

# Personal Characteristics and Equality data consultation

## Overview

The purpose of the consultation is to consider updates to the coding frames for various personal characteristics and equality data items, across multiple collections, based on changes being made to national censuses. There are also proposals to consider the implications of collecting three new data items on marital status, pregnancy and maternity.

## Background

Following increased public interest in issues around identity and the expression of protected characteristics in data collection and analysis, the Government Statistical Service (GSS) has sponsored research into new harmonised standards for data collection in time for the 2021 Censuses. As a part of the statistics family, HESA now needs to consider how to respond to these changing standards in order that our data remains comparable with other sources, allowing coherent analyses to be performed across different datasets.

With Statutory Customers' support, HESA have been in discussions with Advance HE over their proposed updates to questions, responses and guidance around these fields, and it was agreed that this was the appropriate time to make updates to these data items in the HESA records.

This consultation has reflected on the ITT, Staff, Student and Student Alternative 2020/21 specifications and the Data Futures specification, in order to consider a view across our records. This includes data collected in the following areas:

- Care leaver
- Carer (considered, but no change needed)
- Disability
- Ethnicity
- Gender identity / gender reassignment
- National identity
- Parental education (considered, but no change needed)
- Religion or belief
- Sex identifier
- Sexual orientation
- Marital status

- Pregnancy
- Maternity / parental leave

This consultation was originally envisaged as being implemented in the 2021/22 specifications, to match with the corresponding dates for implementing these in the censuses. However, given the initial feedback we have had from providers, we are also presenting the following year as an alternative for the start of implementation, in order to get an understanding of which is the preference of the sector.

### **Attached is an annex**

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> which details the research we have undertaken by looking at each of the records mentioned, what data we collected now, what is collected elsewhere and a recommendation to align these in these proposals. It is not necessary for answering these proposals and there is no expectation on providers to look at this, but may be helpful in understanding all the background research we have been doing if you are interested.

We have therefore included details on the following other organisations / collections:

- GSS Harmonisation strategy
- 2021 Census - England
- 2021 Census - Northern Ireland
- Scotland's Census 2021
- 2021 Census - Wales
- Advance HE guidance (updates due to be published in 2021)
- UCAS \*J specification for 2020/21 (though this was still draft at the time)
- ILR specification for 2020/21 (included for information only)

### **Proposed new data items:**

Marriage and civil partnership and pregnancy and maternity, are protected characteristics under the Equalities Act 2010 (S.4) and there is a statutory duty to ensure that regulation is not adversely affecting these groups and demonstrate due consideration to the Public Sector Equality Duty. The **AdvanceHE recommendation** <<https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/monitoring-questions>> on equality monitoring is explicit in the Public Sector Equality Duty applying to Marriage and Civil Partnership and Pregnancy and Maternity.

HESA already collects data on other protected characteristics such as age, disability, religion or belief and sexual orientation however has not until now facilitated the collection and monitoring of marital status, pregnancy and maternity.

**Please note, we will only be accepting online responses; the following text and questions included in the consultation is for reference purposes, to assist cross-organisational**

**response.**

## Introductory text

We will accept multiple responses from a provider, only if they are responding about different records. The **Quick reference guide** below shows which records apply to each data section. Respondents will indicate which records they have considered in question 6 of the survey.

Please note, as Data Futures will be transitioned from both the Student and Student Alternative records this has been included alongside these records for many of the response options in this consultation.

## Quick reference guide

	ITT	Staff	Student	Student Alternative	Data Futures
<b>Care Leaver</b>	No	No	Yes	Yes	Yes
<b>Disability</b>	Yes	Yes	Yes	Yes	Yes
<b>Ethnicity</b>	Yes	Yes	Yes	Yes	Yes
<b>Gender Identity</b>	No	Yes	Yes	Yes	Yes
<b>National Identity</b>	Yes	Yes	Yes	No	Yes
<b>Religion / Belief</b>	No	Yes	Yes	Yes	Yes
<b>Sex Identifier</b>	Yes	Yes	Yes	Yes	Yes
<b>Sex Orientation</b>	No	Yes	Yes	Yes	Yes
<b>Proposal: Marital Status</b>	No	Yes	Yes	No	Yes
<b>Proposal: Pregnancy</b>	No	Yes	No	No	Yes
<b>Proposal: Maternity / Parental Leave</b>	No	Yes	No	No	Yes

## 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 name?

Organisation (Required)

## 4 What is your organisation?

(Required)

*Please select all that apply*

- English provider    Northern Ireland provider    Scottish provider  
 Welsh provider    Other organisation    Sector group/body

## 5 What is your job role within the organisation?

## 6 Which records are your answers considering?

We will accept multiple responses from a provider, only if they are responding about different records. So, the question below is included in order for respondents to indicate which records they have considered. Please note, as Data Futures will be transitioned from both the Student and Student Alternative records this has been included alongside these records for many of the response options in this consultation.

(Required)

*Please select all that apply*

- ITT record    Staff record    Student record / Data Futures  
 Student Alternative record / Data Futures

# Personal characteristics and equality data in HESA records

Providers in England, Northern Ireland, Scotland, Wales.

As part of this consultation HESA have considered making all the returns consistent with each other in terms of the valid entries included and the codes associated with them. We would like to understand if this is something that providers would also support.

## The **annexed analysis**

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> shows where there are differences currently in the records and the proposals set out in later questions, are suggesting that these are brought into line with each other.

For many of the fields in this consultation HESA is proposing to align the generic labels used. In some cases, the question providers might ask could be slightly different, for example 'Prefer not to say' might be used and sent to HESA as 'Information refused'. The following will be applied, where applicable:

- Not known
- Information refused
- Not available

For reference, the tables in the fact bank below shows where each of these values are currently used. This consultation proposes to make the following changes, so there is consistency across similar data items:

- include the "Information refused" and "Not available" values in all the Disability fields,
- include the "Not available" value in all the Ethnicity fields,
- the "Not known" values in Religion or belief fields to be changed to "Not available".

## For reference: current values in each record

<b>ITT RECORD</b>	<b>97 not known</b>	<b>98 information refused</b>	<b>99 not available</b>
<b>Disability</b>	"No known"	ADD	ADD
<b>Ethnicity</b>	Y	Y	ADD
<b>National identity</b>		Y	Y
<b>Sex identifier</b>			

<b>STAFF RECORD</b>	<b>97 not known</b>	<b>98 information refused</b>	<b>99 not available</b>
<b>Disability</b>	"No known"	Y	Y
<b>Ethnicity</b>	Y	Y	Y
<b>Gender</b>		Y	Y
<b>National identity</b>		Y	Y
<b>Religion or belief</b>		Y	Y
<b>Sex identifier</b>			
<b>Sexual orientation</b>		Y	Y

<b>STUDENT RECORD / STUDENT ALTERNATIVE RECORD</b>	<b>97 not known</b>	<b>98 information refused</b>	<b>99 not available</b>

<b>STUDENT RECORD / STUDENT ALTERNATIVE RECORD</b>	<b>97 not known</b>	<b>98 information refused</b>	<b>99 not available</b>
<b>Care leaver</b>		Y	Y
<b>Disability</b>	"No known"	ADD	ADD
<b>Ethnicity</b>	Y	Y	ADD
<b>Gender</b>		Y	Y
<b>National identity - STUDENT ONLY</b>		Y	Y
<b>Religion or belief</b>	Y (REMOVE)	Y	ADD
<b>Sex identifier</b>			
<b>Sexual orientation</b>		Y	Y

<b>DATA FUTURES</b>	<b>97 not known</b>	<b>98 information refused</b>	<b>99 not available</b>
<b>Care leaver</b>		Y	Y
<b>Disability</b>	"No known"	ADD	ADD
<b>Ethnicity</b>	Y	Y	Y
<b>Gender</b>		Y	Y
<b>National identity</b>		Y	Y
<b>Religion or belief</b>		Y	Y
<b>Sex identifier</b>			



<b>DATA FUTURES</b>	<b>97</b> <b>not known</b>	<b>98</b> <b>information</b> <b>refused</b>	<b>99</b> <b>not available</b>
<b>Sexual orientation</b>		Y	Y

**7 Do you support the proposal to align similar categories of data across HESA records, where this is possible?**

*Please select only one item*

Yes  No  Undecided

**8 Do you support the proposal to alphabetise the labels, where this is possible?**

In discussions with Advance HE it is clear that many of these response lists have been alphabetised in order to avoid any perceived bias from those answering the questions. HESA would also like to adopt this approach, where possible. We expect the generic codes lists, however, will remain at the end of coding frames.

Please note that this consultation has not included any codes in the proposals, instead focusing on the data labels only, because we would like to focus on the data items themselves. Once an agreement has been reached on the order of the labels, we may only present the valid entries in a different order in the schema, to show the way it should be displayed when asking the question to students (even if that means the codes might not be in ascending order anymore).

*Please select only one item*

Yes  No  Undecided

**9** Do you support HESA to follow Advance HE's suggestions, where this is possible?

HESA is proposing that we will continue to follow Advance HE's guidance on all these fields, only making changes where this is necessary to meet the full requirements of our Statutory Customers. In most cases, this means adding in some more valid entries, to capture the greater level of granularity required.

*Please select only one item*

Yes  No  Undecided

**10** Do you have any further comments to support your answers?

## Care Leaver

Providers in England, Northern Ireland, Wales.

This is applicable to:

- Student record – **EntryProfile.CARELEAVER**  
<<https://www.hesa.ac.uk/collection/c20051/a/careleaver>> (England, Northern Ireland and Wales change)
- Student Alternative record – **EntryProfile.CARELEAVER**  
<<https://www.hesa.ac.uk/collection/c20054/a/careleaver>> (England only change)
- Data Futures – **EntryProfile.CARELEAVER**  
<[https://www.hesa.ac.uk/collection/student/datafutures/a/entryprofile\\_careleaver](https://www.hesa.ac.uk/collection/student/datafutures/a/entryprofile_careleaver)> (England, Northern Ireland and Wales only change)

### Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. This would continue to be a mandatory data item, returned on entry only.

Care leavers are one of OfS' priority groups for access and participation because they are significantly under-represented in higher education. Providers must consider care leavers as part of their assessment of performance in their access and participation plans however, there have been some concerns regarding the quality of the CARELEAVER data and it uses a tight definition for recording students who have been in care. Some access and participation practitioners are tending to adopt the broader definition of those who are 'care experienced' to more fully understand who their students are, the challenges they face to successful participation in higher education, and the support they may require. Currently because of the varying approach to this record in terms of inclusion and verification, the data associated with it is not fit for purpose. The OfS would include some accompanying guidance for institutions with regards to this record.

The administrative bodies of Wales and Northern Ireland have also agreed to consult on these proposals.

Recommended valid entries and definitions for these fields:

**Care leaver:** includes all students who are currently recognised by their local authority as a care leaver and as such are eligible for statutory support. For example, this may have been verified by talking to the student personally, by email correspondence or as a result of assessing their eligibility for financial support. This only needs to be established once by a member of staff at the provider, preferably at the point of the student's entry. The provider must have reason above and beyond the information given on the student's UCAS form to identify them as 'Care leaver'.

**Care experienced:** includes all students who can be reasonably verified as having been in care at any stage up to the age of 18 and cannot be recorded as 'Care leaver': includes those who were adopted (from care) before the age of 18. For example, this may have been verified by talking to the student personally, by email correspondence or as a result of assessing their eligibility for financial support. This only needs to be established once by a member of staff at the provider, preferably at the point of the student's entry. The provider must have reason above and beyond the information given on the student's UCAS form to identify them as 'Care experienced'.

**Not confirmed to have any care experience:** includes all students who self-declared as having care experience on their UCAS form but this was not able to be verified by the provider.

**Not care experienced:** includes all students who have been confirmed to have incorrectly self-declared on the student's UCAS form.

Statutory Customers intended to provide additional guidance when this proposal is agreed.

## 11 Providers in England, Northern Ireland and Wales: do you support the proposal to collect these categories for care leaver fields?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 12 Providers in England, Northern Ireland and Wales: please provide your overall burden assessment score for 'Run'.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
Summary scores	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>

	0	1-3	4-7	8-10
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**13** Do you have any further comments to support your answers?

# Disability

Providers in England, Northern Ireland, Scotland, Wales.

This is applicable to:

- ITT record – **Student.DISABLE** <<https://www.hesa.ac.uk/collection/C20053/e/DISABLE>>
- Staff record – **Person.DISABLE** <<https://www.hesa.ac.uk/collection/C20025/a/DISABLE>>
- Student record – **Student.DISABLE** <<https://www.hesa.ac.uk/collection/c20051/a/DISABLE>>
- Student Alternative record – **StudentEquality.DISABLE** <<https://www.hesa.ac.uk/collection/c20054/a/DISABLE>>
- Data Futures – **Disability.DISABILITY** <[https://www.hesa.ac.uk/collection/student/datafutures/a/disability\\_disability](https://www.hesa.ac.uk/collection/student/datafutures/a/disability_disability)>

## Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. We are proposing to make this a repeating field, so the valid entry “Two or more impairments and/or health conditions and/or learning differences” has not been included below. This would continue to be a mandatory field, and should be updated annually.

Guidance question, recommended by AdvanceHE: “Do you have an impairment, health condition or learning difference that has substantial or long-term impact on your ability to carry out day to day activities?” The exact wording of this question for HESA records is still under consideration.

Recommended valid entries for these fields:

- A long standing illness or health condition such as cancer, HIV, diabetes, chronic heart disease, or epilepsy.
- A mental health difficulty, such as depression, schizophrenia or anxiety disorder.
- A physical impairment or mobility issues, such as difficulty using your arms or using a wheelchair or crutches.
- A social/communication impairment such as a speech and language impairment or Asperger’s syndrome/other autistic spectrum disorder.
- A specific learning difficulty such as dyslexia, dyspraxia or AD(H)D.
- Blind or have a visual impairment uncorrected by glasses.
- D/deaf or have a hearing impairment.
- General [or specific] learning disability (such as Down’s syndrome).
- No known impairment, health condition or learning difference.
- An impairment, health condition or learning difference that is not listed above.
- Prefer not to say / Information refused.

- Not available.

#### 14 Do you support the proposal to collect these categories for disability fields?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# 15 Please provide your overall burden assessment score for 'Run'.

## Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

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<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16** Do you have any further comments to support your answers?

# Ethnicity

Providers in England, Northern Ireland, Scotland, Wales.

This is applicable to:

- ITT record – **Student.ETHNIC** <<https://www.hesa.ac.uk/collection/C20053/e/ETHNIC>>
- Staff record – **Person.ETHNIC** <<https://www.hesa.ac.uk/collection/C20025/a/ETHNIC>>
- Student record – **Student.ETHNIC** <<https://www.hesa.ac.uk/collection/c20051/a/ETHNIC>>
- Student Alternative record – **StudentEquality.ETHNIC** <<https://www.hesa.ac.uk/collection/c20054/a/ETHNIC>>
- Data Futures – **Student.ETHNIC** <[https://www.hesa.ac.uk/collection/student/datafutures/a/student\\_ethnic](https://www.hesa.ac.uk/collection/student/datafutures/a/student_ethnic)>

## Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. This would continue to be a mandatory field (for a subset of students in some cases) and should be updated annually.

Guidance question, recommended by AdvanceHE: “What is your ethnicity or ethnic group?”

## Option one <#fact-bank-option1ethnic> Option one

Label	E	S	W	NI
Asian or Asian British - Bangladeshi	Y	Y	Y	Y
Asian or Asian British - Chinese	Y	Y	Y	Y
Asian or Asian British - Indian	Y	Y	Y	Y
Asian or Asian British - Pakistani	Y	Y	Y	Y
Any other Asian or Asian British background	Y	Y	Y	Y

<b>Label</b>	<b>E</b>	<b>S</b>	<b>W</b>	<b>NI</b>
Black, Black British, Caribbean or African - African	Y	Y	Y	Y
Black, Black British, Caribbean or African - Caribbean	Y	Y	Y	Y
Any other Black, Black British, Caribbean or African background	Y	Y	Y	Y
Mixed - White and Black Caribbean	Y	Y	Y	Y
Mixed - White and Black African	Y	Y	Y	Y
Mixed - White and Asian	Y	Y	Y	Y
Any other Mixed or Multiple ethnic backgrounds	Y	Y	Y	Y
White - English, Scottish, Welsh, Northern Irish or British	Y		Y	Y
White - English, Welsh, Northern Irish or British		Y		
White - Gypsy / Traveller	Y	Y	Y	Y
White - Irish	Y	Y	Y	Y
White - Polish		Y		

<b>Label</b>	<b>E</b>	<b>S</b>	<b>W</b>	<b>NI</b>
White - Roma	Y	Y	Y	Y
White - Scottish		Y		
White - Showman / Showwoman		Y		
Any other White background	Y	Y	Y	Y
Arab	Y	Y	Y	Y
Filipino				Y
Any other ethnic background	Y	Y	Y	Y
Not known	Y	Y	Y	Y
Information refused	Y	Y	Y	Y
Not available	Y	Y	Y	Y

Providers have also asked us to consider whether there is a possibility of allowing all providers to use all of the codes. This means that there would be one list for everyone, and the code: “White - English, Scottish, Welsh, Northern Irish or British” would be removed from the list (and instead “White - English, Welsh, Northern Irish or British” and “White - Scottish” would be used to meet requirements in Scotland). Providers would then be able to use all the available codes, however use of codes for other devolved administrations would not necessarily be encouraged.

**Option two (to allow all coding frames across all countries) <#fact-bank-option2all> Option two (to allow all coding frames across all countries)**

- Asian or Asian British - Bangladeshi
- Asian or Asian British - Chinese
- Asian or Asian British - Indian
- Asian or Asian British - Pakistani
- Any other Asian or Asian British background
- Black, Black British, Caribbean or African - Caribbean
- Black, Black British, Caribbean or African - African
- Any other Black, Black British, Caribbean or African background
- Mixed - White and Black Caribbean
- Mixed - White and Black African
- Mixed - White and Asian Any other
- Mixed or Multiple background
- White - English, Welsh, Northern Irish or British
- White - Gypsy / Traveller
- White - Irish
- White - Polish
- White - Roma
- White - Scottish
- White - Showman / Showwoman
- Any other White background
- Arab
- Filipino
- Any other ethnic background
- Not known
- Information refused
- Not available

**17** Do you support the proposal to collect these categories for Ethnicity fields?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18** Which option of coding frame do you prefer?

*Please select only one item*

- Option one, a country specific set of codes to use.
- Option two, a unified set of codes across devolved administrations.

## 19 Option one: Please provide your overall burden assessment score for 'Run'.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

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	0	1-3	4-7	8-10
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 20 Option two: Please provide your overall burden assessment score for 'Run'.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**21** Do you have any further comments to support your answers?

## Gender identity / Gender reassignment

Providers in England, Northern Ireland, Scotland, Wales.

This is applicable to:

- Staff record – **Person.GENREASSIGN**  
<<https://www.hesa.ac.uk/collection/C20025/a/GENREASSIGN>>
- Student record – **Student.GENDERID**  
<<https://www.hesa.ac.uk/collection/c20051/a/GENDERID>>
- Student Alternative record – **StudentEquality.GENDERID**  
<<https://www.hesa.ac.uk/collection/c20054/a/GENDERID>>
- Data Futures – **Student.GENDERID**  
<[https://www.hesa.ac.uk/collection/student/datafutures/a/student\\_genderid](https://www.hesa.ac.uk/collection/student/datafutures/a/student_genderid)>

Not included in the ITT record.

### Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. This is currently an optional field in the Staff record and for providers in Scotland in the Student record. This would continue to be a mandatory field for providers in England, Northern Ireland and Wales in the Student record. In all cases it should be updated annually.

Guidance question, recommended by **GSS Harmonisation** <<https://gss.civilservice.gov.uk/policy-store/gender-identity/>> work: “Is the gender you identify with the same as your sex registered at birth?”

Recommended valid entries for these fields:

- Yes
- No
- Information refused / Prefer not to say
- Not available

**22** Do you support the proposal to collect these categories for gender fields?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
<b>Staff record</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student record / Data Futures</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student Alternative record / Data Futures</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 23 Please provide your overall burden assessment score for 'Run'.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>

	0	1-3	4-7	8-10
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24** For providers in England, Northern Ireland and Wales - do you support the proposal to make gender reassignment a mandatory question in the Staff record?

When the gender reassignment question was introduced into the Staff record this was done on an optional basis with the idea to move it to being compulsory in time. OfS, DfE-NI and HEFCW would like to consider whether this is the appropriate time to make this a mandatory question, to match the Student and Student Alternative records (for providers in England, Northern Ireland and Wales). SFC want to keep this question optional for providers in Scotland.

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**25** Do you have any further comments to support your answers?

# National identity

Providers in England and Wales.

This is applicable to:

- ITT record – **Student.NATIOND** <<https://www.hesa.ac.uk/collection/C20053/e/NATIOND>> (England)
- Staff record – **Person.NATIOND** <<https://www.hesa.ac.uk/collection/C20025/a/NATIOND>> (England and Wales)
- Student record – **Student.NATIOND** <<https://www.hesa.ac.uk/collection/c20051/a/NATIOND>> (England and Wales)
- Data Futures – **NationalIdentity.NATIOND** <[https://www.hesa.ac.uk/collection/student/datafutures/a/nationalidentity\\_nationd](https://www.hesa.ac.uk/collection/student/datafutures/a/nationalidentity_nationd)> (England and Wales)

Not included in the Student Alternative record.

## Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. This would continue to be an optional field in the ITT record and for providers in England in the Student record and Data Futures. This would continue to be a mandatory field in the Staff record and for providers in Wales in the Student record. In all cases it should be updated annually.

Recommended guidance question: “How would you describe your national identity?”

Recommended valid entries for these fields:

- British
- English
- Irish
- Northern Irish
- Scottish
- Welsh
- Other
- Information refused
- Not available

## 26 Providers in England and Wales: do you support the proposal to collect these categories for National Identity fields?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## 27 Providers in England and Wales: please provide your overall burden assessment score for 'Run'.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>

	0	1-3	4-7	8-10
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**28** Do you have any further comments to support your answers?

## Religion or belief

Providers in England, Northern Ireland, Scotland, Wales.

This is applicable to:

- Staff record – **Person.RELBLF** <<https://www.hesa.ac.uk/collection/C20025/a/RELBLF>>
- Student record – **Student.RELBLF** <<https://www.hesa.ac.uk/collection/c20051/a/RELBLF>>
- Student Alternative record – **StudentEquality.RELBLF**  
<<https://www.hesa.ac.uk/collection/c20054/a/RELBLF>>
- Data Futures – **Student.RELIGION**  
<[https://www.hesa.ac.uk/collection/student/datafutures/a/student\\_religion](https://www.hesa.ac.uk/collection/student/datafutures/a/student_religion)>

Not included in the ITT record.

### Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. This would continue to be an optional field in the Staff record mandatory for the other records and should be updated annually.

Guidance question, recommended by AdvanceHE: “What is your religion or belief?”

### Option one <#fact-bank-religion1> Option one

Label	England	Scotland	Northern Ireland	Wales
No religion	Y	Y	Y	Y
Buddhist	Y	Y	Y	Y
Christian	Y		Y	
Christian - Church of Scotland		Y		

Label	England	Scotland	Northern Ireland	Wales
Christian - Roman Catholic		Y		Y
Christian - Presbyterian Church in Ireland				Y
Christian - Church of Ireland				Y
Christian - Methodist Church in Ireland				Y
Christian - Protestant				Y
Christian - Other denomination		Y		Y
Hindu	Y	Y	Y	Y
Jewish	Y	Y	Y	Y
Muslim	Y	Y	Y	Y
Pagan		Y		
Sikh	Y	Y	Y	Y
Any other religion or belief	Y	Y	Y	Y

Label	England	Scotland	Northern Ireland	Wales
Prefer not to say/Information refused	Y	Y	Y	Y
Not known	Y	Y	Y	Y

Providers have also asked us to consider whether there is a possibility of allowing all providers to use all of the codes. This means that there would be one list for everyone, though providers would be discouraged from using codes from other countries if that isn't necessary. Three of the Christian codes (for providers in Northern Ireland above) would be removed if the question was asked of all students at all providers.

**Option two (to allow all coding frames across all countries) <#fact-bank-religion2> Option two (to allow all coding frames across all countries)**

- No religion (including atheist)
- Buddhist
- Christian
- Christian - Church of Scotland
- Christian - Roman Catholic
- Christian - Protestant
- Christian - Other denomination
- Hindu
- Jewish
- Muslim
- Sikh
- Any other religion or belief
- Information refused
- Not known

## 29 Do you support the proposal to collect these categories for Religion or belief fields?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 30 Which option of coding frame do you prefer?

*Please select only one item*

- Option one, a country specific set of codes to use.
- Option two, a unified set of codes across devolved administrations.

### 31 Option one: please provide your overall burden assessment score for 'Run'.

#### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 32 Option two: please provide your overall burden assessment score for 'Run'.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



### 33 Do you have any further comments to support your answers?

## Sex identifier

Providers in England, Northern Ireland, Scotland, Wales.

This is applicable to:

- ITT record – **Student.SEXID** <<https://www.hesa.ac.uk/collection/C20053/e/SEXID>>
- Staff record – **Person.SEXID** <<https://www.hesa.ac.uk/collection/C20025/a/SEXID>>
- Student record – **Student.SEXID** <<https://www.hesa.ac.uk/collection/c20051/a/SEXID>>
- Student Alternative record – **StudentEquality.SEXID**  
<<https://www.hesa.ac.uk/collection/c20054/a/SEXID>>
- Data Futures – **Student.SEXID**  
<[https://www.hesa.ac.uk/collection/student/datafutures/a/student\\_sexid](https://www.hesa.ac.uk/collection/student/datafutures/a/student_sexid)>

### Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. This would continue to be a mandatory field, and should be updated annually.

Guidance question, recommended by AdvanceHE: “What is your sex?”

Recommended valid entries for these fields:

- Female
- Male
- Other

**34** Do you support the proposal to collect these categories for Sex Identifier fields?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 35 Please provide your overall burden assessment score for 'Run'.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>

	0	1-3	4-7	8-10
ITT record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**36** Do you have any further comments to support your answers?

## Sexual orientation

Providers in England, Northern Ireland, Scotland, Wales.

This is applicable to:

- Staff record – **Person.SEXORT** <<https://www.hesa.ac.uk/collection/C20025/a/SEXORT>>
- Student record – **Student.SEXORT** <<https://www.hesa.ac.uk/collection/c20051/a/SEXORT>>
- Student Alternative record – **StudentEquality.SEXORT**  
<<https://www.hesa.ac.uk/collection/c20054/a/SEXORT>>
- Data Futures – **Student.SEXORT**  
<[https://www.hesa.ac.uk/collection/student/datafutures/a/student\\_sexort](https://www.hesa.ac.uk/collection/student/datafutures/a/student_sexort)>

Not included in the ITT record.

### Please see the annex

<[https://www.hesa.ac.uk/files/Personal\\_characteristics\\_and\\_equalities\\_data\\_research.xlsx](https://www.hesa.ac.uk/files/Personal_characteristics_and_equalities_data_research.xlsx)> for more background on current valid entry lists and the effects the proposed changes might have on the fields. This is currently an optional field in the Staff record and for providers in Scotland in the Student and Data Futures records. This would continue to be a mandatory field for providers in England, Northern Ireland and Wales in the Student, Student Alternative and Data Futures records. In all cases it should be updated annually.

Recommended guidance question: “Which of the following best describes your sexual orientation?”

Recommended valid entries for these fields:

- Bi/Bisexual
- Gay or lesbian
- Heterosexual/straight
- Other
- Information refused
- Not available

**37** Do you support the proposal to collect these categories for Sexual orientation?

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
<b>Staff record</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student record / Data Futures</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student Alternative record / Data Futures</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 38 Please provide your overall burden assessment score for 'Run'.

#### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

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<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Alternative record / Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**39** For providers in England, Northern Ireland and Wales - do you support the proposal to make sexual orientation a mandatory question in the Staff record?

When the sexual orientation question was introduced into the Staff record this was done on an optional basis with the idea to move it to being compulsory in time. OfS, DfE-NI and HEFCW would like to consider whether this is the appropriate time to make this a mandatory question, to match the Student and Student Alternative records (for providers in England, Northern Ireland and Wales). SFC want to keep this question optional for providers in Scotland.

	Yes, for 2021/22	Yes, for 2022/23	Undecided	Not applicable
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**40** Do you have any further comments to support your answers?



## Proposal to collect data on marital status

Providers in England, Northern Ireland, Wales.

To assist providers in preparing for Data Futures it is proposed that this data is not collected in the Student and Student Alternative collections but is deferred until Data Futures. This proposal is to add a new field into the Staff record, for providers in England and Wales only.

This is applicable to:

- Staff record – new field on the Person entity (England and Wales only)
- Student record – **EntryProfile.MARSTAT**  
<<https://www.hesa.ac.uk/collection/c20051/a/MARSTAT>> (Northern Ireland change only)
- Data Futures – **EntryProfile.MARSTAT**  
<[https://www.hesa.ac.uk/collection/student/datafutures/a/entryprofile\\_marstat](https://www.hesa.ac.uk/collection/student/datafutures/a/entryprofile_marstat)> (Northern Ireland change only)

Currently HESA collects information about the marital status of Northern Ireland domiciled students at providers in Northern Ireland through the **EntryProfile.MARSTAT** <<https://www.hesa.ac.uk/collection/c20051/a/marstat>> field, which has also been included in the Data Futures record. Advance HE **recommendations** <<https://www.advance-he.ac.uk/guidance/equality-diversity-and-inclusion/using-data-and-evidence/monitoring-questions>> for the coding frame is largely aligned with the existing EntryProfile.MARSTAT field.

For the new field in the Staff record, it will be collected on the Person entity. It would be mandatory for providers to ask the questions of all staff but optional for them to respond. The guidance question, recommended by **GSS Harmonisation** <<https://gss.civilservice.gov.uk/policy-store/gender-identity/>> work, and replicated in the Census questions is: “What is your legal marital or registered civil partnership status?”

Recommended valid entries for these fields:

- Never married and never registered in a civil partnership
- Married or in a registered civil partnership
- Separated (but still legally married or in a civil partnership)
- Divorced or formerly in a civil partnership which is now legally dissolved
- Widowed or a surviving partner from a registered civil partnership
- Co-habiting
- Information refused
- Not available

The OfS has a requirement to monitor this for providers in England and the current lack of data in this area makes it impossible to answer policy questions and understand how many students could be, or are, being impacted.

HEFCW has a requirement to monitor this for staff at providers in Wales, to inform policy and to analyse data relating to the Public Sector Equality Duty. The Welsh Public Sector Equality Duty guidance states Public bodies are required to have due regard to the need to:

1. eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
2. advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. foster good relations between people who share a protected characteristic and those who do not.

**41** For providers in Northern Ireland – do you support the proposal to change the categories for marital status fields in Data Futures for 2022/23?

	Yes, for 2022/23	No	Undecided	Not applicable
Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**42** If you responded 'No', please provide information below.

### 43 For providers in Northern Ireland: please provide your overall burden assessment score for 'Run'.

#### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>

	0	1-3	4-7	8-10
Student record / Data Futures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Please select only one item</i>				

**44** For providers in England and Wales – do you support the additional collection of data on the marital status of staff?

	Yes, for 2022/23	No	Undecided	Not applicable
Staff record <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**45** If you responded 'No' above, please provide information below.

## 46 For providers in England and Wales – please provide your burden assessment score for ‘Set up’.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – SETUP

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.	Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.	Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

#### Text version:

0: No impact

1-3: Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.

4-7: Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.

8-10: Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

#### Download the full burden assessment guide (PDF)

<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>

	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0

1-3

4-7

8-10

**Transmission (load)**  
*Please select only one item*

**System change and development**  
*Please select only one item*

**Training and guidance**  
*Please select only one item*

## 47 For providers in England and Wales – please provide your burden assessment score for ‘Run’.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transmission (load) <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0

1-3

4-7

8-10

System change and development

*Please select only one item*

Training and guidance

*Please select only one item*

**48** Do you have any further comments to support your answers?

please provide more information



## Proposal to collect data on pregnancy

Providers in England, Northern Ireland, Scotland, Wales.

To assist providers in preparing for Data Futures it is proposed that this data is not collected in the Student and Student Alternative collections but is deferred until Data Futures (2022/23). It would be mandatory for providers to ask the questions of all students but optional for students to respond. This proposal is also to add a new field into the Staff record, for providers in England and Wales only.

This is applicable to:

- Staff – new field on Person entity (England and Wales only)
- Data Futures – new field on the Student entity

HESA does not currently collect any data concerning pregnancy in the Student or Student Alternative records however Advance HE recommends collecting this data on an annual basis and on recruitment (for staff).

There is an ECU paper from 2010 on '**Student Pregnancy and Maternity Implications for HEIs** <<https://www.ecu.ac.uk/wp-content/uploads/external/student-pregnancy-and-maternity-implications-for-heis.pdf>>' that explores practical and policy implications for students parents and existing students who become pregnant. These include:

- i. What happens if an applicant states that they are pregnant?
- ii. How is pregnancy-related absence and illness considered?
- iii. What entitlements do existing students who become pregnant during their course have to family accommodation?
- iv. What type of arrangements can be made for pregnant students sitting examinations.

As this information will change, this field would sit on the Student entity, and we would expect the data to be collected annually at enrolment/re-enrolment. The proposal is to use the Advance HE recommended question of: "Are you currently pregnant or have you been pregnant in the last calendar year?"

For the new field in the Staff record, it will be collected on the Person entity. It would be mandatory for providers to ask the questions of all staff but optional for them to respond. The proposal is to use the Advance HE recommended question of: "Are you currently pregnant or have you been pregnant in the last calendar year?"

Recommended valid entries for these fields:

- Yes
- No

- Prefer not to say

The OfS has a requirement to monitor this for providers in England and the current lack of data in this area makes it impossible to answer policy questions and understand how many students could be, or are, being impacted.

The DfE-NI are looking at their requirement to monitor this data and provide UK level data.

As a protected characteristic SFC wants to collect information on students who are pregnant or who have been pregnant in the last year in order monitor their access to higher education and outcomes achieved.

HEFCW has a requirement to monitor this for students at providers in Wales, to inform policy and to analyse data relating to the Public Sector Equality Duty. The Welsh Public Sector Equality Duty guidance states Public bodies are required to have due regard to the need to:

1. eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
2. advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. foster good relations between people who share a protected characteristic and those who do not.

#### **49** For providers in England and Wales - how do you think this data should be collected from students?

The OfS and HEFCW are considering collecting this data at some point in the future from providers in England and Wales and would like to hear provider's views on how this could be collected from students. Please do still answer the burden question below, as this will help towards our overall understanding.

**50** Providers in England and Wales - do you support the additional collection of data on pregnancy from staff?

Yes, for  
2022/23

No

Undecided

Not applicable

Staff

*Please select only one item*

**51** If you answered 'No', what are the reasons for this?

please provide more information

## 52 For providers in England and Wales – please provide your burden assessment score for ‘Set up’ in the Staff record.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – SETUP

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.	Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.	Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

#### Text version:

0: No impact

1-3: Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.

4-7: Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.

8-10: Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

#### Download the full burden assessment guide (PDF)

<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1-3	4-7	8-10
<b>Transmission (load)</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>System change and development</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Training and guidance</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 53 For providers in England and Wales – please provide your burden assessment score for ‘Run’ in the Staff record.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Download the full burden assessment guide (PDF)

<<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transmission (load) <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	0	1-3	4-7	8-10
System change and development <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training and guidance <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**54** For all providers – do you support the additional collection of data on pregnancy in Data Futures?

	Yes, for 2022/23	No	Undecided	Not applicable
Data Futures <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**55** If you answered 'No', what are the reasons for this?  
please provide more information

**56** For all providers – please provide your burden assessment score for ‘Set up’ for collection in the Data Futures record.

**Guidance on how to provide your score**

Please refer to the image below for guidance on how to provide your score.

**SUMMARY ASSESSMENT – SETUP**

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.	Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.	Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

**Text version:**

0: No impact

1-3: Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.

4-7: Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.

8-10: Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

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	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	0	1-3	4-7	8-10
<b>Transmission (load)</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>System change and development</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Training and guidance</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 57 For all providers – please provide your burden assessment score for ‘Run’ for collection in the Data Futures record.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

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<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>

	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transmission (load) <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0

1-3

4-7

8-10

System change and development

*Please select only one item*

Training and guidance

*Please select only one item*

**58** Do you have any further comments to support your answers?

## Proposal to collect data on maternity / parental leave

Providers in England, Northern Ireland, Wales.

To assist providers in preparing for Data Futures it is proposed that this data is not collected in the Student and Student Alternative collections but is deferred until Data Futures (2022/23). It would be mandatory for providers to ask the questions of all students but optional for students to respond.

This is applicable to:

- Staff record – **Person.PARLEAVE** <<https://www.hesa.ac.uk/collection/C20025/a/PARLEAVE>> (no change proposed)
- Data Futures – new field on the Student entity (England, Northern Ireland and Wales only)

HESA does not currently capture any data on maternity leave in the Student and Student Alternative records however the Staff record does include data about parental leave through the **Person.PARLEAVE** <<https://www.hesa.ac.uk/collection/c20025/a/parleave>> field which asks about the type of parental leave taken during the reporting year with the Advance HE recommended question when asking staff of: “Have you taken any of the following types of leave within the past year?”. Valid entries in the Staff record are: Adoption leave, Maternity leave, Paternity leave, Shared parental leave.

As this information will change, this field would sit on the Student entity, and we would expect the data to be collected annually at enrolment/re-enrolment. Advance HE recommends the following question when asking students about maternity leave: “Have you taken time out of your course within the past year following any of the below?”

Recommended valid entries for these fields:

- A pregnancy
- Your partner’s pregnancy
- The adoption of a child or children

Although there is no legal requirement under the Equality Act 2010 to monitor paternity leave, adoptive leave, or men taking shared parental leave, we propose to capture the broader spectrum of maternity, paternity and adoption leave to enable a better understanding of the impact on studies.

The OfS has a requirement to monitor this for providers in England and the current lack of data in this area makes it impossible to answer policy questions and understand how many students could be, or are, being impacted.

HEFCW has a requirement to monitor this for students at providers in Wales, to inform policy and to analyse data relating to the Public Sector Equality Duty. The Welsh Public Sector Equality Duty

guidance states Public bodies are required to have due regard to the need to:

1. eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Act.
2. advance equality of opportunity between people who share a relevant protected characteristic and those who do not.
3. foster good relations between people who share a protected characteristic and those who do not.

The DfE-NI are looking at their requirement to monitor this data.

The SFC and Scottish Government do not currently have a requirement to capture this data for students in Scotland.

**59** For providers in England, Northern Ireland and Wales, how do you think this data should be collected from students?

The OfS, DfE-NI and HEFCW are considering collecting this data at some point in the future from providers in England, Northern Ireland and Wales and would like to hear provider's views on how this could be collected from students. Please do still answer the burden question below, as this will help towards our overall understanding.

**60** For providers in England, Northern Ireland and Wales – do you support the additional collection of data on maternity / parental leave?

	Yes, for 2022/23	No	Undecided	Not applicable
<b>Data Futures</b> <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**61** If you answered 'No', what are the reasons for this?

please provide more information

**62** For providers in England, Northern Ireland and Wales – please provide your burden assessment score for ‘Set up’ in the Data Futures record.

**Guidance on how to provide your score**

Please refer to the image below for guidance on how to provide your score.

**SUMMARY ASSESSMENT – SETUP**

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.	Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.	Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

**Text version:**

0: No impact

1-3: Almost no change to processes or systems. Can be fitted into business as usual against a known release window. Limited training or guidance required.

4-7: Minor to medium changes to systems and processes. Difficult to resource. Date for go-live sub-optimal. Requires bespoke training.

8-10: Significant change to systems and/or processes. Detrimental impact on ability to do other activities. Cannot be serviced from existing capacity. Release date very challenging. Requires training / re-skilling.

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	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0

1-3

4-7

8-10

**Transmission (load)**  
*Please select only one item*

**System change and development**  
*Please select only one item*

**Training and guidance**  
*Please select only one item*



## 63 For providers in England, Northern Ireland and Wales – please provide your burden assessment score for ‘Run’ in the Data Futures record.

### Guidance on how to provide your score

Please refer to the image below for guidance on how to provide your score.

#### SUMMARY ASSESSMENT – RUN

	0	1-3	4-7	8-10
<b>Summary scores</b>	No impact	Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.	Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.	Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

#### Text version:

0: No impact

1-3: Business as usual (BAU). Operated through processes and systems. No discernible impact on current operating model.

4-7: Increased resources. Sustained opportunity cost. Complexity in planning. Requires specialist support.

8-10: Sustained increased resources required. Conflict with other business priorities. Cannot be systemised - lots of manual checking. Requires subject matter expert (SME).

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	0	1-3	4-7	8-10
Gathering <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assurance of data quality <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extraction and transformation <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transmission (load) <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

0

1-3

4-7

8-10

System change and  
development

*Please select only one item*

Training and guidance

*Please select only one item*

**64** Do you have any further comments to support your answers?

## General feedback

**65** Do you have any further comments relating to items included in this consultation?