

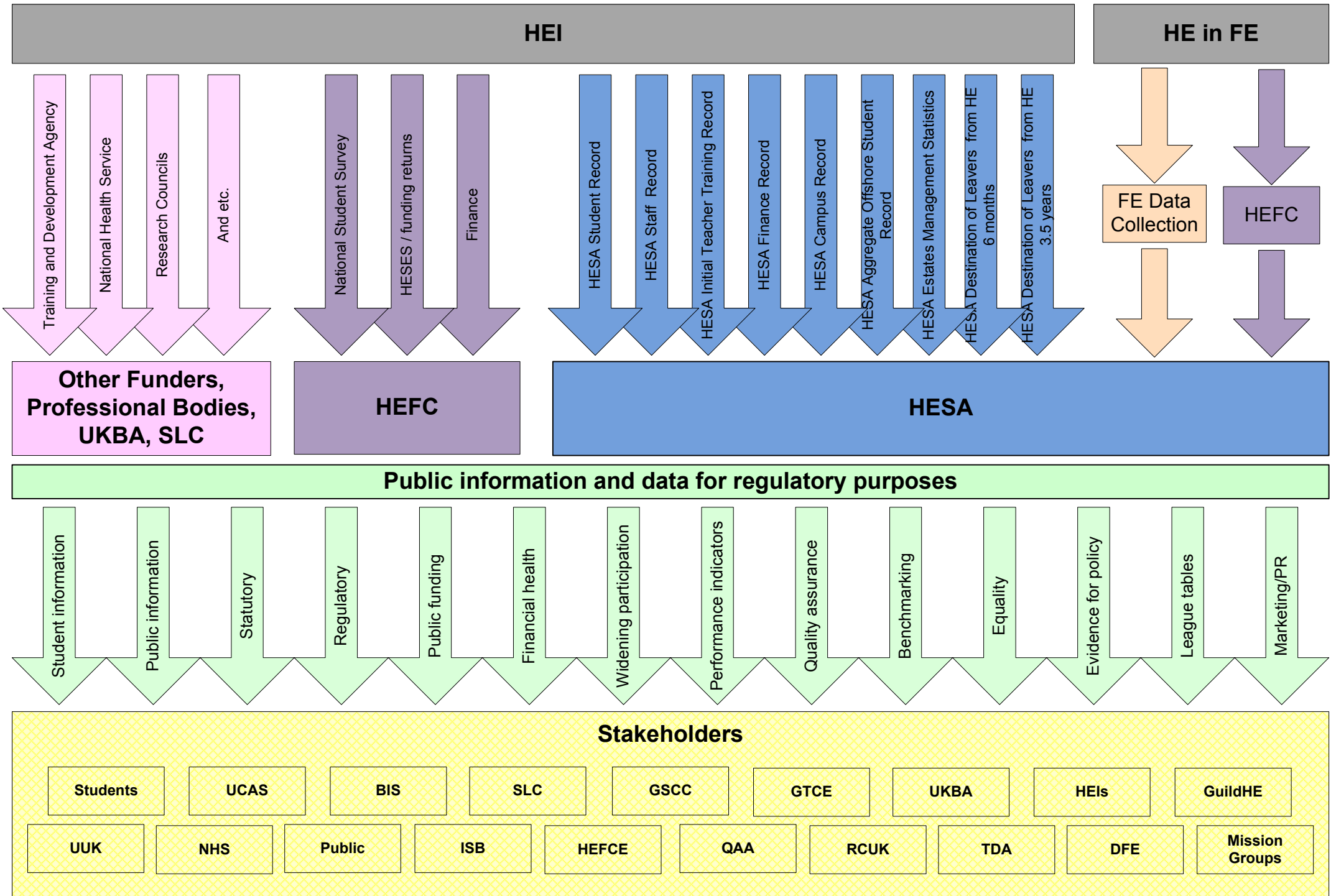
Higher Education Information Landscape

Current scope and future vision

Drivers for change

- 1 The desire to reduce the data burden while improving the quality and usefulness of data.
- 2 The opportunities to improve public information and information to inform students, seeking to ensure transparency across the delivery of higher education.
- 3 The Higher Education Better Regulation Group (www.hebetterregulation.ac.uk) analysing the range of reporting demands placed on institutions; survey of reporting to Professional, Statutory and Regulatory Bodies (PSRBs) highlights the number and range of reporting burdens placed on HE providers.
- 4 By investing in the information standards agenda, the sector expects to realise benefits in terms of improved efficiency and increased interoperability and re-use of data.
- 5 Opportunities to increase co-operation and collaboration in the sector at a time of change and re-definition of systems.

Overview of Current Higher Education Information Landscape



Overview of Current Higher Education Information Landscape

This diagram shows the data collected from higher education providers in England and made available to a wide range of stakeholders including the public as well as PSRBs.

Of note are the following points:

- 1 HESA collects statistical data required for the majority of regulatory purposes, but further data are collected directly from institutions by other PSRBs including the SLC and UKBA, HE funding councils, NHS and etc. The number of requests made by PSRBs is currently being investigated by HESA for the Higher Education Better Regulation Group (HEBRG).
- 2 Currently only one private provider volunteers data to HESA and engages with the NSS.
- 3 The student data (described in more detail in Diagrams 2 and 3) is only one of the streams of data collected for regulatory and statutory purposes by HESA.
- 4 The uses to which the data are put are many and varied, aiming to achieve the principle “collect once use many times”.
- 5 HESA data collections are subject to data standards and regular review by stakeholders.
- 6 HE in FE student data is collected in England by the Data Service and by agreement is passed to HEFCE and in summary to HESA; HEFCE commission a third party to undertake the DLHE for HE in FE. Different arrangements for the collection of data about HE in FE exist in Scotland, Wales and Northern Ireland.
- 7 FE in HE data is collected by HESA and passed to the FE Data Service.

The current Data Collection Principle in the HERRG Concordat reads:

An institution’s achievements and the value for money that it provides are demonstrated by its performance against output indicators, based on reliable, timely, transparent data. Signatory bodies are committed to collect the data which they reasonably require about higher education institutions in the least onerous way possible. They accept the general principle that data should be collected once and used many times.

The Higher Education Better Regulation Group is working to the principle of transparency, accountability, proportionality, consistency and targeting.

Higher Education Applicant Information Flow

Diagram 1

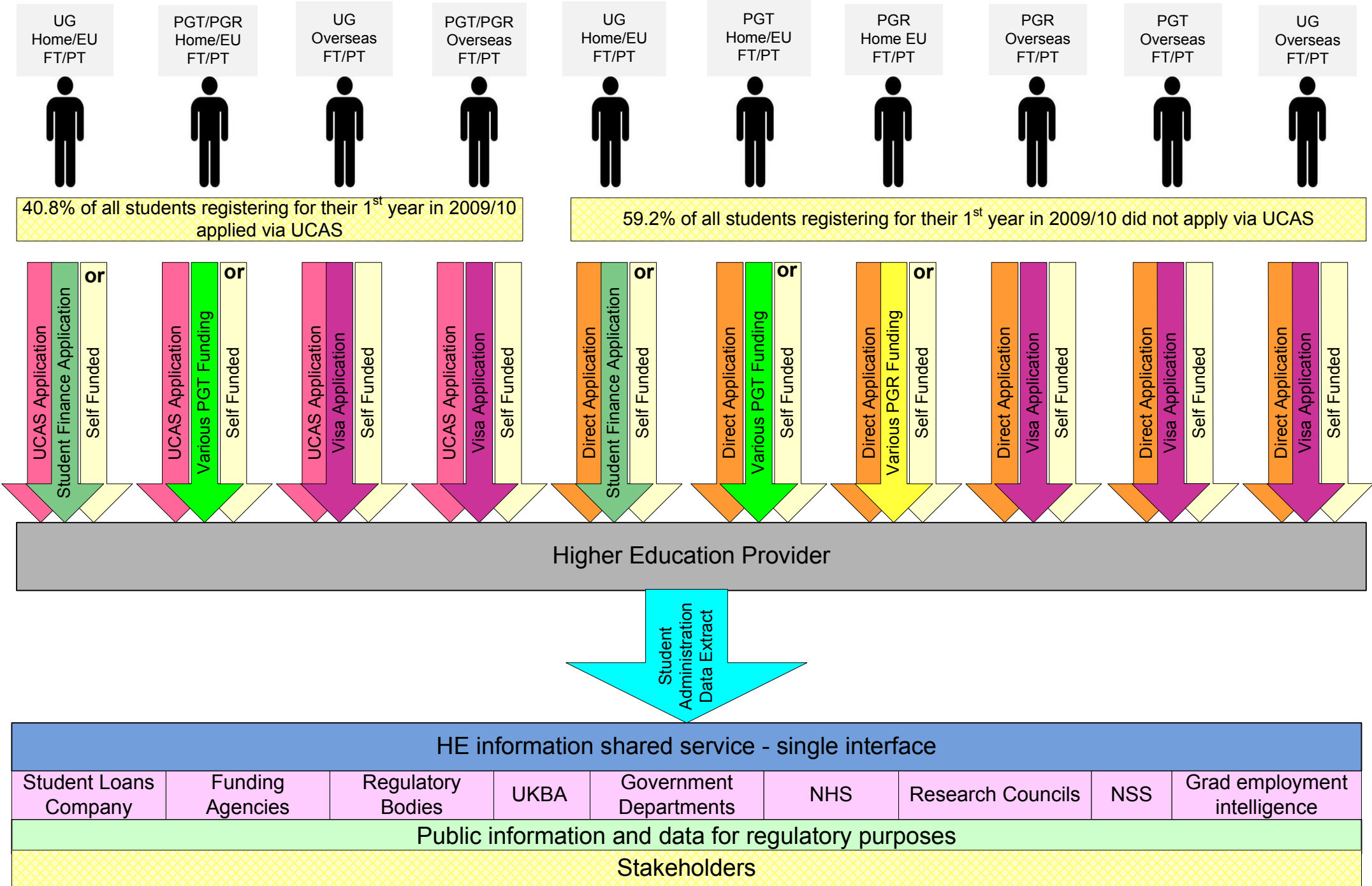


Diagram 1 - Higher Education Applicant Information Flow

This diagram shows the flow of information from the Applicant to HE providers.

Of note are the following points:

- 1 There is not a “one size fits all” source of data for all applicants, for example UCAS managed the applications of 75% of home/EU/international students who went on to study an UG degree in 2008/9 and approximately 10% of home/EU/international students who registered as postgraduates. Currently approximately 80% of eligible students have a loan through the SLC.
- 2 The complexity of the information flows result from various routes into HE and student choice for funding and the mode and level of study.
- 3 UCAS has data on all applications (both successful and unsuccessful) received and processed by them. Higher Education Providers can provide data for the full range of successful applicants.
- 4 Various student funding organisations are associated with UG and PG entry to Higher Education including SLC, Research Councils and have a continuing interest in the student lifecycle, as does OFFA.
- 5 Information collected from applicants is extracted from the institutions for public information and regulatory purposes by a range of stakeholders.

Higher Education Student Lifecycle Information Flow

Diagram 2

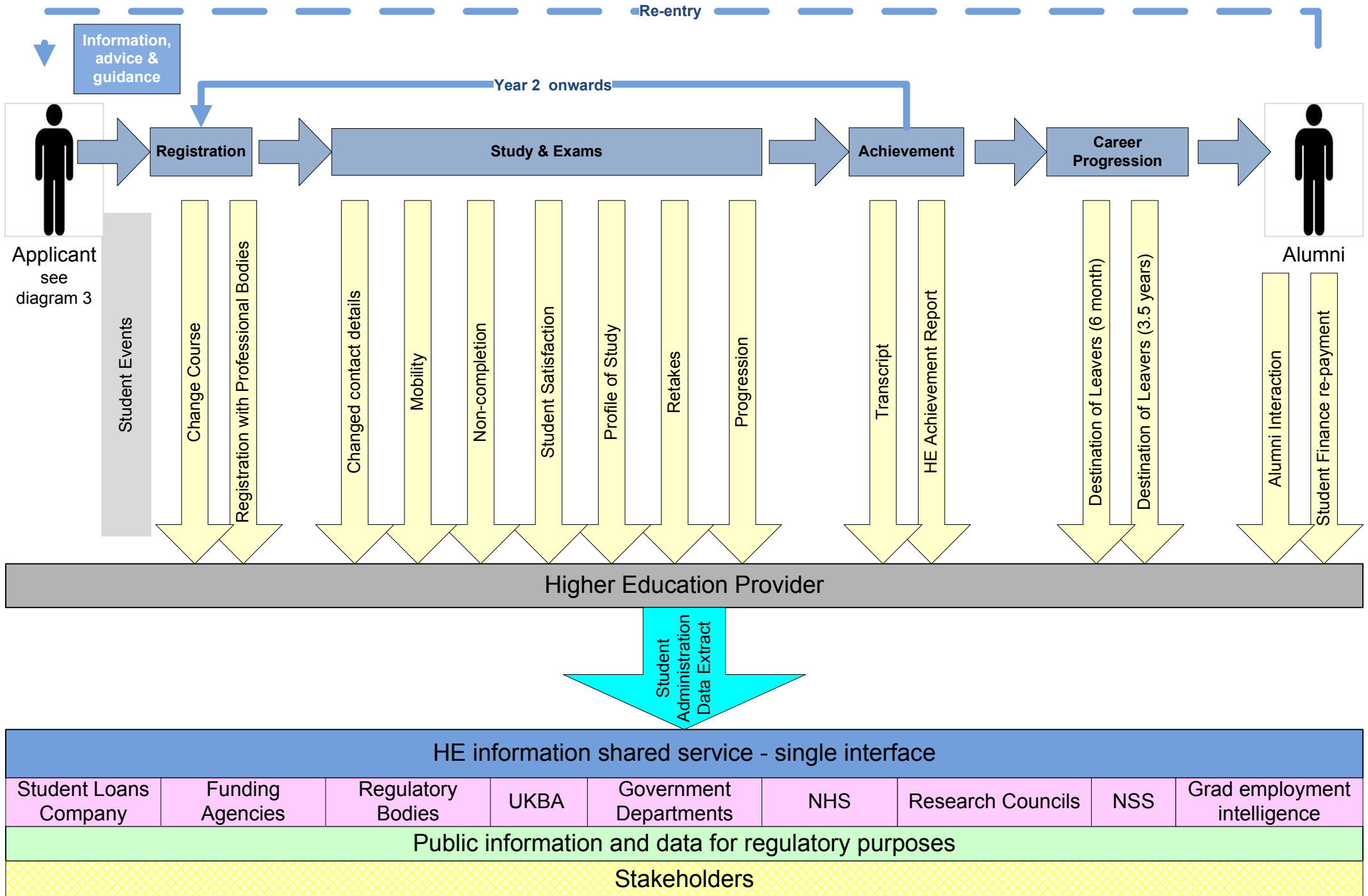


Diagram 2 - Higher Education Student Lifecycle Information Flow

This diagram shows the key stages of the student lifecycle in higher education. Within the student lifecycle there are a number of events that occur which stakeholders need to know about for public information and regulatory purposes.

Of note are the following points:

- 1 Registration by each institution captures the applicant information (see Diagram 1).
- 2 While studying the student may trigger events of relevance to PSRBs (e.g. SLC, UKBA, OFFA) – in particular confirming continuing participation (F/T or P/T) or permanent/temporary withdrawal from higher education.
- 3 A student may have more than one instance of higher education either sequentially or indeed at any one time.
- 4 Achievement may be captured during or at the end of the instance of higher education and may be validated other than by the institution that the student is registered with.
- 5 A student may provide information about their satisfaction at any time during their instance of participation, including participation in the NSS.
- 6 Some data required for public information may be collected at student level or at course or programme level e.g. profile of study.
- 7 Currently career progression is collected by HESA with the assistance of the institution through the Destination of Leavers surveys at 6 months and 3.5 years after graduating. SLC also has data about the careers of students when they leave HE.
- 8 Continuing interaction with the leaver will be varied and dependent on the institution they attended and/or whether they have a loan to repay.
- 9 The events that affect undergraduates and postgraduates (taught) are largely similar but postgraduates (research) will have a different set of events (not shown).

Overview of Higher Education Information Landscape – looking forward

Diagram 3

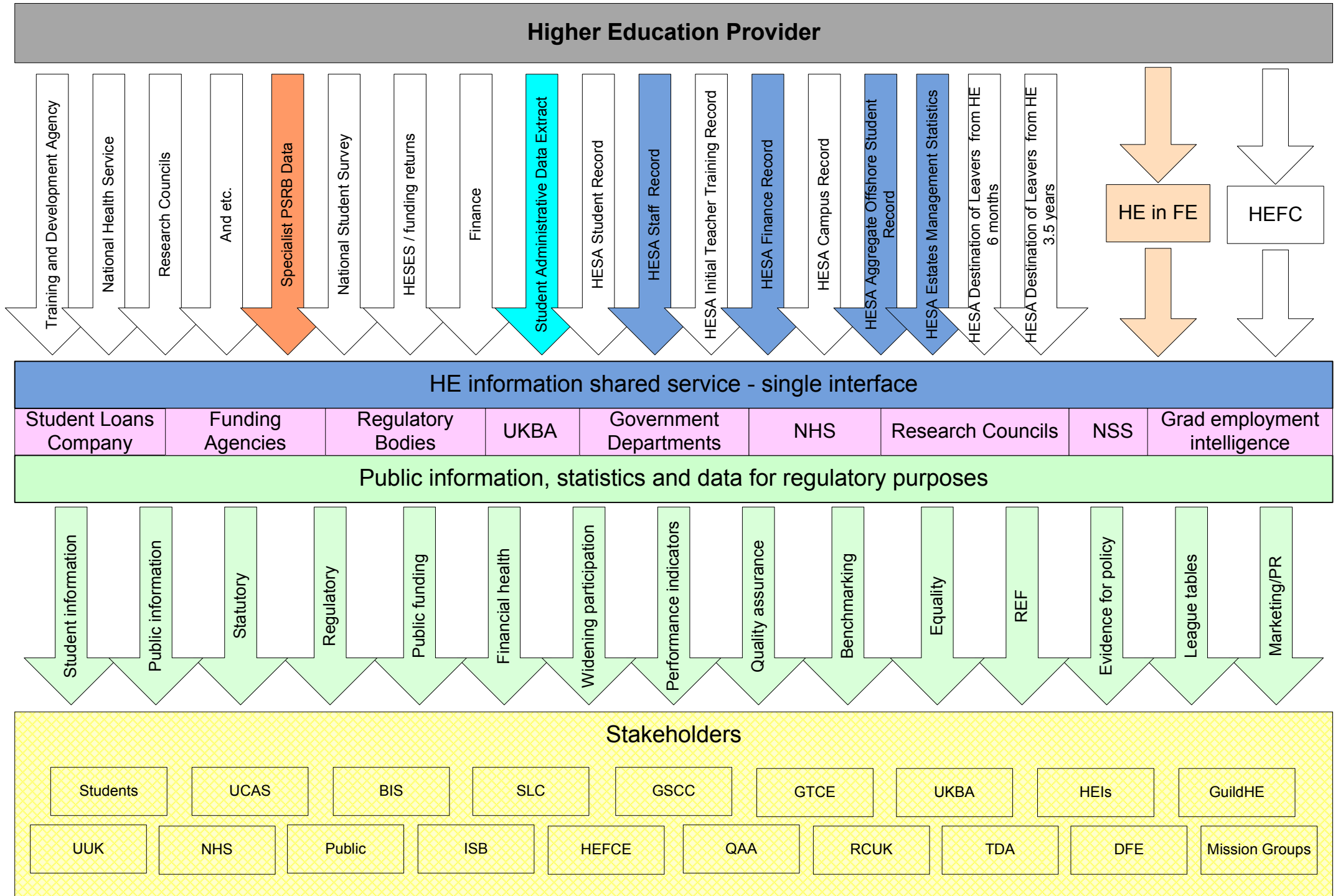


Diagram 3 - Overview of Higher Education Information Landscape – looking forward

Student Data

- 1 There are data collections that can be removed, reduced or re-thought to lighten the current burden on HEIs. These are indicated in the diagram by ghost data collections (white arrows).
- 2 Additional benefit can be achieved through commitment to data sharing and data linking across the HE sector and its supporting bodies and will require a sector-wide shared services approach to information aggregation.
- 3 The key to this will be the adoption of cross sector data standards as promulgated by the Information Standards Board (supported by BIS and DfE) and HESA.
- 4 Essential business processes currently require data exchange for example between UCAS, SLC, UKBA and the higher education providers, based on student administrative data. If this is harvested through a single interface to provide for regulatory and other information needs it is possible only one student data collection process will be required (ref. data stream "Student Administrative Data Extract"). This would avoid further separate data collections such as the HESA Student Record.
- 5 The resulting core information collected from the administrative business systems activity of these organisations will supply the statistical data required for regulatory or policy purposes, with the additional benefit of more timely and flexible information resources to support student information provision, accountability and WP monitoring etc.
- 6 The student contact details collected through the single interface can be used as the feeder for regular surveys, such as NSS and graduate destinations, as well as ad-hoc surveys, based on real-time student populations.
- 7 The Higher Education Providers contributing data to the HE information shared service will/could include current HEIs, FECs, private charitable and commercial HE providers and the distance learning marketplace, as regulation may require, or by opting in.
- 8 The collection of timely data in this way should satisfy the requirements of a greater number of PSRBS, including NHS health and medical training data, professional and academic subject accreditations, British Council, some of the Research Council needs, as well as the requirements of statutory bodies including government departments and others with a regulatory remit.
- 9 With an agreed core data set the different requirements in England, Wales, Scotland and Northern Ireland could be met.