

New landscapes in data and regulation

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SROC – 2012-03-28
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Higher Education Data in a post-Browne World

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SROC 2011 – a perfect storm?

- Browne
- Fees
- Private Providers
- Regulation
- Technology and open data
- Single interface?

Since then...

- KIS
- White Paper and technical consultation...
- Private providers ?
- New regulatory framework ?
- Level playing field(s) ?
- Emerging policy in Wales, Scotland and NI

Interim Regulatory Partnership Group

- Established by HEFCE and SLC
- Includes: HESA, QAA, OFFA, OIA
- Observers: UUK, GuildHE, NUS, UCAS
- To advise on and oversee the transition to the new regulatory and funding systems for higher education in England
- Projects A and B

Project A

- Mapping the current HE system
- Being undertaken by Deloittes
- Steering Group Chair: David Wallace (SLC)
- Objectives:
 - By March 2012 – a map of the current HE system from perspective of students, providers and regulatory bodies
 - By June 2012 – recommendations, identifying opportunities for change

Project B

- Re-design the HE data and information landscape
- Feasibility and impact analysis
- Roadmap for future development
- Focus on data about courses, students and graduates
- Report to IRPG June 2012

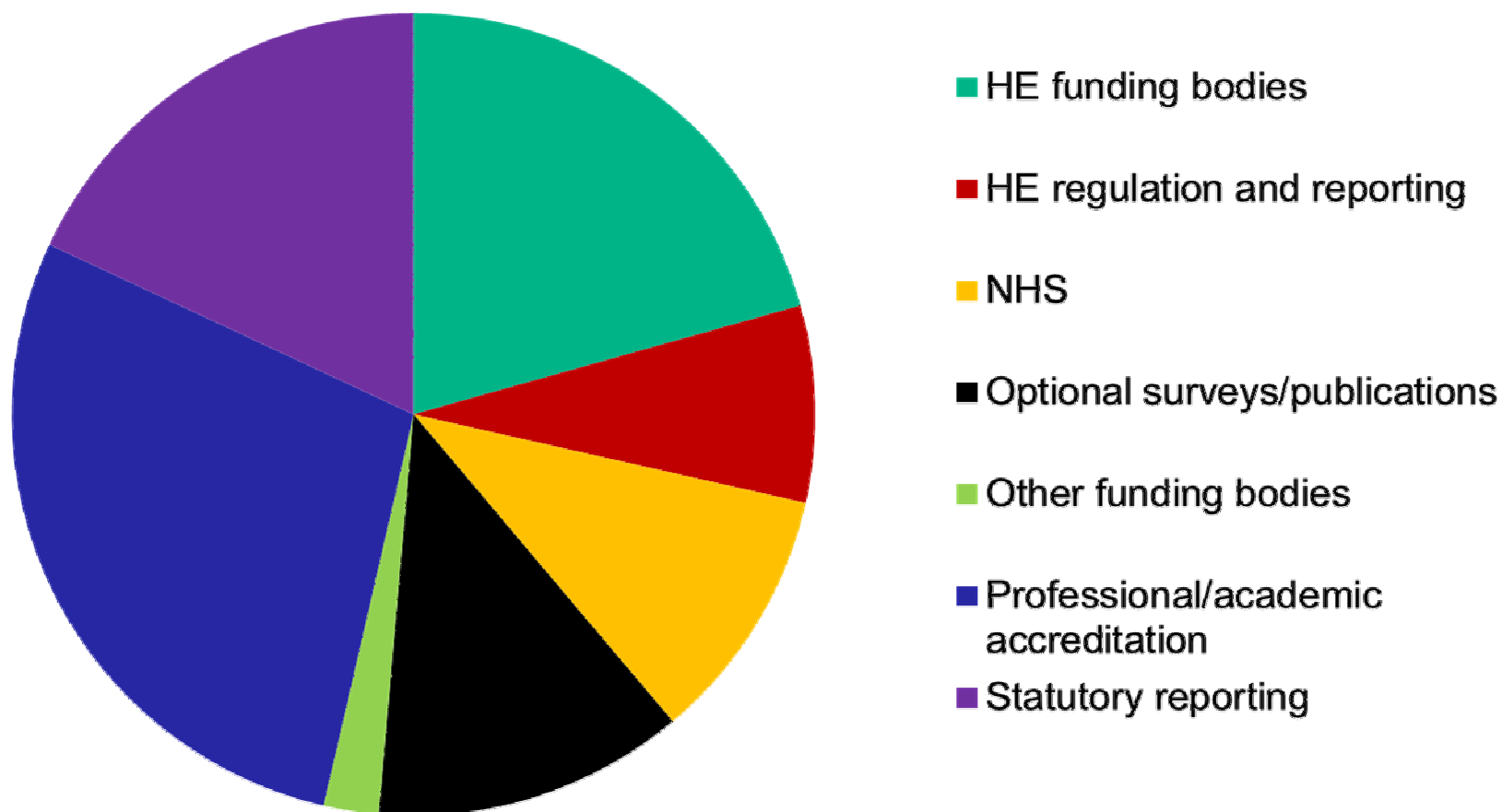
Engagement

- HEFCE, UCAS, SLC, AHUA, BUFDG, SFC, HEFCW, WG, SROC, UCISA, ARC, OFFA, SAAS, QAA, SPA, JISC-NEXUS, UKBA, HO, BIS, IA, DS, LRS, AOC, UUK, GuildHE, NPG
- Workshops, webinars, web site and newsletters

D-BIS White Paper

- Para 6.22 of White Paper
- A new system that:
 - Meets the needs of a wider group of users
 - Reduces duplication
 - Results in timelier and more relevant data
- Also work with other government departments
 - Secure buy-in to reducing the burden

HEBRG survey of data collection



HEBRG survey of data collection

- Variety of responses from institutions
- Some references to Data Supply Registers
- ...but comparison with other returns suggests these are incomplete

If institutions do not have an oversight of all their data supplies, how can we really understand and address the burdens of data collection?

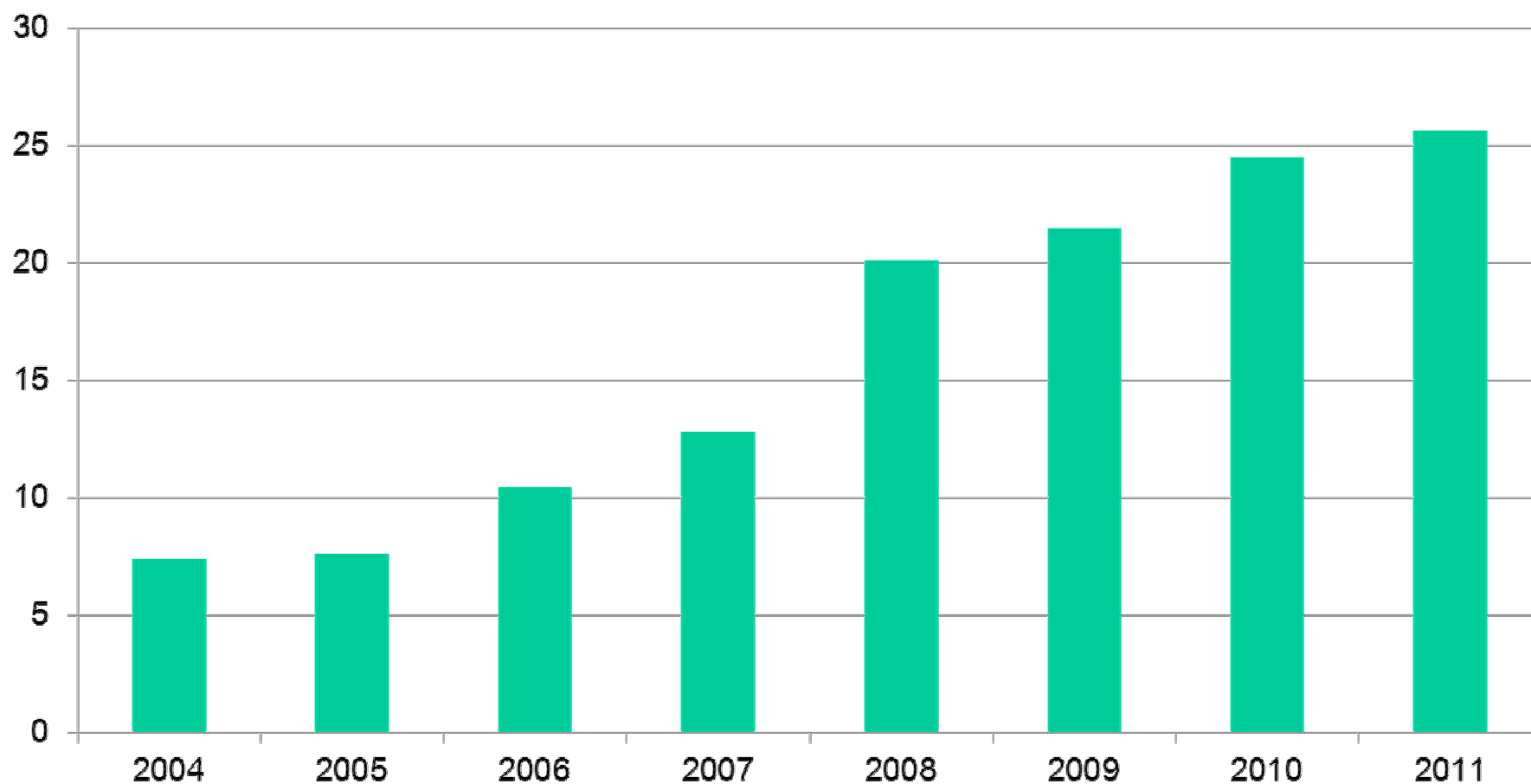
Understanding the burden

- Duplication of requests
- Uncoordinated responses...
- ...and the subsequent reconciliation exercise
- Lack of standardisation
- Transformation from internal structures to presentation structures
- Data quality

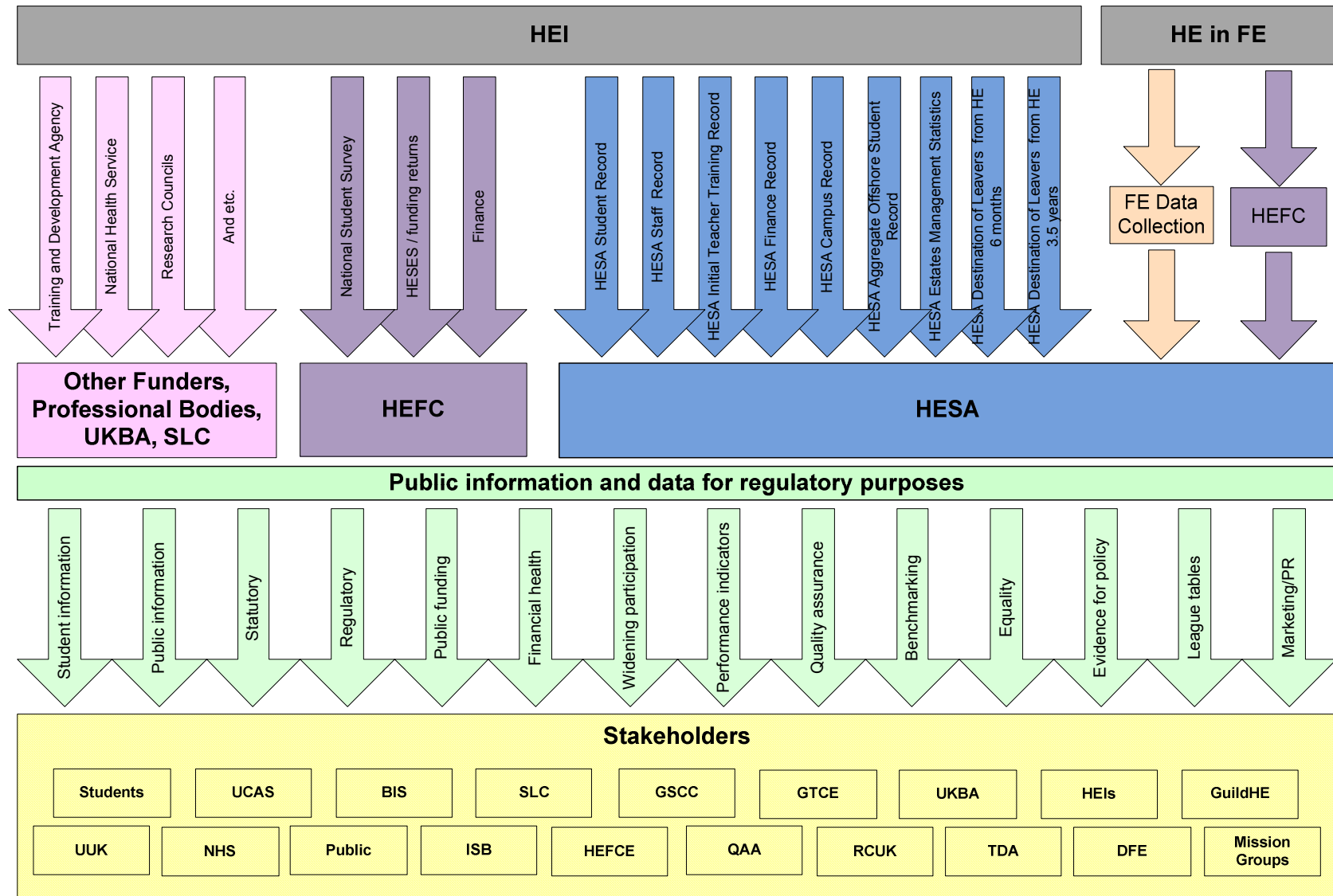
A current data collection - HESA

- Annual, retrospective, detailed collection
- Core dataset for funding, policy and public information
- Demanding quality standards
- Submission ratio = $\frac{\text{submitted records}}{\text{final records}}$

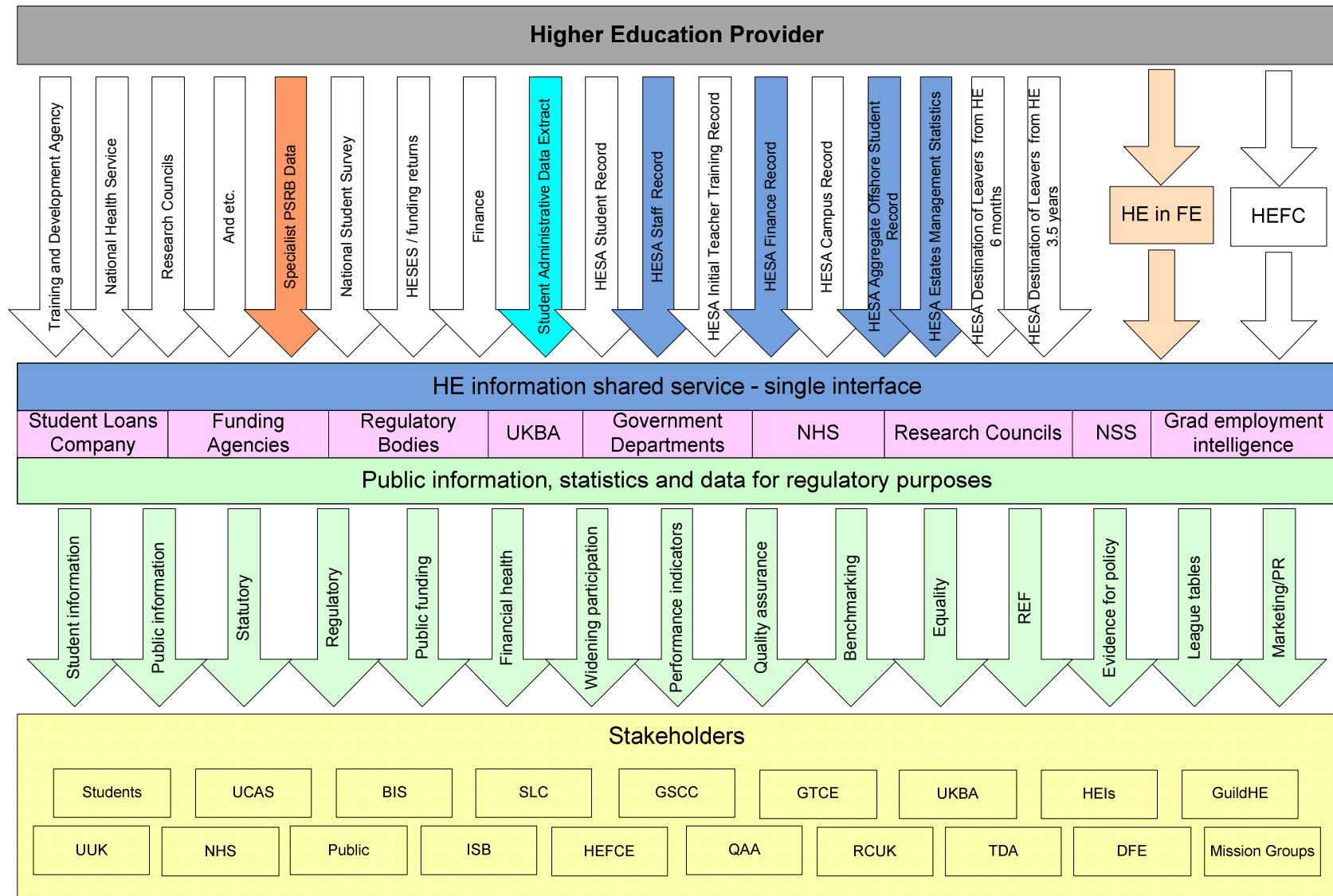
Student Record submission ratio



Overview of Current Higher Education Information Landscape



Overview of Higher Education Information Landscape – looking forward



Single interface...

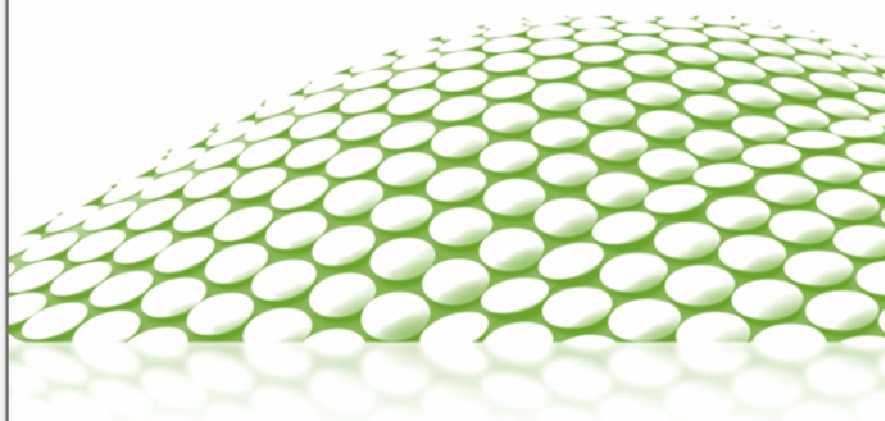
- Standardise data models, lexicon and definitions
- Standardise or rationalise processes and technologies involved in the transfer of data to data collectors

*Can we bring the data collectors together to create
(and then stick to) standard definitions and
processes?*

Data standards

- Lots of activity, lots of players
- Standards community are not successfully engaging with politicians and policymakers
- Perceived as burdensome and threatening
- Benefits are not realised
- Too much emphasis on the detail, not the big questions

What is a Course*?



*or Programme or Route or Pathway or
Learning Opportunity...

JISC

HESA
HIGHER EDUCATION
STATISTICS AGENCY

Issues – data collectors

- Can the data collectors standardise data models, definitions and processes?
- What are the data quality requirements?
- What are the mechanisms for governance and maintenance of standards?
- Can stakeholders buy into a collaborative approach?

Issues - institutions

- Do we really understand the burdens?
- Can multiple data supply points be rationalised within institutions?
- Can data management and quality be centralised (or *standardised*)
- Can the combined requirements of multiple stakeholders be met through a single interface?

The journey ahead

- Data standards for presentation of data
 - Reduce burden, increase value through linking
- Process and data quality improvement in institutions
 - Reduce burden, increase quality and timeliness
- Technology and process standards for data exchange
 - Reduce burden, improve timeliness and accessibility

Seize the moment

- Technologies and standards
- Change
 - System-wide
 - Key stakeholders
- Political will and profile

Lessons from the KIS

- Data spread across institutions
 - No documentation
 - Little/no control
 - No standardisation/comparability
 - Variable quality
- ...in spreadsheets
 - Created by people who don't understand data
 - Impossible to QA
 - Spread and mutate like a virus

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Exclusive: £20m error hits job-threat university

Published on **Friday 27 November 2009 07:39**

A YORKSHIRE university facing major job cuts made an accounting blunder which left it with £20m less than it expected at the end of the last financial year.

Two separate errors in spreadsheets at Leeds University came to light when the institution was left with "significantly" less than it had expected.

The mistakes were also carried forward in financial forecasts over a five-year planning period up to 2013, meaning a miscalculation of around 100m.

Bosses at Leeds University insisted last night that the mistakes were not responsible for the institution now looking to making savings of 35m because of cuts in higher education funding.

A spokesman said: "The two are not connected. The 20m forecasting error is irrelevant to the economies exercise because it isn't money we ever had – it's just a spreadsheet error.

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NEWS

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Your mission...

- Records Officers or Data Engineers?
- Data management and quality standards
- Identify your institutions data
- Identify your institutions data supplies
- Spreadsheets – seek and destroy!

Project B – more information

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