

Study to support the revision of the Diploma Supplement and analyse the feasibility of its digitalisation at European level

Fourth meeting of the EHEA Advisory Group 4 on the Diploma Supplement
revision
28 October 2016
Vienna

Presentation of the study

The study timeline

SEPTEMBER 2016

Launched

CURRENTLY

At the stage of desk
and field research

DECEMBER 2016

First findings

APRIL 2017

Final report

Objectives of the study

1 IDENTIFY DIGITAL STUDENT DATA MANAGEMENT PRACTICES

Look at what **digital student data management practices** already exist across EHEA

2 ANALYSE THE DIGITALISATION POTENTIAL OF THE DS

Look at how these practices could be applied for Diploma Supplement, what implementation problems they could help solve.

Identify which digital practices would be the most **beneficial, feasible and cost-effective** to support DS.

3 ANALYSE TRANSFERABILITY OF THE DIGITAL DS

Identify practices which could be applied across **all different EHEA countries**.

4 RECOMMEND AN OPTION FOR DIGITAL SUPPORT OF THE DS

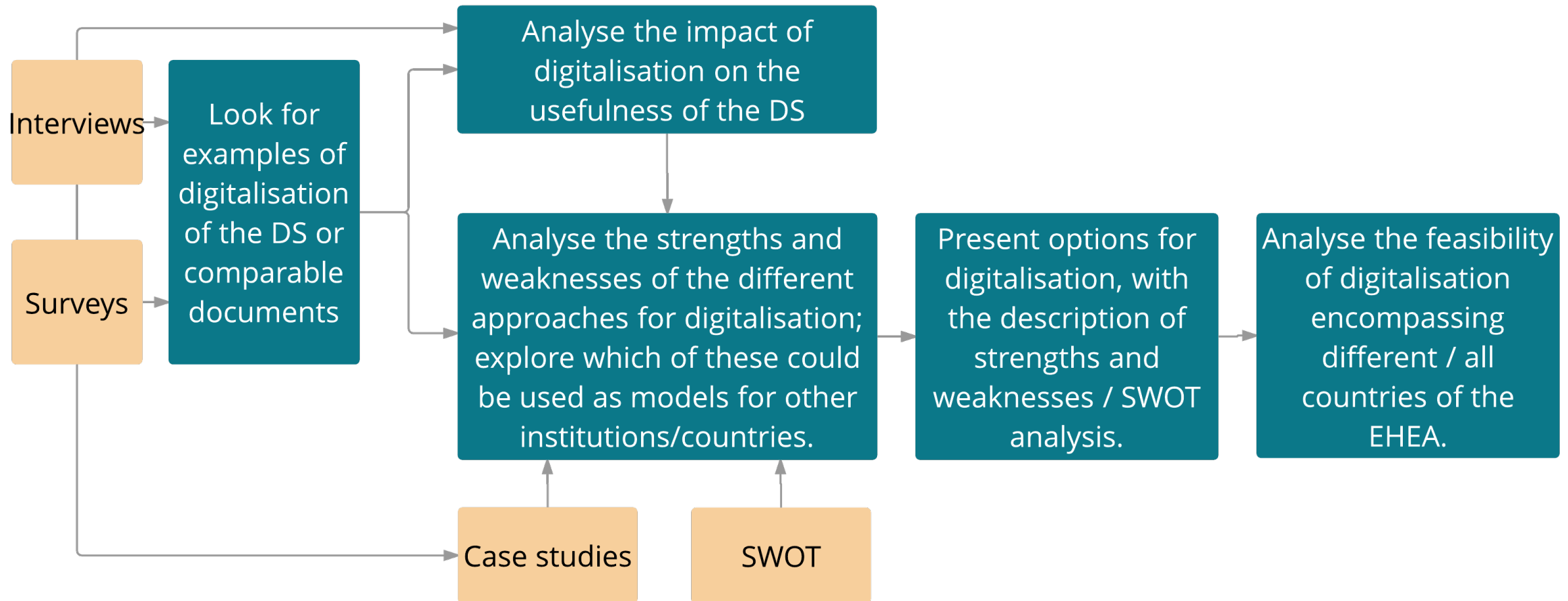


SCOPE

48 EHEA countries

Focus on **technical side, not content or structure side** – supporting the work of AG4

Outline of the study



Data collection methods



DESK RESEARCH

Throughout the study



THREE SURVEYS (NOVEMBER – DECEMBER)

HE institutions staff dealing with student data;

Students and graduates;

Employer representatives.



INTERVIEWS (OCTOBER – DECEMBER)

Main focus on persons involved in implementation of digital practices related to DS;

Additional interviews with student data management experts, social partners, national authorities;

Workshops / short focus groups with ET2020 WG and NARICs.



CASE STUDIES OF DIGITAL PRACTICES

Include both practices which work and those which do not work (and reasons why);

Specific focus on potential for transferability across countries and contexts.

Data analysis methods

PROBLEM ANALYSIS AND SWOT ANALYSIS

Comparison of DS implementation problems across countries as well as underlying factors and behaviours (problem drivers);

Strengths and weaknesses of different approaches to digitalisation of DS.

COST-UTILITY ANALYSIS COMPARISON OF DIGITALISATION OPTIONS

Utility of options to be identified based on their strengths and weaknesses, particularly transferability across countries;

Costs of developing, launching, disseminating and supporting (technical, administrative and content support) each option will be compared.

Some initial findings

DS implementation obstacles at organisational level

MAIN DS IMPLEMENTATION OBSTACLES IDENTIFIED

- Lack of consistent **monitoring** and **feedback** mechanisms;
 - Need for more effective **communication** about the DS;
 - In some cases negative **perception** of the DS as an administrative burden;
 - **Technical** organisation and **staffing** problems;
 - Preference given to **alternative** tools.
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Implications of the DS digitalisation

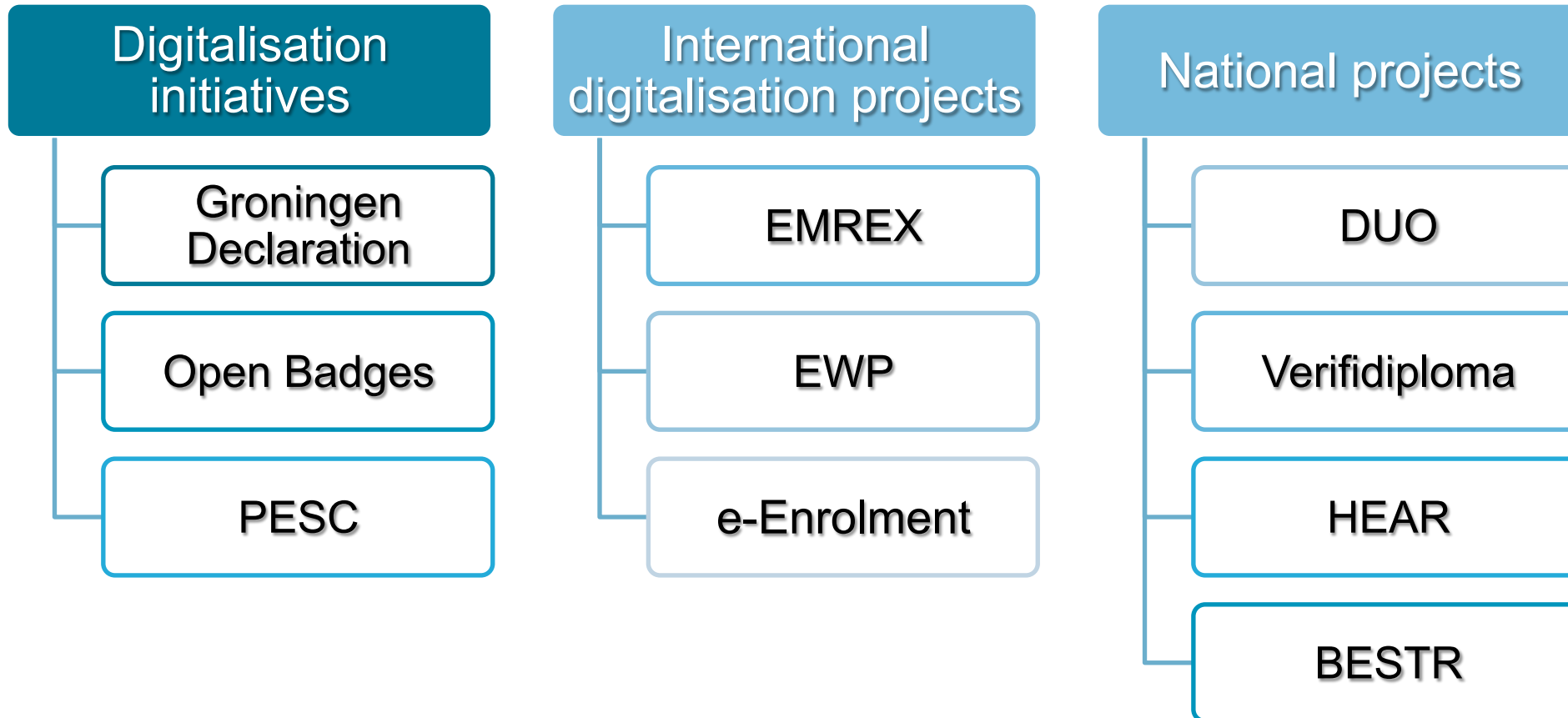
SINCE THE INTRODUCTION OF THE DS

- Dramatic increase in internet access and speed;
- Rise of portable devices with different communication features;
- Development of social and professional networks.

ISSUES RELATED TO THE INCREASING VOLUMES OF DATA

- Paper documents slowing the process of student data exchange;
 - Paper documents exchange is expensive;
 - Growing volumes of international fraud and data security issues;
 - Lack of transparency a need for trustworthy verification.
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Current developments



Groningen Declaration

- It is a **network of stakeholders** aimed to foster collaboration in creation of student data ecosystem;
 - Signed by central student data administration bodies, associations (depositories), private companies and HEIs from **20 countries worldwide**;
 - The main **coordination areas**:
 - Purpose, feasibility and cost-efficiency of worldwide exchange of digital student data;
 - Making systems more compatible;
 - Making data more easily comparable;
 - Sharing or forwarding of data through designated systems;
 - Promoting acceptance of digital student data;
 - Adherence to privacy rights when data are transferred;
 - Phasing out of paper based documents.
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Means of digital data exchange





- Piloting student data transfer opportunities in Europe
 - Digitalising mobility results Vs entire mobility preoocess
 - Employing existing infrastructure rather that developing a new IT solution (user authentication, authorization, databases)
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Dutch digital student data repository

- ✓ National digital student data repository
- ✓ Citizen oriented
- ✓ Data stored throughout the active study/work life
- ✓ Compatible with Internal Market Information System, Europass documents and other European initiatives



Considerations on DS digitalisation prospects

- Centralised vs autonomous approach;
 - Different ICT development levels among EHEA countries;
 - No clear solutions for standardisation of data exchange/
conversion mechanisms exist yet.
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Possible assistance from AG4 members

- What documents or information about digital practices related to DS can you identify or provide?
- Could you help us identify the best practice (or even less successful) examples of digital student data management in your country?
- Could you assist with disseminating the surveys to universities, students/ graduates, and employers?

Questions for discussion

- What are the potential benefits of digital elements / digital practices for implementation of DS? Is there evidence from your experience on that?
- Do you have any experiences on what digital student data management solutions are preferred by different types of stakeholders? Why?
- Which digital practices could be implemented across all EHEA countries? What are some country-specific issues that could help or hinder certain practices (e.g. lack of funding, infrastructure, level of digital skills in population)?

Thank you for your attention!