2018 HELP AND VSL PROVIDER WORKSHOPS
7 and 8 June, Canberra
Redevelopment and Audit of the Higher Education Data Collection
What you told us
Feedback was received from over 60 stakeholders in response to the discussion paper. Key issues:

• A new approach to reporting must:
  ✓ include a seamless, one-step validation
  ✓ support timely & cost effective implementation of change

• Collected data must be subject to essential accuracy checks before it is accessed by users

• There must be realistic timeframes for implementation
Single touch reporting

- More detail is required - what does single touch reporting look like and what does it mean for:
  - timing of reporting e.g. when is data due?
  - when data is used?
- Sufficient implementation time and ongoing consultation for any changes is critical
- Data quality must be a priority
- Data must not be accessed or used before validation
- Changes will have cost implications
Identifying Students

• Strong support for expanding the Unique Student Identifier (USI) to all higher education students

• Key concerns:
  • timeframes for implementation
  • understanding and managing privacy impacts on students
  • addressing duplication – as highlighted by existing issues around CHESSNs and TFN matching

• Opportunities for centralised maintenance of key identifying data
Reducing duplication

- Strong support to decommission CART and report data through HESDC
- Sufficient lead-time essential to analyse and implement design and administrative changes
- Maintaining student phone numbers and email addresses is difficult and may limit its value
- Privacy impacts on students need to be understood and appropriately managed
- Opportunities to further rationalise government data collections
Relevance

• Strong support for reducing duplication between submissions – more opportunities may be clearer when single-touch reporting is defined

• Support for removal of most proposed elements – except parental education & course completions

• Other elements suggested for removal
  • e.g. commencing location for school leavers

• Support for collecting Work Integrated Learning data but issues to work through – work currently underway needs to be considered
Low quality data

- Support to:
  - Review credit transfer, highest participation, course names
  - Review campus data, recognising dependencies with admissions requirements
  - Report ATAR once (mixed views on how to do this)
- Mixed response to overseas student fees but good support to rationalize with PRISMS
- No support to remove ‘no information’ codes
- Calls for clearer coding notes, validations & business rules & more transparency around data use
- Lots of ideas on areas to review e.g. school-leaver definitions.
Co-design Contributors

Our contributors are broadly representative of the higher education sector.

They include:

• Representatives from each group of universities, including the non-affiliated universities
• 4 Oracle (Peoplesoft) providers, 4 Tribal Callista providers and 4 Technology One providers
• 5 non-university providers
• 7 dual providers, including 4 TAFEs
Key priorities

• Clarify one touch reporting
• Provide feedback on design solution and schedule
• Finalise recommended new data structures
• Confirm elements recommended for removal
• Design new elements for CART & other requirements
• Identify IT pilot partners
• Develop a schedule to address remaining issues identified in the discussion paper
Proposed new data framework

Provider

Courses of study/courses

Units of study

Student

Entitlements

www.studyassist.gov.au
Key changes - submissions

- Reduced the number of submissions
- Reorganised the enrolment, load and HELP Due data
- Reduced the size of the Campus & Commonwealth scholarships submissions
- Added CRICOS code to the CoS file
- Proposed a new type of submission – domestic students studying overseas
Key changes - elements

• Introduced 4 new elements to support student payments and simplify student claims

• Removed Element 500 - amounts charged consistent with reporting for domestic students

• Reduced credit transfer arrangements from 7 to 4 elements

• Expanded length for course names to 200

• E487, 591 & 593 - collected for units of study rather than enrolment
Next steps
Co-design work on data requirements and design

31 July 2018 – 30 June 2019
Collaborative work with IT pilot partners to develop, iteratively test and validate the solution

End July Release V.1 B2G specifications - HE

End Sept Release V2 B2G specs - includes VET

Full solution

End 2019
Roadshow

- Proposed dates

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HEIMS Data Collections

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