

**Do not Forget the Coversheet on
the First Page**

Assessment 1 – Topic 1

Overview

Learner Support activity at EIT is recorded and reported annually to School management. Reports are formatted to show total hours of learner support delivered in the previous academic in specific support categories (e.g. academic writing, time management, assignment planning, referencing etc.) Little analysis of the data is presented

The EIT Targeted Review conducted by the New Zealand Qualifications Authority (NZQA) in October 2020 provided an impetus to the organisation to review how this data can be better analysed and used to understand the impact and effectiveness of support interventions. The Targeted Review Draft Report suggests EIT could consider developing a stronger evidential base on the effectiveness of learner support provision to inform ongoing investment and priorities (NZQA,2020).

Data Source(s)

Data is gathered from the EIT Student Management System, Artena. An example of the data set, entitled *Support Data 2020*, is available [HERE](#). An example of how the data set is currently presented to stakeholders is shown in the document entitled *2020 Annual Report to School of Business* in the same folder. Please note this information is not publicly available and its use in this project has been approved by the Programme Coordinator

Rationale

There is potential to present existing data to key stakeholders (support staff, teaching staff) in a form that is easy to understand, can show trends over time and can provide comparison data before and after specific interventions to determine their effectiveness. in meeting in student learning needs. Presenting aggregated / anonymised data will assist teaching staff to be more cognisant of learner skill development needs and provide them an opportunity to consider targeted teaching strategies based on data.

This data analysis will provide support staff with a basis for anticipating and responding to learner needs and provide strong evidence for the service's self-assessment

Lastly, a more detailed data analysis can provide management an opportunity to make informed decisions about staffing scenarios and to examine and analyse the service in relation to support for the Government's identified priority learners.

Discussion

Currently Learner support staff record their work with students in the Student Management System (SMS), Artena. Learning advisor sessions are coded using several pre-selected categories that define the nature of the student's query (e.g. writing skills, referencing, assignment writing, numeracy support, planning and time management) They also record whether the session was an individual 1:1 or a group workshop. At the end of the academic year, this data is collated in a report to Heads of School that shows the previous year's learner support hours for each programme of study. The current report format was developed five years ago and the data table is presented as part of more extensive report on library services and resources

Comments in the 2020 Targeted Review draft report: Focus Area 2 “*How Effectively are Learners Supported?*”, suggested the self-assessment approach within the central services team could be

strengthened by moving beyond activity data to a better understanding of the impact and effectiveness of support interventions (NZQA,2020). I anticipate this data can be analysed to anticipate students learning needs, and create an evidence base for setting support priorities. There is also potential to explore the effectiveness of specific strategies or interventions through a closer analysis of students needs over time. Overall, I anticipate this data has potential to build a stronger collaboration between support staff and teaching staff in guiding learners to successful outcomes

As the use of student data is not without issues and potential risks, I will use the TEC's Ōritetanga learner analytics ethics framework, Tertiary Education Commission (2021) as a guide to mitigate risk and ensure staff and student privacy in this project.

References

Tertiary Education Commission - Analysing student data (2021)

<https://www.tec.govt.nz/assets/Oritetanga/Learner-Analytics/Analysing-Student-Data-Oritetanga-Learner-Analytics-Framework.pdf>

NZQA Targeted Evaluation Report, Eastern Institute of Technology Limited | Te Aho a Māui (2020)
(DRAFT – not for wider distribution)

[G:\ Public Share\NGroh](G:\Public Share\NGroh)