



58158 PGR AND
COST CENTE
SUMMARY OF
RESPONSES

HESA



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SUMMARY OF 58158 PGR AND COST CENTRE CONSULTATION RESPONSES

The consultation for PGR and cost centre data opened on 8 January 2020 and closed on 5 February 2020. In total we received 78 responses to the consultation, 76 from providers and 2 from other organisations (software suppliers). This paper summarises the responses we received and where relevant makes HESA's recommendations based on the results.

The table below shows a breakdown of the responses received, providers split by country and also other organisations.

Country	Responses (%)
England	77%
Scotland	13%
Wales	6%
Northern Ireland	2%
Software suppliers	2%

SESSION YEAR

QUESTION 5: DO YOU FORESEE ANY ISSUES WITH THIS STRUCTURE AND RETURNING PGR PROVISION?

Question 5 proposed that the SessionYear entity would not be required to be returned for PGR students. Providers were asked if they saw any issues with this and overwhelmingly stated that they did not.

Responses	% of total responses
Yes	6%
No	94%

PLEASE PROVIDE ANY SUPPORTING COMMENTS?

Of those who stated they did foresee issues, two stated that they have PGR provision that contains a taught component where a SessionYear may apply.

Some expressed concerns about the data that may be lost if the SessionYear was not returned, specifically referencing progression.

One provider stated they would prefer the optional return of SessionYear for PGR students.

Of those who did not foresee any issues, the most common response related to the usually flexible nature of PGR provision and therefore that not needing to return the SessionYear was preferred.

Some responses additionally noted that this would reduce the complexity of the data returned, although some did state that the SessionYear would apply to some of their PGR provision.

Recommendation: Remove PGR students (QUALCAT starts with D or L) from the coverage of SessionYear.

94% of respondents saw no issue with this approach and removing this for all PGR courses would ensure consistency.

QUESTION 6: DO YOU HAVE POSTGRADUATE RESEARCH (PGR) PROVISION?

Responses	% of total responses
Yes	97%
No	3%
Not yet but we may have in the future option	0%

MODULES AND COST CENTRES

QUESTION 7: IN THE CURRENT LEGACY STUDENT COLLECTION, PROVIDERS RETURN PGR INSTANCES WITH A MIXTURE OF GENERIC AND SPECIFIC MODULES. IN ORDER TO HELP US UNDERSTAND WHY THIS IS THE CASE, PLEASE CAN YOU SAY WHETHER YOU USE GENERIC OR SPECIFIC MODULES OR BOTH, AND WHY.

66% of those who gave an answer indicated that they used generic modules. There was a mix of providers indicating they returned purely generic 'dummy' modules for each subject area and those who returned 'dummy' modules for a particular department or Course.

One provider indicated they returned specific modules and stated they were only held in this way due to the HESA reporting requirement.

The remaining providers indicated they returned a mix of generic and specific modules. The most common example was research students that have taught modules, usually in their first year, which are returned as specific modules with the remainder of study being returned as generic modules. Some providers also stated particular programmes, including Professional Doctorates and MRes courses where specific modules would be relevant.

QUESTION 8: ARE THERE OTHER QUALIFICATION CATEGORIES OUTSIDE THIS LIST WHERE MODULE DATA IS NOT PERTINENT? IF YES, PLEASE PROVIDE DETAILS BELOW WITH ANY RELEVANT CODES.

The following list of Qualification.QUALCAT codes were given:

- D0003- Doctorate degree that meets the criteria for a research-based higher degree
- D0004- Credits at level D
- L0000- Masters degree that meets the criteria for a research-based higher degree
- L0001- Other postgraduate qualification at level L that meets the criteria for a research based higher degree
- L0002- credits at level L

80% of those that provided a response stated they did not think any other categories were relevant.

Of those that did indicate other qualifications were relevant, the examples given fell into different groups.

Some suggested specific codes that modules are not relevant to:

- E0000 'Doctorate degree that does not meet the criteria for a research-based higher degree'.
- COURSEAIM value of H99 'Taught work at level H with an unspecified qualification aim'. This value no longer exists in the QUALCAT field.

- COURSEAIM L99 'Research-based higher degree where the student may ultimately study at level D or L' This value no longer exists in the QUALCAT field.
- COURSEAIM M90 'Taught work at level M for provider credit'. The equivalent in the QUALCAT field would be M0022 'Credits at level M'.

These are each qualifications that are not considered as PGR in our coding frame but in some cases may contain research elements.

Some responses referenced qualifications more generally:

- One provider stated that they currently return MPhil and Masters under the same code so it might be useful to have a separate code
- One provider stated it would be helpful to have a valid entry for Taught Doctorate.
- One provider referenced their undergraduate medical degrees which are not structured in a modular way.
- One provider referenced Higher Doctorates e.g. DLITT, PHD, MRES to PHD, MRES.

Some responses were more generally and not related specifically to PGR. One provider commented on CPD courses where there is not difference between the course and module (to be discussed as part of StudentRegistration consultation) and three referred to incoming exchange students (there is a separate action point related to this).

QUESTION 9: ARE THERE QUALIFICATION CATEGORIES WITHIN THIS LIST WHERE MODULE DATA IS PERTINENT? IF YES, PLEASE PROVIDE DETAILS BELOW WITH ANY RELEVANT CODES.

53% of those that provided a response stated they did not think module data was pertinent to any of the listed codes.

Of those who indicated module data was pertinent, the majority referenced research courses have taught element where modules do apply.

Some referenced specific valid entries where modules were pertinent, D0003 and L0000 were the most common response:

- D0003: Doctorate degree that meets the criteria for a research-based higher degree: 14
- D0004- Credits at level D: 3
- L0000- Masters degree that meets the criteria for a research-based higher degree: 7
- L0001- Other postgraduate qualification at level L that meets the criteria for a research based higher degree: 2
- L0002- credits at level L: 3

One provided suggested it may be helpful to have separate QUALCAT codes to distinguish doctorates that are purely research and those that are a combination of teaching and research.

QUESTION 10: OFS AND RESEARCH ENGLAND ARE REVIEWING THE USE OF COST CENTRE DATA FOR PGR STUDENTS AND WOULD LIKE TO UNDERSTAND THE BURDEN OF RETURNING COST CENTRE INFORMATION FOR THESE STUDENTS. PLEASE PROVIDE ANY COMMENTS BELOW.

There were 70 responses to this question.

21 indicated that returning cost centre information was not a large burden. Most of these stated that this was partly due to the presence of an established process and so changing this would mean additional burden.

11 responses stated that cost centre data is complex for PGR students in general (regardless of where this sits in the model) citing the following reasons:

- Research programmes are often multi-disciplinary
- The cost centre combinations can be unique to the students as they may be researching specific, cross departmental topics.
- It can be challenging to get the cost centre information where collaborative provision arrangements are in place
- The cost centres information is often in flux as supervisors change and/or thesis titles evolve

Some of these responses indicated there should therefore be pragmatism in the level of accuracy that is expected given these factors.

Nine responses indicated that this was particularly challenging to return at a modular level. This was due to:

- Cost centres relate to the supervisors but have to be applied to modules
- Modular data doesn't apply to a lot of the PGR provision and so modular cost centre data is having to be created artificially.

QUESTION 11: FOR A STUDENT COURSE SESSION OF A PGR PROGRAMME, WHICH METHOD DO YOU PREFER?

Question 11 outlined the proposed approach to having two cost centre entities, one attached to the ModuleDelivery and one to the StudentCourseSession.

Providers were asked which method they preferred:

Responses	% of total responses
The return of module data is not permitted. Cost centre data is always returned against Student Course Session.	20%
The return of module data is optional for the student. Cost centre data is associated with modules where they exist, OR with the Student Course Session.	68%
The return of module data is mandatory. This would entail the return of generic modules with associated cost centre data.	8%
No preference	4%

PLEASE PROVIDE ANY ADDITIONAL INFORMATION ON YOUR CHOICE

Of those who stated module data should not be permitted, 11 provided a comment. The most common reasons cited were that module data was not relevant to PGR provision and that a consistent approach to recording cost centre information for all PGR students would reduce risk and burden whilst making analysis easier.

Of those who stated module data should be optional, 45 provided a comment. The vast majority of the responses stated that this would allow for flexibility for different types of PGR provision where modules apply in some cases and not others.

A small number of responses (5) did suggest that providers wanted to return both approaches for a single StudentCourseSession (for example, giving the example that some years of study contain both taught and research elements) as an advantage of this approach. If we adopted this

approach, we would need to be very clear in the guidance that each StudentCourseSession must use only one option and not a combination of both.

Of those who stated module data should be mandatory, three provided a comment. The reasons cited were that there should be consistent method of returning cost centres and that this approach aligns with how this is returned now.

QUESTION 12: WOULD YOU CONSIDER THIS A VIABLE OPTION?

Question 12 asked about the viability of collecting cost centre information for PGR students in the SupervisorAllocation entity.

Responses	% of total responses
Yes	58%
No	23%
Don't know	19%

PLEASE PROVIDE ANY ADDITIONAL INFORMATION ON ANY POTENTIAL ISSUES WITH THIS APPROACH.

Of those that provided comments, 23% responded positively to the proposal. As the question specifically asked for potential issues, it is expected that this proportion would be low.

Of those that raised concerns the most common were:

- UOAs and cost centres are not a one to one mapping so multiple SupervisorAllocation entities would be needed for each supervisor to reflect this
- UOAs and cost centres are separate concepts and so should not be combined in one entity
- This would increase the complexity of returning UOA and cost centres

One response raised the issue of QUALCAT valid entries D0004 and L0002 (credits at level D and L). Supervisor Allocation information is not required for these and so if cost centres were moved to this entity for PGRs, it would either need to be returned for these aims where this was not required previously or cost centre information would need to be recorded elsewhere.

QUESTION 13: PLEASE PROVIDE ANY FEEDBACK/COMMENTS ON THE PROPOSED STRUCTURE

The responses to this question were varied. There was an even split between providers stating their preferred option would be adding cost centres to SupervisorAllocation and that this approach would be complex and increase burden.

Most responses stated a preference for cost centres to be at a student level, whether this be on SupervisorAllocation or a separate entity.

One response highlighted the issue of module language data which would need to be held at a StudentCourseSession level if modules were not returned for PGRs and expressed concern regarding the complexity of this.

Recommendation: UKRI still have a requirement for cost centre data from PGR students, however this is being reviewed in a year's time. Therefore, we will not include this in the data model just yet.

If cost centres are required for PGR students, there will be a cost centre entity attached to the StudentCourseSession to record this. We will allow PGR students to optionally return module data

(i.e. where there is a taught element as part of the course), but we will ignore any cost centre data sent attached to module data.

DATES

QUESTION 14: IN THE CASE OF PGR PROGRAMMES, ARE THE LEAVERENDDATE AND QUALAWARDDATE EFFECTIVELY BOTH THE SAME DATE?

Responses	% of total responses
Yes	82%
No	14%
Not Answered	4%

IF YOU ANSWERED 'NO', PLEASE EXPLAIN HOW THEY DIFFER

Of those who stated that the dates may differ, the following examples were given:

- The leaver date would be the date the award is 'approved' but this is considered different to the date that it is 'awarded'. One response defined the first as when their board sits and the second as the date of their Academic Council
- Some stated that the leaver end date should be the date the student actually finishes and the award date the date the award is approved
- If a student interrupts study and does not return, the date that they last did any activity could be a long time before any award was confirmed
- The award is confirmed on one date, but the award date is considered the graduation
- The research council definition of qualification awarded date is the earliest point that a student can be recommended for an award

Recommendation: The qualification award date field will be removed for all students (not just PGR students)

QUESTION 15: WHERE AN EXPECTED END DATE IS PROVIDED, SHOULD IT INCLUDE THE PLANNED WRITING UP PERIOD?

Responses	% of total responses
Yes	70%
No	27%
Not Answered	3%

DO YOU HAVE ANY FURTHER COMMENTS OR SUGGESTED DEFINITIONS?

Of those who answered yes, the most common comment was that writing up periods vary, and so expected end dates can change. We would need to have clear guidance about when to change the expected end date. Several responses also noted that extra writing up periods should not be included.

Of those who answered no, the majority cited the fact that writing up periods vary in length and so this cannot be known and recorded upfront.

Two responses highlighted that this is different to other reporting requirements, namely the SLC and council tax exemption dates (both indicating that these did not include writing up).

Three responses queried the use of the expected end date for PGRs where these are often subject to change.

Recommendation: update guidance for expected end date to include the planned writing up period for PGR students, but no extra writing up periods. Guidance to state that the expected end date should always be updated.

The guidance should include that changes in a student's pattern of study (e.g. periods of dormancy or requests for extra time) should not result in an update to the expected end date. If writing up periods vary, the date should reflect the expected duration of study e.g. if students study for three years and have to apply for additional writing up periods after this time, the expected end date should be three years from the start date.

COLLABORATIVE PROVISION

QUESTION 16: DO ANY OF YOUR PROGRAMMES INCLUDE COLLABORATIVE PROVISION?

Responses	% of total responses
Yes	55%
No	44%
Not Answered	1%

QUESTION 17: IS THERE ALWAYS A LEAD PROVIDER IDENTIFIED FOR THE COLLABORATION?

Looking at only those who responded 'Yes' to question 16, we had the following responses to question 17:

Responses	% of total responses
Yes	77%
No	21%
Not Answered	2%

QUESTION 18: WHERE A LEAD PROVIDER IS IDENTIFIED, HOW IS THIS DECIDED?

The majority of responses stated that this was part of a formal agreement or contract formed following discussion between the providers. A number of factors were cited as determining the lead including who provides the majority of the supervision, who receives funding, who is the awarding body, the providers' respective expertise in relation to the programme and student choice.

QUESTION 19: IF NO LEAD PROVIDER IS IDENTIFIED, HOW DO YOU DECIDE WHO WILL RETURN THE STUDENT(S) TO HESA? PLEASE PROVIDE ANY INFORMATION ON THE OVERSIGHT/FUNDING OF THE COLLABORATION WHICH MAY HELP HESA UNDERSTAND THIS PROVISION.

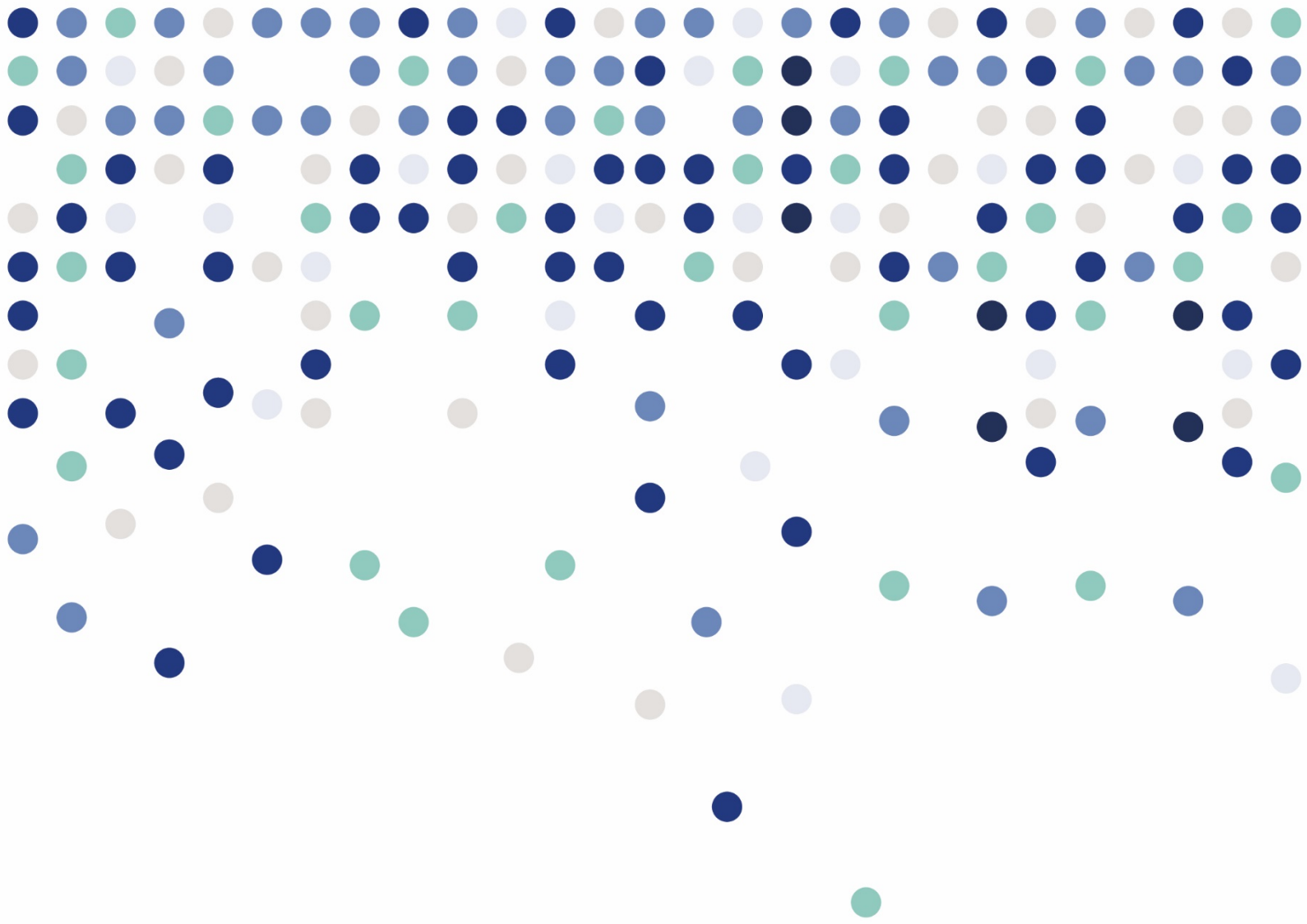
The vast majority of responses stated that there would always be a lead provider.

Of those that did not, the most common response was related to collaboration with overseas providers so the UK provider would submit to HESA. The other determining factors given were who admits the student and who provides the majority of supervision.

QUESTION 20: THANK YOU FOR COMPLETING THE CONSULTATION. DO YOU HAVE ANY FURTHER COMMENTS YOU WISH TO ADD?

There were no common themes in these comments, but responses noted:

- Reporting sequential provision is burdensome
- Removal of modules for PGR would reduce burden
- Clarity is requested on the use of cost centres in relation to the changes to HESES this year



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