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UK & Ireland Higher Education Institutional Research Annual Conference (HEIR) 2018

RCSI, Dublin, Ireland
20th – 21st September 2018

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DEAN'S WELCOME

- Technology, big data and the future of higher education
- Measuring and driving performance and institutional reputation
- Students of the future
- Policy and the higher education environment

Welcome to RCSI. We are delighted to host the 11th annual HEIR Conference entitled **"The Changing Landscape of Higher Education – Challenges and Opportunities for Institutional Research"**.

The HEIR conference brings together a community of higher education professionals with an interest in using or providing information and analysis to inform institutional planning, policy formation and decision-making. Their roles often encompass institutional data and research that is used to inform HEI decision-making in the areas of strategic planning, teaching and learning, quality, institutional performance and institutional effectiveness.

In the modern world where data and information is central to management decision making at all levels it is important to focus on the permanently changing landscapes and foresee and adjust to challenges and opportunities. This year the HEIR conference will focus on four tracks highlighting the way in which data analysis and evidenced based decision making play an important role in strategic planning for higher education institutions:

The two day conference includes international guest speakers who will share their experiences and reflect on the future role of institutional research in higher education from varying perspectives.

We welcome delegates from over fifty institutions and ten countries from a range of professional and academic backgrounds across the UK, Ireland and internationally. Our conference sponsors will engage with delegates to enhance the networking and professional engagement experience.

We hope that this will be another enjoyable and fruitful international event with opportunity for face-to-face, formal and informal interaction with colleagues and peers across the higher education sector.

Professor Hannah McGee
Dean, Faculty of Medicine
& Health Sciences

WELCOME BY THE MINISTER OF STATE FOR HIGHER EDUCATION

The annual conference of the UK & Ireland Higher Education Institutional Research (HEIR) Network has become a significant event on the international higher education calendar. I am pleased to have an opportunity to open this year's event aimed at a multi-disciplinary audience of higher education professionals striving to enhance the quality and performance of institutions in our sector through data analytics, planning and informed decision making. I welcome the delegates and speakers who have travelled from around Ireland, the UK, and internationally to attend this conference.

Higher Education Institutions (HEIs) in Ireland and the UK have long been recognised internationally for their high-quality educational offerings. However, it is critical that all HEIs evolve to meet the challenges of a rapidly changing global educational landscape with an increasingly internationalised generation of students and staff. It is imperative that institutional planning, policy formation and decision-making is driven by robust research.

This year's conference theme, "The Changing Landscape of Higher Education – Challenges and Opportunities for Institutional Research" will explore institutional research from a multitude of perspectives through an impressive portfolio of abstract submissions and keynote presentations.

The experts in higher education that are gathered here are thought leaders in their field and this conference offers a significant platform for discussion and debate on common challenges and opportunities.

Collaboration and networking with peers in the sector is critical to driving enhancements for the future of higher education and I commend all of you for sustaining this important network which is now in its 11th year.

I hope you enjoy your visit to our capital city and enjoy some of its hospitality.

Guím gach rath ar obair na comhdhála.

Mary Mitchell O'Connor TD

Minister of State for Higher Education

BIOGRAPHIES OF KEYNOTE SPEAKERS

LOUISE SIMPSON

Louise Simpson is co-founding Director of The Knowledge Partnership UK, and Director of The World 100 Reputation Network. Louise is an expert in higher education communications and branding, leading research for many universities and government bodies in the UK, Ireland, Japan and Europe. Before becoming a consultant, she was Director of Communications at the University of Cambridge.

Title: Winning the reputation game, how to make the most of ranking and brand amplification to get ahead on the global stage

Despite universities living in an actively changing communications world, and facing new threats from the higher education landscape, their attitude to brand and reputation has been fairly passive and unco-ordinated since the first communications and marketing departments were set up around thirty years ago. Reputation drifts between leadership teams and professionals dispersed across the faculties and centres, often lacking direction and resource. Universities fail to get behind strong messages or agree brand differentiation and there is still very little attempt to identify critical audiences. With looming marketing pressures, managing reputation through rankings, differentiation and creative communications has never been more pressing, and the rewards never so great for getting it right. Louise Simpson will look at keys areas that should be the priority for every institution – offering some examples of best practice, as well as the research that underpins the need for winning the reputation game.

BIOGRAPHIES OF KEYNOTE SPEAKERS

PROFESSOR DAVID GIBSON

Professor David Gibson is Director of Learning Futures at Curtin University in Australia and UNESCO Chair of Data Science in Higher Education Learning and Teaching. Professor Gibson provides thought leadership as a researcher, professor, learning scientist and innovator. He consults with project and system leaders, formulates strategies, and helps people articulate their vision for innovation; then helps connect people with the resources needed to fulfill their aspirations. His research extends from learning analytics, complex systems analysis and modeling of education to application of complexity via games and simulations in teacher education, web applications and the future of learning.

Title: Developing Data Science Capacity for the Future of Institutional Research and Planning in Higher Education

Data science capacity in institutional research is a team sport. No one person can embody all the domain, technical, and research knowledge and skills required to collect, analyze and interpret information for the full range of analysis purposes, which include describing, diagnosing, predicting and prescribing. Teams are needed to continuously address the full range of higher education learning, teaching, research and operations. This implies that we need to cultivate and support individual mastery within team learning organizations to assist people in creating and maintaining a shared vision, uncovering each other's mental models of how the system works and developing systems models that make explicit how things actually do work. The underlying mind shift, theories and methods of data science are part of the 4th (or is it the 5th) scientific revolution. The world has moved well-past the initial scientific and industrial revolutions and is rapidly moving beyond the information age. Where does this leave institutional and planning teams in higher education? This talk aims to set a stage for thinking about many of the arising issues.

PROFESSOR FERDINAND VON PRONDZYNSKI

Professor Ferdinand von Prondzynski is Emeritus Professor, Robert Gordon University. Professor Ferdinand von Prondzynski was Principal and Vice-Chancellor of the Robert Gordon University, Aberdeen between 2011 and 2018. He is a graduate of Trinity College Dublin (BA, LLB) and the University of Cambridge (PhD). Between 1980 and 1990 he was a Lecturer in the School of Business Studies, Trinity College Dublin, and was a Fellow of the College from 1987. Between 1990 and 2000 he was Professor of Law in the University of Hull, England. In July 2000 he became President of Dublin City University, ending his 10-year term in 2010. While President of DCU, Professor von Prondzynski was a non-executive director of a number of companies, and was a Government-appointed member of Ireland's National Competitiveness Council between 2002 and 2011. He was also appointed by the Irish Government to the US-Ireland R&D Partnership. Professor von Prondzynski took up his role as Principal and Vice- Chancellor of Robert Gordon University in March 2011. In 2011 the Scottish Government appointed Professor von Prondzynski to chair a review of higher education governance in Scotland. The report was submitted in January 2012 and was the basis for the Higher Education Governance (Scotland) Act 2016.

Professor von Prondzynski was Convener of the Research and Knowledge Exchange Committee of Universities Scotland. He is a Director of Opportunity North East (ONE). In 2013 he was invited to join Aberdeen City Council's City Centre Regeneration Board. He is a non-executive director of the world's largest e-learning company, New Hampshire-based Skillsoft. Professor von Prondzynski is a Member of the Royal Irish Academy.

Title: Institutional Research & Planning: a vital resource for higher education strategy – a leadership perspective from the UK, Ireland and Scotland.

Over the past 30 years or so, the regulatory environment for universities in these islands has changed radically, requiring institutions to accept accountability for a large number of quality, financial and governance matters. This has created significant burdens, but has also increased dramatically the need for reliable and up-to-date data and metrics, as well as comparative information across sectors and jurisdictions.

Strategic planning takes place in this setting, and is now often driven by the demands of the state and its agencies to address politically-inspired performance targets and achieve outcomes. This has placed institutional research at the heart of strategic leadership, and has changed the relationship between institutional researchers and university leaders.

I shall explore the implications of these changes, and what it may mean for the future development of institutional research and how it needs to be resourced.

CONFERENCE TRACKS

1	**TECHNOLOGY, BIG DATA AND THE FUTURE OF HIGHER EDUCATION** The use of data in higher education is increasingly driving operations and decision making. Big data, learning analytics, technology enhanced learning and open/self-directed learning are all areas of increased interest and developing rapidly. HEIR 2018 will explore current trends, systems and stories relating to this contemporary theme.
2	**MEASURING AND DRIVING PERFORMANCE AND INSTITUTIONAL REPUTATION** Higher education institutional performance is seen through many lenses including world rankings, teaching and research excellence frameworks, government agencies, longitudinal studies and subjective analysis. HEIR 2018 will explore current trends in institutional performance including qualitative, quantitative and subjective analysis such as reputation. In particular the impact this has for institutional research and practice and the role of professionals involved in processing data supporting institutional performance.
3	**STUDENTS OF THE FUTURE** Students are the heart of every University. What are the needs of the next generation of students and how will these be facilitated? How can we measure and plan for enhancing the student experience? HEIR 2018 will explore student expectations and trends such as personalised learning, extra-curricular initiatives, student mobility, graduate attributes, digital skills and the digital workplace, cultural diversity, equality and inclusion, the 'student lifecycle' (e.g. widening access, retention, progression, attainment, employability), social/economic factors and the impact on strategic planning and information needs.
4	**POLICY AND THE HIGHER EDUCATION ENVIRONMENT** The external environment drives organisational change and the need for constant reflection and renewal. HEIR 2018 will explore political and economic factors impacting on higher education in the UK, Ireland and internationally, including themes such as Brexit, populism (changing attitudes towards 'experts' and 'evidence'), international engagement & collaboration, 'The Third Mission' (knowledge transfer/societal impact), HEI Policy developments (e.g. funding) and general horizon scanning.

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PROGRAMME

Colour	Strand
Dark navy	Technology, big data and the future of higher education
Light blue	Measuring and driving performance and institutional reputation
Yellow	Students of the future
Green	Policy and the Higher Education Environment

WEDNESDAY 19TH SEPTEMBER 2018

Time	
19.00	Welcome Reception , O'Donoghue's Bar, 15 Merrion Row, Dublin 2 (odonoghues.ie) Kindly sponsored by Achievability

DAY 1: THURSDAY 20TH SEPTEMBER 2018

Time	
09.00 – 09.30	Registration & Networking
09.30 – 09.40	Welcome & Introduction: Marthie Cronje (Chair, HEIR Planning Group), Deputy Head of Institutional Research, University of Southampton, UK
09.45 – 10.00	Opening address: Mary Mitchell O'Connor T.D., Minister for Higher Education
10.00 – 11.00	**Keynote Speaker – Ms. Louise Simpson, W100 Network and Knowledge Partnership** **Title: Winning the Reputation Game. How to make the most of rankings and brand amplification to get ahead on the global stage.** **Chair: Prof. Hannah McGee, Dean of the Faculty of Medicine & Health Sciences, RCSI**
11.05 – 11.30	Refreshments

Time	TUTORIAL ROOM 1	TUTORIAL ROOM 2	TUTORIAL ROOM 3	TUTORIAL ROOM 4
11.30 -11.55	Session 1A Learning Analytics for Curriculum Review - the P-MAI model Christine Armatas, Associate Director Educational Development, The Hong Kong Polytechnic University	Session 1B Publishing or perishing? Reappraising the institutional higher education journal, Virendra Mistry, Academic Practice Developer, Liverpool John Moores University	Session 1C Students' Perception of Digitalisation in German Computer Sciences Programmes Cort-Denis Hachmeister, Senior Expert Data Analysis, CHE Centre for Higher Education	Session 1D Investigating validity and reliability of virtual patient simulations for self-directed learning and assessment in the medical consultation Catherine Bruen, Technology Enhanced Learning Manager, Health Professions Education Centre, RCSI
12.00 – 12.25	Session 2A Reflective case study: Data driven operation logbook - a new approach to logging operations & evidence based post allocations using Business Intelligence Donncha Ryan, Lead Technology Officer, Surgical Affairs, RCSI Fintan Guihen, Database Administrator, IT, RCSI	Session 2B What are the success rates of mechanical engineering (bachelor) students in Germany's HEIs? Marita McGrory, Researcher, Europa-Universität Flensburg	Session 2C Responding to the Student Voice: Developing evidence-based principles of practice through the Scottish Enhancement Theme William Hasty, Quality and Enhancement Specialist, QAA Scotland	Session 2D Should employers be asked to fund Higher Education? Deirdre Lillis, Head of Computer Science, Dublin Institute of Technology
12.30 - 12.50	DXC Technology will transform how you think, design and deliver to thrive on change "Digital Transformation"			
13.00 – 14.00	Lunch (optional tour of RCSI Experiential Learning & Simulation Centre)			

Time	STRAND 1	STRAND 2	STRAND 3	STRAND 4
14.00-14.25	Session 3A Learning Analytics in Ireland - A National Approach Lee O'Farrell, DESSI National Coordinator, National Forum for Teaching and Learning	Session 3B Understanding, Monitoring and Improving University Performance through Matrix of Metrics Dr Charles Ellul, De Montfort University Ahmed Esat, De Montfort University	Session 3C Future Proofing Changes in Pedagogy Jon Issberner, Associate Dean of Science, University of St Andrews	Session 3D Universities: Places of Learning but not Learning Organisations? Developing an Institutional Memory Bank to support a Network of Communities of Practice. Penny Haughan, PVC Student Life and Learning, Liverpool Hope University
14.30 – 14.55	Session 4A/5A Workshop How Do You Facilitate Balanced-Examination? Different Attitudes towards Data and Change	Session 4B Finding the "correct" lenses through which to explore student experiences of higher education Sean O'Reilly, Project Manager, Irish Survey of Student Engagement; Oisín Hassan, Vice-President for Academic Affairs, Union of Students in Ireland	Session 4C What are the international students' success rates in Germany's Institutes of Higher Education? How do international students compare to German students in Economics and Business degrees? Marita McGrory, Researcher, Europa-Universitat Flensburg	Session 4D Differentiating diversity: Grasping the complexity of socio-culturally disadvantaged groups amongst students in higher education Tom Bekers, Education & diversity policy officer, KU Leuven Jeroen De Keyser, Education policy officer, KU Leuven
15.00 – 15.25	Hirosuke Honda, Director of Institutional Research and Assessment, University of Maine at Augusta	Session 5B Measuring and driving research performance using an ouput-based funding model Liam Cleere, Senior Manager, Research Analytics and Reporting, University College Dublin	Session 5C Enhancing by committee research group Harriet Dunbar-Morris, Associate Pro Vice-Chancellor, University of Portsmouth	Session 5D The development of Government policy tools, social perceptions of higher education and the effect on institutional autonomy Rhiannon Birch, Director of Planning and Insight, University of Sheffield
15.30 – 16.00	Refreshments & Networking			
16.00 – 17.00	**Keynote Speaker – Professor David Gibson, UNESCO Chair of Data Science and Director of Learning Futures, Curtin University, Australia** **Title: Developing Data Science Capacity for the Future of Institutional Research and Planning in Higher Education** **Chair: Mr. Justin Ralph, Chief Technology Officer, RCSI**			
17.00	Close			
18.30	Drinks Reception (RCSI Boardroom)			
19.00	Conference Dinner (RCSI College Hall)			

DAY 2: FRIDAY 21ST SEPTEMBER 2018

Legend:
- **Technology, big data and the future of higher education** (dark blue)
- **Measuring and driving performance and institutional reputation** (light blue)
- **Students of the future** (yellow)
- **Policy and the Higher Education Environment** (green)

Time	TUTORIAL ROOM 1	TUTORIAL ROOM 2	TUTORIAL ROOM 3	TUTORIAL ROOM 4
09.00 – 09.30	Registration & Networking			
09.30 – 09.40	Welcome & Introduction			
09.40 – 10.40	Keynote Speaker – Ferdinand von Prondzynski, Principal, Robert Gordon University (RGU), Aberdeen and former President, Dublin City University (DCU) Title: Institutional Research & Planning: a vital resource for higher education strategy – a leadership perspective from the UK, Ireland and Scotland Chair: Ms. Aoife Flanagan, Head of Institutional Research and Planning, RCSI			
10.40 – 11.00	Refreshments			
11.00 – 11.30	Session 6A An institutional and sector-wide approach to implementing learning analytics Ainsley Hainey, Education & Learning Analyst, University of Strathclyde	Session 6B A history of UK league tables and their influence on university reputation Matt Hiely-Rayner, Director of Strategic Planning & Data Insight, Kingston University	Session 6C Life on the Academic Front-Line Kelly Hand, Head of Quality Operations, Edge Hill University Kelly Hand, Head of Quality Operations, Edge Hill University	Session 6D Student Experiences of institutional consolidation: Merging cultures, managing expectations Aisling McKenna, Director, Quality Promotion and Institutional Research, Dublin City University Karen Johnston, Institutional Research & Analysis Officer, Dublin City University
11.30 – 12.00	Session 7A Rise of the Machines: Text Mining Survey Comments Alicia Betsinger, Associate Provost, Dartmouth College	Session 7B Inclusion of first year results in calculation of GPA - deliterious to widening participation students? Ian Scott, Associate dean Student experience, Oxford Brookes University	Session 7C Ancient Enterprise Alexander Griffiths, Academic Policy Officer (Taught Degrees), University of St Andrews	Session 7D Unintended Consequences of Sleeping with an Elephant Claire Carney, Assoc Vice Principal (Education), University of the West of Scotland
12.00 – 12.30	Session 8A Enhancing retention interventions with predictive analytics Andy Jaffrey, Head of the Office for Digital Learning, Ulster University	Session 8B Driving institutional enhancement activity in partnership with our students Kirsty Campbell, Analytics and Partnership Lead, Robert Gordon University	Session 8C Comparing module level experience of postgraduate and undergraduate students: are their perceptions and priorities different? Elena Zaitseva, Academic Research and Development Officer, Liverpool John Moores University	Session 8D Various Institutional Research Activities in the UK and Ireland: Survey Results Hirosuke Honda, Director of Institutional Research and Assessment, University of Maine at Augusta
12.30 - 13.30	Lunch			
13.30 - 14.25	9A Workshop Transforming universities through use of management analytics: The 'Coventry Way' Christine Broughan, Professor of Higher Education, Coventry University	9B Workshop Designing an institutional research framework at the institutional level: concepts, principles and perspectives Steve Woodfield, Associate Professor Institutional Research Matt Hiely-Rayner Director of Strategic Planning & Data Insight Eglė Butt, Planning Officer (Institutional Research) Strategic Planning & Data Insight. Kingston University	9C Workshop An Exploration of the Nature of Personal Engagement in Research Work in Institutes of Technology in Ireland (SPaRC) Anne Graham Cagney, Senior Lecturer, Waterford Institute of Technology	Session 9D Breakout space
14.30 – 15.00	Session 10/11A Workshop How Do You Facilitate Group Dynamics? Data, Decision, and Disagreement	Session 10B Out of the Morgue and onto the Operating Table: Analytics for Strategic Challenges Alicia Betsinger, Associate Provost, Dartmouth College	Session 10C/11C Workshop You don't fatten a pig by weighing it: The ethics of using learner analytics in Higher Education Institutions	Session 10D The research environment and high quality research - an enhancement led research evaluation at a Swedish university Asa Kettis, Director Quality Enhancement, Uppsala University
15.00 -15.30	Hirosuke Honda, Director of Institutional Research and Assessment, University of Maine at Augsuta		Christine Broughan, Professor of Higher Education, Coventry University	
15.30 – 15.40	**Mr. Eric Bohms, Achievability HEIR 2018 Evaluation Survey**			
15.40 – 15.50	**Dr Phil Gravestock, Dean of the College of Learning and Teaching , University of Wolverhampton Introduction to HEIR 2019 Chair: Ms. Aoife Flanagan, Head of Institutional Research and Planning, RCSI**			
15.50 – 16.00	Closing Remarks (HEIR Network Chair)			
Close				

ABSTRACTS

SESSION 1A

Christine Armatas, Associate Director Educational Development, The Hong Kong Polytechnic University
Learning Analytics for Curriculum Review - the P-MAI model

Learning analytics (LA) for curriculum review holds much promise (Mendez, Ochoa & Chiluiza, 2014). Our LA-based curriculum review model (P-MAI) has four stages. The first is "Preparation" where the review scope is defined. The second is "Mapping" where data and analyses are linked to review questions, while in the third phase, "Analysis", data is analysed, visualized and interpreted to address review questions. "Implementation" is the final phase where reports are generated to provide evidence for curriculum change. Case studies illustrate the model's application and its benefits beyond traditional curriculum review methods. Questions we have addressed using the P-MAI model include whether the difficulty level of a program is appropriate, what the relationships between subjects are in respect to difficulty and student satisfaction and whether there are differences between cohorts. The LA component has included a range of analysis techniques with visualisations to aid interpretation. Feedback on the model indicates it's usefulness for confirming issues previously identified, as well as providing additional insights for formulating program changes. However, while many of the analyses provide useful and actionable insights, they require specialist skills to conduct. Some progress has been made towards addressing this challenge through development of a prototype curriculum review LA tool which can be used to conduct curriculum review using the P-MAI model independently.

Mendez, G., Ochoa, X & Chiluiza, K. (2014). Techniques for data-drive curriculum analysis. In LAK '14 Proceedings of the Fourth International Conference on Learning Analytics And Knowledge. Indianapolis, USA. (pp. 148-157).

SESSION 2A

Donncha Ryan, Lead Technology Officer, Surgical Affairs, RCSI
Fintan Guihen, Database Administrator, IT, RCSI

Reflective case study: Data driven operation logbook - a new approach to logging operations & evidence based post allocations using Business Intelligence

In July 2018 RCSI launched a new operative logging software for Core Surgical Trainees. This presentation discusses why this was developed, and where it will be in the future.

Up until 2014, when a trainee would come in for their 6 month appraisal, they would present to the assessor a printout of their operative logbook. Fast or meaningful analysis of this was next to impossible. If the logbook tuned out to be less than satisfactory, the trainee had already completed the 6 month post and it was too late. The new system introduced change this completely. Every night, a copy of the logbook database was made and a computer engine would analyze each operation assigning a score to it. This provided a way to represent your operative experience as a single score and allow comparison between trainees. It was now possible for trainees and trainers to see on a day by day basis how they were doing.

In 2017, a number of factors including Brexit, mobile phone usage and need for a system closely aligned with Core Surgical Training meant that the best option was to create an in-house system for logging, scoring and reporting on the trainee's operative experience.

RCSI had looked at many data analysis tools such as Tableau, Watson Data and Power BI and was aware that Power BI was a clear leader for the purposes required for training. With this in mind, the design of the data system was such that the entire data set was purpose built to feed a powerful Business Intelligence reporting software (Power BI).

By bringing the system in-house, it was possible to log the training post with the operation. This allows for real time comparison of training posts, and as the data set grows larger, two things will be possible – comparison and ranking of training posts and the creation or improvement of training posts based on evidence as opposed to word of mouth. The time is now for making business decisions that are heavily supported and influenced by business data.

There is more to do that will be discussed in terms of the use of the data to drive trainer and trainee behavior and responses. Data this complex is often difficult to view over time but this system is aiming to do exactly that. Trainees have more control over their own training and can be proactive and responsive.

Other topics in this presentation are: Brexit and GDPR's impact on data collection and use, successful delivery of a non-full time project and the challenge of rollout and communication in a high traffic system

SESSION 3A

Lee O'Farrell, DESSI National Coordinator, National Forum for Teaching and Learning
Learning Analytics in Ireland - A National Approach

In November 2017, Ireland's for Higher Education, Minister Mary Mitchell O'Connor TD, launched ORLA (Online Resource for Learning Analytics), the National Forum for the Enhancement of Teaching and Learning in Higher Education's open access suite of guides and case studies designed to help Irish HEIs and Lecturers to get the best value out of their learner data. Topics covered include policy development, potential data sources, existing resources in institutional VLEs and guidance on the GDPR. ORLA also includes 16 case studies on how lecturers around the country are currently using data to support students and enhance their teaching. The development of these resources was guided and overseen by over sixty lecturers, students, IT staff, educational developers, learning technologists, student advisors and librarians from throughout the sector.

Through researching and creating these resources, we developed a keen understanding of many of the opportunities that Learning Analytics can provide as well as many of the challenges that HEIs can face in making the most of this data. To this end, we established DESSI (Data-Enabled Student Success Initiative), through which we are providing support to institutions as they develop informed, sustainable and effective strategies for using learner data to support student success. We are currently working with 18 Universities, IoTs and Private Colleges around the country.

This presentation will introduce the resources that are available in ORLA as well as providing an overview of the supports we are developing through DESSI. We will also look at some of the factors that we have identified as being critical to the development of Learning Analytics strategies that successfully achieve real benefits for students.

SESSION 4A/5A

Hirosuke Honda Director of Institutional Research and Assessment
University of Maine at Augusta

Workshop: How Do You Facilitate Balanced-Examination?
Different Attitudes towards Data and Change

Steve Woodfield Associate Professor (Institutional Research) Kingston University

Introduction

A report often invites different interpretations and reactions amongst campus stakeholders in the field of strategic planning, educational development, quality assurance and institutional research (IR). This workshop will present an analytical framework on different attitudes towards data and change. Participants will form small groups to analyse situations at their higher education institutions (HEIs) and exchange strategies to facilitate balanced-examination.

Analytical Framework

The horizontal (X) axis identifies the attitude toward change, ranging from "unwilling to change" on the left to "willing to change" on the right. The vertical (Y) axis characterizes the nature of evidence, varying between "empirical evidence" at the top and "anecdotal evidence" at the bottom (Figure 1).
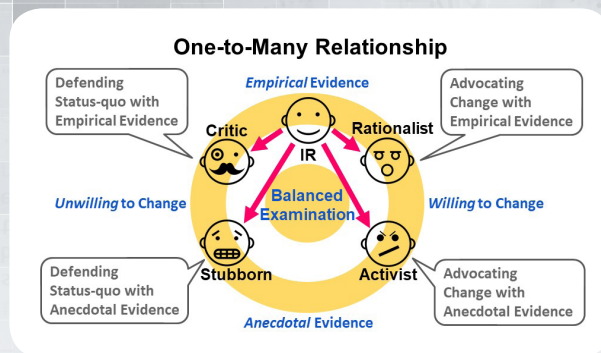
Figure 1. IR staff reach out various stakeholders to work towards balanced-examination

Workshop Outline

1. Introduction: The facilitators will explain the four-quadrant framework.
2. Exercise I: Participants will apply the framework to analyse current situations at their HEIs.
3. Exercise II: Participants will strategise how they facilitate balanced-examination over a decision item.
4. Group Discussion: Participants will exchange their work from Exercise I and II and provide feedback on one another.

SESSION 6A

Ainsley Hainey, Education & Learning Analyst, University of Strathclyde
An institutional and sector-wide approach to implementing learning analytics

Higher education institutions urgently require policies and strategies for the implementation of the use of learning analytics. Collaborating in research with the Supporting Higher Education to Integrate Learning Analytics (SHEILA) Project, the RAPID Outcome Mapping Approach (ROMA) provided a framework for developing a policy for wide-scale institutional adoption of learning analytics, after an initial exploratory piloting process. This piloting process consisted of the use of learning analytics in five diverse classes across all four faculties, capturing evidence of impact on learning, teaching and student success. This evidence, combined with a wide range of literature, was used to develop the institutional strategy.

Additionally, the Quality Assurance Agency for Higher Education, Scotland's (QAA) current Enhancement Theme, Evidence for Enhancement: Improving the Student Experience, has provided a platform to engage with the Scottish HE sector in learning analytics. Through hosting two workshops, we have advanced the understanding and highlighted the sector needs in this area. By providing recommendations to QAA on the areas requiring further understanding, this will be taken forward by collaborative clusters of institutions. This work will be disseminated to and is for the benefit of the whole Scottish sector. In this paper, our institutional ROMA and piloting process will be discussed, in addition to the Scottish sector priorities for learning analytics.

SESSION 7A
Alicia Betsinger, Associate Provost, Dartmouth College
Rise of the Machines: Text Mining Survey Comments

Survey comments and the subsequent qualitative analysis process has vexed institutional researchers for decades. Processing and presenting the quantitative survey items has always been easier and quicker than the open-ended comments. Most IR offices don't have the bandwidth to do much beyond simple word counts or word clouds. The rise of machine learning and natural language algorithms is a new frontier for IR professionals, one which we should embrace since this additional context is often very helpful to painting a more complete picture of survey results.

SESSION 8A
Andy Jaffrey, Head of the Office for Digital Learning, Ulster University
Enhancing retention interventions with predictive analytics

Ulster University is piloting Blackboard Predict (Predict), a predictive analytics solution which uses historical student data and outcomes to identify and compare characteristics with the current cohort of students.

Ulster is using Predict to help inform interventions designed to increase the numbers of students completing a programme of study within a specific time frame (retention) and increase numbers of students who progress in and beyond education (progression).

Predict ingests over 200 data elements about each student from Banner, Ulster's Student Records System, and combines it with interactions in Blackboard Learn to specify a random forest model which is compared against previous students who have exited with known outcomes.

Predict enhances existing longitudinal, research informed, intervention strategies by providing real-time predictions which are recalculated as teaching progresses throughout the academic year.

Implemented in Spring 2018 our evidence base is developing however we are seeing significant benefits in the conversations we are having about data literacy, data hygiene, data cleansing and data informed decision making. Our expectations for the project are not revolutionary and we accept that a prediction is not a prophecy but an opportunity to target conversations with students who show similar data characteristics to previous students who may have failed a module or programme.

SESSION 9A

Christine Broughan, Professor of Higher Education, Coventry University
Workshop: Transforming universities through use of management analytics: The 'Coventry Way'

The catalyst for management analytics at Coventry University was a drop in overall student satisfaction, as expressed in the National Student Survey. Increasing use of data analytics and the awareness that patterns of behaviour and experience could be revealed by better understanding the data, led to a realisation that much better analysis was required.

The approach that was taken was to identify a small number of key areas for action and to look them in detail and ways that were perhaps not always standard. The need is to be able to get under the skin of the overview data and then to act.

The way in which we acted can be summarised as a phase of specific problem identification, clarification of the question through data analysis, establishing other routes to identifying a more granular view of the problem, develop specific and direct initiatives and actions to address aspects of the problem, implement broadly, make sure that the processes and systems keep up with the change (or at least the system owners are aware) and keep things under review.

A major piece of learning was about making the data visible and accessible throughout the institution. This means that it must be available at the most senior levels of the institution and that it must be owned at the most relevant local level. The visualisation of the question being considered is of very significant importance.

SESSION 10/11A

Hirosuke Honda Director of Institutional Research and Assessment University of Maine at Augusta

Workshop: How Do You Facilitate Group Dynamics? Data, Decision, and Disagreement

Ian Scott Associate Dean for Student Experience, Faculty of Health and Life Sciences Oxford Brookes University

Introduction
Data and politics are often intertwined in decision-making in the field of strategic planning, educational development, quality assurance and institutional research (IR). This workshop will present an analytical framework on group dynamics over data and decision. Participants will form small groups to analyse situations at their higher education institutions (HEIs) and exchange strategies to overcome disagreement over data and decision.

Analytical Framework
The four-quadrant framework analyses "agreement" and "disagreement" over Data Analysis (X axis) and Decision Making (Y axis). For example, Anecdotal Decision indicates that a working group agrees on their decision while disagreeing over data analysis. Other categories are presented in Figure 1.
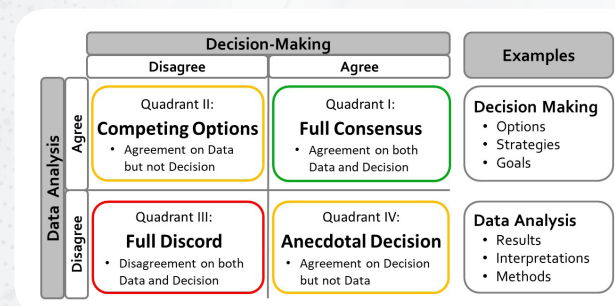
Figure 1. Typology of data and decision agreement (TBA)

Workshop Outline
1. Introduction: The facilitators will explain the four-quadrant framework.
2. Exercise I: Participants will apply the framework to analyse current situations at their HEIs.
3. Exercise II: Participants will strategise how they facilitate group dynamics to reach Full Consensus over a decision item.
4. Group Discussion: Participants will exchange their work from Exercise I and II and provide feedback on one another.

SESSION 1B

**Virendra Mistry, Academic Practice Developer, Liverpool John Moores University
Publishing or perishing? Reappraising the institutional higher education journal,**

The compulsion to engage in scholarly communication is a ritualised process; publishing is primarily a gift exchange system rather than a contractual or bartering one, where the 'gift of papers' is reciprocated with the 'gift of recognition'. We also publish to stake a claim on an idea, or use publication as a means of shifting the focus of a discipline. Publication is a form of 'academic rite of passage' since, acceptance into the published community signifies and enables wider acceptance into the communities of those who create, articulate and share knowledge. This paper will provide an update to an investigation that examined the scale and state of institutional higher education (IHE) journals. These are 'in-house' publications, comprising an editorial board and reviewers from that institution. Using the UK as the focus of study, Mistry (2017) found that about 25 open access versions of these journals were produced relatively recently. Some are long-standing ones, such as Manchester Metropolitan's 'Learning and Teaching in Action' (est. 2002), while others are emerging, for example, 'Impact: University of Lincoln Journal of HE Research' (2018). These occupy a distinct space in the scholarly communications continuum. They are not competing with other journals but have been fashioned in a localised context. The session will question how IHE journals might be deployed to embed a culture that learns. How might the IHE journal be repurposed in institutional terms? Could they be the connective tissue that bridges the chasm between individual research and institutional decision-making?

SESSION B

SESSION 2B

Marita McGrory, Researcher, Europa-Universität Flensburg
What are the success rates of mechanical engineering (bachelor) students in Germany's HEIs?

Students' success is not a new concern, but for reasons spanning from the potential cost of student drop out, to the dearth of qualified labour, students' success is increasingly in the public eye, and of national and international interest. Although the success rates have always been a quandary, the German government has taken it upon itself to invest in student success. One of the most popular fields of study in Germany is engineering, more specifically that of mechanical engineering. This work presents the success rates of mechanical engineering bachelor degrees in Germany's HEIs.

With ministerial data of all registered students in Germany from 1995-2015, and all registered examinations from 1996-2014, the data bank provides for an extensive cohort analyses. Furthermore, analysing the success rates at an institutional level allows for temporal differences according to the type of HEI - whether University, University of Applied Science or Technical University. Differentiation in rates according to public and private will also be examined, in addition, this data bank also allows for an identification of the range of study periods required in mechanical engineering in Germany.

SESSION 3B

Dr Charles Ellul, De Montfort University
Ahmed Esat, De Montfort University

Understanding, Monitoring and Improving University Performance through Matrix of Metrics

Matrix of Metrics (MoM) challenges existing higher education (HE) strategic performance reporting and decision-making creating a clear link between performance metrics, monitoring, and impact measurement. The MoM approach enables higher education providers (HEP) to prepare for and be empowered in an increasingly changing HE policy environment, with a focus on student choice, value for money and HE performance, Our presentation will review how De Montfort University has developed the MoM from a strategic plan to implementation and how it is being used across Faculties and Directorates in understanding key performance process, institutional strengths and weaknesses and where focussed activity is most required. By presenting a range of practical applications for MoM our presentation will help HEP planners to reflect, review and plan enhancements associated with key student metrics - particularly concerning benchmarking performance (internally and externally), setting performance targets, building in early-warning monitoring and informing risk and enterprise resilience exercises. This session illustrates practical measure for implementing MoM frameworks in HEPs. This will provide illustrative examples from our own experience and highlight the power of MoM.

SESSION 4B

Sean O'Reilly, Project Manager, Irish Survey of Student Engagement;
Oisín Hassan, Vice-President for Academic Affairs, Union of Students in Ireland

Finding the "correct" lenses through which to explore student experiences
of higher education

The Irish Survey of Student Engagement (ISSE) seeks to balance the aspirations of different partners by facilitating and informing institutional enhancement activities and national policy, whilst avoiding simplistic rankings of institutions.

Development of the ISSE originated from a recommendation of the National Strategy for Higher Education to 2030 (Department of Education and Skills, 2011). The model of governance and management adopted in 2012 has proved vital to the success of the initiative. The ISSE operates as a collaborative partnership of state-funded institutions, national agencies and students' unions. A national pilot survey took place in 2013, followed by annual surveys thereafter. More than 160,000 students have responded to date, generating a comprehensive national dataset. Participating higher education institutions receive detailed files of results. Some analysis is undertaken prior to return of data, enabling consideration of institution-level results in the context of similar institution-types, all national results, and results from the previous year. In addition, data is provided for anonymised individual respondents, enabling any bespoke local analysis that may be of particular interest. In common with similar surveys internationally, greatest variation in results is found within institutions rather than between institutions. This indicates that greatest value will be realised with significant input from institutional researchers.

This presentation will discuss balancing the aspirations of different partners; the variety of approaches taken across institutions to utilise the data; and challenges identified - including promoting transparency whilst avoiding public rankings.

SESSION 5B

Liam Cleere, Senior Manager, Research Analytics and Reporting,
University College Dublin
Measuring and driving research performance using an ouput-based funding model

University College Dublin has implemented the Output-Based Research Support Scheme (OBRSS) since 2016. Adapted from a Norwegian performance based funding model, the OBRSS supports academic staff with discretionary funds based on the number of qualified publications and doctoral students with the objective of strengthening research performance. The implementation involves the construction of a ranked publication channel list and a points system. The ranked publication channel list includes journals, conferences, and monographs; and the ranking is based on a basket of indicators such as Danish BFI, SNIP, and CiteScore, among others. Academic staff have also been consulted when finalising the publication list every year.

The OBRSS encourages academic staff to keep record of their publications on the research management system; as a result, the implementation of the Scheme provides a more complete picture of publications in the university without relying on commercial providers such as Scopus, which has limited coverage in the humanities and the social sciences. However, no approach is ideal or perfect; and the OBRSS is not without shortcomings and challenges. For example, it does not take into account all kinds of research outputs and impacts. In this presentation, we will discuss the implementation of the OBRSS, challenges faced, and some early indicators of progress against strategy.
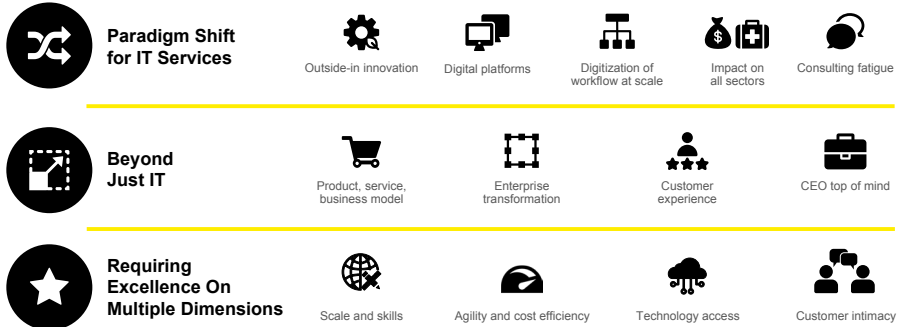
Digital disruption is the next big cycle for IT services

Paradigm Shift for IT Services	Outside-in innovation	Digital platforms	Digitization of workflow at scale	Impact on all sectors	Consulting fatigue
Beyond Just IT	Product, service, business model	Enterprise transformation	Customer experience	CEO top of mind	
Requiring Excellence On Multiple Dimensions	Scale and skills	Agility and cost efficiency	Technology access	Customer intimacy	

Streamlined offerings

Consulting

Industry Software and Solutions

Workplace and Mobility

Business Process Services

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9
Streamlined Global Offering Families

92
Major Offerings

Analytics

Cloud and Platform Services

Application Services

Enterprise and Cloud Apps

Build on the best of innovation   →   **Align** with customer preferences   →   **Provide** clarity for clients

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SESSION 6B

Matt Hiely-Rayner, Director of Strategic Planning & Data Insight, Kingston University

A history of UK league tables and their influence on university reputation

Drawing on experience of compiling the Guardian newspaper's university guide since 2006, and working in an HE planning environment that takes league tables ever more seriously, this paper will recount the history of domestic rankings in the UK and the forces that have promoted and challenged them.

Attempts have been made to measure the market influence of rankings through the conducting of surveys and studies of the effect on applications. The main findings of this analysis show that discipline-specific reputation can often outweigh institution-level reputation when prospective students are choosing where to study, but there is a tipping point beyond which students will baulk at the institutional reputation and the reputation of the subject cannot compensate.

Other research has shown the circumstances under which league table rankings exert a significant effect on applications and, by monetising the influence, how much rankings matter in relation to other forces of attraction.

The paper concludes with a discussion on the new forces that are shaping measurements of quality, effectiveness and reputation and what these developments are likely to mean for league tables and the HE providers that take them seriously.

SESSION 7B

Ian Scott, Associate Dean Student experience, Oxford Brookes University
Inclusion of first year results in calculation of GPA - deleterious to widening participation students?

The use of Grade Point Average (GPA) as a means to summarise learning is a novel practice in the UK. The aim of this study was to determine if the inclusion of assessment results from student's first year of study in the calculation of GPA is deleterious to students from a widening participation background (WPB). Assessment marks of full time undergraduate students were investigated using statistical modelling. The inclusion of the assessment outcomes from the first year of studies in the calculation of GPA was significantly beneficial to BME and Mature students on their overall GPA and not disadvantageous to any group of WPB students. Our analysis highlighted how the traditional UK degree classification system, as used by Oxford Brookes University tends to magnify the presentation of the difference in learning achieved by different groups of students when compared to that shown by the GPA or raw marks.

SESSION 8B

Kirsty Campbell, Analytics and Partnership Lead, Robert Gordon University
Driving institutional enhancement activity in partnership with our students

The Scottish sector has a renowned reputation for engaging students as partners in quality assurance and enhancement processes. This approach aims to; ""enable enhancement in the students themselves, in the student experience, in the institution and in the sector as a whole"" (Student Engagement Framework for Scotland, 2013).

The specific institutional approach of Robert Gordon University (RGU) and RGU:Union's contributed to our TEF Gold Award of June 2017, with the Panel highlighting the ""systematic approach to engaging students as partners in the development of the learning experience"" as an area of positive practice.

Underpinning this is the evolution of a culture which recognises the value of both meaningful metrics, and working in partnership with students, as a sound basis for ensuring quality assurance as well as driving institutional change.

This presentation will consider ways in which we work with students in the design, delivery and appraisal of evidence-based enhancement. It will provide insights into:
• The extension of central survey mechanisms in support of achieving high quality feedback on students' experiences.
• The provision of integrated analyses of, and detailed insights into, the student learning experience, to drive targeted enhancement activity in line with the strategic aims of the university.
• Examples of our approach to celebrating the outcomes of actions taken in response to student feedback; 'Achieved in Partnership'.
• Reference will also be made to the student-led project of the current Quality Assurance Agency (QAA) Enhancement Theme which aims to explore approaches to

communicating the impact of student feedback, across the Scottish sector.

SESSION 9B

Steve Woodfield, Associate Professor (Institutional Research Framework), Kingston University

Matt Hiely-Rayner Director of Strategic Planning & Data Insight
Eglè Butt, Planning Officer (Institutional Research)

Workshop: Designing an institutional research framework at the institutional level: concepts, principles and perspectives

Kingston, like many UK universities, doesn't have a specific IR function. Instead, IR activities take place in planning, quality assurance, student achievement, marketing and governance departments. While these departments work closely together, effective coordination on cross-institutional priorities requiring IR, e.g. related to the Teaching Excellence Framework (TEF) and the Access and Participation Plan (APP), can be challenging.

Kingston's Strategic Planning and Data Insight (SPDI) department has developed a new approach to data insight built upon a data warehouse. The availability of more accurate and up-to-date business intelligence has created an opportunity for more sophisticated data analysis (e.g. predictive analytics) but has also identified a need for more institutional research and effective knowledge management to support evidence-driven decision making.

Kingston's ambition to enhance decision support by using cross-institutional (and external) evidence has stimulated the development of a new IR Framework. This Framework is built upon a systematised process by which 'needs' for intelligence from across the university are recorded and then connected with existing institutional evidence that is stored in a knowledge base. This institutional repository contains specific evidence and supporting information (from Kingston and elsewhere) on a range of institutional priority questions, which are categorised using thematic and demographic tags (e.g. employment outcomes, age, ethnicity). The connection takes place via an online interface that is underpinned by a database.

This interactive workshop will begin with a short presentation (10 mins) on Kingston's emerging IR framework. Small and whole group discussions will then follow. Participants will be asked to assess the wider relevance and practicability of the Kingston approach based on their particular roles and experiences, and to compare it with any other frameworks in use in the UK and Ireland, and beyond. The workshop will conclude with a

SESSION 11B

Penny Haughan, PVC Student Life and Learning, Liverpool Hope University
Universities: Places of Learning but not Learning Organisations? Developing an Institutional Memory Bank to support a Network of Communities of Practice.

The LHU Communities of Practice (COP) Network, which is now in its 4th year of operation, continues to provide a professional development space for hosting focused dialogue and innovation in L & T at the institutional level. Last year alone, almost 100 conversations related to L & T teaching took place within the network, generating valuable insights and examples of innovation in L & T.

SESSION 1C

Cort-Denis Hachmeister, Senior Expert Data Analysis, CHE Centre for Higher Education
Students' Perception of Digitalisation in German Computer Sciences Programmes

Students' Perception of Digitalisation in German Computer Sciences Programmes
Sude Peksen, Cort-Denis Hachmeister, Isabel Roessler, CHE Centre for Higher Education

Universities are confronted with new expectations since web 2.0 and tech-savvy millennials have arrived at higher education institutions (McHaney, 2011). Also in Germany teaching methods change currently and digitalisation is slowly finding its way to universities. Thus, literature on digitalisation in German higher education is still rare (Albrecht & Revermann, 2016).

In order to change this, we have conducted a student survey in CS programmes in Germany with 1,953 participants between October 2017 and March 2018. In our analyses we focus on different kinds of digital teaching and gender differences regarding the impact of digitalisation in CS study programmes, which are traditionally male dominated. We ask the following questions: What kind of digital teaching methods are preferred by CS students and how are they evaluated by the students? What kind of differences can we observe in the usage of digital media by gender?

We expect the results to show the differences of the way male and female students learn with digital media and demonstrate what aspects of study programme design can contribute to promote measures in favour of women in male dominated study programmes.

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VIDATUM

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SESSION 2C

William Hasty, Quality and Enhancement Specialist, QAA Scotland
Responding to the Student Voice: Developing evidence-based principles of practice through the Scottish Enhancement Theme

The Scottish Enhancement Theme brings together Scotland's 19 Higher Education Institutions to research, evaluate and share practice, and shape policy, around an area of common concern and interest. For the period 2017-2020 the focus of the Theme is on how individuals, institutions and the sector as a whole uses evidence to enhance and improve the student experience. An integral factor of the design and delivery of this Theme is student partnership, with students acting as equal members of the Theme Leaders Group and making up half of its membership. This paper outlines the benefits of this collaborative, sector-wide, yet institutionally-specific, approach to addressing the challenges posed by evolving student requirements and expectations through an examination of a student-led project on responding to the student voice. This paper will detail the approach and outcomes of the work undertaken by QAA Scotland in partnership with students, institutions and other sector bodies to develop a series of principles and associated resources on responding creatively, meaningfully, and effectively to the student voice here and now, and for students of the future.

SESSION 3C

Jon Issberner, Associate Dean of Science, University of St Andrews
Future Proofing Changes in Pedagogy

This paper aims to stimulate discussion around long term strategies for continuous improvements in the student experience.

Student demographics and diversity in most Universities are actively developed. With increased diversity, traditional methods of teaching and learning are no longer always appropriate and as a consequence, de-novo methodologies are often developed in an ad hoc and isolated way. At the University of St Andrews we have recently launched a pan-Faculty initiative for improving our student and staff experience of learning and teaching, which is directed and funded centrally, but driven and informed locally. Stage one of this initiative was to form an organisation with the remit to encourage scholarship and research in pedagogy, to share best practice, to provide a collegial space for collaboration, and importantly to train staff in techniques and theory related to teaching and learning. For ease of dissemination and to aid capacity building, activity is arranged into a number of themes, each of which functions within the overall structure in a quasi-independent manor. This structure prevents the stifling of creativity whilst allowing targeted development of thematic activity to happen simultaneously across topics.

Improved scholarship, training and professional development for staff all contribute to an increased confidence in capability all of which, in turn, provides for an improved student and staff experience. In this paper I will ask questions about how enthusiasm for initiatives like this can be sustained over time, how should we best consult with students, how do we translate the findings of research into a culture of pedagogical scholarship and how do we (and our students) know when we have done something right.

SESSION 4C

Marita McGrory, Researcher, Europa-Universitat Flensburg
What are the international students' success rates in Germany's Institutes of Higher Education? How do international students compare to German students in Economics and Business degrees?

Students' success is a national and global concern, and the German Ministry for Education has undertaken to support identifying student success. This entails identifying the HEI success rates, and elaborating on temporal developments in bachelor and master degrees, which, in turn, allows for an informative, descriptive, and inferential examination of what the future student might be.

The Bologna Process transformed Germany's higher education (Hackl 2001), therefore analysing bachelor and master degrees shows how Germany's HEIs coped with one aspect of the internationalisation challenge. With an increasing demand upon, and goals of, HEIs to also attract international students, how do the international students' succeed, and what is the impact of international students on the HEIs' success rates in Economics and Business Management degrees?

Using the ministerial data of all registered students in Germany from 1995-2015, and all examination data from 1996-2014, the success rates are measured in Economics and Business Management undergraduate and graduate degrees. Multivariate cohort analyses facilitates identifying, and elaborating on three main types of students - natives, non-natives with a German matriculation, and foreign students with foreign matriculation, and this latter group is broken down further according to country of origin. Further factors, such as the type of HEI (University/ Technical University/ Universities of Applied Sciences), and state and private HEIs are included in the analyses. The duration of the study time is included in defining student success.

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SESSION 5C
Harriet Dunbar-Morris, Associate Pro Vice-Chancellor , University of Portsmouth
Enhancing by committee research group

This discussion paper will investigate a means for implementing research-informed practical applications to benefit the student experience in an institutional setting.

It presents an approach that uses a university committee, with representation drawn from staff (both academic and professsional services) and students, as a research group. The committee/research group takes a data-driven approach to identifying areas for focus: a variety of available institutional data (internal and external) are collated, analysed, and conclusions drawn each year, to prioritise and drive enhancements for the student experience in the forthcoming year(s).

In the context, nationally, of the Teaching Excellence Framework, and internally of an Education Strategy and Operational Plan and an associated set of Hallmarks of the Portsmouth Graduate, the paper will discuss the progress made so far in implementing this new approach to delivering an excellent student experience. It will explore the advantages, and disadvantages, of a data-driven, research-informed approach to implementing practical applications to enhance the student experience, and present some lessons learned.

SESSION 6C
Kelly Hand, Head of Quality Operations, Edge Hill University
Life on the Academic Front-Line

Ever-increasing levels of competition and external scrutiny from a growing pool of stakeholders has, not surprisingly, resulted in university leaders focussing their efforts on the improvement of externally determined performance metrics, teaching quality and students' perceptions of value for money, all of which have been recently identified as areas of strategic focus for the Office for Students (OfS, 2018).

Traditional leadership perspectives in Higher Education, i.e. those based on the principle of collegiality, are often viewed as too permissive in an environment of increased competition and performance measurement (Yielder and Codling, 2004 and Bolden et al, 2012). Research undertaken into alternative approaches, such as managerialism do not provide a viable alternative in HE settings (Yielder and Codling, 2004 and Bryman, 2007) as academic staff resist methods which clash with their deeply held values and beliefs (Deem 2001). A study conducted by Santiago et al (2006) found that academics were often reluctant to manage and those appointed to academic-manager positions often avoided managerial tasks, particularly those which were at odds with their personal values. This poses a potential challenge for institutions who wish to improve the effectiveness of their departments and focus on goals that have been carefully defined based on the current competitive market (Debowski, 2015). It also undermines efforts to make sustained improvements which are capable of diffusing into departments and more importantly, into the classroom (Knight and Trowler, 2000).

Following a review of the research undertaken into leadership within HE settings, Bryman (2007) concluded that gaps existed and it was an area generally overlooked by academia. Much research undertaken focusses on formal senior management roles with the aim of enhancing their effectiveness; however, this work is limited by the assumption that academics will fall into line without question. It does not take into account individuals' values or the cultural context of the academic unit (Knight and Trowler, 2000). As the need for effective leadership in departments increases, research activity therefore needs to include consideration of cultural context and the informal leadership roles (Bolden et al, 2012 and Quinsee and Parker, 2017). The academic unit is where the student experience is enacted and crucially, where agency is more at liberty (Knight and Trowler, 2000).

Programme leaders, are situated at a crucial position, where teaching excellence can be observed (Quinsee and Parker, 2017). Given the importance of their strategic position, little is provided by way of management development and support (Armstrong and Woloshynm, 2017). Programme leaders face unique challenges such as accountability in the absence of authority (Quinsee and Parker, 2017). Studies conducted by Johnson (2002) found that the majority of academic-managers felt unprepared for many aspects of their role, particularly the management of people, yet did not want to engage with

centrally devised development programmes. Academics perceived such development programmes to be unhelpful, not aligned with their values and needs and not cognisant of their broader experience. This highlights the importance of understanding differences in perceptions before any advancement can be made in this regard (Quinsee and Parker, 2017).

Research indicates that leadership effectiveness is a matter of individual perception (e.g. Rosser et al, 2003) and a logical extension of this concept suggests that the importance given to tasks typically associated with the programme leadership may differ between groups of staff within a Higher Education Institution. Through a series of surveys and in-depth semi-structured interviews with programme leaders, the aim of this research project is to document and evaluative any differences in the perceived importance of specific tasks and to make comparisons with those held by other employees of the University, for example senior management and heads of department.

The results of the research will be reported in full in August 2018. It is anticipated that findings may be used to; correct and nurture shared understanding; to inform the design, implementation and monitoring of future institutional enhancement initiatives; and to inform decisions regarding how best to prepare, develop and support programme leaders in the execution of their duties in the context of the current regulatory environment.

SESSION 7C
Alexander Griffiths, Academic Policy Officer (Taught Degrees), University of St Andrews Ancient Enterprise

Throughout history, the University has been regarded as a place of innovation and enterprise where scholars develop ideas that go on to have significant impact on the world. With the rise of the modern university system in the UK, terms such as enterprise and entrepreneurship have attributed themselves with ease to these modern and in many senses more technical, industrial, and occupationally focused institutions. The hallways of the ancient university have subsequently been viewed by many as a place for traditional curricula where terms such as enterprise and entrepreneurship may not feature comfortably. Following the recent QAA Scotland initiative to embed enterprise and entrepreneurship in the curriculum, the University of St Andrews has sought to embed enterprise into what could be perceived by many as a traditionally focused curricula. This was achieved through a series of initiatives and methods to orientate educators towards the adoption of enterprising themes and approaches within the institution's learning and teaching. In doing so we seek to develop an enterprising mind-set as a graduate attribute across our student body regardless of disciplinary focus. The session will therefore focus on how we debunked the myth that enterprise and entrepreneurship were terms that are alien to the curricula of ancient universities, as well as highlighting the ways in which we encouraged both staff and students to adopt an enterprising approach within their learning and teaching.

SESSION 8C

Elena Zaitseva, Academic Research and Development Officer, Liverpool John Moores University
Comparing module level experience of postgraduate and undergraduate students: are their perceptions and priorities different?

Introduction of the HEFCE Postgraduate Support (full postgraduate student loans) Scheme resulted in 22% increase of numbers of the UK and EU students starting full-time and part-time postgraduate taught (PGT) courses in 2016-2017, and the trend continues in 2017-2018 academic year (HEFCE, 2017).

UK PGT provision is very intense, fast paced and not without its challenges (Zaitseva & Milsom, 2015). Gathering and analysing student feedback on all elements of their learning is crucial to understanding the learner experience. This is of a particular importance now, when size and diversity of the PGT student body are rapidly increasing. Module level experience is a cornerstone of the university experience and is often a determining factor of the overall course perception. The presentation will explore free text comments from module evaluation questionnaires at university level using semantic analysis software Leximancer.

The institutional 'landscape' of PGT students' feedback, main themes and connections between them, including sentiment analysis, will be compared with the feedback of undergraduate students to identify issues and priorities specific to postgraduate level of study. Discussion will be focused on how postgraduate taught provision could be enhanced to address specific needs of the cohort.

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SESSION 9C

Anne Graham Cagney, Senior Lecturer, Waterford Institute of Technology
Workshop: An Exploration of the Nature of Personal Engagement in Research Work in Institutes of Technology in Ireland (SPaRC)

Higher education faces significant challenges in its role and relevance to society today. Key features of the necessary changes in this educational landscape include quality research training, inter-disciplinarity, partnerships with industry, and a mentality of innovation ((EUA, IUA). This is particularly the case in the institutes of technology (IOTs) where the evolution of research and innovation over the last twenty years has enhanced the social, cultural and economic environment of the communities the sector serves. In particular, it has enhanced the learning environment of the institutes' student community, transforming the learning environment to one of engaged enquiry, knowledge creation and application. Currently, IOT staffs successfully compete for national and international funding and supervise graduate students to PhD level. However, there has been little or no change in the academic contract that primarily defines their position as a teaching role. The emerging Technological University framework sets the context to increase further the demand for faculty to be actively engaged in research, postgraduate studies and knowledge transformation.

This qualitative study aims to explore the nature of IOT faculty engagement in research projects and scholarly partnerships for relevant disciplinary and interdisciplinary research partnerships (Kahn, 2009; Stokols, 2006; Pohl and Hirsch Hadorn, 2007; Kinchin, 2012; Taylor & Colet 2010; Santonen & Ritala, 2014). Outcomes from the study will add to what is known about how to bridge the gap between the traditional teaching role of the academic lecturer within the IOT sector and the new emerging role based on a more balanced approach between teaching, research and innovation.

SESSION 10C/11C

Christine Broughan, Professor of Higher Education, Coventry University
Workshop: You don't fatten a pig by weighing it: The ethics of using learner analytics in Higher Education Institutions

Many universities are moving towards more automated systems of identifying and prioritising students who need support - and we wonder, will this lead to a more inclusive and equitable learning environment? Will centralised, data-driven support systems be able to shed light on systemic issues within the institution that result in advantaging some students over others? Will learner analytics lead to personalised learning journeys or encourage a more 'vanilla' style of teaching and learning where students move through predefined hoops rather than encouraging them to become independent lifelong learners?

And is the use of learner analytics ethical? How confident are we in our data as proxy measures of student engagement?

This workshop will explore the ethics of addressing differential student outcomes for disadvantaged students through learner analytics. You'll have the opportunity to discuss these issues with others and we'll provide some 'take home' materials for you to use back at your institution.

SESSION 1D

Catherine Bruen, Technology Enhanced Learning Manager, Health Professions Education Centre, RCSI

Investigating validity and reliability of virtual patient simulations for self-directed learning and assessment in the medical consultation

Authors: Catherine Bruen (Health Professions Education Centre, Royal College of Surgeons in Ireland, Dublin, Ireland), Clarence Kreiter (University of Iowa Carver Medical School, Iowa, USA), Vincent Wade (School of Computer Science and Statistics, Trinity College Dublin, Ireland) & Teresa Pawlikowska (Health Professions Education Centre, Royal College of Surgeons in Ireland, Dublin, Ireland (Health Professions Education Centre, Royal College of Surgeons in Ireland, Dublin, Ireland).

Rationale

Assessment in medical education addresses complex competencies, requiring quantitative and qualitative information from different sources as well as professional judgement from an expert-rater. Performance with simulated patients is a key learning modality for undergraduate medical consultation skills. The use of simulation and technology for learning, teaching and assessment has increased and virtual patient simulations are becoming an innovative feature of technology enhanced learning (TEL) to support learning and assessment. This study explores whether this approach is a feasible and robust technology solution for supporting automating learning and assessment.of quality, effectiveness and reputation and what these developments are likely to mean for league tables and the HE providers that take them seriously.

Methods

A generalisability (G) study was conducted to explore whether virtual patient simulations can produce a valid and reliable measure of undergraduate medical students' consultation skills.

Findings

The results produced by the G study on the decision points variable, indicating clinical decision making and confirming user knowledge of the process of the Calgary Cambridge guide to consultation were positive, with the significance level attained being similar to those obtained with expert raters.

Discussion / Conclusion

The automated assessment of decision points in the simulation are of similar robustness to those obtained with expert-raters, and so this approach and scoring has potential for wider use in automated assessment of medical students. The findings indicate that this approach to adaptive simulations has potential as a teaching and assessment tool for the medical consultation, which requires further development and research.

SESSION 2D
Deirdre Lillis, Head of Computer Science, Dublin Institute of Technology
Should employers be asked to fund Higher Education?

Many higher education systems worldwide are coming under increased pressure from rising demographic demand. As a result the debate about their funding is receiving considerable attention internationally. The case for investment in higher education is easily made - it is widely acknowledged that the main beneficiaries of higher education are graduates (through future careers), the State (through economic returns and social development) and employers (through access to talent).

The literature on this topic makes the general assumption that funding for higher education must come from the State and students/parents in some combination, with the ratio and mechanism the subject of debate, depending on historical contexts, cultures, national goals and values. In Ireland, the Cassells report acknowledged the role of employers in contributing to the future funding of higher education. It recommended an increase in the National Training Levy, a tax which amounts to 0.7% of reckonable earnings in respect of the majority of employees, collected through the PAYE/PRSI system. The public debate which followed this recommendation is analysed in this paper with reference to international experience. The arguments in favour and against employer contributions to the State funding of higher education, and the mechanisms by which this might be implemented, are explored in this paper.

SESSION 3D
Penny Haughan, PVC Student Life and Learning, Liverpool Hope University
Universities: Places of Learning but not Learning Organisations? Developing an Institutional Memory Bank to support a Network of Communities of Practice.

The LHU Communities of Practice (COP) Network, which is now in its 4th year of operation, continues to provide a professional development space for hosting focused dialogue and innovation in L & T at the institutional level. Last year alone, almost 100 conversations related to L & T teaching took place within the network, generating valuable insights and examples of innovation in L & T.

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SESSION 4D

Tom Bekers, Education & diversity policy officer, KU Leuven. Jeroen De Keyser, Education policy officer, KU Leuven.

Differentiating diversity: Grasping the complexity of socio-culturally disadvantaged groups amongst students in higher education

The increasing level of societal diversity does not reflect to the same degree on the student populations at HEIs. In order to fully play their public role, this is an issue most HEIs are trying to tackle. Such an effort requires a clear insight in the current level of diversity in order to facilitate the entry for underrepresented disadvantaged students, which, in turn, requires clear definitions of the various types of diversity. Additionally, it allows for a decent monitoring of these students' study success. As one of the largest HEIs in the Low Countries, KU Leuven has developed a framework for disadvantaged groups which serves as a starting point for decision-making. It incorporates existing legal definitions as well as purposefully demarcated concepts regarding diversity in a socio-cultural economic context. Moreover, it maps how a combination of these characteristics impairs the students' chances for study success. Concretely, the framework consists of four characteristics: 1. students with a foreign mother tongue, 2. beneficiaries of a study allowance, 3. students with a migration background and 4. pioneer students, i.e. students whose parents did not obtain a tertiary degree. These are considered to be key issues on diversity at HEIs, but an even more comprehensive approach remains possible. The presentation concludes with some room for discussion: do the topics matter in the way described? How is the complex interplay between said characteristics dealt with elsewhere?

SESSION 5D

Rhiannon Birch, Director of Planning and Insight, University of Sheffield

The development of Government policy tools, social perceptions of higher education and the effect on institutional autonomy

In the recent past, UK higher education has been subject to periodic investigation and review by Governments seeking to explore the role and purpose of higher education, how it should be funded and to set policy to shape its future direction. During the twentieth century the UK Government initiated two national committees of inquiry into higher education, the Robbins Inquiry (1961-1963) and the Dearing Inquiry (1996-1997). These were followed by the Browne Review (2009-2010) and the Review of post-18 education and funding (2018). Over the same period, social perceptions of the value of higher education have shifted from higher education as a public and social good, to degrees as a commodity offering personal and positional value to the individual with Universities operating within a consumer-driven market. The relationship between Government and Universities has become increasingly distant with the Office for Students representing a step away from the old style 'buffer bodies' of the QAA and HEFCE. This session presents work in progress which considers the connections between how Government develops higher education policy, the changing social context for higher education, and the effect upon institutional autonomy.

SESSION 6D

Aisling McKenna, Director, Quality Promotion and Institutional Research, Dublin City University
Karen Johnston, Institutional Research and Analysis Officer, Dublin City University

Student Experiences of institutional consolidation: Merging cultures, managing expectations

Institutional consolidation within the higher education sector in Ireland was a key recommendation of the 2011 Hunt Report, National Strategy for Higher Education to 2030. Since then a number of institutional consolidation projects nationwide has been planned and implemented. Among the largest, and arguably most complex of these was the Dublin City University Incorporation Programme, which was the planned coming together of Dublin City University (DCU), St. Patrick's College, Drumcondra (SPD), Mater Dei Institute of Education (MDI) and Church of Ireland College of Education (CICE).

In 2013, DCU, along with St Patrick's College of Education, Mater Dei Institute of Education and Church of Ireland College of Education initiated a process which would result in a significant development in Irish higher education in Ireland, and increase the student body at DCU from 13,000 to 17,000 students. The completion of the Incorporation Programme in 2017 created a new DCU Institute of Education, the first Faculty of Education in an Irish university. The Incorporation Programme has also resulted in an enhanced and expanded Faculty of Humanities & Social Sciences at DCU.

DCU campus-based students are now based across three teaching campuses in North Dublin. As our students and staff adapt to a multi-campus environment, this paper will present the findings of a range of survey-based and focus group research that has been conducted at DCU to understand a range of factors which contribute to a post-Incorporation DCU. The paper will examine the result of our research in relation to,
• A Student's sense of institutional belongingness in a post-Incorporation DCU, particularly among students from previously incorporating institutions
• The impact of cross-campus programme delivery for students who move between campuses for timetabled class
• Experiences of students accessing student support, co-curricular and social activities in a multi-campus context
• Experiences of staff in a post incorporation environment

The authors welcome an opportunity to discuss and receive insight from conference delegates who have completed similar consolidation projects, or deliver education across multiple campuses, particular with regard to research themes which provide insight into the student experience of these students.

SESSION 7D

Claire Carney, Associate Vice Principal (Education), University of the West of Scotland
Unintended Consequences of Sleeping with an Elephant

Education in Scotland is a devolved matter to the Scottish Government and is distinctly different from those in the other countries of the United Kingdom. It has a distinct approach to Quality when in 2003 the Scottish higher education (HE) sector devised and adopted its own Quality Enhancement Framework (QEF).

To understand how the Scottish sector has arrived at this position it is helpful to understand that the UK system ((including Scotland) during the 90s experimented with a number of QA systems. Quality during that time become synonymous with 'data collection, performance scrutiny and a massive increase in bureaucracy' Gordon & Owen (2009). They stated: 'Quality in the form of assurance processes...was often met with resistance, A perceived danger was an overt display of compliance masking minimal real change to teaching practices'. In 2001 Scotland took the opportunity to reflect on the problems experienced with the previous approach and to design a Scottish system that would shift the main emphasis from assurance to enhancement where Enhancement was defined as taking deliberate steps to bring about improvement in the effectiveness of the student learning experience.

The divergence of HE policy between Scotland and England has increased exponentially since that time with massive deviation over the last 2 years with increased marketization and regulation within the English HE system. It has included the introduction of the Teaching Excellence Framework, Office for Students and the Regulatory Framework. The consequences of which have reached far into the Scottish Higher system as it strongly asserts absolute commitment to the Enhancement approach whilst maintaining commitment to the brand of UKHE but is challenged by developments which bear similar issues to those experienced in the 90's. Developments in the English sector (which by definition is larger and therefore more powerful) have had 'unintended' consequences for the Scottish sector and the presentation will investigate these whilst asking the question 'how long can the Scottish sector resist being crushed by the elephant' ..?

Gordon, G & Owen, C, (220 Cultures of Quality Enhancement: a short overview of the literature for higher education policy makers and practitioners. www.enhancementthemes. ac.uk/docs/report/cultures-of-quality-enhancement-overview-forhigher- education-policy-makers-and-practitioners.pdf?sfvrsn=30
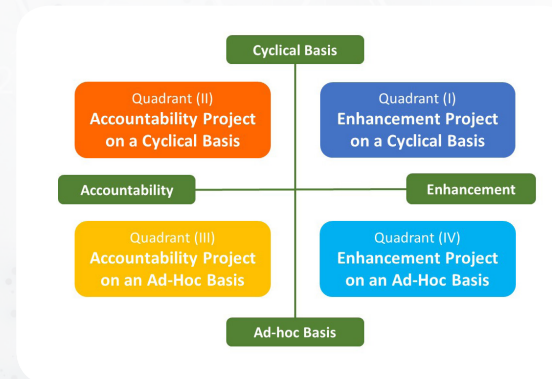

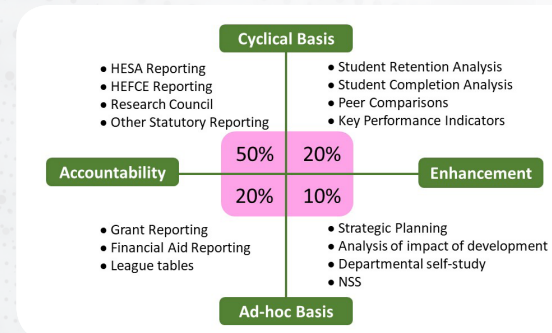Figure 1. Conceptual framework of the survey instrument

Figure 2. Example of a survey response by categorising office projects in the four-quadrant framework

SESSION 8D
Various Institutional Research Activities in the UK and Ireland: Survey Results

Hirosuke Honda, University of Maine at Augusta, Ian Scott, Oxford Brookes University, Aisling McKenna, Dublin City University, Steve Woodfield, Kingston University, Marthie Cronje, University of Southampton

Introduction
In this session we will present the results from a recent survey of institutional research (IR) activities at higher education institutions (HEIs) in the UK, Ireland and other countries.

Survey Design
The goal of our survey was to capture the state of IR activities in the areas of strategic planning, teaching and learning, and quality assurance, whether located in an IR office or dispersed across different functional areas. The survey questions were designed around the following key aspects of IR:

1. Efficiency: the ability to produce IR data within a given timeframe and available resources
2. Effectiveness: the ability to promote the use of IR data in decision-making

The above two aspects are framed in a four-quadrant framework (Figure 1), which was initially developed as a project management tool and subsequently applied in the field research interviews in Japan, the UK, and the US. In this survey research, respondents were asked to categorise their office's projects into four-quadrants (Example in Figure 2) followed by other related questions.

Data Collection and Analysis
The survey is live in Spring 2018 and subscribers to the HEIR, HESPA, HEA, have been invited to complete the survey. The data analysis will be conducted during Summer 2018. The results will provide insights into the varying IR activities across institutions in the UK, Ireland, and other countries, analysed by different types of HEIs.

SESSION 10D
Asa Kettis, Director Quality Enhancement, Uppsala University
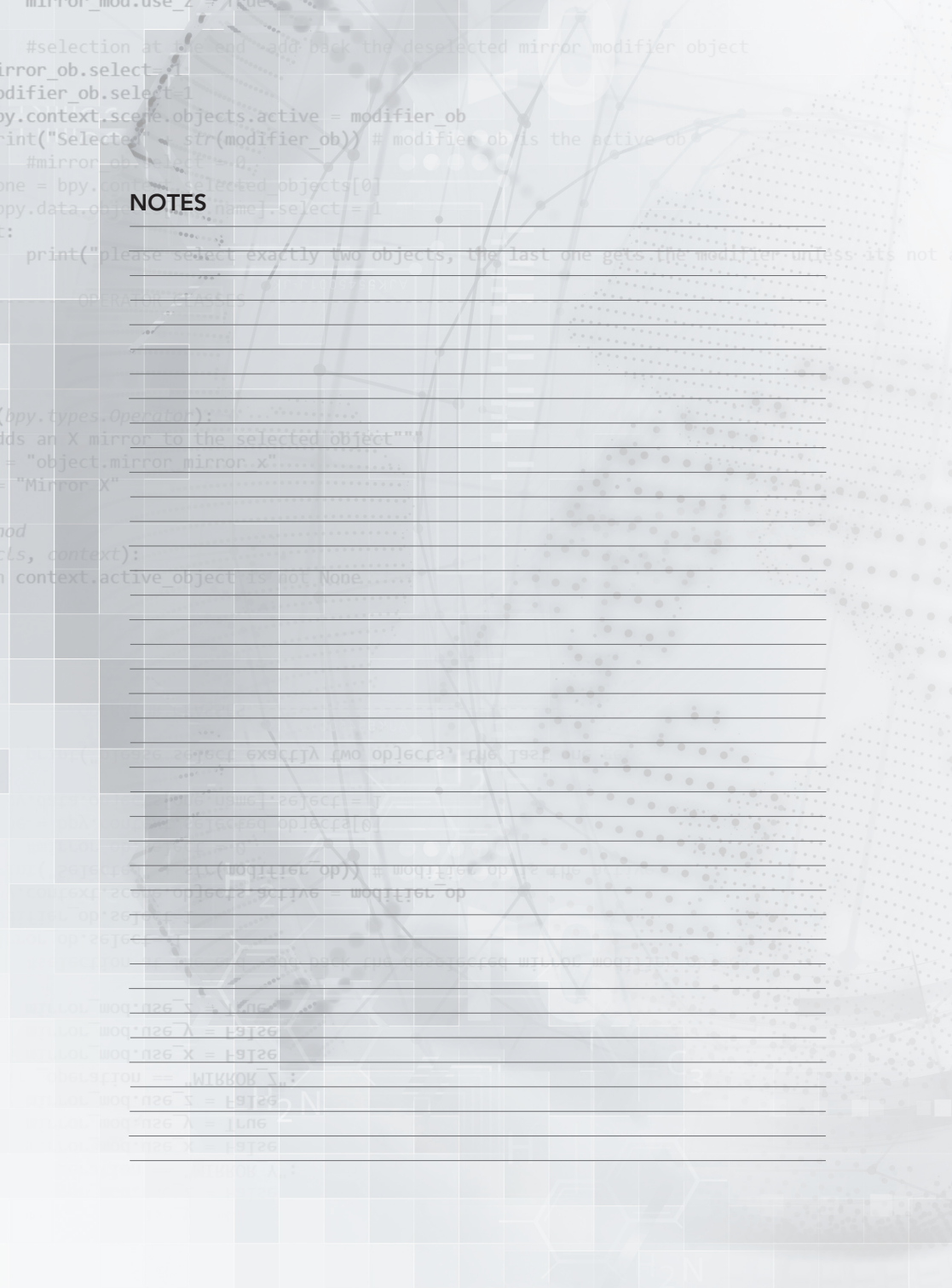**The research environment and high quality research - an enhancement led research evaluation at a Swedish university**

In an effort to strengthen its position as a leading international university, Uppsala University, Sweden, has carried out three institution-led, university-wide research evaluations (Quality and Renewal, Q&R) during the past ten years. This paper describes the shift from the two first outcomes-oriented evaluations (Q&R07, Q&R11) to an enhancement-led approach without a grading component (Q&R17). The shift encompassed three critical features: 1) the employment of a research-based approach to evaluation, 2) participation of researchers and academic leaders in all stages of the evaluation, and 3) a pronounced focus on the research environments' importance for high quality research.

Q&R17 engaged academic leaders in all steps of the evaluation process, including the evaluation design, which in turn contributed to a commitment to the task of analyzing, reflecting and critically evaluating their own research milieus, as well as acting up on the results of the evaluation. A 'research environment questionnaire' - constructed on the basis of insights from institutional research and focusing on quality culture - was sent to 6000 researchers at the university (with a 57 percent response rate), and the results was used to support the self-evaluations, and to inform 19 panels of international 'critical friends'. Finally, a 'researcher on research' was on very panel, contributing perspectives and questions that were complementary to those of the disciplinary peers. This paper highlights the benefits and challenges of this new enhancement-led approach to research evaluation.

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