



HESA's vision for college HE data

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Agenda for this session

- College HE data – the story so far...
- Identifying needs for college HE data
- HESA's plan for college HE data ingestion
- Feeding back

College HE data – the story so far...

- College HE data – a longstanding issue
- Why HESA?
- Why now?

Identifying needs for college HE data

- Office for Statistics Regulation (OSR)
- A number of academics have argued that there is a need for better data
- Office for Students (OfS)

Where are the gaps in HESA's college HE data?

- Around 176,000 college HE students, or around 6.6% of the total number of enrolments on HE courses in the UK are missing from the main UK HE dataset. College HE students are present in the headcount but we have no personal characteristics or study information for them
- HESA collects data for HE across the UK, but only collects College HE data in Wales. England, Scotland, and Northern Ireland each have a separate agency for College HE data:
 1. England- Education and Skills Funding Agency (ESFA)
 2. Northern Ireland- Department for the Economy (DfE-NI)
 3. Scottish Funding Council (SFC)
- HESA receives limited FE data on England and Northern Ireland that is used to explore Graduate Outcomes

Why is this problematic?

- Prospective students for college HE can't get comparable information in one place
- Colleges cannot analyse how their provision compares to the mainstream sector
- Most researchers have to make do with incomplete data
- Comparisons between the UK home nations are difficult
- Each UK home nation (except Wales) has to produce separate statistics to HESA's to encompass college HE

Our approach

- HESA ingests college HE data from the appropriate data collections:
 - **England:** the Individualised Learner Record (ILR) and Learner Records Service (LARS) from the ESFA
 - **Northern Ireland:** the Consolidated Data Return (CDR) from the DfE-NI
 - **Scotland:** the Further Education Statistics (FES) from the SFC
 - **Wales:** HESA student record (no change)
- HESA evaluates all the data sources, and the HESA Student record, and produces a single specification for processing a conformant dataset

What do we want to achieve?

- Publishing experimental statistics once a reasonable level of quality has been attained
- Producing Statistical Bulletin on integrated College HE and other HESA data
- Publishing equivalent of 'Open Data' (provider level)

OPEN DATA

HE student enrolments by subject of study and domicile

Academic years 2019/20 to 2020/21

Search by subject of study

Subject of study

First year marker

Level of study

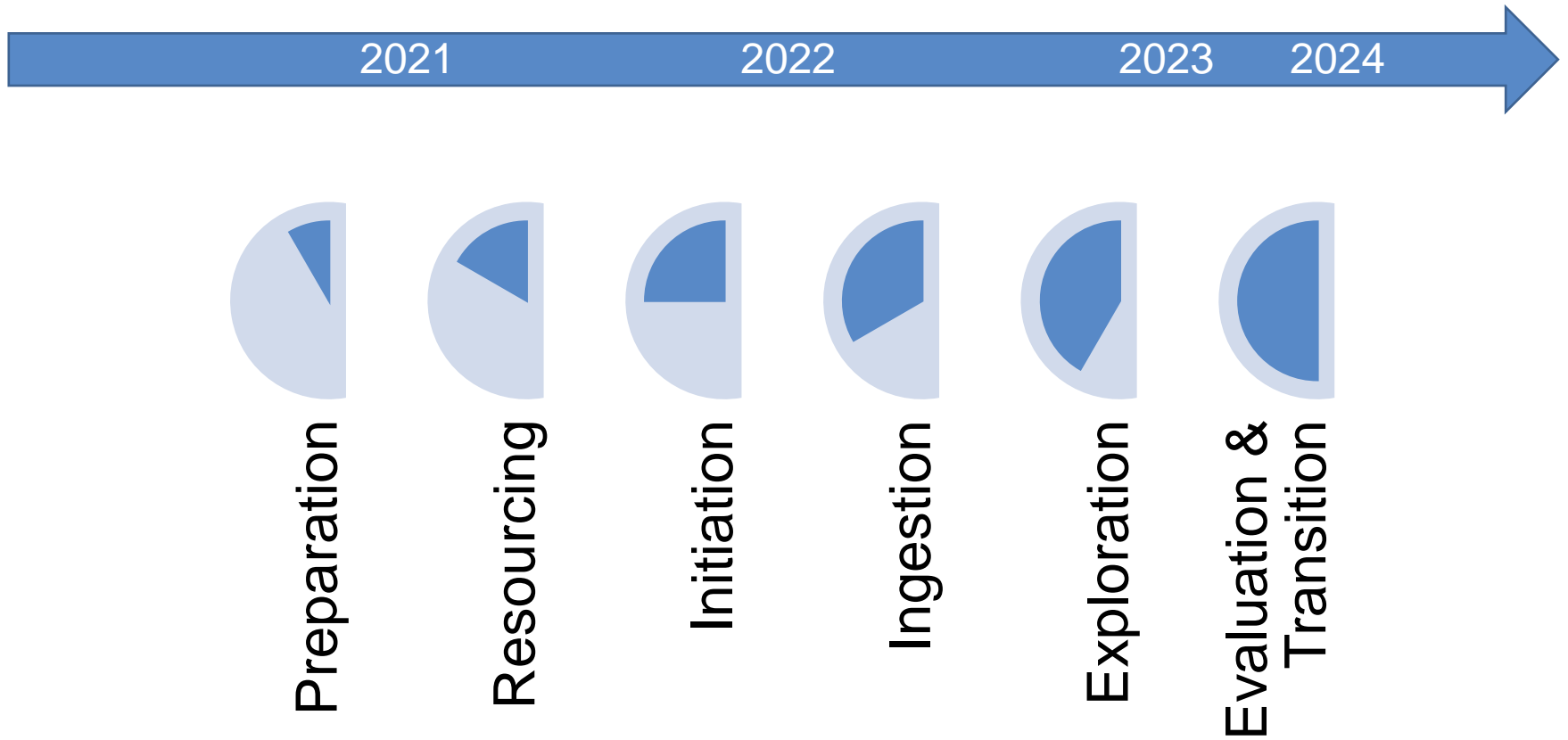
Mode of study

Academic year

	England ↓	Wales ↓	Scotland ↓	Northern Ireland ↓	Other UK ↓	Total UK ↓	European Union ↓	Non-European Union ↓	Total Non-UK ↓	know
01 Medicine and dentistry	52,910	2,590	5,820	2,550	140	64,010	3,285	9,745	13,025	
02 Subjects allied to medicine	248,155	15,645	28,125	10,985	405	303,310	9,625	26,110	35,735	
03 Biological and sport sciences	83,205	5,815	8,745	2,625	310	100,700	7,360	9,260	16,620	
04 Psychology	101,605	6,595	8,615	2,620	230	119,670	7,035	8,380	15,415	
05 Veterinary sciences	7,680	470	995	300	25	9,475	565	1,535	2,100	
06 Agriculture, food and related studies	11,270	1,120	2,310	625	40	15,370	865	2,195	3,055	
07 Physical sciences	45,605	2,585	5,465	1,265	120	55,035	5,220	7,920	13,140	
08	28,570	1,400	2,080	955	85	33,085	2,265	11,280	14,545	

<https://www.hesa.ac.uk/data-and-analysis/students>

Timescale



Our progress

1. Recruitment Phase 1- Lead Policy & Research Analyst
2. Conducted a literature review
3. Explored open access data/coding manuals
4. Spoken to academics in this field- potential problems with data
5. Spoken to stakeholders- first step in securing data-sharing agreements

Next steps

1. Recruitment Phase 2- Data analysts and a legal officer
2. “Launch the project” blog
3. Securing data-sharing agreements

Benefits of having this data

- **Colleges**- integration into the HE data service 'ecosystem'
- **Prospects and Students**- all HE information in one place
- **Policymakers**- a complete UK-wide view of HE activity
- **Statutory customers**- opportunities for cost-saving
- **Researchers**- quality and completeness of data, reduced costs of/improved access to data
- **Employers**- targeting colleges for recruitment
- **HESA**- improved capabilities and increased user value

HESA



We want to hear from you...

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