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Together we make an unstoppable team





Welcome
Prof David James



9.00

Welcome and introduction to the University of Gloucestershire

9.10

Introduction to Technology to Enhance Learning

9:30

Overview of the Learning Analytics project

10.00

Coffee

10.15

Student perspective on Learning Analytics

10.40

Academic perspective on Learning Analytics

11.15

Future plans and close

The University of Gloucestershire - Our history

- 1847 – Cheltenham Training College – teacher training
- 1921 – St Paul's and St Mary's colleges
- 1990 – Cheltenham and Gloucester College of Higher Education
- 2001 – achieved university status: University of Gloucestershire



Our size

10,000 students across three campuses

1,500 staff



Our locations

Oxstalls Campus

Francis Close Hall Campus

Park Campus



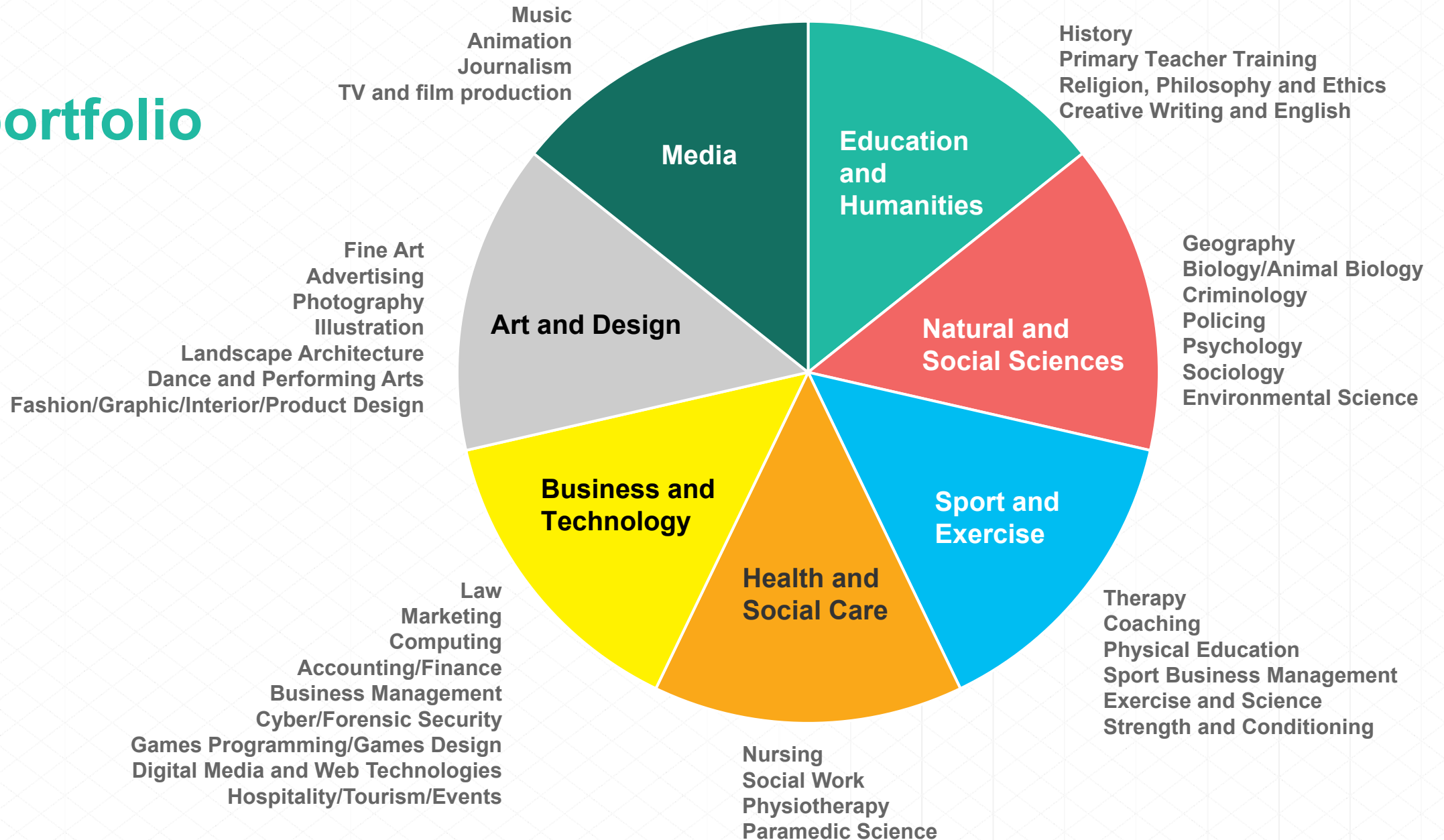
Our delivery partners

Overseas:

- Hong Kong
 - China
 - Vietnam
 - Myanmar
 - Sri Lanka
 - Zimbabwe
 - Canada
-
- And many in the UK (both public and private)

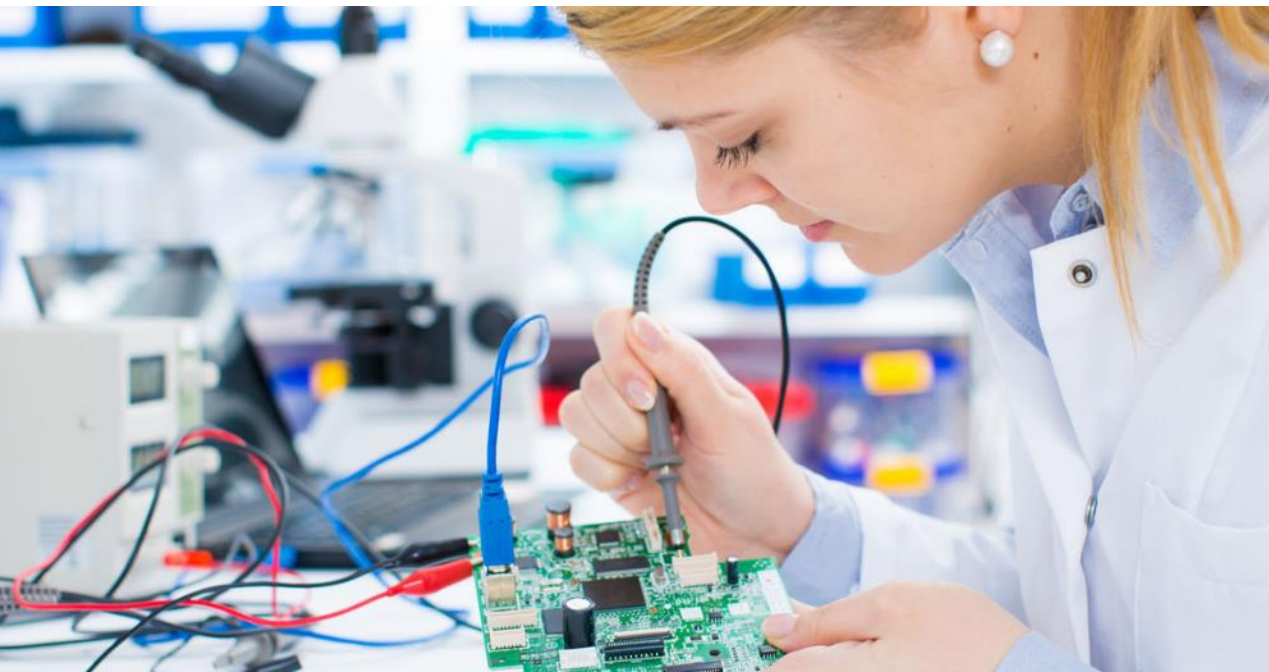


Our portfolio



Our portfolio - expansion

- Physiotherapy
- Engineering – UG & PG
- Paramedic Science
- Artificial Intelligence



Our proposition - Your Future Plan

Supporting students to become the best graduate they can be

- Mentoring
- Placements
- Experiences
- Support up to 10 years after graduating



Our position

- 95.3% of our graduates in a job or further study within six months (DLHE 2016/17)
- 11.1% improvement over three years in the number of graduates in managerial or professional jobs (LEO 2018)
- Top 20 for student support (Whatuni Student Choice Awards 2018)
- Top 10 for learning community (NSS 2018)



Our position – NSS 2018

- Above sector average in seven of eight sections
- Above sector average for 20 of 26 individual questions
- UK Top 10 for learning community
- UK Top 25 for feeling ‘part of a community of staff and students’
- 100% overall satisfaction for
 - Advertising, Landscape Architecture, Photography, Business Computing, Criminology and Sociology and International Business Management





Introduction to TEL

Professor David James



Academic Strategy

AMBITION

- about subject communities and learning environment
- about excellent teaching

Working towards a student centred approach to learning

= Technology to Enhance Learning programme

TEL programme – external drivers

- Higher Education Act and OfS establishment
- Focus on impacts, outputs and outcomes (not inputs and activity)
- Funding accountability and ‘value’
- Student wellbeing

TEL programme – internal environment

- Review of Assessment (three year programme)
- Attendance & Engagement
- Data Improvement
- Information Strategy
- Segmentation and personalisation for communications

TEL programme – projects

- Electronic Management of Assessment
- Attendance Capture
- Learning Analytics
- Tutor Portal (Personalised dashboard)
- VLE (Moodle) 'course' view (more than just modules)
- ACE Space (classrooms to promote discussion & collaboration)
- Virtual Desktop (remote functionality)

Overview of our approach to Learning Analytics

Dr Nick Moore
James Hodgkin

Why Learning Analytics?

Recognition of the strategic importance to the sector

- Helping students
- Supporting retention

Discovery work supported by Jisc to understand:

- Whether we have a clear understanding of what we want
- To test senior buy-in
- Reviewing how ready we would be to adopt a solution

Series of workshops and stakeholder sessions that identified:

- Important that UoG keeps up with developments
- Cross University understanding of its value in terms of student engagement and achievement
- Technically in a good position to take forward

Importance to University of Gloucestershire

We have three principle aims:

1. To help students succeed by giving them feedback on their study approach and engagement so they can control their learning
2. To give data support to Personal Tutors to inform their discussions with Tutees, and to provide timely prompts for intervention
3. To provide broad data on Modules to enable sharing of best practice

Policy and ethics

Recognised the importance of a clear statement of policy that was intended to be GDPR ready

- What we collect and why
- How it will be used
- Who is responsible for accuracy etc

Used one of the UK's experts on the code of practice to turn that into a policy

- Being clear on not using data for assessment
- But still being able to use data when needed (e.g. if attendance is part of the course)
- Have yet to determine our approach to Predictive analytics – interesting conversations to come

Journey with Jisc

- Worked with Jisc on early technical developments through 2016/2017
- Supported Beta testing of their service and became one of the early adopters (Path-Finders) working closely with Greenwich and others
- Our contribution:
 - Led the development to include Library data
 - Negotiated the inclusion of attendance monitoring addressing a key way of encouraging take-up

Our project

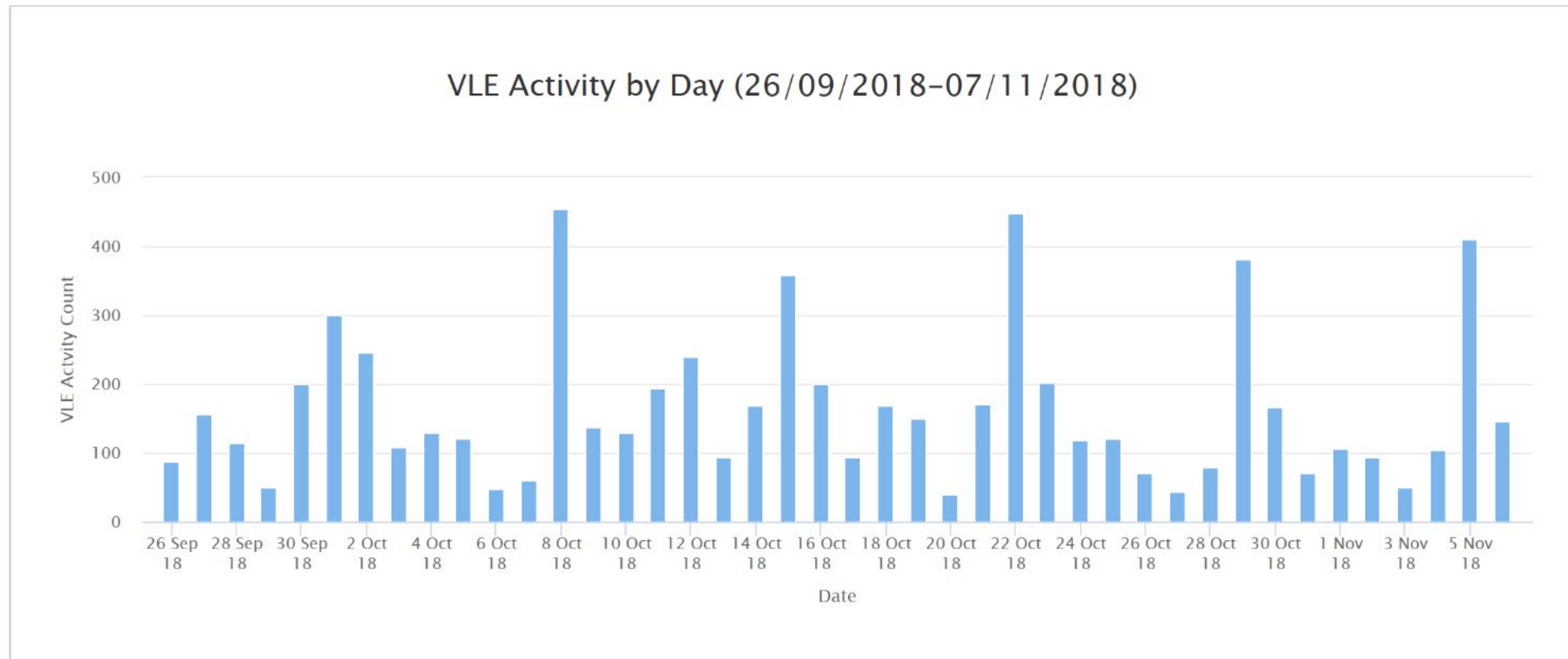
Data type

VLE activity - by day

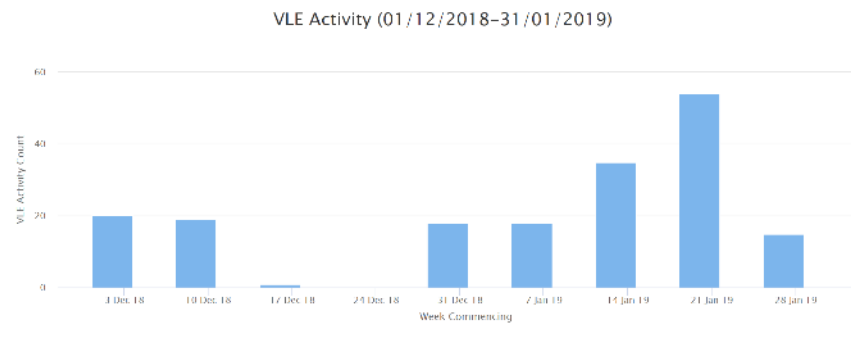
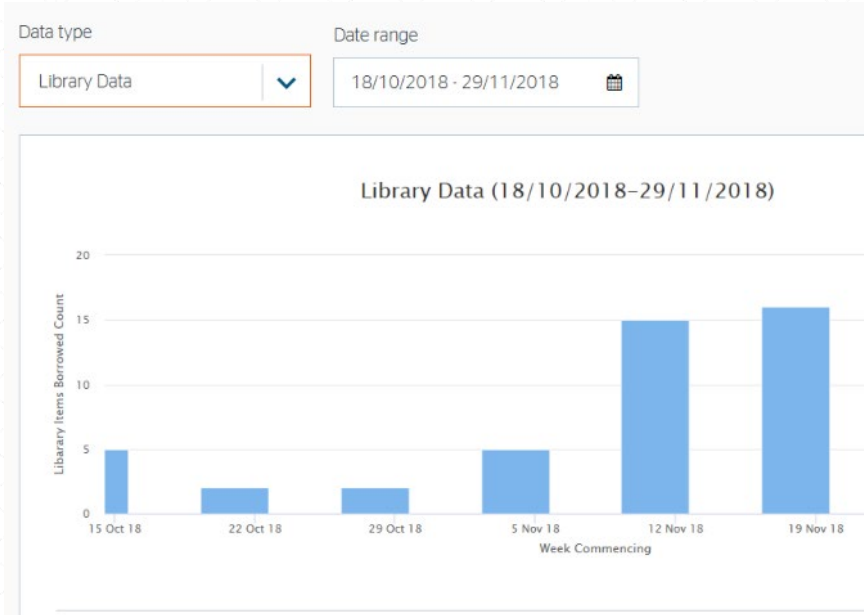


Date range

26/09/2018 - 07/11/2018



RAG ratings



● ● ● Show Issues

2 active modules found

Introduction to Sports Therapy >

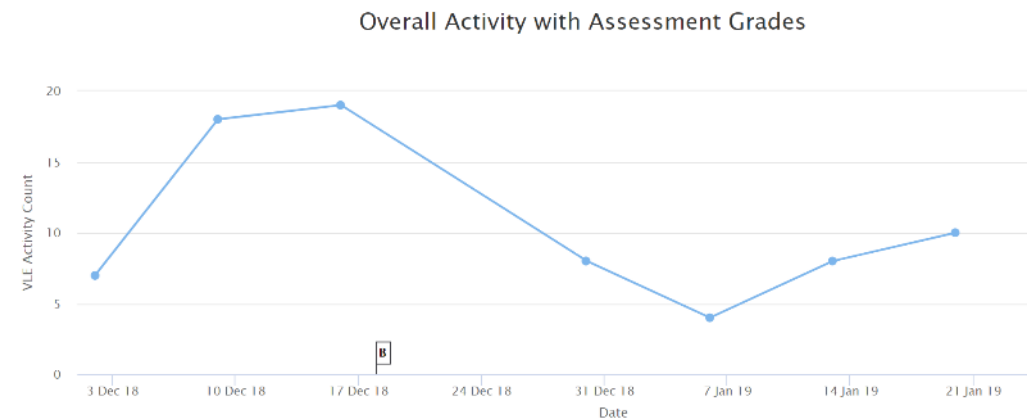
7/13

Events attended to date

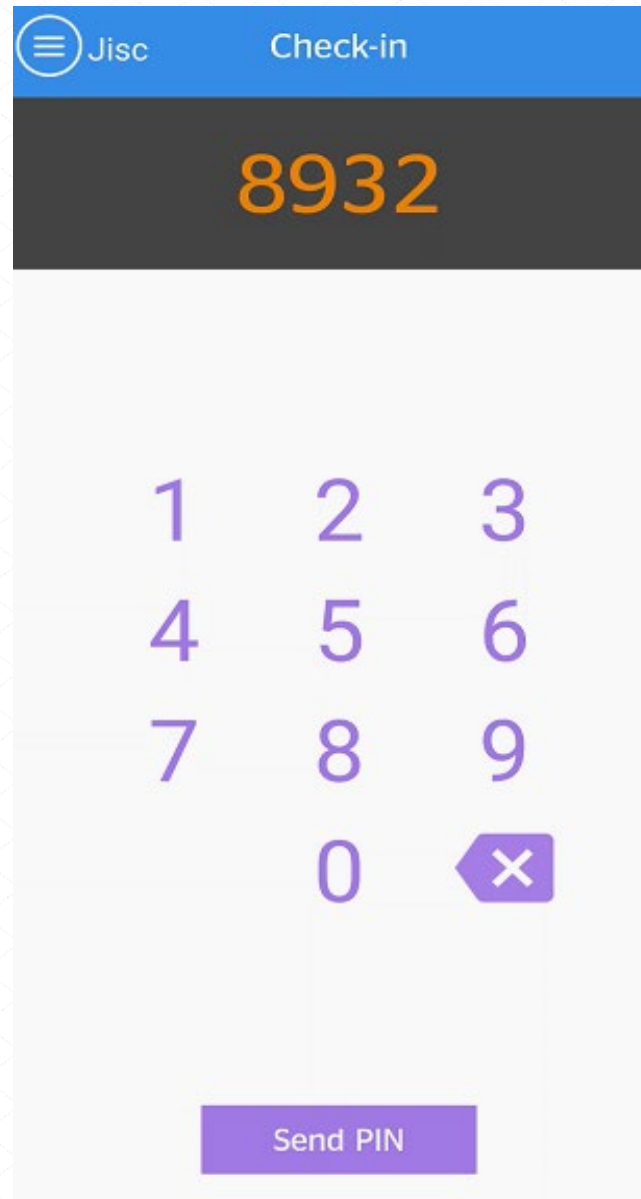
Injury Management and Therapeutic Modalities >

2/6

Events attended to date



Study Goal app



Tutor portal

The screenshot displays the 'Student Records Online' tutor portal for Sabine Schneider. The interface includes a top navigation bar with the University of Gloucestershire logo and a search bar. A secondary navigation bar lists various menu items: Home, Change of Circumstances, External Examiners, my Research, Agent Portal, Graduation, Applications & APL, and Assessment Management. The user is logged in as Luke Ward. The main content area features a profile card for Sabine Schneider with her name, ID (0913070), and date of birth (27/Jul/1980). Below the profile card is a grid of 12 functional buttons: Student Information & Consent to Share, Confirmed Module Registrations, Module Results & Award Summary, Module Results Student View, Student Meeting Log, Print Student Notes, Student Placement Information, Student Research Information, Learning Analytics, University Instigated Withdrawal Procedure, First Sit: Approved Extension, Late/Reassessments: Approved Extensions, EMA Assessment & Feedback (All Years), Moodle, Tier 4 Compliance Monitoring, and Student Report. A 'DEV' status indicator is visible in the bottom right corner.

Student Records Online UNIVERSITY OF GLOUCESTERSHIRE

Home Change of Circumstances External Examiners my Research Agent Portal Graduation Applications & APL Assessment Management +

Logged In: Luke Ward (Logout)

Sabine Schneider
0913070
27/Jul/1980

Student Information & Consent to Share Confirmed Module Registrations

Module Results & Award Summary Module Results Student View

Student Meeting Log Print Student Notes Student Placement Information Student Research Information

Learning Analytics University Instigated Withdrawal Procedure First Sit: Approved Extension Late/Reassessments: Approved Extensions

EMA Assessment & Feedback (All Years) Moodle Tier 4 Compliance Monitoring Student Report

DEV



Coffee



**Student perspective on
Learning Analytics
James Briggs
Billy Jones**



**Academic perspective on
Learning Analytics
Dr Amanda Pill**

The personal tutor scheme

- Is a quality enhancement mechanism for academic support, advice and guidance for all our students
- Addresses the fact that for many students individual support for learning outside formal sessions is as important as their formal teaching
- Supports engagement with the course, co-curricular activity and the wider university community
- Is enhanced by a range of learning data that enriches discussion and informs action

The role of the personal tutor

- Active support for the student's engagement with academic study, co-curricular activity and the wider university community
- Focused, systematic, data informed, personalised academic support and timely intervention for engagement and learning
- Timely academic advice around university regulatory and administrative processes, particularly in relation to progression

The operation of the scheme

- Traditionally, three meetings per year+ additional intervention where this is required
- From 2019-20
- Regular review of the learning data, ensures oversight of all students and prompts intervention when this is required
- Plus three meetings

How Learning Analytics supports personal tutors

Information and data about engagement for all students enables personal tutors to:

- Have oversight of all their students
- Implement an evidence-based approach to intervention
- Take timely action where this is required

The value of Learning Analytics data to personal tutors

- Ensures oversight of the learning data of even the most hard to reach students - and if they really can't be reached prompts actions which will culminate in the University Instigated Withdrawal Process
- Makes action possible while a student's situation is still retrievable - the interventions remain the same – an email, a phone call or a request to meet - but by drawing on the learning data, it is possible to implement them earlier and increase their chances of success through
 - Support to mitigate barriers to engagement
 - Academic advice around regulatory processes
 - Referring on to specialist staff

Study Goal – how Learning Analytics supports students

- To get the most out of the personal tutor scheme by
 - Providing a description of their engagement with key learning data
 - Helping them to understand expectations in relation to these measures
 - Enabling them to reflect on their learning behaviours....and the extent to which they are working
 - Enabling them to receive specialist support more quickly if this is required



Module traffic lights

4 modules active

Module name	VLE Usage	Marks	Attendance	Issues
> News Reporting				Show Issues
> Radio & Audio Journalism				Show Issues
> TV & Video Journalism				Show Issues
> Law for Journalists				Show Issues

Name	UH0064-F01U/PJDDG	S1704094	
Name	UH0064-F01U/PJDDG	S1603631	
Name	UH0064-F01U/PJDDG	S1710870	
Name	UH0064-F01U/PJDDG	S1802435	
Name	UH0064-F01U/PJDDG	S1605153	
Name	UH0064-F01U/PJDDG	S1703773	
Name	UH0064-F01U/PJDDG	S1702605	
Name	UH0064-F01U/PJDDG	S1607714	
Name	UH0064-F01U/PJDDG	S1802448	
Name	UH0064-F01U/PJDDG	S1605824	
Name	UH0064-F01U/PJDDG	S1804545	
Name	UH0064-F01U/PJDDG	S1608194	
Name	UH0064-F01U/PJDDG	S1810185	
Name	UH0064-F01U/PJDDG	S1606368	
Name	UH0064-F01U/PJDDG	S1803128	



Discussion and Future plans