

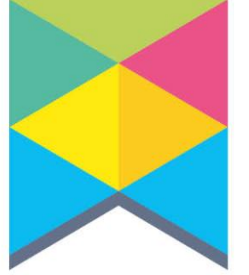


UNIVERSITY OF
WOLVERHAMPTON

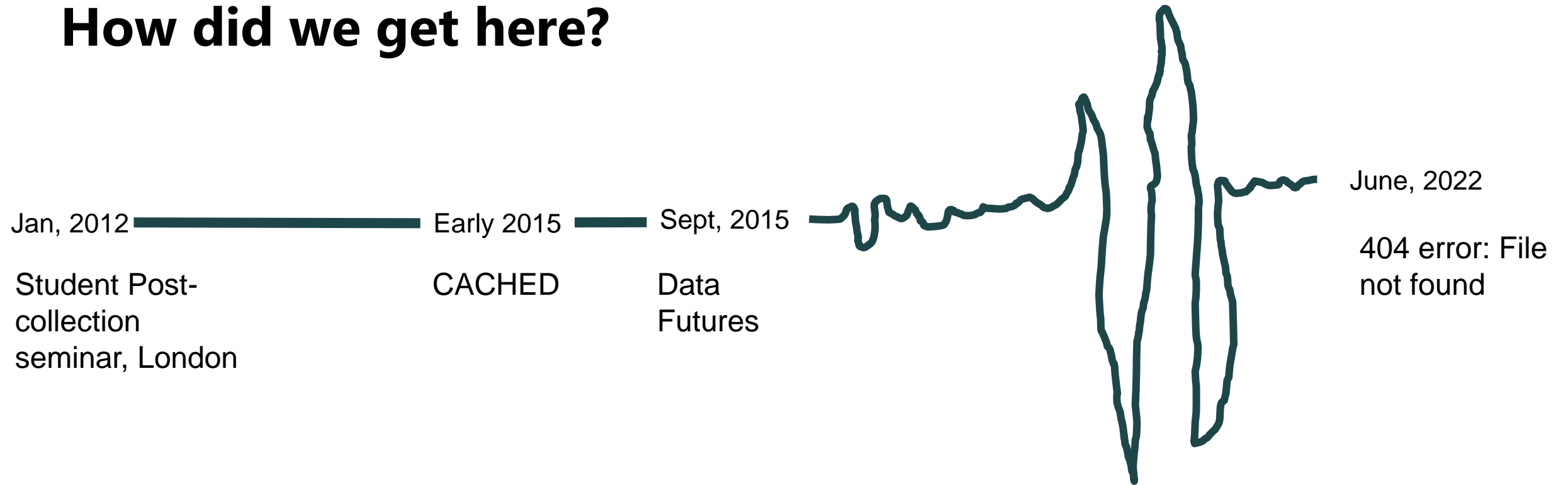
Staying alive: approaching Data Futures

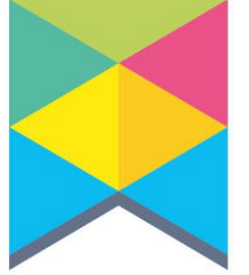
Dan Kidd

Deputy Academic Registrar/Former HESA employee



How did we get here?

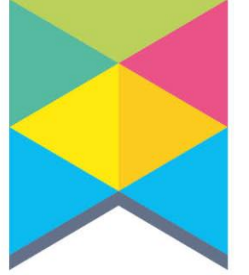




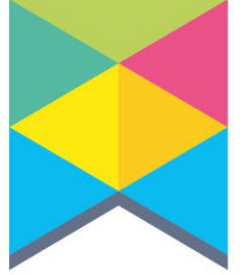
How did we initially approach it?



- We danced with it...
- Project board
- Project funding
 - Project Manager
 - Student Record Officer
 - Systems Development Officer
- Project plan
- Gap Analysis
- Process mapping

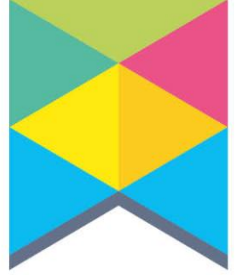


Then things started to change... a lot... like all the time...



So we started to do our own dance

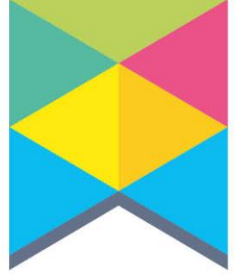
- Detailed work was going to be a waste of time...
-instead we needed to zoom out and look at the bigger picture – the broader architecture of the data model and a principles based approach
- Which led us to the speed and accuracy of our data flows



The repurposing of Data Futures

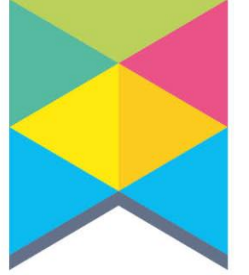
- Compliance and risk are compelling arguments
- Identified what we wanted/needed to change...
- ...then sold them (in part) as an alignment to the Data Futures principles

- Automation and the digital world



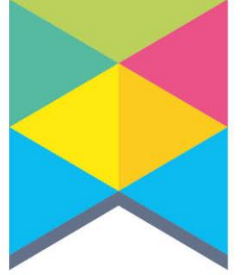
Clearing the path: the policy environment

- Bad policy = Bad data... bad policy is a crime.
- Concise
- Reviewed
- Inclusive/collaborative
- Measurable
- Evaluated



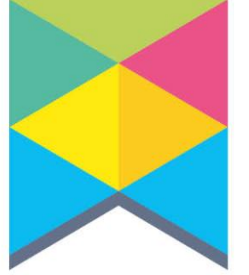
Policies addressed

- Academic regulations concerned with:
 - Award of credit
 - Progression
 - Moderation
 - Compensation
- Withdrawal
- Attendance/engagement (50 day rule!)
- Extenuating circumstances
- Extensions
- Enrolment and student access



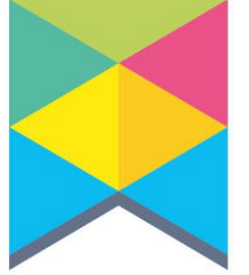
'Concise' is key

- Can/could
 - Usually
 - Normally
 - Discretion
 - May/might
 - In general
 - Most of the time
-
- These terms do not lead to consistent, repeatable processing, and certainly cannot be automated!



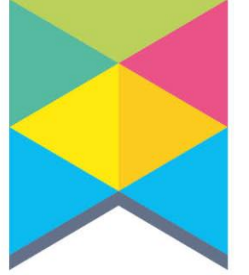
Burden Claxon #1

- In **general**, one StudentCourseSession must be returned to record each year of activity that a student undertakes on a course as part of their Engagement
- A StudentCourseSession associates a Student with the Course that the student is engaging with. **In most cases**, the StudentCourseSession will represent a year of the student's study.



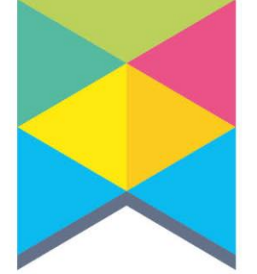
Burden Claxon #2

- The coverage of the record.
- Does it work now?



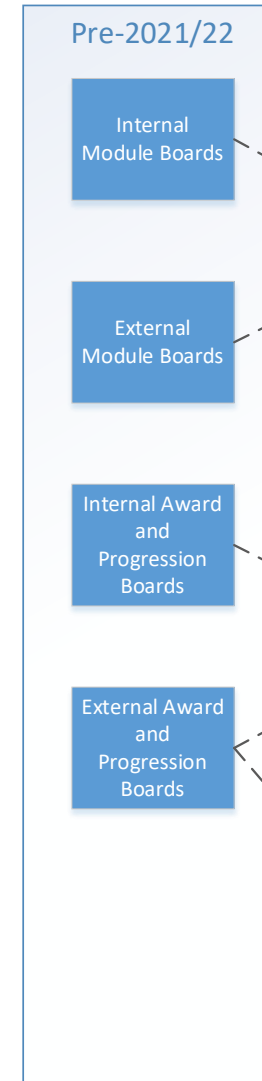
Building on what went before

- CST and MST tasks to capture curriculum data at source
- Student-orientated actions automated and self-serve:
 - Transfers
 - Withdrawals
 - Leave of absences
 - Extensions/extenuating circumstances
 - Personal information



Where to start...

- Our long tails... enrolment and assessment
- With each (at times) lasting several months
- Assessment:
 1. Getting marks
 2. Process marks
 3. Pre-board
 4. Board
 5. Post-board



Prior 2021/22

MODULE BOARDS

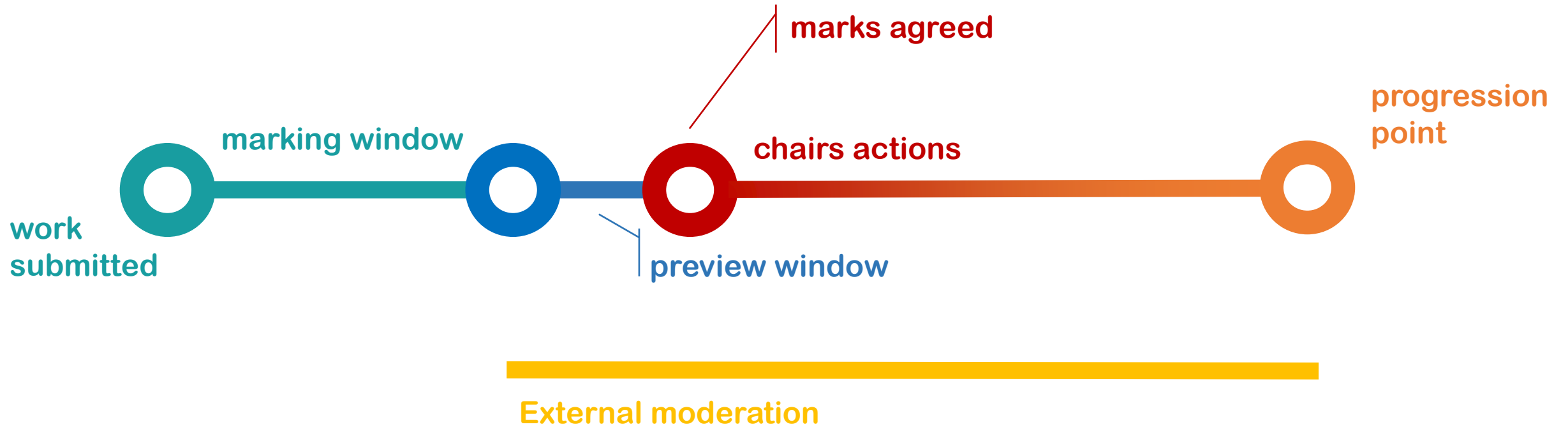
RATIFICATION OF
OUTCOMES

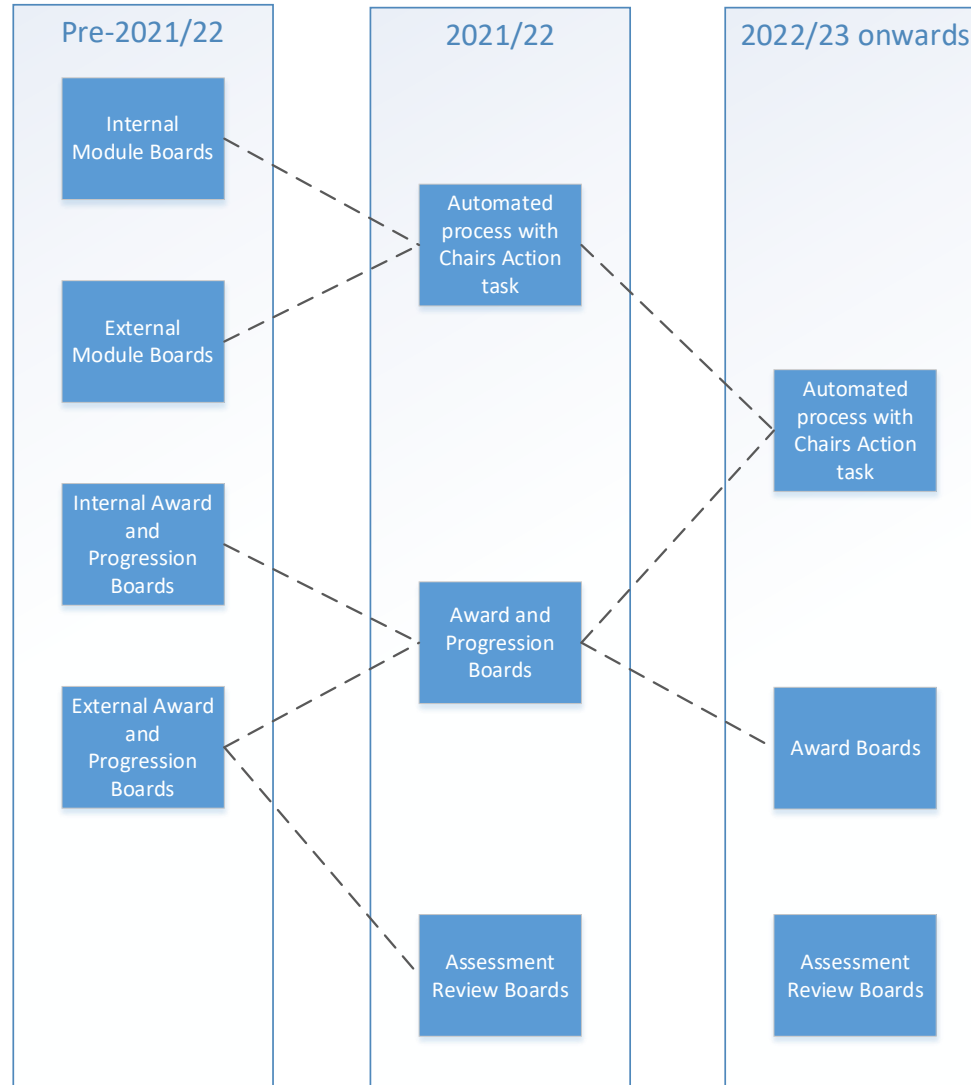
REVIEW OF QUALITY &
STANDARDS

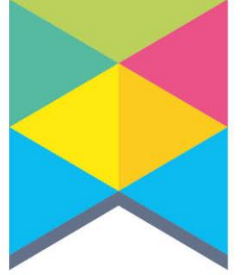
2021/22 onwards

AUTOMATED PROCESS

ASSESSMENT REVIEW
BOARDS

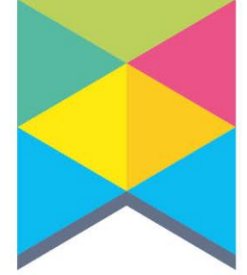






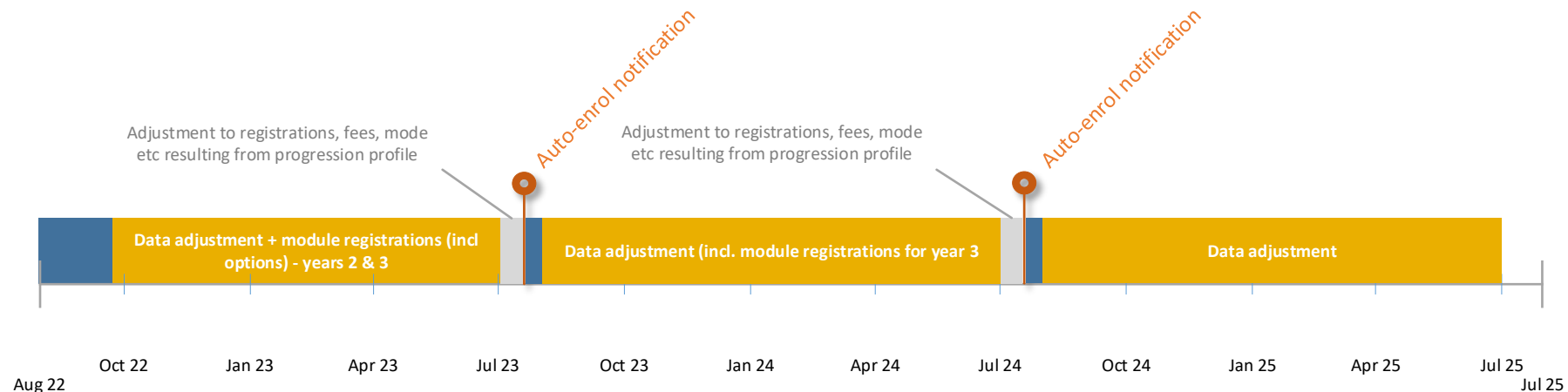
Benefits

- Quicker and more robust data flows
- Timetabling
- Re-enrolment
- Supporting optimisation of metrics
- Freeing up the academic calendar
- Release of staff time (academic and professional services)
- Facilitates an increase to marking windows
- Student experience
- Paves the way of carousel reassessment



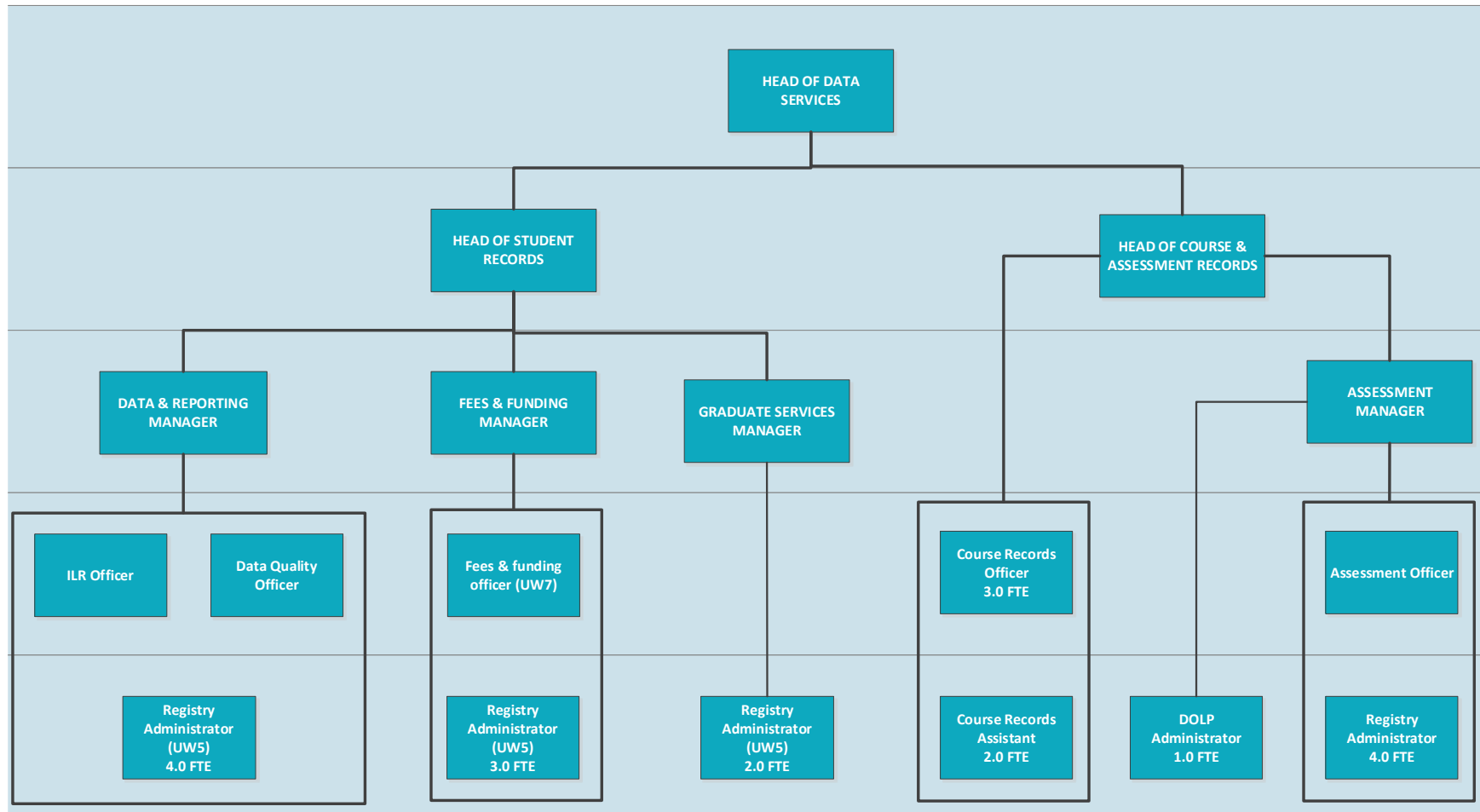
What next?

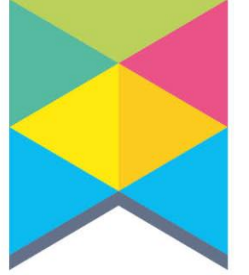
- Why do this? All sorts of reasons, with one of the key drivers being the in-year data submission
- As we automate progression and build comprehensive module selection rules (validation/modification conversation key here), we want to adopt a 'policy renewal' approach
- Progression confirmed – pre-enrolment generated – enrolment pack shared – enrolment confirmed automatically – adjustment and 'cooling off' period



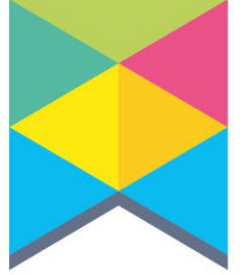


Human resource





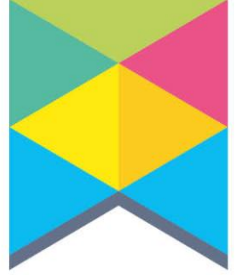
HE Data Reduction Taskforce (HEDRT)



The evolution

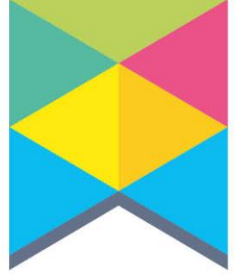


ENTERING A NO TWITTER ZONE



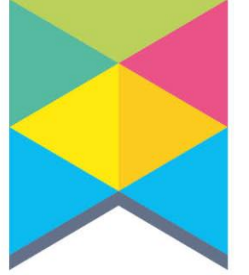
Terms of Reference

1. The HEDRT will bring together a range of stakeholders involved in the reporting and collecting of data about higher education (learning at National Qualifications Framework levels 4 and above) and identify where these processes can be rationalised with the aim of reducing bureaucracy across the sector.
2. This will include understanding the various data collection requirements on higher and further education providers and identify potential areas where those existing requirements could be reduced, removed or reformed. It will particularly focus on duplication of data requests across organisations.
3. Representatives from higher and further education providers and other HE data experts will be invited to provide the Taskforce with relevant evidence to be discussed.
4. The HEDRT will create a formal structure to allow the sharing of knowledge across the sector and encourage both data collectors and reporters to work together to improve the efficiency of data collections, with bureaucracy rationalised and reduced.



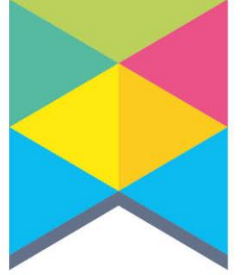
Defining burden

- One person's burden is another person's requirement
- Nevertheless...
 - Volume (yes...but)
 - Duplication (yes...but)...
 - Near duplication (YES!)
 - Poorly defined (YES!)
 - Low yield (yes... kind of)



The strands

1. Governance of data collection
2. Data sharing blockages
3. Definitions
4. Onwards use of data



Final pointless thoughts

- StudentCourseSession will be where the battle for data quality will take place
- Further change is coming
- Focus on the areas that delivers multi-dimension value
- The answers lie with you