

**Unfunded International Providers (UIP)**  
**Data collection project**  
**BUSINESS INTEGRATION DOCUMENT**

6/08/2015

Version: v1.0  
Last Published Date: 3 August 2015

## Document Information

### Document Properties

This table describes this version of the document.

<b>Document Name</b>	Unfunded International Providers (UIP) Integration Document
<b>Version Number</b>	V0.7
<b>Date Created</b>	19 March 2015
<b>Last Updated</b>	3 August 2015

### Document History

This table provides a history of changes to this document.

Version No.	Date	Summary of Changes
V0.1	19/03/2015	Initial Draft likely to include more information following provider consultation.
V0.2	24/03/2015	Feedback incorporated following project review for sharing with pilot participants.
V0.3	13/05/2015	Amended benefits section to match approved key messages
V0.4	21/05/2015	Incorporating NZQA feedback
V0.5	26/06/2015	Incorporating pilot participant feedback
V0.6	29/07/2015	Incorporating agency feedback and changes following decision actions memo.
V0.7	31/07/2015	Final review
V1.0	03/08/2015	Finalised and versioned.

### Related Documents

Document
UIP – Data Collection SMS Specification
SMS InfoHub Interface Specification

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## 1 Introduction

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### 1.1 Purpose

This document describes the business context for the Unfunded International Provider (UIP) Data Collection project. The intended audience of this document is non-Crown funded (unfunded) Private Training Establishment (PTE) business managers and administration staff.

This document presents:

- The background and objectives of the UIP project.
- The high level **business** view of the current and new data collection process.
- An overview of the business process changes anticipated for unfunded PTEs, and
- Details of the data in scope for the new collection system.

For full context, and to enable unfunded PTEs and/or Student Management System (SMS) Vendors to develop and implement the technical changes, this document should be read in conjunction with the technical document 'UIP – Data Collection SMS Specification'.

### 1.2 Document Content

This document was developed during the pilot phase and will be updated with feedback during the testing phase. If you have some feedback on the document content, please email [UIP.DataCollection@education.govt.nz](mailto:UIP.DataCollection@education.govt.nz).

## 2 Overview

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### 2.1 Background

This UIP project is a cross-agency initiative between the Ministry of Education (MoE), New Zealand Qualifications Authority (NZQA) and Education New Zealand to provide more accurate, timely and accessible information on individual students as they progress through the tertiary information system.

Currently, there are two aggregated collections of core tertiary education data from the unfunded PTE sector; the RS20 and the RS17 for the Export Education Levy (EEL) collection.

Neither of these current data collections are comprehensive or at a unit-record level. The nature of these collections means there is no mechanism to regularly or accurately generate quality information about the unfunded PTE sector. This is in contrast to the data collected on the funded PTE sector through the Single Data Return (SDR).

### 2.2 Project objective and benefits

The primary objective of the UIP data collection is to improve the quality and timeliness of information collected from unfunded PTEs:

- who do not receive Tertiary Education Commission (TEC) funding and
- are Signatories to the Code of Practice for the Pastoral Care of International Students (the Code)

The new data collection will replace the RS20 annual census and RS17 Education Export Levy (EEL) collection completed by unfunded PTEs who do not participate in the SDR.

The new collection will gather information about learner's enrolments in, and completion of, components and qualifications, including associated information about unfunded PTEs (as outlined in Section 5 below). The data collection will make use of Events, which are the result of changes or additions to learner or provider information. Information will be collected from the PTE's SMS as Events occur. Event information will transfer to the MoE automatically and electronically in near real-time, initiated by the PTE's SMS.

This comprehensive and high quality data would lead to a number of potential benefits for the education sector as a whole.

### ***Potential Benefits for PTEs***

- More timely and comprehensive information allows for better business planning and enhanced performance monitoring.
- Detailed information from across the sector would allow PTEs to benchmark themselves against the rest of the sector.
- PTEs would not have to complete four (3x RS17 and 1x RS20) census submissions annually.
- Data can be used for NZQA's quality assurance requirements.
- A robust source of data for organisational self-assessment (e.g. applications, consistency reviews, external evaluation and review).

### ***Benefits for students***

- Students will benefit from their achievement data being included in their Universal Record of Achievement (*NZQA is expanding the Record of Achievement (RoA) to a Universal Record of Achievement (URoA), designed to be an accessible, accurate, comprehensive and authoritative record of a learner's qualifications and other quality assured learning recognised in New Zealand*).

### ***Benefits in data-sharing***

- Better information will strengthen NZQA's risk management and quality assurance processes.
- Automated data-sharing enables government agencies to use education data more effectively in order to understand better and provide more support for agencies' international education initiatives outlined in the [PTE Sector Roadmap and the English Language Sector Roadmap](#).

***The New Zealand government*** needs this more timely and detailed information:

The primary benefits of data collection for the government will be providing input into:

- Risk Management: Unit record data will allow government to manage and anticipate its risks by enabling agencies to analyse data. Unit record data will enable us to investigate when things go wrong; for example if there are allegations of fraud or if a provider fails. Data of this type is currently being used by agencies in relation to funded providers.
- Understanding the market: Without unit record data we cannot track transitions of international students, from non-Crown funded PTEs, through the system. This new data

collection will enable better reporting through EdCounts and Education New Zealand’s snapshot report.

- Understanding pathways is critical to New Zealand’s international education strategy.
- Recognising Achievement: NZQA’s URoA (as above).

## 2.3 Current system and processes description

### 2.3.1 Overview

There are currently two separate and aggregate data collections (RS20 and RS17) for unfunded PTEs. These collections occur at standardised intervals throughout the year and have different objectives.

### 2.3.2 RS20

The RS20 is a voluntary survey collected annually, during the week that 31 July falls in, and contains data on the learners and staff at unfunded PTEs. This includes summary details of the learners enrolled, broken down into demographics such as age and ethnicity.

The Ministry uses the data supplied to support policy analysis, development and decision making, to monitor the outcomes of the New Zealand education system, and for national and international reporting purposes.

### 2.3.3 RS17 (Manual Export Education Levy Collection)

The EEL is an industry levy that is used to support a broad range of activities and projects related to strengthening the international education industry. The fund is used to pay for marketing of the industry, promotion of New Zealand as an educational destination, development of the capability of staff involved in the industry, and research. It also contributes to running the Code of Practice office which supports and monitors the pastoral care of international students. In addition, the fund can be used to support learners affected by the collapse of Tertiary Education Organisations (TEOs).

#### 2.3.3.1 EEL Reporting and payment periods

Unfunded PTEs must supply levy information and make payments on a trimester basis (i.e. every four months). The levy information is submitted via a secure web page or via an RS17 Excel spreadsheet. On entering data into either the web page or the RS17 spreadsheet, the levy amount is automatically calculated. The web page generates a copy of the PTE’s tax invoice whereas the RS17 spreadsheet is a self-generated tax invoice.

## 2.4 UIP system and processes description

### 2.4.1 Overview

Aggregated data collections will be replaced with event data collection directly from the PTE’s SMS to a MoE database. This detailed, accurate and timely information will be available for:

- Sector growth and benchmarking
- Policy and planning
- Management of emergency response
- Quality assurance and External Evaluation and Review

- Proposed Universal Record of Achievement
- EEL calculation and invoicing

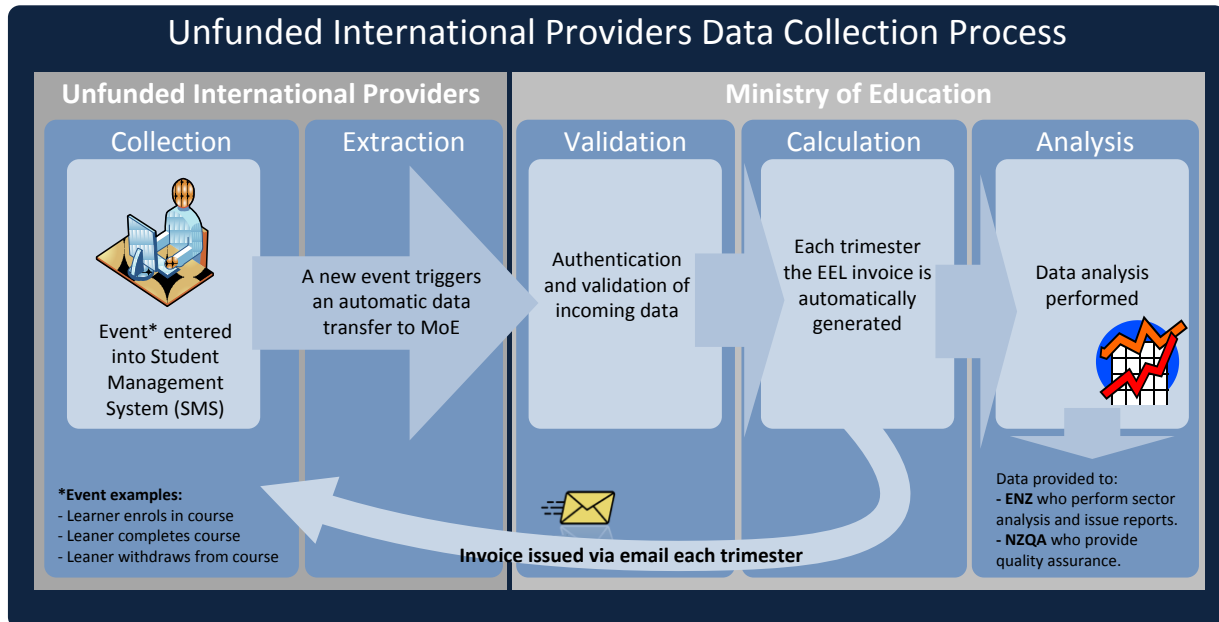


Figure 1 - High level process flow

## 2.4.2 Data collection process

### Data Collection

- Unfunded PTEs collect data from students on application and enrolment forms, and enter the data in their SMS.

### Data Extraction

- The PTE's SMS will use the data to generate xml messages containing relevant information for Events that have occurred (events are described in Section 3).

### Data Validation

- The messages will be validated by the UIP system for data content and structure, but no business rule validation is undertaken. For example the system would accept a learner enrolment message if it comes before the learner's demographic information message.

### Calculation of Export Education Levy

- Each trimester the system will trigger the generation of a tax invoice for unfunded PTEs who are signatories to the Code of Practice. This invoice will be automatically emailed to the provider.

### Data Analysis

- MoE and Education New Zealand will use the data to summarise and publish key statistical reports for instance measuring student participation by region and by country of citizenship.
- NZQA will use the information for quality assurance analysis and for input into the student's Universal Record of Achievement.
- New and enriched information will be made available to the unfunded sector and PTEs, for example through Education New Zealand's existing publications.

### 3 Event-based data collection

#### 3.1 Overview of event data collection

In the context of unfunded PTE data collection, Events are the result of a change(s) to learner, provider, or component statuses or information. Events occur as the result of the PTE’s manual or automated business processes.

Event data collection relies on capturing information about the business processes that take place at the PTE and are managed via the PTE’s SMS. Events will be captured in the PTE’s SMS as they occur, for example enrolment of a new learner at the provider (see 3.1.1 for clarification of ‘enrolment’). Event collection, or the sending of information relating to a **single Event**, occurs as close as possible to the time of the Event occurring (near real-time).

Event transfer to MoE would take place automatically and electronically, initiated by the PTE’s SMS, authorised by the Ministry’s Education Sector Authentication and Authorisation (ESAA) service and sent via the InfoHub.

Event data contains common attributes (e.g. entity keys and date, time of the event). Event examples include:

Event example	Event	Event data examples
Learner enrolls with a provider	Learner identity Learner provider enrolment	Provider identifier, learner identifier, enrolment start and end dates
Provider offers a new component	Component information	Provider identifier, component identifier, NZSCED code, offer start date
Change in learner demographics or residency	Learner demographics Learner residency	Ethnicity, iwi Visa type, country of citizenship
Learner enrolls in a component	Learner component enrolment	Learner identifier, component identifier, enrolment start date, delivery site, tuition fee
Learner completes a component	Component completion	Learner identifier, component identifier, completion code, completion date
Learner completes a qualification	Qualification completion	Learner identifier, qualification code, completion date and code
Provider’s SMS updated to next version or changed to a different vendor	SMS Information	Provider identifier, SMS Vendor, SMS version



### 3.1.1 Enrolment

Many PTEs have a pre-enrolment process where they capture a potential student’s details, pre-enrol them in courses and send an invoice. This does not always result in the student turning up at their school, making payment and attending classes. The UIP system does not need to receive information about ‘potential’ students. Therefore the trigger for enrolment messages to be sent to the UIP system should be when the student turns up for classes or when they pay their invoice.

### 3.1.2 Events domain model

The event domain model is based on those Events a Provider and Learner are associated with, and organised by the underlying subject area.

The figure below is an illustration of the conceptual relationship between Events.

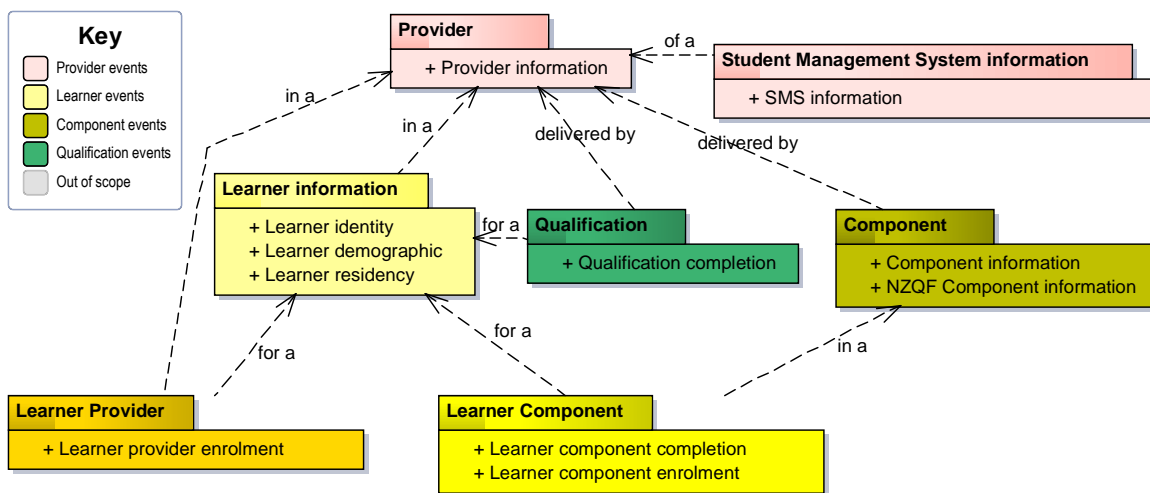


Figure 2 - Events domain model

### 3.1.3 Events data detail

Event data collection will be message based, with each message providing a related, small, and specific set of data attributes. Refer to Section 5 and the ‘UIP – Data Collection SMS Specification’ document for full data detail.

### 3.1.4 Initial Load

When a PTE starts providing data to the UIP system, it will be required to generate and send a range of event messages as a basis for their current activities.

The learner Event data required in the initial load will include the following events for all learners currently studying (or registered to study) at the PTE as at the Go Live date<sup>1</sup>:

- Learner Identity data
- Learner Demographic data
- Learner Residency data
- Learner Provider Enrolments
- Learner Component Enrolments

<sup>1</sup> The date, agreed between the provider and the Ministry, on which the transmission of event data will begin

The PTE event data required in the initial load will include the following as at the Go Live date:

- Provider information
- SMS information
- Component information (for currently offered components)
- NZQF component information (for currently offered NZQF components)

## 4 Potential business impacts

As with any system implementation, there will be business impacts including process and system changes. The impact will differ for each PTE depending on the status of their SMS and the data that is currently captured in their system. Once the changes and integration with the UIP system have been implemented there should be minimal ongoing impact for the PTE.

The following table outlines possible impacts.

Impact	Description	Potential impacts identified in pilot
System Impact: SMS Internet connection	If your current SMS is not connected to the internet, this will be required to allow the SMS to send messages to the UIP system.	<ul style="list-style-type: none"> <li>• PTEs with SMS vendors are comfortable that their SMS is currently connected to the internet.</li> <li>• If current internet connection is too unstable PTEs may need to change telco providers.</li> </ul>
System Impact: Changes to the SMS	Technical changes will be required and are detailed in the 'UIP – Data Collection SMS Specification' document.	<ul style="list-style-type: none"> <li>• PTEs with SMS vendors are aware their SMS will need to be changed and that some are contractually required to do so.</li> <li>• These changes include developing 11 xml messages and updating the database to store GUIDs.</li> <li>• Technical changes for this project may impact related functionality.</li> <li>• PTEs with no SMS are considering purchasing an SMS already compliant with UIP integration.</li> </ul>
Process Impact: Update to enrolment and completions processes	Should your current enrolment and completions processes not capture all the information required, changes to your enrolment and completions processes may be required.	<ul style="list-style-type: none"> <li>• Most PTEs were comfortable that processes would not be adversely impacted with the exception of Private Language Schools who do not currently capture NSNs and completion information. The impact of this has been reduced with the requirement that this data is optional if the student is studying on a visitor's visa.</li> <li>• Many PTEs also do not capture ethnicity and iwi data but will not be impacted as the demographic event message is optional.</li> </ul>

Impact	Description	Potential impacts identified in pilot
<p>Process Impact: Fee information at component level</p>	<p>To ensure accurate calculation of the Export Education Levy the tuition fees paid by the student will need to be captured at the component (course) level.</p>	<ul style="list-style-type: none"> <li>• Most PTEs identified minor technical and process impacts – a few require additional fields in their enrolment screen and to input the fees at component level.</li> <li>• Some PTEs would not want the fee field visible to academic staff which may impact the complexity if user roles are not included in the SMS.</li> </ul>
<p>Process Impact: Allocation of NSN</p>	<p>Following the business rules detailed in the 'UIP – Data Collection SMS Specification' document, it may be mandatory to capture the NSN of the learner which would involve searching and possibly allocating a student's NSN.</p>	<ul style="list-style-type: none"> <li>• Some PTEs already have an interface with NSI so see no impact.</li> <li>• Other PTEs note their current business process is to allocate NSN on completion of NZQF assessment standards when reporting results to NZQA.</li> </ul>
<p>Process Impact: Individual ESAA identification</p>	<p>Individual ESAA accounts are required for manual allocation of NSNs via the NSI website. The Ministry can help PTEs to get their ESAA credentials.</p>	<ul style="list-style-type: none"> <li>• Many PTEs already have an ESAA account for allocating NSNs.</li> </ul>
<p>System Impact: Machine-to-machine (M2M) ESAA account</p>	<p>Part of the changes required will be a M2M ESAA account to identify and authenticate the event messages received from each PTE through their SMS. The Ministry can help PTEs to get their ESAA credentials.</p> <p>There is the possibility for the SMS to implement an interface with NSI which would remove the need for individual ESAA identification; the M2M identification used for the SMS transmitting message to the UIP system can be reused for the NSI interface.</p>	<ul style="list-style-type: none"> <li>• A couple of PTEs have M2M ESAA accounts with their current NSI interface.</li> </ul>
<p>Process Impact: RS17 completion no longer required</p>	<p>The event data collection will replace the need to complete the RS17 trimesterly.</p>	<p>Although not a great deal of time will be saved, feedback from the pilot PTEs is that UIP will be more effective and accurate.</p>

Impact	Description	Potential impacts identified in pilot
<p>Process and System Impact: EEL invoicing</p>	<p>The levy will be automatically calculated using the event data collected. The system will generate an invoice and email it to the PTE.</p>	<p>There is the potential that PTEs will need the ability to drill down to transactional data to do a reconciliation for the first few invoices until they 'trust' the system.</p> <p>A manual RS17 will still need to be completed if the provider transitions to UIP part way through the academic year.</p>
<p>Process Impact: RS20 completion no longer required</p>	<p>Of the 10 excel tabs in the RS20 return it is only Part 10 Staff that will not be captured with UIP. The approach to gathering workforce management information is changing with a new process being introduced at the end of 2015 to be used by UIP providers at the end of 2016.</p>	<p>Effort reduction is estimated at approximately 4-8 hours per PTE but again the consensus from pilot PTEs is that the new method is more effective and likely to be more accurate.</p>

## 5 Event data messages

For a full listing of data elements and technical details refer to the ‘UIP Data Collection – SMS Specification’ document.

The following sections describe the business aspects of the data detail for each event

Description	A brief description of the message.
Events	Examples of events which are likely to instigate the message being sent to UIP.
Optionality	Describes the optionality of the event message.
Data	Non-technical elements of the message.
Use	Examples of the likely use of the data that would be received with that message.
Special notes	Some event messages have special notes included for clarification.

### 5.1.1 Learner identity

<b>Description</b>	Would contain identity information about a learner.
<b>Events</b>	Initial load (see 3.1.4). Enrolment of a new student at the PTE (see 3.1.1). A change in identity information.
<b>Optionality</b>	Mandatory for each learner enrolled with the PTE.
<b>Data</b>	Learner’s official name, DOB, Gender and NSN if required.
<b>Use</b>	<b>Birth Date:</b> Age is a core standard demographic variable used for both policy and statistical purposes. Statistics on the age breakdown of tertiary students are used widely for marketing and research purposes. <b>Gender:</b> Can be used for policy and statistical purposes to analyse various aspects of tertiary education by gender. <b>NSN:</b> Identifies a student across multiple providers and is required for production of the Universal Record of Achievement. An NSN must be provided if the student is undertaking study or training on a visa that is not a visitor’s visa.

### 5.1.2 Demographic data

<b>Description</b>	Would contain demographic information about a learner.
<b>Events</b>	Initial load (see 3.1.4). Enrolment of a new student at the PTE (see 3.1.1). A change in demographic information.
<b>Optionality</b>	Optional – if data currently captured by the PTE, they must provide it to UIP.
<b>Data</b>	Learner’s ethnicity and iwi.
<b>Use</b>	These fields can be used for policy and statistical purposes to analyse various

	aspects of tertiary education by ethnicity and iwi.
<b>Special notes</b>	This is a conditional message, those PTEs who do not currently collect the information are not required to send this message. Those who do collect ethnicity, may not collect iwi which would only be required if the learner identifies with an ethnicity of NZ Māori.

### 5.1.3 Residency data

<b>Description</b>	Would contain residency information about a learner.
<b>Events</b>	Initial load (see 3.1.4). Enrolment of a new student at the PTE (see 3.1.1) A change in residency information.
<b>Optionality</b>	Mandatory for each learner enrolled with the PTE.
<b>Data</b>	Learner's country of citizenship, immigration status (visa type) and passport number.
<b>Use</b>	<b>Citizenship:</b> Can be used to monitor and analyse the make-up of international students, and their patterns of participation. <b>Immigration status:</b> Visa type requirement from NZ Immigration. <b>Passport Number:</b> Matching and monitoring students to visas.

### 5.1.4 Provider enrolment

<b>Description</b>	Contains information about the learner's enrolment with the PTE.
<b>Events</b>	Initial load (see 3.1.4). Enrolment of a new student at the PTE (see 3.1.1). An update to the enrolment period.
<b>Optionality</b>	Mandatory for each learner enrolled with the PTE.
<b>Data</b>	Learner's enrolment start and end date with the PTE.
<b>Use</b>	This data would be used to count continuing and new students. It identifies the period the PTE is responsible for the student under the Code of Practice for Pastoral Care of International Students.
<b>Special notes</b>	A learner should not have overlapping provider enrolments, the end date can be updated if the learner extends their enrolment with the PTE.

### 5.1.5 Component enrolment

<b>Description</b>	Would contain information about the learner's enrolment in a component offered by the PTE.
<b>Events</b>	Initial load (see 3.1.4). A student's enrolment in a component. An update to the enrolment details.
<b>Optionality</b>	Mandatory for each learner enrolled on a component with the PTE.

<b>Data</b>	<p>Mandatory fields are: Learner’s delivery start and end dates, the delivery site, fee paying status, tuition fees.</p> <p>Optional fields are: Qualification or scheme that the learner is aiming for, teaching hours and weeks if not currently captured by the PTE.</p>
<b>Use</b>	<p><b>Start and end dates:</b> Are used to count continuing and new students and identify tuition fees for inclusion in EEL calculation. They can be used with <b>delivery site</b> for tertiary sector reporting by location, and <b>component identifier</b> to report on learners enrolled in specific courses and fields of study.</p> <p><b>Fee paying status and tuition fees:</b> Will be used in the EEL calculation.</p> <p><b>Tuition weeks and hours:</b> Will be used in calculating learners EFTS which is a measure of consumption of education.</p>
<b>Special notes</b>	<p>A learner may be enrolled in multiple components with the PTE.</p> <p>The Fee paying status field identifies international students. Only international student’s fees are liable for the EEL.</p> <p>If a learner withdraws part way through an enrolment and is refunded a portion of their fees the Tuition fees field should be updated to reflect the corrected full amount paid by the student for that component.</p> <p>The delivery end date of the course is the date the learner was scheduled to finish. It is not to be updated if they withdraw from the component (a separate Component Completion message is required for withdrawals).</p>

#### 5.1.6 Component completion

<b>Description</b>	Contains information about the learner’s completion of a component.
<b>Events</b>	<p>Learner passes/completes the component.</p> <p>Learner fails the component.</p> <p>Learner withdraws from the component.</p>
<b>Optionality</b>	Mandatory for each learner component enrolment if the student is undertaking study on a visa that is not a visitor’s visa
<b>Data</b>	Learner’s completion status and completion date for that component.
<b>Use</b>	This data will be used to identify withdrawn students when counting continuing and new students. It is also used for performance monitoring, quality assurance, and contributes to the Universal Record of Achievement.

#### 5.1.7 Qualification completion

<b>Description</b>	Contains information about a qualification achieved by the learner from undertaking components with the PTE.
<b>Events</b>	Learner achieves a qualification.
<b>Optionality</b>	Mandatory for each qualification achieved by a learner through study with the PTE.
<b>Data</b>	Qualification code and completion date
<b>Use</b>	Will be used for performance monitoring, quality assurance, and contributes to the Universal Record of Achievement.

### 5.1.8 Provider information

<b>Description</b>	Contains information about the owner of the PTE.
<b>Events</b>	Initial load (see 3.1.4). Change of ownership.
<b>Optionality</b>	Optional.
<b>Data</b>	Provider owner.
<b>Use</b>	For privately owned PTEs, this attribute provides a notification that can be used to control access to data before and after an ownership change.
<b>Special notes</b>	Will be an optional message, if the PTE does not want to manage access to data in the event of an ownership change they can choose not to use this message.

### 5.1.9 Component information

<b>Description</b>	Contains information about a component offered by the PTE that is not Quality Assured by NZQA.
<b>Events</b>	Initial load (see 3.1.4). New component being offered (Create). New version of a component being offered (Create). Update to offered dates (Update).
<b>Optionality</b>	Mandatory for each component offered by the PTE.
<b>Data</b>	Component code and version, title, NZSCED code, level and credit (where relevant) and offered start and end dates.
<b>Use</b>	Can be used with learner enrolment information for tertiary sector reporting on learners enrolled in specific courses and fields of study. Could be used to source alternative PTEs for misplaced students.
<b>Special notes</b>	The component code must uniquely identify a specific component in which a student is enrolled regardless of the period, location and year in which it is taught. A new record must be created if the PTE offers a new version of the component.

### 5.1.10 NZQF Component information

<b>Description</b>	This event message has been developed for future proofing. In the future NZQA will quality assure components that make up each programme/ qualification offered by the PTE and this message will be used to identify these components.
<b>Events</b>	Initial load (see 3.1.4). New NZQF component being offered (Create). New version of a NZQF component being offered (Create). Update to offered dates (Update).



<b>Optionality</b>	Mandatory once NZQA commence quality assurance of components for inclusion on the Sector Qualifications Register (SQR). PTEs will be notified when this is in effect.
<b>Data</b>	Component code and version, offered start and end dates.
<b>Use</b>	Can be used with learner enrolment information for tertiary sector reporting on learners enrolled in specific courses and fields of study. Could be used to source alternative PTEs for misplaced students.
<b>Special notes</b>	PTEs would not be asked for title, NZSCED code, level, credits etc as this information will be captured in SQR when NZQA quality assure the component. The component code must uniquely identify a specific component in which a student is enrolled regardless of the period, location and year in which it is taught. A new record must be created if the PTE offers a new version of the component.

#### 5.1.11 SMS information

<b>Description</b>	Contains information about the SMS used by the PTE.
<b>Events</b>	Initial load (see 3.1.4). Update to version of SMS Update of SMS vendor.
<b>Optionality</b>	Mandatory.
<b>Data</b>	SMS name and version, vendor name, recovery timestamp, back up timestamp, SMS email address.
<b>Use</b>	This information will be used to identify affected PTEs if an issue is discovered with a particular SMS. The SMS email address will be used for notification of event message failures. The Recovery and Backup timestamps will be used to identify the potential duplication of messages following an SMS recovery outage.

## Appendix A – Glossary

Term/Acronym	Description
Code of Practice (CoP)	Code of Practice for Pastoral Care of International Students
Component	Component, paper, course, module, prescription or a collection of unit standards. Lowest level of tertiary training that a student can be enrolled in. These can be approved/quality assured by NZQA as part of a programme. See Appendix B – Component
ESAA	Education Sector Authentication and Authorisation ESAA is a MoE service which is used as a common means of authenticating, authorising and auditing users' access to sector information systems.
EEL	Export Education Levy Collection The Export Education Levy (EEL) is an industry levy that is used to support a broad range of activities and projects related to strengthening the international education industry.
EFTS	Equivalent Full-time Student The EFTS value is a measure of the amount of study or the workload involved in undertaking a particular component. A year of full-time study is usually between 0.8 EFTS and 1.2 EFTS.
Events	Events are the result of change(s) to learner or provider status or information and occur as the result of the PTE's manual or automated business processes.
GUID	Globally unique identifier (GUID) Created by the SMS and used to uniquely identify event messages.
InfoHub	InfoHub is an existing service that provides a sector interface for event data collection.
Learner	A learner is a person who is involved in learning and/or assessment at the private training establishments. This term is interchangeable with the term student.
MoE	Ministry of Education The Ministry of Education is the Government's lead advisor on the New Zealand education system, shaping direction for sector agencies and TEOs. MoE is the lead agency on this project (sometimes referred to as 'the Ministry' in this document).
NSN	National Student Number
NZQA	New Zealand Qualifications Authority NZQA ensures that New Zealand qualifications are valued as credible and robust both nationally and internationally.
NZQF	New Zealand Qualifications Framework The NZQF, established in July 2010, contains a comprehensive list of all quality assured qualifications in New Zealand. (Will be contained in the Sector Qualifications Register (SQR) when complete.)

Term/Acronym	Description
NZSCED	<p>New Zealand Standard Classification of Education</p> <p>A subject-based classification system for courses and qualifications at universities, polytechnics, colleges of education, wānanga and private training establishments in receipt of Government funding. The primary focus of the qualification will determine the six digit NZSCED classification. Example: 100701 Audio Visual Studies.</p>
PTE	<p>Private Training Establishment</p> <p>A PTE is a privately owned education organisation, registered with NZQA, that provides education, training or assessment services.</p> <p>This term is used interchangeably with the term Provider.</p>
RS17	<p>The method used to collect data from non-SDR providers in order to calculate and invoice the EEL.</p>
RS20	<p>The RS20 is a voluntary survey collected annually containing data on the learners and staff at PTEs during the week that 31 July falls in. Includes summary details of the learners enrolled, broken down into demographics such as age and ethnicity.</p>
SDR	<p>Single Data Return</p> <p>The SDR is an electronic collection of learner statistics and tertiary tuition learner enrolment information provided by tertiary education organisations to MoE.</p>
SMS	<p>Student Management System</p> <p>An SMS is a database or application which stores information relating to a Tertiary Education Organisation. The SMS applications range in capability, but can also generate reports and data files which are required by the education sector agencies.</p>
SQR	<p>Sector Qualifications Register</p> <p>The development of SQR will provide a single register that stores information about all quality assure qualification listed on the New Zealand Qualifications Framework. It will include information about qualifications, programmes and components of programmes.</p>
UIP/UIP system	<p>The Unfunded International Provider data collection system.</p>

Appendix B – Component

