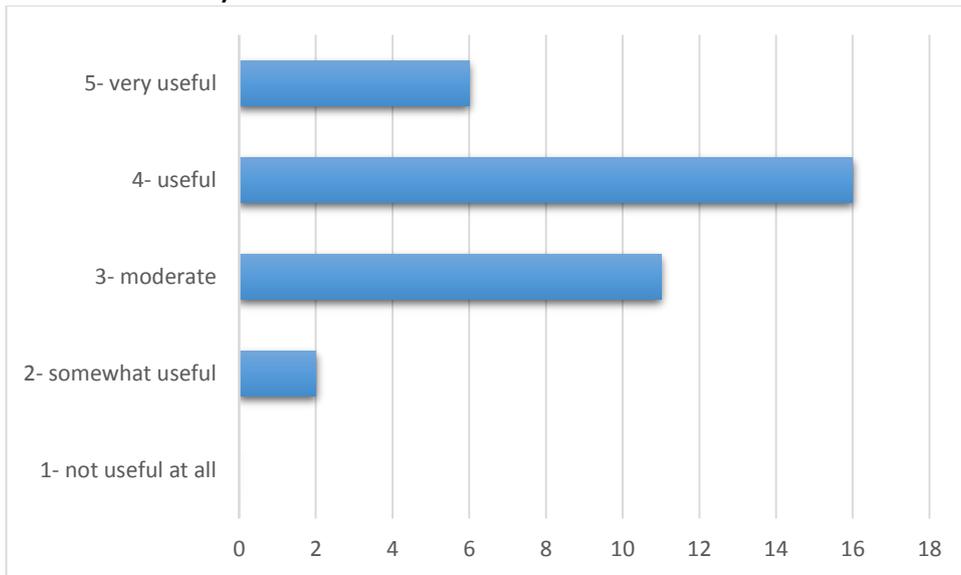


**BURSLEV guidance**

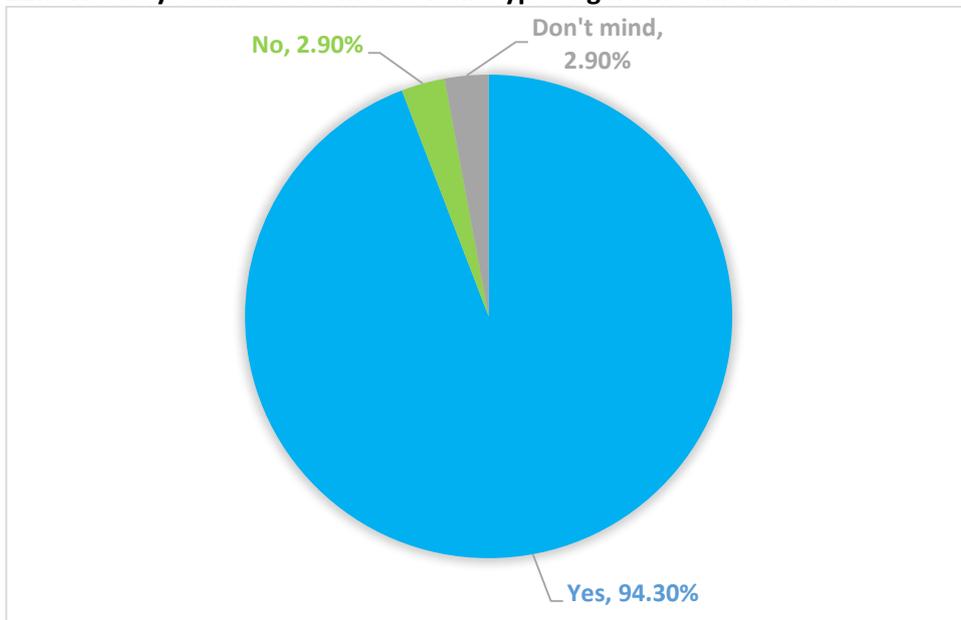
**22. Have you seen the guidance table in the Student.BURSLEV field?**



**22.a On a scale 1-5, how useful do you find the table in the Notes of the Student.BURSLEV field? (5-very useful, 1-not useful at all)**



**22.b Would you like to see more of this type of guidance in the future?**

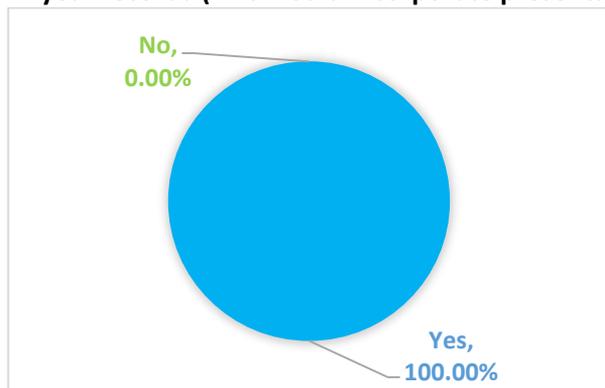


**Recommendation: HESA to consider including more guidance pages like this in future.**



## Other requests for change

**23. Please indicate if you or colleagues would be likely to attend a training or seminar event relating to the ITT in-year record? (This would incorporate presentations by the NCTL.)**



We have passed this onto our training team at HESA for future consideration.

**24. If you have any other suggestions for change to improve the ITT record, please note these below. This could include anything you are currently experiencing difficulties with. Please feel free to comment about the full process (including data exchange between HESA and the NCTL HEI DMS).**

We have received many suggestions from providers for improving the ITT record and we will follow these up.

A few examples of comments we received were:

- The BURSLEV guidance codes are very complex and could be simpler.
- It would be helpful if ITT and Student collections could be aligned and that the same data that is specific to ITT courses does not have to be reported twice (e.g. PGCECLSS is required in both returns).
- Conflicts between business rules for DEGTYPE, PGCECLASS and BURSLEV.

**25. If you have any other comments on the ITT record, please note these below.**

Respondents commented that they would like to be more involved in the development of the ITT in-year submission. Respondents feel that training would be really helpful because the level of effort required to produce the ITT and risk of errors are currently high, which could be improved significantly by effective training and the removal of manual processing.

Providers experience difficulties to implement changes communicated at short notices. They would welcome a timeline to be published at the start of the academic year (August), outlining all major tasks and deadlines as well as notification periods. It would also be useful to see when data is published through external sources (e.g. public performance profiles).

Respondents agree that generally more guidance would be beneficial.

One provider argued that the NCTL HEI DMS is not fit for purpose, as issues arise when providers need to make changes later on to the data. Respondents also requested a list of key contacts at the NCTL and phone numbers, with reference to the tasks / work involved.

One provider explained that they experience issues with their PGCE Secondary Business Education students that teach the age range 14 to 19 but this isn't an option in the field ITTPHSC currently (they have to code them as '81' - 11 to 19 - should this be revised?)

HESA should also allow for more decommits and commits in order for providers to update this section in the weeks between Census and NCTL Sign Off. Alternatively they would need to be able to amend data on the Texuna site post HESA submission/commit.

