

# AOR major review and Student record expansion Scotland and Northern Ireland

## Overview

The purpose of this consultation is to gather feedback on proposed amendments relating to the collection of data on transnational education (TNE) students in Northern Ireland and Scotland. These include measures to fill the current gap in our knowledge of these students, for example, in relation to the subjects that they study and the types of TNE activity in which they engage. The specific proposals are set out in the main body of the consultation.

The aim of these proposals is to ensure that HESA and our Statutory Customers have the necessary data to perform our functions, while ensuring that our data requirements from higher education providers remain proportionate. In drafting these proposals, we have worked alongside Statutory Customers, providers, sector representatives and member organisations to understand their requirements and wishes for the future collection of TNE data.

The change proposals set out in this consultation are for the 2025/26 collection year.

This consultation is intended for providers in Northern Ireland and Scotland, but we would also welcome responses from anyone with an interest in the data collected in relation to transnational education arrangements involving UK higher education providers.

**A separate version of the consultation is available for providers in England and Wales** </data-innovation/aor-major-review-student-record-england-wales> . For providers in England and Wales, the proposals for the review aim to replace the Aggregate Offshore record and expand the Student record to collect TNE data. This consultation also includes the expansion of the Student record coverage to include all students studying in the UK that are taught by the reporting provider or studying for an award of the reporting provider, but are not registered by the reporting provider nor any other provider that is required to report student data to either HESA or the ESFA in the ILR.

If providers in Northern Ireland and Scotland would like to submit responses about collecting individualised data on TNE students in the Student record, in line with the requirements for providers in England and Wales, and to express views on the proposed approaches to the submission of individualised data in this context, we would encourage you to complete **the consultation for England and Wales** </data-innovation/aor-major-review-student-record-england-wales> in addition to this one.

## Why your views matter

We will summarise and publish representative, anonymised comments from the responses to this consultation on the HESA website in early summer 2023. This will include an explanation of how and why we and our Statutory Customers have reached our decisions and how we will address concerns raised by respondents.

## Introduction

### Responses

To enable cross-organisational response, the consultation is grouped into subjects for different audiences to engage with. When you click 'next step' under each section, you will be returned to the contents page, which tracks your progress through the questions in each section.

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On completion, a copy of your responses will be generated as a PDF and sent to the email address you entered at the beginning of the consultation.

### Burden review assessment

In some areas we ask respondents to pick a preferred option from the choices given and complete an associated burden assessment for both the 'setup' and 'run' of these changes. This follows a methodology we have developed to support better understanding of the characteristics of data collection burden. Burden assessment questions are only relevant for HE providers that are or might be required to produce data, and other respondents may ignore these questions. Where burden assessments have been completed the scores will be interpreted alongside the chosen option. We therefore advise reviewing the associated burden before determining your preferred option.

This consultation will be open for 3 months, opening on Monday 15 May 2023 and closing on Friday 4 August 2023.

Please contact our Liaison team at [liaison@hesa.ac.uk](mailto:liaison@hesa.ac.uk) or +44 (0)1242 388 531 if you have any questions.

### Data processing notice for consultations

Responses to this survey will be used to support the review of the Aggregate Offshore record and Student Record, and will be used in analysis, documentation, and communications in connection with that activity.

We may share your survey responses with statutory customers, sector bodies or other organisations involved within the consultation. We will share your response together with your provider name however we will not disclose your name or email address to organisations we share responses with.

**Privacy information** <<https://www.hesa.ac.uk/about/website/privacy#016>>

**1 What is your name?**

Name

**2 What is your email address?**

Email

**3 What is your organisation?**

*(Required)*

*Please select all that apply*

- English provider
- Scottish provider
- Welsh provider
- Northern Irish provider
- Other organisation
- Sector group/body
- Not applicable

**4 What is your organisation name?**

Organisation

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

**6 In what capacity are you responding to the survey?**

*(Required)*

*Please select only one item*

- As a current, recent or prospective student at higher education provider
- To provide an official response on behalf of a higher education provider, organisation, or representative group
- In an individual capacity as an associate or employee of a higher education provider, organisation or representative group
- In any other individual capacity
- Prefer not to say

7 Does your organisation currently submit data to the Aggregate Offshore record?

*(Required)*

*Please select only one item*

- Yes
- No

## Background to the consultation

HESA's annual Aggregate offshore record (AOR) is the official data collection for students studying wholly outside the UK, who are either registered at UK higher education providers or are studying for an award of a UK higher education provider.

There is growing evidence that the record offers an insufficiently rich picture of transnational (higher) education (TNE), including the existence of research projects that have collected additional data on UK TNE not available through the Aggregate offshore record, **such as that published by the Department for Business, Innovation & Skills in 2014** <[https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment\\_data%2Ffile%2F387910%2Fbis-14-1202-the-value-of-transnational-education-to-the-uk.pdf&data=05%7C01%7Cmelanie.ross%40jisc.ac.uk%7C2d07c10253c6439d33a708db5ba2daa6%7C48f9394d8a144d2782a6f35f12361205%7C0%7C0%7C6382045272690](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2Fattachment_data%2Ffile%2F387910%2Fbis-14-1202-the-value-of-transnational-education-to-the-uk.pdf&data=05%7C01%7Cmelanie.ross%40jisc.ac.uk%7C2d07c10253c6439d33a708db5ba2daa6%7C48f9394d8a144d2782a6f35f12361205%7C0%7C0%7C6382045272690)>

and an unpublished survey carried out by HEFCW and UnisWales in 2015, which used different categories to define types of TNE activity.

The OfS, HEFCW and the GMC have demonstrated that they have a requirement for individualised data on TNE provision. Although DfE NI and the SFC do not have a requirement for individualised data, they are interested in improving the quality and level of detail of aggregate data collected on TNE provision, and in the views of providers on the submission of individualised data. As noted in the 'Overview' section above, we would welcome responses to **the consultation on the collection of individualised data on TNE students in England and Wales** <[data-innovation/aor-major-review-student-record-england-wales](https://data-innovation/aor-major-review-student-record-england-wales)> from providers in Northern Ireland and Scotland.

## The Department for the Economy, Northern Ireland and Scottish Funding Council

The proposals included in this consultation are based on the requirements of the Department for the Economy, Northern Ireland (DfE NI) and the Scottish Funding Council (SFC). This data is used to understand and publish statistics on the transnational education activities of HE providers in Northern Ireland and Scotland.

In Northern Ireland, Section 30 of the Education and Libraries (Northern Ireland) Order 1993 permits the Department of higher education (currently the Department for the Economy) to "obtain such advice and other services as it considers necessary or desirable from any other body or person on such terms and conditions as may be agreed between the Department and that other body or person." Agreements, codes, or memoranda between funding or regulatory bodies and HE providers specify that information requirements are fulfilled through submission of data to HESA. This includes the submission of data in relation to students overseas who are either registered with the HE provider in Northern Ireland and aiming for a qualification or credit, or who are studying for an award of said provider.

In Scotland, Section 22 of the Further and Higher Education (Scotland) Act 2005 requires HE providers in Scotland to provide the Scottish Further and Higher Education Funding Council (commonly referred to as the Scottish Funding Council) with 'such information as it may reasonably require for the purposes of or in connection with the exercise of any of its functions'. This includes the submission of data in relation to students overseas who are either registered with the HE provider in Scotland and aiming for a qualification or credit, or who are studying for an award of said provider.

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<https://www.hesa.ac.uk/about/website/privacy#016> <<https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.hesa.ac.uk%2Fabout%2Fwebsite%2Fprivacy%23016&data=05%7C01%7Cr.wilkes%40jisc.ac.uk%7Ce4d5340dc3a64f592a4808db4588dfc3%7C481>>

## What are different types of Transnational education (TNE) in the sector?

To identify the requirements for an individualised TNE student data model, it is first necessary to consider the different types of TNE in the sector. Ensuring that we have a good understanding of the different types and approaches will help ensure that the data requirements are comprehensive, appropriate, and proportionate.

In the [AOR review definitions and scenarios](https://www.hesa.ac.uk/innovation/records/reviews/aggregate-offshore-return-review/definitions-scenarios) we step through our definitions for different types of TNE provision, and provide illustrative examples of how these types may interact. More detail on these definitions, how we arrived at them, and how we propose to integrate them into the data model can be found in the section in the consultation titled 'New data items (continued): replacing the TYPE field', but a summary of these definitions is below.

### Programme types

Independent programme: whereby a UK provider-owned course is delivered overseas by that provider. More information available in [AOR review definitions and scenarios](https://www.hesa.ac.uk/innovation/records/reviews/aggregate-offshore-return-review/definitions-scenarios) .

Partnership programme, whereby there is a collaborative arrangement between UK and overseas providers that is neither franchised nor validated

Franchised programme, whereby a UK provider-owned course is delivered by an overseas provider

Validated programme, whereby an overseas provider owned course is validated by a UK provider

### Types of venue

International branch campus, which is a physical location overseas owned by a UK provider

Joint venture, which is a physical location overseas jointly owned by a UK and overseas provider

Partner campus, which is a physical location overseas owned by an overseas provider

### Distance learning

- Distance learning overseas, whereby students are not in attendance at any physical location owned by a UK or overseas provider for the whole of the year
- We would ask consultation respondents to review the detailed [definitions and scenarios](https://www.hesa.ac.uk/innovation/records/reviews/aggregate-offshore-return-review/definitions-scenarios) , and to use this as a basis for answering the following questions. This will help us to check whether we have understood all the different types of provision in the higher education sector and identify if there are any cases which sit outside of our proposed definitions.

**8** Do these scenarios accurately reflect TNE provision in your experience? For those completing a response on behalf of a provider, are the combinations of programme type and venue type ones that you recognise at your own provider?

*(Required)*

Please select only one item

- Yes
- No
- Partly
- Unsure

**9** Are the registration, delivery, and awarding arrangements as expected in each case?

Please select only one item

- Yes
- No
- Unsure

**10** Are you aware of any models of TNE provision that fall outside of these scenarios?

**11** To what extent would you agree that the proposed definitions provide a useful means of classifying TNE provision?

*(Required)*

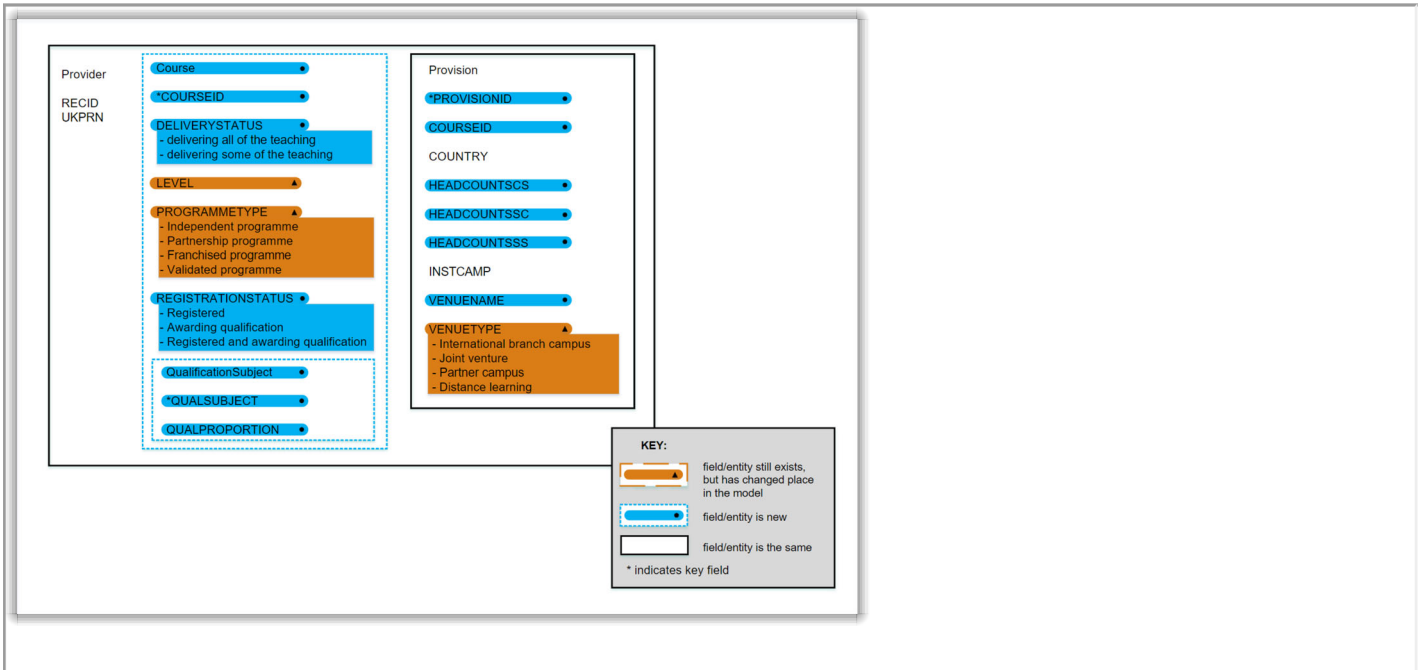
*Please select only one item*

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree

**12** Please provide any contextual information to support your answer above, or any alternative approaches you think should be considered about collecting type data

## Changes and additions to specific areas of the AOR data model

Below we have constructed an enhanced aggregate data model – including the proposed new data items. Adding these new data items will allow the UK-wide requirements to be kept as far as possible but will not increase the record collection beyond requirements of DfE NI and the SFC.



Each of the following sections considers the specific data items that have been requested for TNE students in the Aggregate Offshore record and proposes ways to meet DfE NI and SFC's requirements for collecting the data. There are also optional questions for providers in Northern Ireland and Scotland who would like to express their views on submitting to the individualised data model, with the aim of understanding providers' views on maintaining a UK-wide approach to collecting this data and the burden of doing so.

## New data items required: Registration and awarding body, course delivery, distance learning

### Registration and awarding body

DfE NI and the SFC want to understand the relationships that providers in Northern Ireland and Scotland have with students studying wholly overseas, and specifically whether the provider is responsible for registering students and conferring their awards.

On the grounds that we expect this data to be consistent for all the students on a course, we believe this new requirement will sit on the Course entity. We propose having a registration flag field, with the following valid entries:

Field	Course.REGISTRATIONSTATUS (*NEW)
Valid entries	Registered and awarding qualification Registered Awarding qualification

### Course delivery

DfE NI and the SFC want to know what the reporting provider's relationship is with its TNE students, in particular whether the reporting provider is delivering some or all of the teaching to the students.

We would expect these arrangements to be the same for all students on a given course, therefore a field would be added to the Course entity in the aggregate model to capture this information as follows:

Field	Course.DELIVERYSTATUS (*NEW)
Valid entries	Delivering all of the teaching Delivering some of the teaching

### Distance learning

DfE NI and the SFC want to know which TNE students are studying by distance learning to understand the type of provision being undertaken. The location of the student will be collected.

The location of study for distance learners would continue to be collected within the existing **COUNTRY** <<https://www.hesa.ac.uk/collection/C21052/a/COUNTRY>> field on the Provision entity. Students would be identified as distance learners using the VENUETYPE field, also within the Provision entity, which is covered in more detail in the section below on Replacing the TYPE field.

Provision entity	
Country of activity ( <b>COUNTRY</b> < <a href="https://www.hesa.ac.uk/collection/C21052/a/COUNTRY">https://www.hesa.ac.uk/collection/C21052/a/COUNTRY</a> > )	Country list
Type of venue (VENUETYPE) (*NEW)	International branch campus Joint venture Partner campus Distance learning



## Guidance on how to enter burden assessment summary scores

### SUMMARY ASSESSMENT – SETUP

	0	1-3	4-7	8-10
Summary scores	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.

### 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).

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[Download the full burden assessment guide \(PDF\)](https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf) <<https://www.hesa.ac.uk/files/Burden%20Assessment%20Guide.pdf>>

**13** Would you expect the registration and awarding body arrangements to be consistent for all students on a given course?

*(Required)*

*Please select only one item*

- Yes  
 No  
 Undecided/unsure

**14** Do you agree that registration data should be collected on the Course entity?

*(Required)*

*Please select only one item*

- Yes  
 No  
 Undecided/unsure

**15** Please complete your provider's burden assessment for returning data on who registers TNE students

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16** Would you see a benefit to submitting data on the specific organisation(s) who register TNE students?

In England and Wales, the providers will be required to return the specific organisation(s) who register students. We would like to understand if providers in Northern Ireland and Scotland would optionally like to submit this data, to maintain a UK-wide approach.

*(Required)*

*Please select only one item*

- Yes
- No
- Undecided/unsure

**17** Please complete your provider's burden assessment for returning data on which specific provider(s) register TNE students

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**18** Please provide any contextual information to support your above answers, or any alternative approaches you think should be considered, about collecting registration data

**19** Please complete your provider's burden assessment for returning data on who delivers the course to TNE students

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**20** Please provide any contextual information to support the above answer, or any alternative approaches you think should be considered, about collecting course delivery data

**21** Please complete your provider's burden assessment for returning location data for distance learning TNE students

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**22** Please provide any contextual information to support the above answer, or any alternative approaches you think should be considered, about collecting distance learning location data

## New data items required (continued): venue name, qualification subject

### Venue name

The DfE NI and SFC have a requirement to collect data on the names of venues where TNE activity takes place. Knowing the name of the venue would assist with the identification of specific locations around the world and across different submitting providers.

The existing **INSTCAMP** <<https://www.hesa.ac.uk/collection/C21052/a/INSTCAMP>> field would continue to be used as the optional identifier for the venue and our proposal would be for a new field on the Provision entity to record the venue name.

<b>Provision entity</b>	
Name of the venue (VENUENAME) (*NEW)	Free text field

### Qualification subject

The DfE NI and SFC have a requirement to understand the subject areas in which TNE provision takes place. The lack of subject information has been highlighted as one of the main weaknesses of the current Aggregate Offshore record.

Consequently, we propose adopting the Qualification subject entity from the individualised data model and including this as a repeatable entity within the Course entity. This will enable providers to return data on the subject areas within the award that students on a given course are aiming to achieve.

<b>Qualification subject entity (*NEW)</b>	
Subject of the qualification (QUALSUBJECT) (*NEW)	Subject list (HECoS coding frame)
Proportion allocated to each subject contributing to the qualification (QUALPROPORTION) (*NEW)	% (1dp)

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**23** Please complete your provider's burden assessment for returning venue names

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24** Please provide any contextual information to support your above answers, or any alternative approaches you think should be considered, about collecting venue names

**25** Please complete your provider's burden assessment for returning data on the qualification subject(s) of TNE students

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**26** Please provide any contextual information to support your above answers, or any alternative approaches you think should be considered, about collecting data on qualification subject(s)

## New data items (continued): replacing the TYPE field

The DfE NI and SFC want to monitor the volumes of the different types of TNE provision in which providers in Scotland engage. As the **TYPE** <<https://www.hesa.ac.uk/collection/C21052/a/TYPE>> field in the existing Aggregate Offshore record is an area that has been identified for improvement, we have been working to develop a revised set of definitions and a new approach to collecting this data that can be leveraged to improve its accuracy and utility. In doing so, we reviewed a number of historical approaches that had been taken to the categorisation and collection of such data:

In 2017, the British Council published **a common classification framework and data collection guidelines for international programme and provider mobility, or IPPM** <[http://www.britishcouncil.org/sites/default/files/tne\\_classification\\_framework-final.pdf](http://www.britishcouncil.org/sites/default/files/tne_classification_framework-final.pdf)> (otherwise known as transnational education), using the following definitions of TNE provision:

Independent provision:

Franchise programmes

International branch campuses

Self-study distance education

Collaborative provision:

Partnership programmes

Joint universities/colleges

Distance education with local academic partner

In 2015, HEFCW and UnisWales carried out a survey of Welsh providers on TNE activity (unpublished), using the following definitions of TNE provision:

Campus-based provision

Provision delivered at a partner institution – franchise programme

Provision delivered at a partner institution – other collaborative programme

Distance learning provision

Validation programmes

Any combination of the above types of provision

In 2014, the Department for Business Innovation & Skills published **a research paper on The Value of Transnational Education to the UK**

<[http://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/387910/bis-14-1202-the-value-of-transnational-education-to-the-uk.pdf](http://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/387910/bis-14-1202-the-value-of-transnational-education-to-the-uk.pdf)> , using the following definitions of TNE provision:

Branch campuses and other forms of physical presence overseas by UK recognised bodies (including overseas institutions based on joint venture agreements)

Distance/online learning provision (either unsupported or supported by an overseas partner)

Collaborative provision offered in partnership with an overseas partner institution (whether students are registered with the UK or the overseas partner)

While there is a high degree of crossover between these sets of definitions, it was judged that the work carried out by the British Council in 2017 offered the most appropriate model of categorisation, therefore our proposals for updating the TYPE data are most closely modelled on this methodology. Nonetheless, the proposed revised structure for the aggregate data model allows us to draw an additional distinction between types of programme and location within TNE, incorporating elements of the HEFCW and BIS definitions, which in turn allows for more detailed and flexible collection of data on TNE provision.

Consequently, our proposal comprises two additional fields – one in each of the Course and Provision entities – to flag the type of TNE programme and location as follows:

### Programme

Field	Course entity: PROGRAMMETYPE (*NEW)
Valid entries	Independent programme Partnership programme Franchised programme Validated programme

### Location

Field	Provision entity: VENUETYPE (*NEW)
Valid entries	International branch campus Joint venture Partner campus Distance learning

Draft definitions for the different types of programme and venue available in our **definitions and scenarios webpage**

<<https://www.hesa.ac.uk/innovation/records/reviews/aggregate-offshore-return-review/definitions-scenarios>> . Data on distance learning in the aggregate data model is additionally covered in more detail in the section 'New data items required: Registration and awarding body, course delivery, distance learning'.

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### 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).

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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.

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**27** Do the proposed definitions for different types of TNE programme and venue provide a useful means of classifying TNE provision?

**28** Please complete your provider's burden assessment for returning data on programme and venue types for your TNE provision

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29** Please provide any contextual information to support your above answers, or any alternative approaches you think should be considered, about collecting programme and venue type data

**New data items (continued): headcounts**

To more easily monitor trends in the uptake of TNE, DfE NI and SFC want to know the numbers of students starting TNE study each year. The DfE NI and SFC also want some information on what students are achieving from their TNE courses by asking for the number of students who successfully complete to be collected.

This will take the form of three headcounts to replace the existing single **headcount** <<https://www.hesa.ac.uk/collection/C21052/a/HEADCOUNT>> : one for students who start their study within the reporting period, one for students continuing study, and one for students who successfully complete.

Provision entity	
Number of students continuing study (HEADCOUNTSCS) (*NEW)	Integer
Number of students successfully completed (HEADCOUNTSSC) (*NEW)	Integer
Number of students starting study (HEADCOUNTSSS) (*NEW)	Integer

These three headcounts are provisionally defined as follows:

**HEADCOUNTSSS**

Number of students starting study. Those students who commenced a course or programme within the reporting year. Students who have withdrawn must be included here if they attended for at least 2 weeks.

**HEADCOUNTSCS**

Number of students continuing study. Those students who are following a course or programme within the reporting year. Students who have withdrawn must be included here if they attended for at least 2 weeks.

**HEADCOUNTSSC**

Number of students successfully completed. Those students who completed the course or programme they were registered on, or gained another qualification of equal or higher level after completing a course but not the qualification they were aiming for, in the reporting year.

Note that DfE NI and SFC do not require a change to the coverage to include dormant students, therefore there is no headcount for these students. There is also no requirement for a headcount of students who have withdrawn from study. Neither dormant nor withdrawn students would be included in any of the proposed headcounts, as this is considered to be an unnecessary burden on providers.

Ideally the figures collected would match the criteria for the standard registration population in the Student record: meaning a continuing student would need to be active for at least one day after the anniversary of the engagement start date, plus two weeks which falls within the session. But we are aware this could add to the reporting burden for providers. However, if this criteria is not applied then the figures for continuing students are not going to be consistent with corresponding figures for England and Wales derived from the Student record. Please let us know your thoughts on this below.

Due to the definitions above, students may fall into two headcounts at the same time. The possible combinations will be:

"starting study", e.g. students in their first year. Students who start a course and leave within the first two weeks without completing should be excluded. Students who start a course and either withdraw or go dormant after the first two weeks should be included.

"continuing study", e.g. students in their second or later years, but not yet in their final year. Students who leave within two weeks should be excluded. Students who either withdraw or go dormant should be included if they do so after two weeks.

"starting study" and "successfully completed", e.g. one-year courses

"continuing study" and "successfully completed", e.g. students in their final year who complete their studies.

"successfully completed", e.g. where a student completes their studies, but was not active in the last session.



## Guidance on how to enter burden assessment summary scores

### SUMMARY ASSESSMENT – SETUP

	0	1-3	4-7	8-10
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### SUMMARY ASSESSMENT – RUN

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### 30 Please complete your provider's burden assessment for returning data on separate headcounts for your TNE provision

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**31** Please provide any contextual information to support your above answers, or any alternative approaches you think should be considered, about collecting separate headcounts data

## Existing data items required: course data, qualification subject data, provision data

The enhanced aggregate data model that we are proposing for Northern Ireland and Scotland is flatter than the individualised data model, in line with the existing Aggregate Offshore record. There are a number of new fields in the data model, but the main structural difference from the existing record is to insert a Course entity, enabling the collection of data on programme type along with other data items expected to be consistent within a given TNE course. This Course entity also has a subordinated entity to capture the subject of the qualification that students are aiming to obtain on completion of the TNE course.

The next set of questions steps through all the remaining fields in the aggregate data model, to give respondents a chance to address every data item being proposed and to give a burden assessment for each.

### Course data

The proposed model currently has the following data items on the Course entity:

#### Course entity

Course identifier (COURSEID) (\*NEW)

Delivery status (DELIVERYSTATUS) (\*NEW)

Level of qualification that will be attained as a result of successful completion of studies (**LEVEL** <<https://www.hesa.ac.uk/collection/C21052/a/LEVEL>> )

Type of programme (PROGRAMMETYPE) (\*NEW)

Registration status (REGISTRATIONSTATUS) (\*NEW)

The new fields have been covered in questions earlier in the consultation, so the following questions focus on moving the level field and creating a new Course entity.

### Qualification subject data

The proposed model currently has the following data items on the Qualification subject entity:

#### Qualification subject entity

Subject of the qualification (QUALSUBJECT) (\*NEW)

Proportion allocated to each subject contributing to the qualification (QUALPROPORTION) (\*NEW)

These new fields are covered elsewhere in the consultation.

### Provision data

The proposed model currently has the following data items on the Provision entity:

#### Provision entity

Provision identifier (PROVISIONID) (\*NEW)

Course identifier (COURSEID) (\*NEW)

Country of activity (**COUNTRY** <<https://www.hesa.ac.uk/collection/C21052/a/COUNTRY>> )

Number of students continuing study (HEADCOUNTSCS) (\*NEW)

Number of students successfully completed (HEADCOUNTSSC) (\*NEW)

Number of students starting study (HEADCOUNTSSS) (\*NEW)

Provider's own identifier for the venue (**INSTCAMP** <<https://www.hesa.ac.uk/collection/C21052/a/INSTCAMP>> )

Name of the venue (VENUENAME) (\*NEW)

Type of venue (VENUETYPE) (\*NEW)

The new fields have been covered in questions earlier in the consultation, so the following questions focus on the remaining data items, which includes the **COUNTRY** <<https://www.hesa.ac.uk/collection/C21052/a/COUNTRY>> field.

## Guidance on how to enter burden assessment summary scores

### SUMMARY ASSESSMENT – SETUP

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## 32 Please complete your provider's burden assessment for returning the required course data for TNE students

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**33** Please provide any contextual information to support your above answers, or any alternative approaches you think should be considered, about collecting data on courses for TNE students

**34** Please complete your provider’s burden assessment for returning the required provision data for TNE students

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**35** Please provide any contextual information to support your above answers, or any alternative approaches you think should be considered, about collecting data on provision for TNE students

### Collecting TNE data – summary questions

Having considered the individual proposals on the collection of TNE data set out above, we would now welcome respondents' views on the collection of this data as a whole.

For reference, the Ofs and HEFCW are proposing a different approach to the collection of TNE data, as they have a requirement for individualised data. For providers in England and Wales, the proposals for the review of TNE data are therefore pitched at enhancing the existing Student record. Further detail can be found in the [version of the consultation intended for providers in England and Wales](#) </data-innovation/aor-major-review-student-record-england-wales> . We would welcome responses from providers in Northern Ireland and Scotland to this version of the consultation.

### Aggregate versus combined TNE and Student record

In the introduction to the section 'Changes and additions to specific areas of the AOR data model' towards the start of the consultation, we set out and justified the decision to expand the Aggregate Offshore record to collect more TNE data. We would nonetheless welcome providers' views on this approach, particularly in comparison to the submission of individualised data on TNE students through the Student record, in line with the approach proposed for providers in England and Wales, more information on which can be found in the corresponding consultation.

### Timing of the return

There is some flexibility over how many times a year TNE data is submitted, and Statutory Customers would like to understand providers' views.

**36** What is your preferred method of collecting TNE data?

*(Required)*

*Please select only one item*

- Continue with the Aggregate offshore record
- Combine with the Student record
- Not applicable

**37** Please complete your provider's burden assessment for continuing with the Aggregate Offshore record

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**38** Please complete your provider's burden assessment for combining TNE data in the Student record

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**39** Please provide any contextual information to support your answers above

**40** How many times a year would your provider be able to submit TNE data?

*(Required)*

*Please select only one item*

- Once a year (covering 1 August – 31 July period)
- Twice a year (to fit in with the Student record timescales)
- Not applicable

**41** Please complete your provider's burden assessment for submitting TNE data once a year

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**42** Please complete your provider's burden assessment for submitting TNE data twice a year

	0	1-3	4-7	8-10
Setup <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Run <i>Please select only one item</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**43** Please provide any contextual information to support your answers above

Closing feedback

**44** To what extent do you agree or disagree with this statement: "It is important to keep a UK-wide approach to the collection of TNE data"

*(Required)*

*Please select only one item*

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
- Not applicable

**45** Please provide any contextual information to support your answer above about keeping a UK-wide approach

**46** Do you have any other comments on the collection method of the data?

**47** Do you have any other comments about this consultation?