C20051 Student and C20054 Student Alternative review

Overview

We added the following new fields to the **C20051 Student** *<https://www.hesa.ac.uk/innovation/records/reviews/student-2020-21>* and **C20054 Student Alternative** *<https://www.hesa.ac.uk/innovation/records/reviews/student-alternative-2020-21>* returns for providers in England:

- APEL/Credit
- Delivery Organisation
- Access and Participation Plan flag on financial support (APPSPEND)
- Expansion of CLASS

We would like to understand more from providers about their experience implementing these new areas, and if there are any aspects we can review to reduce burden.

Introduction

1 What is your name?

Name

2 What is your email address?

If you enter your email address then you will automatically receive an acknowledgement email when you submit your response.

Email

3 What is your organisation?

Organisation

APEL/Credit

More information on the APEL/Credit fields

Three new fields were added to the EntryProfile entity to record the number of credits a student brings with them and the associated credit transfer scheme, to help the OfS understand where this type of activity happens and to ensure that choice and competition within the market drive innovation, diversity and improvement. The fields are: **APELCRD** *<https://www.hesa.ac.uk/collection/c20051/a/apelcrd>* , **CRDSCM** *<https://www.hesa.ac.uk/collection/c20051/a/crdscm>* , **CRDPTSTU** *<https://www.hesa.ac.uk/collection/c20051/a/crdptstu>* . These fields are intended to capture when a student is bringing over credits from a previous award that counts towards the new qualification they are now studying, when this information has not been covered under **QUALENT3** *<https://www.hesa.ac.uk/collection/c20051/a/QUALENT3>* . Further information can be found in the **Notification of Changes** *<https://www.hesa.ac.uk/innovation/records/reviews/student-2020-21>* .

4 How easy was it to gather and implement the APEL/Credit fields?

(If viewing this as separate questions, 1 = Not at all easy, 2 = Somewhat easy, 3 = Easy and 4 = Very easy)

(Required)	1 = Not at all easy	2 = Somewhat easy	3 = Easy	4 = Very easy
Gathering and implementing APEL/Credit fields *Please select only one item*	◯	◯	◯	◯

5 Could any changes be made to the APEL/Credit fields to reduce
burden?

(Required)
Please select only one item

○ Yes

○ No

6 If you answered 'Yes', please provide your suggestions on how we
could reduce the burden.

┌───┐
│   │
│   │
│   │
│   │
│   │
│   │
│   │
└───┘

7 How clear was the guidance for the APEL/Credit fields?

(If viewing this as separate questions, 1 = Not at all clear, 2 = Somewhat clear, 3 = Clear and 4 = Very clear)

(Required)	1 = Not at all clear	2 = Somewhat clear	3 = Clear	4 = Very clear
Guidance for the APEL/Credit fields *Please select only one item*	○	○	○	○

8 Do you have any feedback on what guidance could be improved for
the APEL/Credit fields?

┌───┐
│   │
│   │
│   │
│   │
│   │
│   │
│   │
└───┘

Delivery Organisation

More information on the Delivery Organisation fields

The **Delivery Organisation And Location entity** *<https://www.hesa.ac.uk/collection/c20051/a/DeliveryOrganisationAndLocation>* was added for 2020/21 in order to capture data on the physical location at which a student is studying and the proportion of the corresponding course that is delivered by organisations other than the reporting provider. Information on which provider will deliver the majority of the teaching for a course enables the Office for Students to attribute students to a named delivery organisation for the purposes of reporting on 'teaching provider' consistently (regardless of whether the student falls within an entry, continuing or qualifying cohort). Further information on this entity can be found in the **Notification of changes** *<https://www.hesa.ac.uk/innovation/records/reviews/student-2020-21#postcode-and-delivery-organisations-data-providers-england>* .

9 How easy was it to gather and implement the Delivery Organisation fields?

(If viewing this as separate questions, 1 = Not at all easy, 2 = Somewhat easy, 3 = Easy and 4 = Very easy)

(Required)	1 = Not at all easy	2 = Somewhat easy	3 = Easy	4 = Very easy
Gathering and implementing Delivery Organisation fields *Please select only one item*	○	○	○	○

10 Could any changes be made to the Delivery Organisation fields to reduce burden?

(Required)
Please select only one item

○ Yes
○ No

11 If you answered 'Yes', please provide your suggestions on how we could reduce the burden.

```



```

12 How clear was the guidance for the Delivery Organisation fields?

(If viewing this as separate questions, 1 = Not at all clear, 2 = Somewhat clear, 3 = Clear and 4 = Very clear)

(Required)	1 = Not at all clear	2 = Somewhat clear	3 = Clear	4 = Very clear
Guidance for the Delivery Organisation fields *Please select only one item*	○	○	○	○

13 Do you have any feedback on what guidance could be improved for the Delivery Organisation fields?

```



```

Access and Participation Plan flag on financial support (APPSPEND)

More information on the Access and Participation Plan flag

The *<https://www.hesa.ac.uk/collection/c20051/a/appspend>* **APPSPEND** *<https://www.hesa.ac.uk/innovation/records/reviews/student-2020-21#access-and-participant-plans-financial-support-providers-england>* field was introduced as part of the existing Financial support entity to capture the commitments detailed in a provider's Access and Participation Plan. The purpose of which is to allow the OfS and providers to analyse the effectiveness of the support provided in relation to student outcomes and to allow the OfS and providers to understand which level and type of support is most effective. Applicable to providers registered with the OfS in the 'Approved (fee cap)' category. More information can be found in the **Notification of Changes** *<https://www.hesa.ac.uk/innovation/records/reviews/student-2020-21>* .

14 How easy was it to gather and implement the APPSPEND fields?

(If viewing this as separate questions, 1 = Not at all easy, 2 = Somewhat easy, 3 = Easy and 4 = Very easy)

(Required)	1 = Not at all easy	2 = Somewhat easy	3 = Easy	4 = Very easy
Gathering and implementing APPSPEND fields *Please select only one item*	◯	◯	◯	◯

15 Could any changes be made to the APPSPEND fields to reduce burden?

(Required)
Please select only one item

◯ Yes
◯ No

16 If you answered 'Yes', please provide your suggestions on how we could reduce the burden.

[   ]

17 How clear was the guidance for the APPSPEND fields?

(If viewing this as separate questions, 1 = Not at all clear, 2 = Somewhat clear, 3 = Clear and 4 = Very clear)

(Required)	1 = Not at all clear	2 = Somewhat clear	3 = Clear	4 = Very clear
Guidance for the APPSPEND fields *Please select only one item*	◯	◯	◯	◯

18 Do you have any feedback on what guidance could be improved for
the APPSPEND fields?

Expansion of CLASS

More information on the expansion of the CLASS field

Coverage of the field **CLASS** *<https://www.hesa.ac.uk/collection/c20051/a/CLASS>* within the Qualifications awarded entity was expanded to collect the class of qualifications for all qualifications awarded at providers in England. To assist with this the valid entries, 15 Commendation and 16 Award of credit were added to account for cases that the current coding frame did not cover. The information enables the OfS to effectively regulate the sector specifically regarding the OfS emphasis on student outcomes and grade inflation. Further information on this can be found at **Coverage of QualificationsAwarded.CLASS (Providers in England)** *<https://www.hesa.ac.uk/innovation/records/reviews/student-2020-21#coverage-qualificationsawardedclass-providers-england>* .

19 How easy was it to gather and implement the CLASS fields?

(If viewing this as separate questions, 1 = Not at all easy, 2 = Somewhat easy, 3 = Easy and 4 = Very easy)

(Required)	1 = Not at all easy	2 = Somewhat easy	3 = Easy	4 = Very easy
Gathering and implementing CLASS fields *Please select only one item*	◯	◯	◯	◯

20 Could any changes be made to the CLASS fields to reduce burden?

(Required)

Please select only one item

◯ Yes

◯ No

21 If you answered 'Yes', please provide your suggestions on how we
could reduce the burden

22 How clear was the guidance for the CLASS fields?

(If viewing this as separate questions, 1 = Not at all clear, 2 = Somewhat clear, 3 = Clear and 4 = Very clear)

(Required)	1 = Not at all clear	2 = Somewhat clear	3 = Clear	4 = Very clear
Guidance for the CLASS fields *Please select only one item*	○	○	○	○

23 Do you have any feedback on what guidance could be improved for the CLASS fields?