

HESA

# C17053 ANNUAL UPDATE

SUMMARY OF THE 2017/18 HESA INITIAL  
TEACHER TRAINING RECORD CONSULTATION  
RESPONSES



In December 2016, we issued a consultation for the proposed changes for the 2017/18 annual update to the Initial Teacher Training (ITT) record (C17053). This annual review intends to address the needs and desires of all stakeholders to make improvements to the record.

We received 43 responses to the consultation – 41 of the respondents were received from higher education providers, the remaining 2 were from software suppliers. We would like to thank all the respondents for the time they took to complete the consultation.

This document summarises the responses received in the consultation.

## EMAIL ADDRESSES

As indicated when the field was added last year, the email addresses field (Student.NQTEMAIL) field will be made mandatory for the C17053 collection.

An 'unknown' option will be included for instances where an email address could not be obtained.

**If you have any comments on this change, please indicate these below.**

This questions had 20 responses with many indicating that they were able to return email addresses for all trainees without issue and so are content with the change.

Some providers raised concerns regarding data protection.

This data is required in order for the NCTL to contact newly qualified teachers (NQTs) to notify them of their QTS awards and advise how to access their certificates.

The email addresses will be used to request that NQTs log in or create an account on the NCTL portal at the time of QTS, and for no other purpose. The NCTL will delete the email address within three months of its supply (following the July update).

ITT students will be notified about this use of email addresses in the updated Student Collection Notice for 2017/18.

## REMOVAL OF VALID ENTRY: ITTAIM

ITT Qualification aim (Student.ITTAIM) code 203 (Professional status by assessment route only) will be removed as a valid code.

Assessment only routes should be returned to the NCTL directly, not through the HESA ITT collection. The C16053 guidance stated:

"NCTL expect all Assessment Only Route trainees to be recorded on their NCTL DMS system. Entering an Assessment Only route trainee onto the HESA ITT Collection should only be carried out with the express approval of the NCTL."

This code will therefore be removed for C17053.

**If you have any comments on this change, please indicate these below.**

This question had 15 responses which mostly indicated that this change would have no impact and one provider stating that the change would be welcome for clarity.

## UNDERGRADUATE OPT-IN

A new Initiative (Student.INITIATIVES) of 'Undergraduate Opt-in' was added for the C16053 return.

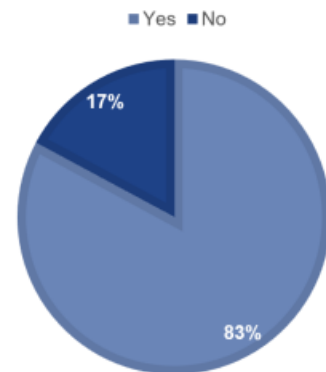
This was used to record trainees who opted into a course leading to QTS in their penultimate or final year of an undergraduate course where their original aim was not related to teacher training.

It was indicated in the guidance that this would become an Entry Route (Student.ENTRYRTE) in future years and this change will be implemented for the C17053 collection.

**Do you support the change of the 'Undergraduate Opt-in' from an Initiative to an Entry Route?**

83% of 35 responses supported the change

**Please provide more information following your response above.**



This question has 22 responses. The majority of responses were neutral or supportive of the change, stating that this requirement made more sense as an Entry Route and is more consistent with other, existing, Entry Routes.

The only concern raised was that Entry Route was currently being used by one provider at course level and the inclusion of Undergraduate Opt-in would require student level coding.

## PGCECLSS AND PGCESBJ FIELDS

The addition of the new Previous Qualification entity altered the purpose of the PGCE class of previous degree (PreviousQualification.PGCECLSS) and PGCE subject of previous degree (PreviousQualification.PGCESBJ) fields.

Prior to C16053 these fields were used to record the class and subject of the trainee's undergraduate degree.

With the introduction of the new entity, more than one previous qualification can be returned and these fields can therefore also be returned in relation to other previous qualifications.

This changes the purpose of the fields whilst also making the requirements different to the equivalent fields in the student return.

We are therefore proposing amending the field names to the following:

Previous degree class (DEGCLSS)

Previous degree subject (DEGSBJ)

### Do you support renaming of the PGCECLSS and PGCESBJ fields?

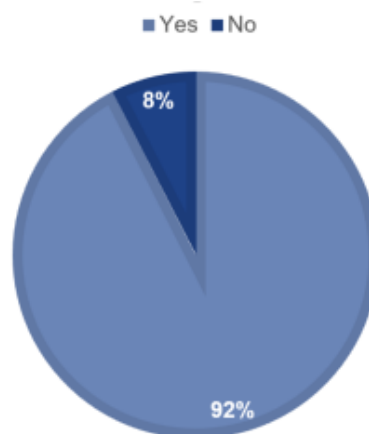
92% of 40 respondents supported the change.

### Please provide more information following your response above.

This question had 21 responses the majority of which indicated that the change would provide clarity as the current names caused confusion.

Two providers stated that it may be logical to align the data items between ITT and the Student record. The new Previous Qualification entity in ITT allows these fields to be returned for multiple qualifications and therefore they can apply to undergraduate and/or postgraduate qualifications. The fields can only be returned in regards to undergraduate qualifications in the Student return.

One provider indicated that the guidance around these fields was not clear. The guidance will be updated for C17053 for clarity.



## EARLY YEARS INITIAL TEACHER TRAINING

Early Year Initial Teacher Training (EYITT) should no longer be included in the HESA return and should be returned directly to the NCTL.

For C16053 the valid entries relating to EYITT remained in the return to allow providers to return this data; however, the guidance confirmed that this data would not be utilised by the NCTL.

The valid codes relating to EYITT will therefore be removed from the record for C17053 and any coverage statements amended accordingly. This would involve removing valid codes from the following fields:

Entry Route (Student.ENTRYRTE) Codes 04, 05, 06, 07, 08

ITT Phase/Scope (Student.ITTPHSC) Code 84

Teacher Training Course (Student.TTCID) Code Q

**Please provide any comments on the removal of EYITT from the return.**

Twenty-one respondents commented on the change, the majority of these indicated that the change would have no impact.

Concerns were raised regarding guidance on how EYITT should be returned to the NCTL as this will no longer be returned to HESA. We will pass these concerns onto the NCTL.

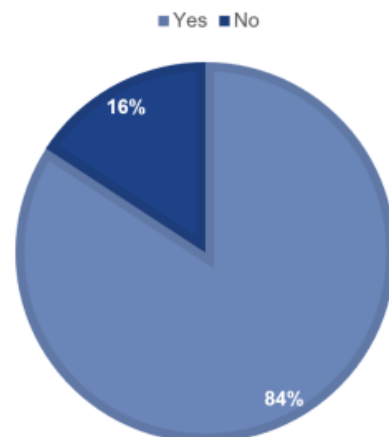
**SCHOOL DIRECT LEAD AND EMPLOYING SCHOOLS**

Providers currently submit Unique Reference Numbers (URNs) to the NCTL via the DMS for School Direct trainees. All School Direct trainees have a Lead School returned and School Direct Salaried trainees have an additional Employing School returned.

Previous feedback from providers has been that the process of manually entering this data on the DMS is time consuming. We are therefore proposing adding two new fields to the HESA ITT return to capture this data, rather than this continuing to be returned on the DMS. This would likely still be returned as URNs.

**Do you support the addition of School Direct lead and employing schools to the HESA ITT return?**

84% of 38 responses supported the change.



**What would be the impact of this change?**

Respondents were asked to rank the levels of benefit and effort of making this change on a scale from very low to very high. The diagram below shows the average of the 38 responses.



On average, respondents indicated that the change would have a high benefit and would involve moderate effort.

**Do you have any further comments about this proposal?**

This question had 25 responses. Several indicated that the manual system of inputting this data into the HEIDMS is time consuming.

Some providers also indicated that the initial effort of incorporating this into the records system would be high and sufficient notice of this is vital. However, if this could replace the manual HEIDMS process the effort would be reduced.

Two providers pointed out the importance of retaining the current NCTL codes of 'Not applicable/Not available' as these are needed on occasion.

### SERVICE LEAVER INFORMATION

The NCTL have requested that Service Leaver Information be collected for trainees. They have provided the following information in relation to this data:

"The Department for Education has a commitment to the Armed Forces which includes helping ensure Service leavers get the support they need to make a successful transition back into civilian life. As part of the monitoring of this commitment, we have been asked by our Director to ensure we can track the number of Service leavers who apply for and enter Initial Teacher Training. This is something we have not been able to collect data on previously.

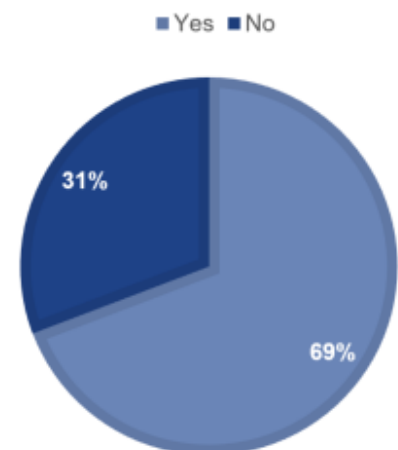
From October 2016, SCITTs have begun to collect and return data on Service leavers by including a checkbox on their data collection form which reads - "Trainee has left full time employment in the British Army, Royal Air Force or Royal Navy in the past 5 years". We would like to be able to combine this data from SCITTs with the same data from HEIs so that we have a full picture of how many Service leavers are taking up Initial Teacher Training opportunities.

We have also requested that UCAS collect the same data from ITT applicants."

This would involve a new field in the HESA ITT return. The data collected would record whether trainees have been in the armed forces in the last 5 years and whether they are still in the armed forces.

#### Do you support the addition of service leaver data to the HESA ITT return?

69% of 39 respondents supported the change.



#### What would be the impact of this change?

Respondents were asked to rank the levels of benefit and effort of making this change on a scale from very low to very high.

The diagram below shows the average of the 38 responses to the likely benefit and 39 to the likely effort.



On average, respondents indicated that the change would have a low benefit and would involve moderate to high effort.

**Do you have any further comments about this proposal?**

This question has 22 responses. Concerns were raised regarding the additional work this would take to collect the data from trainees as this would require changes to enrolment and / or registration systems.

Several responses stated that the benefit of this data would not justify the effort involved.

Based on this feedback, this change will not be implemented for C17053.

**TEACHER REFERENCE NUMBER (TRN) ALLOCATION PROCESS**

HESA and the NCTL are reviewing the TRN allocation process. This may lead to the below changes:

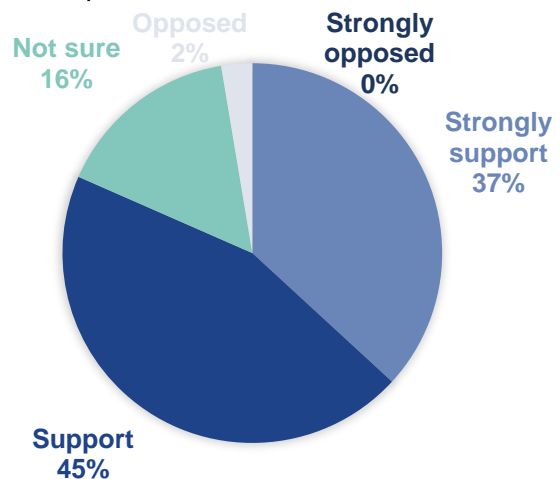
- Records are sent to the NCTL for TRN allocation automatically and there is not a separate report for providers to approve records for TRN allocation.
- The TRN download file is no longer available on the HESA data collection system but on the HEIDMS.

**To what extent do you support these changes?**

Respondents were asked to rank their support for these changes on a scale from Strongly support to Strongly opposed. The charts below summarise the responses.

**Automatically sending records for TRN allocation:**

Of 38 responses, 82% supported or strongly supported the proposal.



TRN download file being available on the HEIDMS, not the HESA system:

Of 37 responses, 40% supported or strongly supported the proposal.

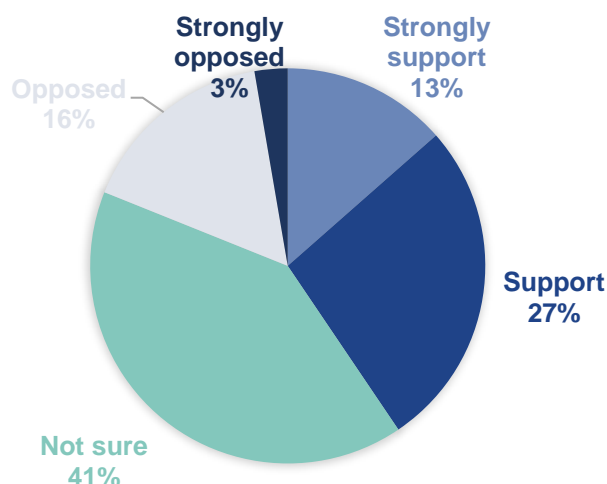
### Do you have any further comments about these proposals?

This question had 25 responses with several indicating that records being automatically sent for allocations would be an improvement.

Most responses suggested that the source from which TRNs are downloaded is not of importance provided the process is simple. Three providers stated that the current download process from HESA is convenient and so should only be changed if this leads to other benefits.

Two providers raised that they were unsure why they had been required to resubmit the ITT return to add in missing TRNs. The NCTL have provided the following response to this:

- TRNs are important for Census sign off.
- If a provider fails to include TRN during the October Census, then they are given the opportunity to add it in the January update without the need to revoke Census.
- Therefore, it is not duplication of work as long as the TRN is populated either at Census point or during the January update.
- If a provider fails to enter a TRN during this agreed period, they will be notified by NCTL.
- We may request that specific TRN data is resubmitted but with a clear understanding that no other data should be changed as part of the TRN update.
- Late TRN updates can continue until June but only with the agreement of NCTL.



## FEEDBACK ON THE C16053 RETURN

Providers were also asked to provide feedback on some of the changes implemented for the C16053 return. These involved both structural changes to the record as well as new reports on the data collection system. Feedback was sought on the success of these changes, particularly in assisting with the recording of bursary information, to look for potential improvements in the future. The responses to these questions are summarised below.

## NEW ENTITY AND FIELDS

For the C16053 collection, one entity and new fields were added to assist with returning previous qualifications and other information. The key changes are summarised below:



New entity: Previous Qualification. This entity was added to allow for multiple previous qualifications to be returned where the trainee's first degree and the qualification which made them eligible to receive their bursary differed. The PreviousQualification.FIRSTDEG field allows the trainee's first degree to be identified and the PreviousQualification.BURSFLAG field indicates which qualification made them eligible to receive their bursary.

New field: Entry Route (Student.ENTRYRTE). This field was added to indicate the route by which the trainee accessed Initial Teacher Training provision.

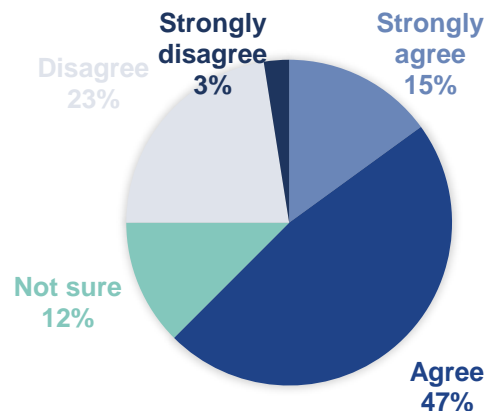
New field: Qualification Aim (STUDENT.QLAIM). This field was added to record the academic qualification that would be attained as a result of successful completion of studies. The Student.ITTAIM field was amended to indicate the aim at a broader level. This field now records whether the trainee is aiming for professional status, academic award or both.

**To what extent do you agree with the following statements regarding these changes?**

Respondents were asked to rank the extent to which they agreed with the following statements on a scale from strongly agree to strongly disagree.

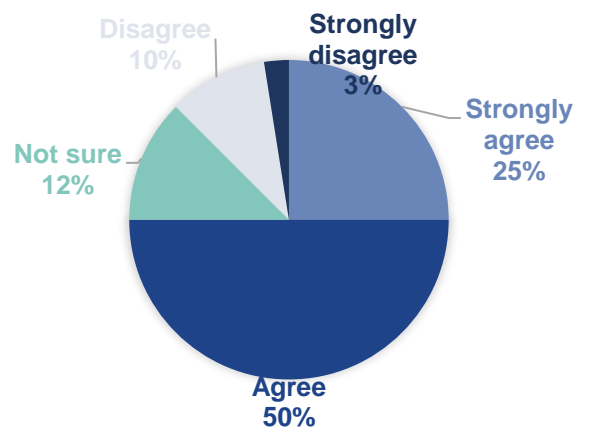
**The new Previous Qualification entity made recording qualifications easier:**

Of 40 responses, 62% agreed or strongly agreed.



**The BUSFLAG field helped with recording bursary information:**

Of 40 responses, 75% agreed or strongly agreed.

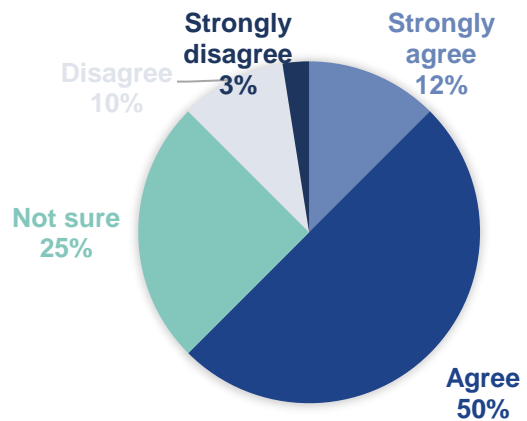


**The Entry Route, ITTAIM and QLAIM fields made completing the return easier:**

Of 40 responses, 62% agreed or strongly agreed.

**Please provide any additional comments regarding the above changes.**

This questions had 19 responses. Three respondents commented that the guidance around the new requirements was not sufficiently clear. The guidance will be updated for C17053 for clarity.



Some respondents indicated support for the changes with reasons including help in interpreting validation errors and easier recording and analysis.

The main concerns raised were regarding the effort in incorporating the changes into student record systems and the need for timely notification of any changes to the record.

**DATA REPORTS**

A new Entry Routes report has been added to the HESA Data Collection System. This report summarises trainees by Entry Route, fundability and allocated place.

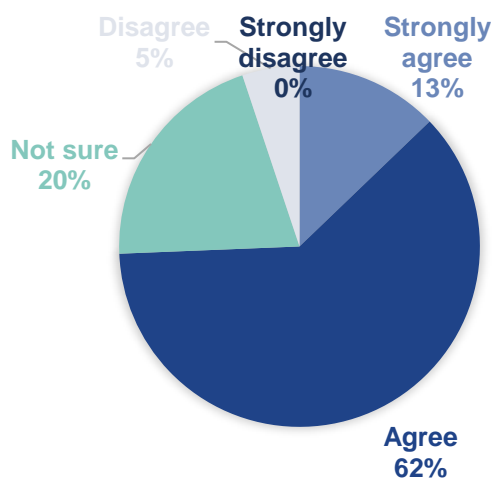
This also sees the first release of HESA's new 'drill down' functionality. This allows any cell of the table to be selected and a list of records which fall into this cell to be viewed and downloaded. It is hoped that this functionality will be rolled out to other collections in the future and therefore we would be keen to get your feedback on this.

**To what extent do you agree with the following statements?**

Respondents were asked to rank the extent to which they agreed with the following statements on a scale from strongly agree to strongly disagree.

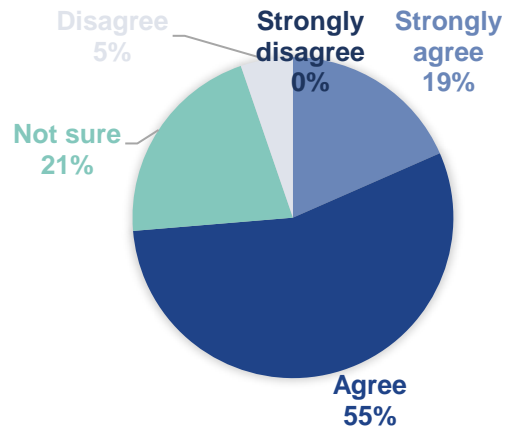
**The new Entry Routes report was helpful in reviewing my data:**

Of 39 responses, 75% agreed or strongly agreed.



**The drill down functionality will save time in reviewing my data:**

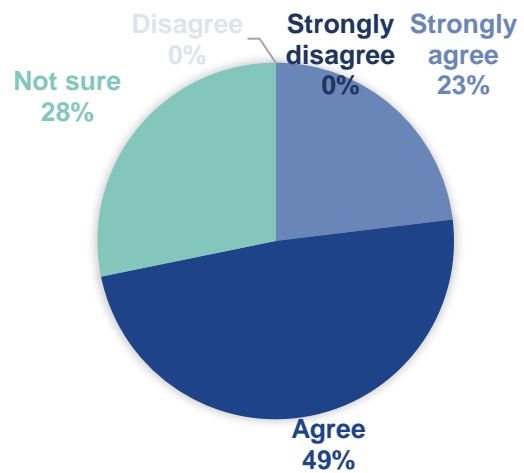
Of 38 responses, 74% agreed or strongly agreed.



**It would be helpful for the drill down functionality to be rolled out to other collections (where applicable):**

Of 39 responses, 72% agreed or strongly agreed, the remaining 28% all responded 'not sure'.

The drill down functionality is intended to be rolled out to the upcoming Student collection in some credibility reports. We welcome any feedback from providers regarding which reports this would be most useful for.



**The NCTL have requested feedback regarding how your data is presented when it is pulled through to the NCTL's HEIDMS. Do you find that the data is presented in a helpful way in the HEIDMS?**

The chart opposite summarises the 38 responses.

**Please provide any feedback regarding how the data is presented and any improvements which you think would be helpful.**

This question had 28 responses. The feedback regarding the HEIDMS has been passed onto the NCTL who are currently reviewing the system.

