

First year – engagement

Staff

- 620+ DMU staff actively engaged 400 academics | 150 other
- 6,400+ DMU staff email communications via the Data
- Over 50 UK overseas partner institutions accounting for 70% of reporting from 2015 to

Students

- 620+ staff attended 25 sessions, 115 academics | 85 others
- 10,000+ DMU staff and students 270+ other sites
- 200+ external (Academy, MTE) – 20+ overseas
- 220+ external (Co-vent) – 100+ external

First few steps

Have data governance with a focus on ethics, data and research
 data and research ethics, data and research ethics (data and research ethics)

Have a data governance policy that is clear, concise and easy to understand
 Have a data governance policy that is clear, concise and easy to understand

Use a range of data governance tools (e.g. OneTrust, TrustArc, etc.)
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Background – previous reporting not fit for purpose

- Unengaged software (2015) – users still
- No central repository – data siloed by faculty
- Multiple reporting IT systems for the purposes
- Data governance – no central repository, no data

Initial reports

- Review of data governance tools (e.g. OneTrust, TrustArc, etc.)
- Review of data governance policy (e.g. OneTrust, TrustArc, etc.)
- Review of data governance tools (e.g. OneTrust, TrustArc, etc.)

Key findings

- Data governance – no central repository, no data
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The key and new – drivers and challenges

Drivers

- Quality assurance reporting requirements
- External demand for data and research ethics
- Internal demand for data and research ethics

Challenges

- Data governance – no central repository, no data
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Use of data within quality management at De Montfort University (DMU)
 Engaging the academic community with helping to shape reporting as part of a redevelopment project

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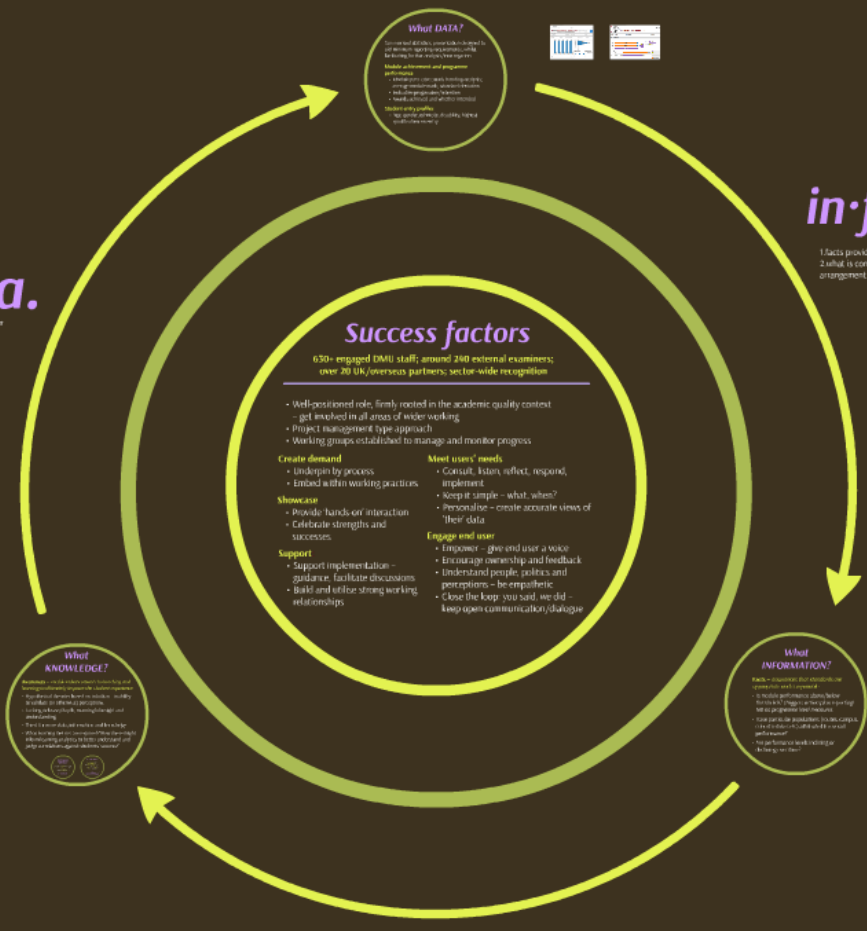


Learning Metrics, Learning Analytics Symposium – TILT (NTU) – December 2015

da·ta.
 Facts and statistics collected together for reference or analysis.

in·for·ma·tion.
 Facts provided or learned about something or someone
 a fact is conveyed or represented by a particular arrangement or sequence of things

FACTS



know·edge.

1. facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject.
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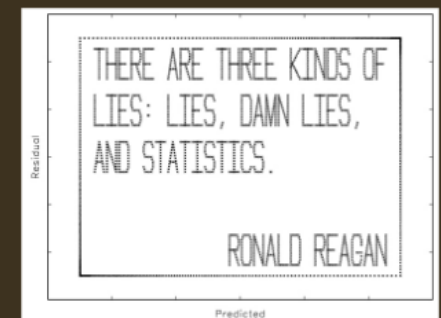
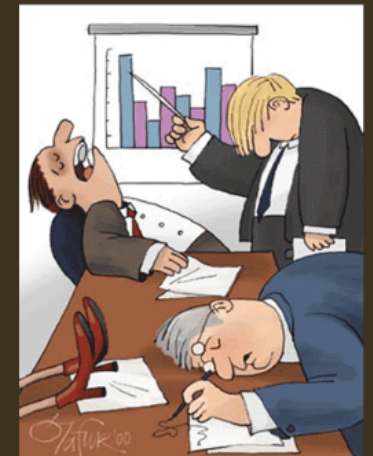
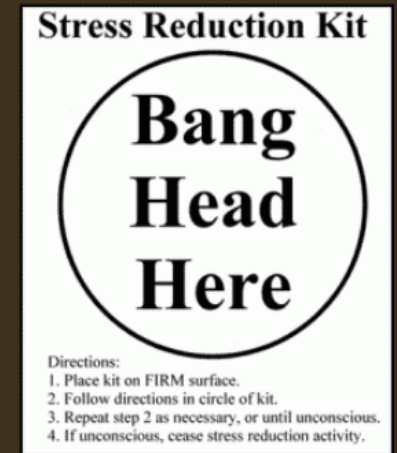


Learning Metrics, Learning Analytics Symposium – TILT (NTU) – December 2015



Background – previous reporting not fit for purpose

- **Unsupported software (10+ years old)**
No internal expertise, out of date technology
- **Mainly suited FT standard UG provision**
Static periodical snapshots, insufficient data
- **Inflexible reports**
Preset hierarchical drilldown structures, inability to view flexible variations
- **Poor working relations**
Inadequate tools necessary to do the job
- **Disengaged users**
Trust and transparency. Confidence in the data.



First few steps

- **New datawarehouse built:** captures, stores and reports against broader dataset. Daily data refresh from 'live' individual student record.
- **New suite of 'one size fits all' reports:** delivered via the university's new reporting software, Tableau. Design enables minimum compliance plus detailed analysis.
- **User Acceptance Testing (UAT) sessions:** test concepts, enable early consultation, gain 'buy-in'. Feedback informed 'real-time' report/datawarehouse modifications.
- **Timeline:** February to October (2014)
- **Resources:** 1x project lead; 1x report developer; 1x data warehouse technician
- **The launch:** IT training workshops, aimed at both admin and academic staff. 30+ sessions delivered, over 1 month, 1 hour long. Timing optimised to fit with monitoring processes (ie Oct).

First year – engagement

Users

- 630+ DMU staff actively engaged: 480 academics | 150 admin
- Approx 240 external examiners use the data
- Over 20 UK/overseas partner institutions accessing data for reporting from 2015/16

Training

- 430+ staff attended 55+ sessions: 315 academics | 115 admin
 - 1st round (Oct 2014) = 30+ sessions, 270+ attendees
 - 2nd round (Aug-Oct 2015) = 25+ sessions, 220+ attendees (170+ intro | 50+ refresher)

Initiatives to engage

Empowering through feedback

- Staff Use Q&A
- Student feedback (2014-15)
- External feedback (2014-15)
- View: 

Data Champions network



- Seeking words for development
- Community of 'super-users'
- We get ourselves forward

Peer endorsement

- Encouraged a third scheme

Initiatives to engage

Empowering through feedback

- Real-time Q&A
- Written feedback (70% fed back)
 - informed future enhancements
- Vote:  or 

'Data champions network'

- Sounding boards for developments
- Community of 'super-users'
- 60+ put themselves forward

Peer endorsement

- 'Recommend a friend' scheme

What DATA?

Summarised statistics, presentation designed to aid minimum reporting requirements, whilst facilitating further analysis/interrogation

Module achievement and programme performance

- Module pass rates; mark banding analysis; average module mark; standard deviation
- Indicative progression/retention
- Awards achieved and whether intended

Student entry profiles

- Age, gender, ethnicity, disability, highest qualification on entry

Detailed overview Breakdown



Individual programme performance - detailed overview (e.g. PEPs)

Progression/retention and awards indicators and awards achieved summary

Best viewed for a single programme for an overview in the Programme Enhancement Plan (PEP)



Select your programme

Select faculty of programme

(All)

Select programme

(Multiple values)

Academic year

2013/14

Select specific populations

Select level

(All)

Select cohort

n/a

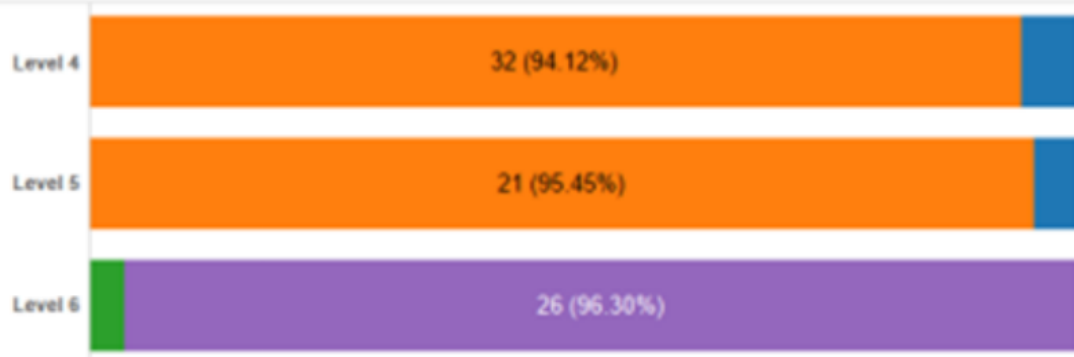
Select campus

DMU Leicester

Select mode of study

(All)

Progression/retention indicator as at 19/02/2015



Awards achieved



Award summary

| | | |
|-----------|------|-------------|
| Bachelors | 1st | 3 (10.34%) |
| | 2:1 | 20 (68.97%) |
| | 2:2 | 3 (10.34%) |
| Cert HE | Pass | 3 (10.34%) |

Progression grouping and awards

| | | | |
|---------|----------------|-----------|-------------|
| Level 4 | Interim/Leave | Cert HE | 2 (5.88%) |
| | Proceed | | 32 (94.12%) |
| Level 5 | Interim/Leave | Cert HE | 1 (4.55%) |
| | Proceed | | 21 (95.45%) |
| Level 6 | Intended Award | Bachelors | 26 (96.30%) |
| | Interrupt | | 1 (3.70%) |

Award summary chart key

- Intended Award
- Interim/Leave

Progression grouping chart key

- Intended Award
- Neither retained nor progressed
- Retained and progressed
- Retained but not progressed

What INFORMATION?

Facts – *assurances that standards are appropriate and comparable*

- Is module performance above/below thresholds? (*triggers action plan reporting*)
NB no programme level measures
- Have particular populations (routes, campus, cohort intakes etc) attributed to overall performance?
- Are performance levels inclining or declining over time?

knowl·edge.



- 1.facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject
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What KNOWLEDGE?

Awareness – enable enhancements to teaching and learning to ultimately improve the student experience

- Hypothetical theories based on intuition – inability to validate (or otherwise) perceptions
- Lacking richness/depth, meaningful insight and understanding
- Thirst for more data, information and knowledge
- What learning metrics are required? How these might inform learning analytics to better understand and judge correlations against students' success?

*The more you know,
the more you know
you don't know*

*"You have given us a BIG Christmas present
and it will take us MONTHS to unwrap it all"*

*"Too MIND BLOWING
to think about IMPROVEMENT"*

*... A little knowledge
is a dangerous thing ...*

Ignorance is bliss ...

*"Seems like I HAVE to know this,
I DON'T WANT TO.
So I'M NOT WANTING TO know this.
Tell me WHY I might want to know this.
As far as I know I ONLY need it
to get ONE number on a ONE form.
Given my lack of motivation
I was pleased with the session."*

*... This mentality holds no place with
the changing quality landscape ...*

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What DATA?
Standard statistics presentation designed to aid interpretation of requirements, which includes by nature and by design:
Multi achievement and programme performance
• Most by process, not by faculty and vice versa
• Average marks in work - standard deviation
• Faculty in programme in relation
• Overall achieved marks for a level
Student entry profile
• Age, gender, ethnicity, disability, higher and lower entry



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Success factors

630+ engaged DMU staff; around 240 external examiners;
over 20 UK/overseas partners; sector-wide recognition

- Well-positioned role, firmly rooted in the academic quality context – get involved in all areas of wider working
- Project management type approach
- Working groups established to manage and monitor progress

Create demand

- Underpin by process
- Embed within working practices

Showcase

- Provide 'hands on' interaction
- Celebrate strengths and successes

Support

- Support implementation – guidance, facilitate discussions
- Build and utilise strong working relationships

Meet users' needs

- Consult, listen, reflect, respond, implement
- Keep it simple – what, when?
- Personalise – create accurate views of 'their' data

Engage end user

- Empower – give end user a voice
- Encourage ownership and feedback
- Understand people, politics and perceptions – be empathetic
- Close the loop: you said, we did – keep open communication/dialogue

What KNOWLEDGE?
Awareness – made unconscious to conscious and seeing to actively improve the student experience
• Model of the theories behind the situation – what is transferable to other areas/programmes
• Linking evidence both meaningful insight and value-adding
• Focus for immediate, operational and knowledge
• What learning activities are required? How do you get it into learning, evidence to better understand and why, consider age and students' needs!

What INFORMATION?
Facts – occurrences that stand out one opportunity and opportunity
• Example performance data below threshold? Degree sector plan reporting MB as programme level measure
• Have particular preconditions (inputs, context, culture issues) not related to overall performance?
• Are performance levels reducing or increasing over time?

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The here and now - drivers and challenges

Drivers

Internal:

- Quality monitoring reporting requirements
- User demand for additional data/more refined viewpoints

External:

- Focus on public information/data
- Reviews/audits - increased emphasis on data

Challenges

- Data issues: accurate/robust? (user confidence); understanding/interpretation; timeliness (internal/external differences); availability
- Concept/process issues: acceptance of measures applied/introduction of new ones
- Technical/resources: human resources; systems/IT