

# HESES18 Data Verification Exercise

This answer sheet provides examples of ways to explain / interpret, the data changes that may come up during data verification.

## Scenario

In your delegate packs, we have provided a set of comparison tables for North Filton University. Several of these show highlighting where their HESES18 data shows significant changes, compared to their 2017-18 data.

For each highlighted table, we would like you to:

- **Identify what changes are being highlighted.** (E.g. is there an increase or decrease? What specific groups are involved?)
- **Suggest possible reasons for these changes.** (E.g. specific changes to the University's student body that might be reflected in the data – changes to recruitment in particular departments, etc.)

## Comparison worksheet 1

Highlighting present on 3 comparison tables.

### Table A: total countable years of instance

What are the changes? HESES18 shows an increase of around 10% (700 – 800) compared to 2017-18.
Possible reasons for the changes. May include: <ul style="list-style-type: none"><li>• Increased recruitment</li><li>• Improved completion rate</li></ul>

### Table C: OfS-fundable FTEs split by mode

What are the changes? Increase is in part-time provision compared to 2017-18. There is also a small (though not highlighted) decrease in full-time FTE. There are some changes to sandwich year out FTEs, but the numbers are very small.  NOTE – this table is only looking at OfS-fundable FTEs, and doesn't show any changes to non-fundable or island & overseas students.
Possible reasons for the changes. May include: <ul style="list-style-type: none"><li>• Increase in fundable FTEs is primarily down to increases in part-time provision – you might speculate on the type of course that this involves.</li><li>• A transfer of provision from full-time to part-time is possible.</li></ul>

**Table E: OfS-fundable FTEs split by price group**

<p>What are the changes?</p> <p>Compared to 2017-18:</p> <ul style="list-style-type: none"><li>• An increase in price group B FTEs (about +260, a change of 4 percentage points from 56% of the total to 60%)</li><li>• A decrease in price group C1 (not highlighted) – around -50 FTEs.</li><li>• A small increase in price group D (not highlighted) – around 30 FTEs</li><li>• There are some differences between HESES17 and HESA 2017-18</li></ul> <p>NOTE – again, OfS fundable provision only</p>
<p>Possible reasons for the changes.</p> <p>May include:</p> <ul style="list-style-type: none"><li>• The increase in OfS-fundable FTEs is due to a part-time price group B course.</li><li>• Looking at Table D (not highlighted) you may also note that it is an undergraduate course.</li><li>• You might speculate on a type of course – something in the sciences, construction, etc.</li><li>• There are some other changes in price groups – this could represent other small changes in recruitment, but aren't highlighted due to the relatively small size.</li><li>• Differences between HESES17 and HESA 2017-18 could be due to errors in coding HESA data or in forecast methods used in HESES17. Could also be due to unfortunate real-life situations – more students than expected having to withdraw, etc.</li></ul>

## Comparison worksheet 2

Highlighting present on 2 comparison tables.

**Table F: OfS-fundable non-completion percentages**

<p>What are the changes?</p> <ul style="list-style-type: none"><li>• Full-time undergraduate students – non-completion percentage has increased by 3.1 % percentage points compared to HESES17. (6.7% → 9.8%)</li><li>• Part-time undergraduate students – non-completion percentage has decreased by 3.3 % percentage points compared to HESA 16-17 (10.2% → 6.8%)</li></ul>
<p>Possible reasons for the changes.</p> <p>May include:</p> <ul style="list-style-type: none"><li>• Changes to provision – reduced numbers on courses with higher non-completion percentages; increased numbers on courses with low non-completion percentages.</li><li>• Changes to institutional processes (e.g. improved monitoring of students, better tutor support, etc) – IF there is evidence to support this.</li><li>• Historical trends – e.g. Part-time UG shows an improving trend from 16-17 to 17-18 and the prediction for HESES18 extends this.</li></ul>

NOTE – whatever changes are discussed, it is important to remember that they need to be based on historical data, rather than represent a target or ambition. So it is not sufficient to say that percentages are lower in HESES18 because of a new programme that is being introduced, unless there is evidence to support that assumption.

**Table I: proportion of new entrants**

What are the changes? <ul style="list-style-type: none"><li>• Proportion of new entrants for part-time, UG students (both Home &amp; EU and Island &amp; overseas) has increased.</li><li>• Also an increase for part-time, PGT students (though not highlighted)</li><li>• Proportion of new entrants has decreased (though not highlighted) for full-time, UG, Home &amp; EU students.</li></ul>
Possible reasons for the changes. May include: <ul style="list-style-type: none"><li>• Introduction of a new part-time, UG course (so all students would be new entrants)</li><li>• Increased recruitment to part-time courses</li><li>• Decreased recruitment to full-time, UG courses.</li></ul>

### Comparison worksheet 3

Highlighting present on 2 comparison tables.

**Table J: Years countable on apprenticeships**

What are the changes? Institution is recording 200 years taken as part of an apprenticeship and none were recorded in HESES17
Possible reasons for the changes. May include: <ul style="list-style-type: none"><li>• New apprenticeship offered this year.</li><li>• Is at Other UG level, so you may suggest that this is a particular BSc degree, linked to the information above. (Say, part-time BSc in Physics as part of an apprenticeship).</li></ul>

**Table K: Students taught under sub contractual arrangements**

What are the changes? <ul style="list-style-type: none"><li>• Students are sub-contracted out to an OfS-funded further education college.</li><li>• Part-time, UG student numbers have increased by 103% (100 → 203) compared to HESES17</li><li>• Part-time, PGT numbers are recorded in HESES18 (100) with none recorded in HESES17.</li></ul>
Possible reasons for the changes. May include:

- Expansion of an existing relationship with a college (new courses, increased recruitment to existing courses).
- The increase in part-time, UG numbers may represent natural expansion to course(s) introduced last year. HESES17 would be the first year, HESES18 represents those students plus another cohort. This would then imply similar growth next year.
- Could represent new relationships with different colleges – would have to look at Table 6 to check this.