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PROJECT OVERVIEW

1 H Z P D Q 8 Q L Y H U V L W \ Collaborative Development of pedagogic interventions based on learning analytics ¶project sought to use student engagement activity data to drive pedagogic innovation. Hence, whilst much other learning analytics work has primarily focused on developing the data, this project was also concerned with how that data might be used to inform pedagogic innovation in support of student success.

Alongside work to ensure clean and usable student engagement data was available to key staff, student-staff partnership projects were conducted across three phases - in a collaborative, collegiate fashion - across three subject areas (Sport and Wellbeing, Youth and Community Work, and English) and within W K H 6 R F L D O (Q W.Each subject area and evolve X W L O L V H G 1 H Z P D Q staff partnership project framework to consult on, design, deploy and evaluate innovations wmentoring sy

that were informed by student activity data. Finally, Phase three concerned itself with parallel evaluation via focus groups and interviews.

The project was informed by our earlier involvement in the Higher Education Academy, Action on Access and Paul Hamlyn Foundation What Works? Student Retention & Success phase 2 programme (Thomas et al, 2017) which highlighted that, to better support student success, we needed to better understand student engagement activity (p.10). Thus, since 2014, we have been developing activities W K U R X J K S D U W L F L S Diw LearningLANN-AL\F¶ VFµ¶ I SURMHFW G H V L J Q and understand their data (Jisc, 2017) in tandem with X V L Q J µ V W X G H Q W S D U W Q H U V U H W H Q W L R Q D Q G V X F F H V V ¶ Vice-Chan\FHOORfor V4¶ $6 WXQGDWHHGJLF 2015/16. [https://www.heacademy.ac.uk/about/news/vice-chancellors%E2%80%99-leadership-learning-and-teaching-recognised] This catalyst project integrates these themes.

Keywords: Student-staff Partnership | Learning Analytics | Peer Mentoring | Student Success

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significant input and subsequent outputs of the project were supporting the development and implementation of a student engagement data and case management system and conduct of student-staff partnerships to develop, implement and evaluate pedagogic interventions.

a. Managing student engagement activity data

The scale of the data task - in terms of establishing appropriate data on student engagement activity, collating it, validating it, and migrating it ±became clear as the project got underway. Considerable work was undertaken by members of the core project team to achieve this. This helped establish a single point of truth data warehouse with Jisc. Alongside the establishment of usable data, appropriate data collection and usage policies had to be developed and navigated through to adoption by the University. Considerable development work was undertaken with Jisc, providing user feedback on their data warehouse and Data Explorer system. Due to the delay in establishing a usable system, we used these JISC systems through much of the project but finally adopted SEAtS as our student engagement data and case management IT system. This required an additional injection of funds into the project by the University. Due to the delayed implementation of the case management system as reported in item (2a), SEAts is not yet fully integrated with Newman University systems as originally planned, though this work is ongoing and will fundamentally underpin the sustainability of the project.

b. Student staff partnership work

Four phase one student staff partnership projects were run, across English, Youth and Community Work, Sport and Wellbeing and with Evolve. These gathered student views on what would constitute appropriate pedagogic interventions to support students in their subject areas. Training and development was provided by Academic Practice and the Tutor for Transition and Retention to support these and further iterations of projects. At phase two, the proposed interventions were implemented across these four groups. Due to the delay in identifying an appropriate IT system, some funding was reallocated at interim report stage to support the three academic areas to run a second round of intervention projects through into the second semester of 2017/18. Finally, in phase three, all four areas ran student-staff evaluation projects.   We therefore ran fifteen student-staff partnership projects in all.

The learning from the student-staff partnership projects has been considerable and our students have been key participants in the dissemination of the project and the evaluation of the HEFCE catalyst project stream as a whole. Student partners have taken full part in the design, delivery and evaluation of both the individual and overall projects. Their voice has extended beyond Newman through HEFCE catalyst fund workshops and other dissemination events across Europe.

Our experience of working in partnership with students is that it fosters closer and meaningful relationships between student-staff partners that result in reciprocal understanding of H D F K   R W K circumstances and responsibilities. Moreover, working across the University, the catalyst project has enabled multi-disciplinary relationship-building that in turn has generated inter-disciplinary knowledge between different staff and student groups, prompting personal and professional development of student-partners, including improvements in their university assessments.

c. Key Findings
We found that using student engagement data to inform proactive peer and tutor-led subject-specific mentoring can assist in supporting the student transition into and through level four studies. Qualitative data from this Catalyst project suggests this approach enables staff