April 2018
Coventry University
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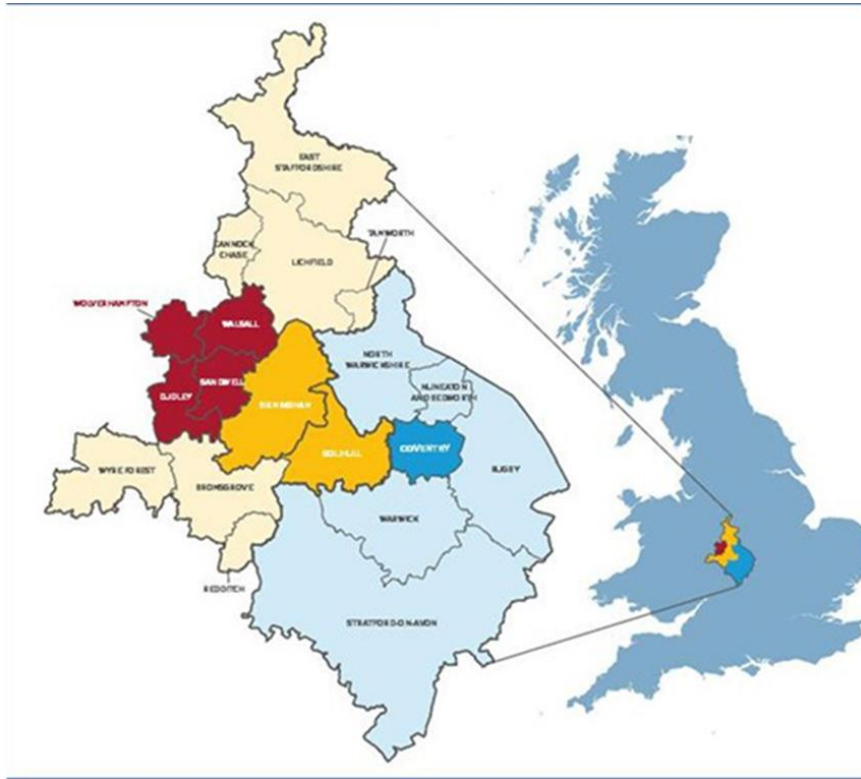
DRIVER Data Response Initiatives as a Vehicle for achieving **Equity** in **Results**

This presentation will…

- Outline current HEFCE project
- Introduce the framework we are using to design and evaluate our project
- Show you how it works in practice
- Illustrate how it might work for your organisation

A regional project addressing barriers to student success

- Two overarching functions:
  - Using learner analytics to personalise support for HE students
  - Deploying an institutional change model of inclusion

- Timeline: Start March 2017 – end February 2019

- Total Project costs £937,500 (Catalyst funding £375,000)

HEFCE Catalyst Fund: Addressing Barriers to Student Success PROJECT OVERVIEW

Why/Issue to be addressed

Students entering HE who are not reaching their full potential, in particular students from disadvantaged backgrounds are less likely to achieve a 'good' degree

How to address/Solution

- Develop and implement an intervention using learner analytics to personalise support for HE students
- Deploy an institutional change model of inclusion through a multi-layered process of micro-adjustments, with methodologies transferable to other institutions

Who/Target Group

Students entering HE from colleges where students from disadvantaged backgrounds (BME, commuter, mature, low socio-economic backgrounds, etc.) are highly represented, yet less likely to achieve a good degree
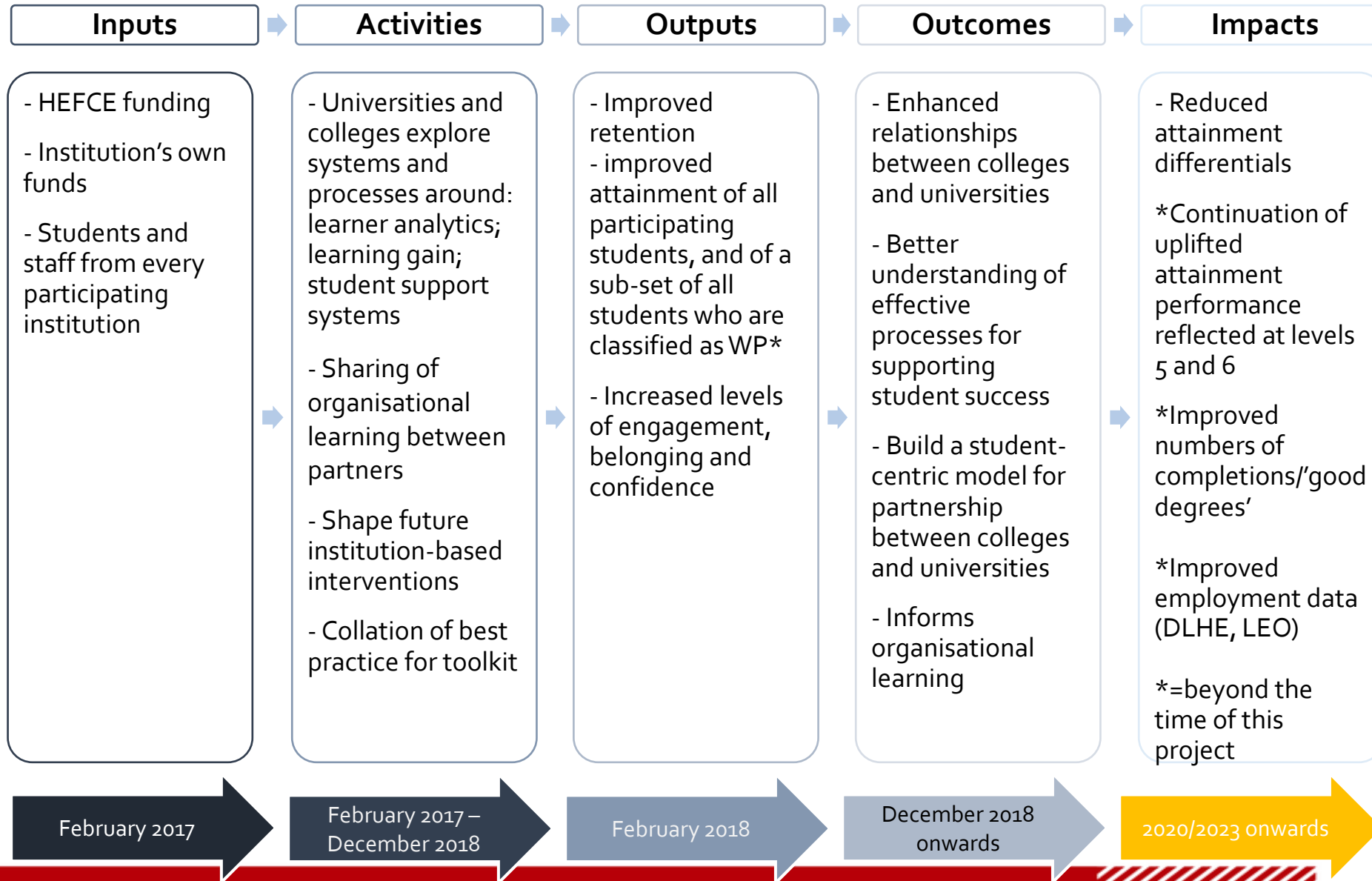
What/Intermediate Activities

- Knowledge exchange workshop: whole institution change model
- Identification of effective practice
- Identification of common challenges
- Benchmark data or activities pre and post interventions
- Systems approaches: review and student support interventions

What/Ultimate Activities

- Scaling up use of existing data sets to inform business intelligence models for institutions
- Creation of an inclusive practice organisational toolkit to transform the culture and practice to:

  a) Support disadvantaged students

  b) Develop staff

Logic Chain of Intervention (s)

Inputs	Activities	Outputs	Outcomes	Impacts
- HEFCE funding - Institution's own funds - Students and staff from every participating institution	- Universities and colleges explore systems and processes around: learner analytics; learning gain; student support systems - Sharing of organisational learning between partners - Shape future institution-based interventions - Collation of best practice for toolkit	- Improved retention - improved attainment of all participating students, and of a sub-set of all students who are classified as WP* - Increased levels of engagement, belonging and confidence	- Enhanced relationships between colleges and universities - Better understanding of effective processes for supporting student success - Build a student-centric model for partnership between colleges and universities - Informs organisational learning	- Reduced attainment differentials *Continuation of uplifted attainment performance reflected at levels 5 and 6 *Improved numbers of completions/'good degrees' *Improved employment data (DLHE, LEO) *=beyond the time of this project
February 2017	February 2017 – December 2018	February 2018	December 2018 onwards	2020/2023 onwards

DRIVER Data Response Initiatives as a Vehicle for achieving Equity in Results

- Whole project quantitative analysis of student data featuring incoming UCAS tariff points, End Yr 1 attainment, WP data, and 'intervention' participation.

- Localised focus on transitioning students:

Coventry University College	Halesowen College	Stoke on Trent College	The 6th Form College, Solihull
130 students	140 students	112 students	71 students
Coventry University	University of Wolverhampton	Staffordshire University	Birmingham City University

Common Framework

- The Theoretical Domains Framework (TDF) identifies 14 key barriers/enablers to a person adopting a voluntary behaviour, making for better design of and higher impact behaviour change interventions[1].

- The TDF aligns with the logic chain conceptualisation of the DRIVER project, in that that the theorised problem is addressed by an activity designed to address and overcome the problem, with the increase in a specific voluntary behaviour as a result[2].

- TDF is not a theory – it is a theory-informed guide for implementers

[1]Huijg, J. M. et al., M. R. (2014).

[2]Atkins, L., et al. (2017).

Common Framework[2]

- A key output of DRIVER will be detailed descriptors of each intervention, the context in which they were used, and associated results (outcomes)

- Helps organisational learning, guidance for further roll-out/scalability

- Combinations of techniques may enhance, or reduce effects.

- Intervention descriptions which leave out detail about how it was delivered, may lead to sub-optimal adoption in another context[1]
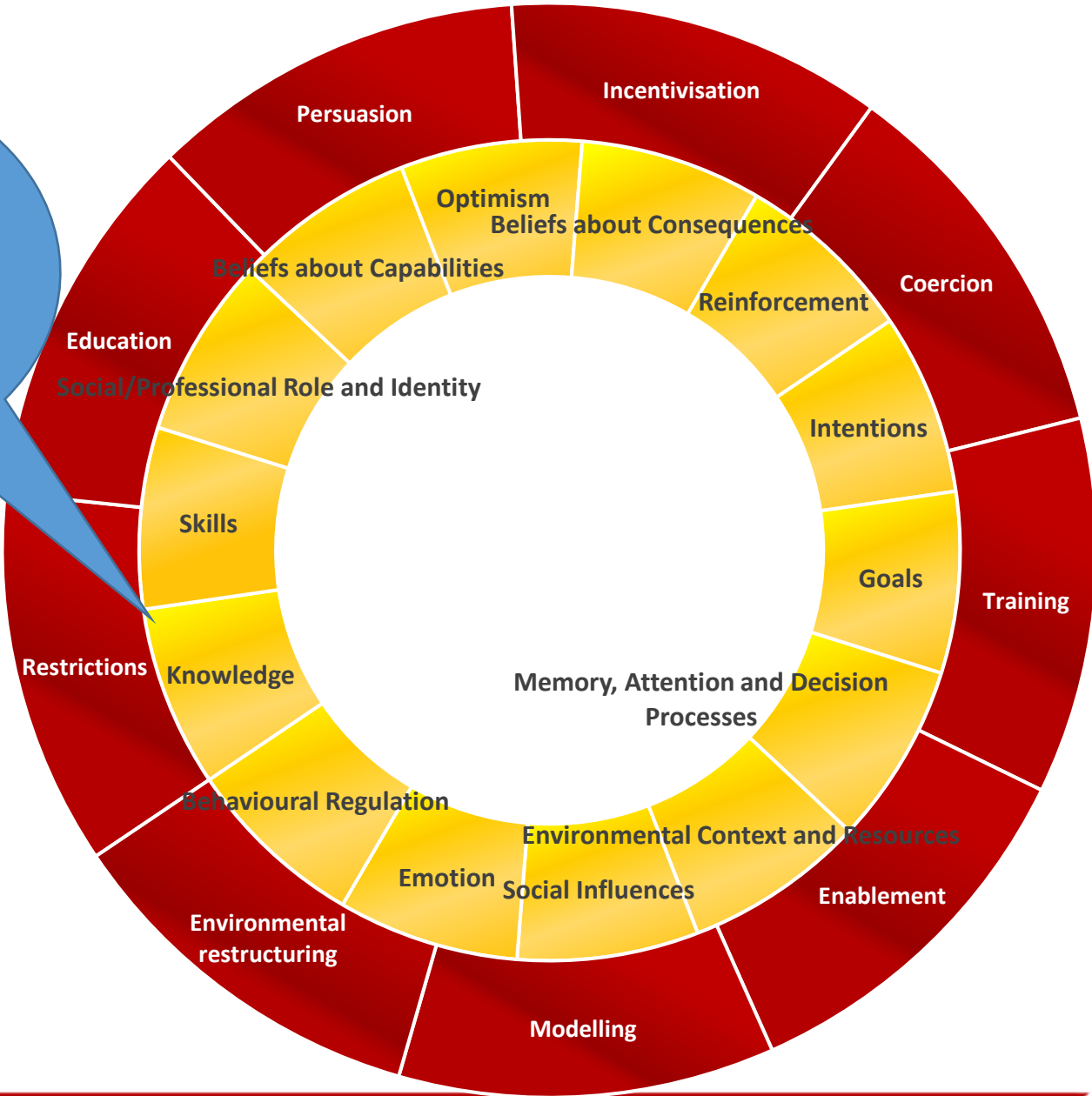
[1] Abraham, C., & Michie, S. (2008)
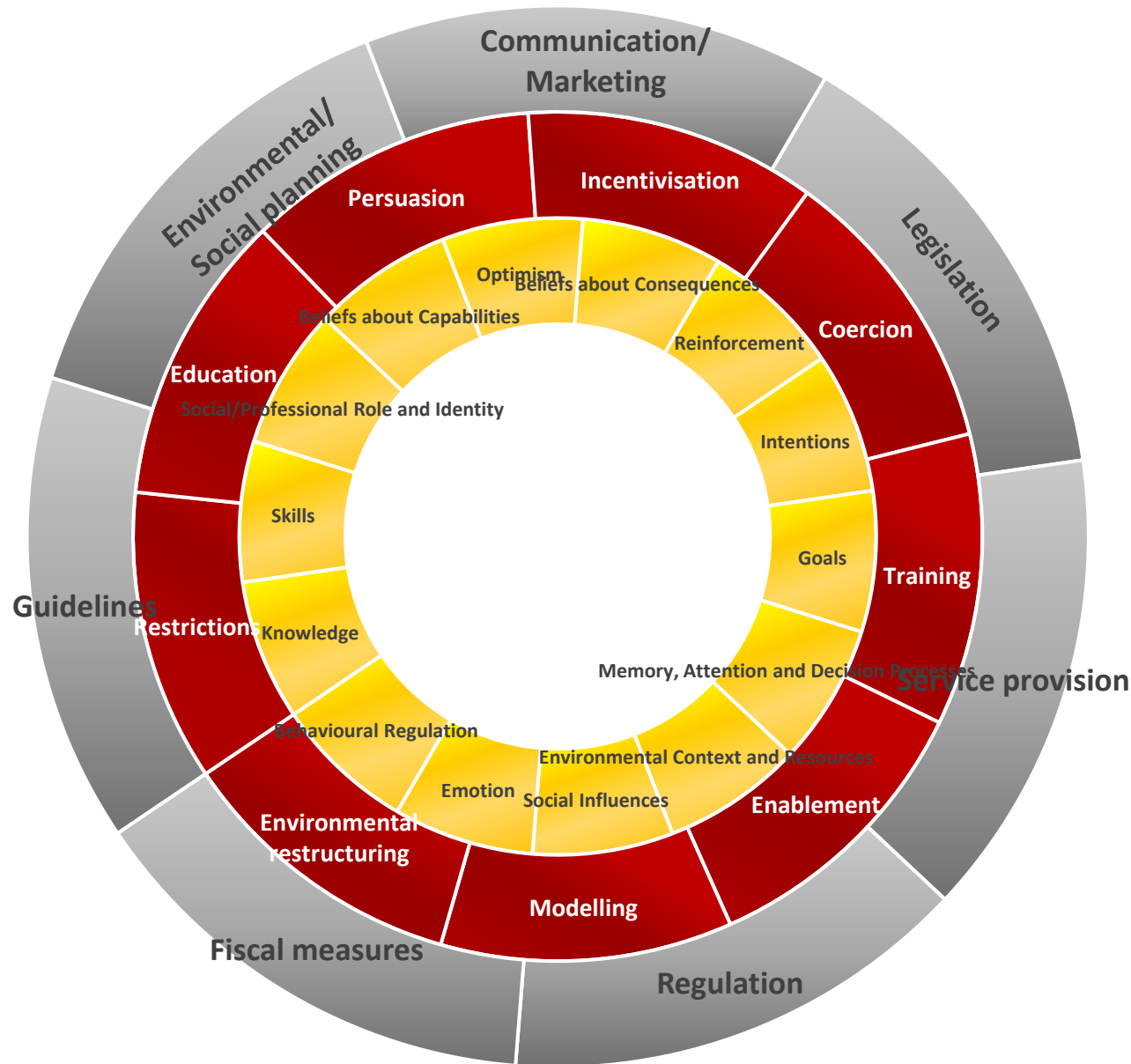
Based on Behaviour Change Wheel (Michie, S., van Stralen, M. M., & West, R. 2011).

Augmented by Theoretical Domains Framework (Cane, J., O'Connor, D., & Michie, S. 2012).
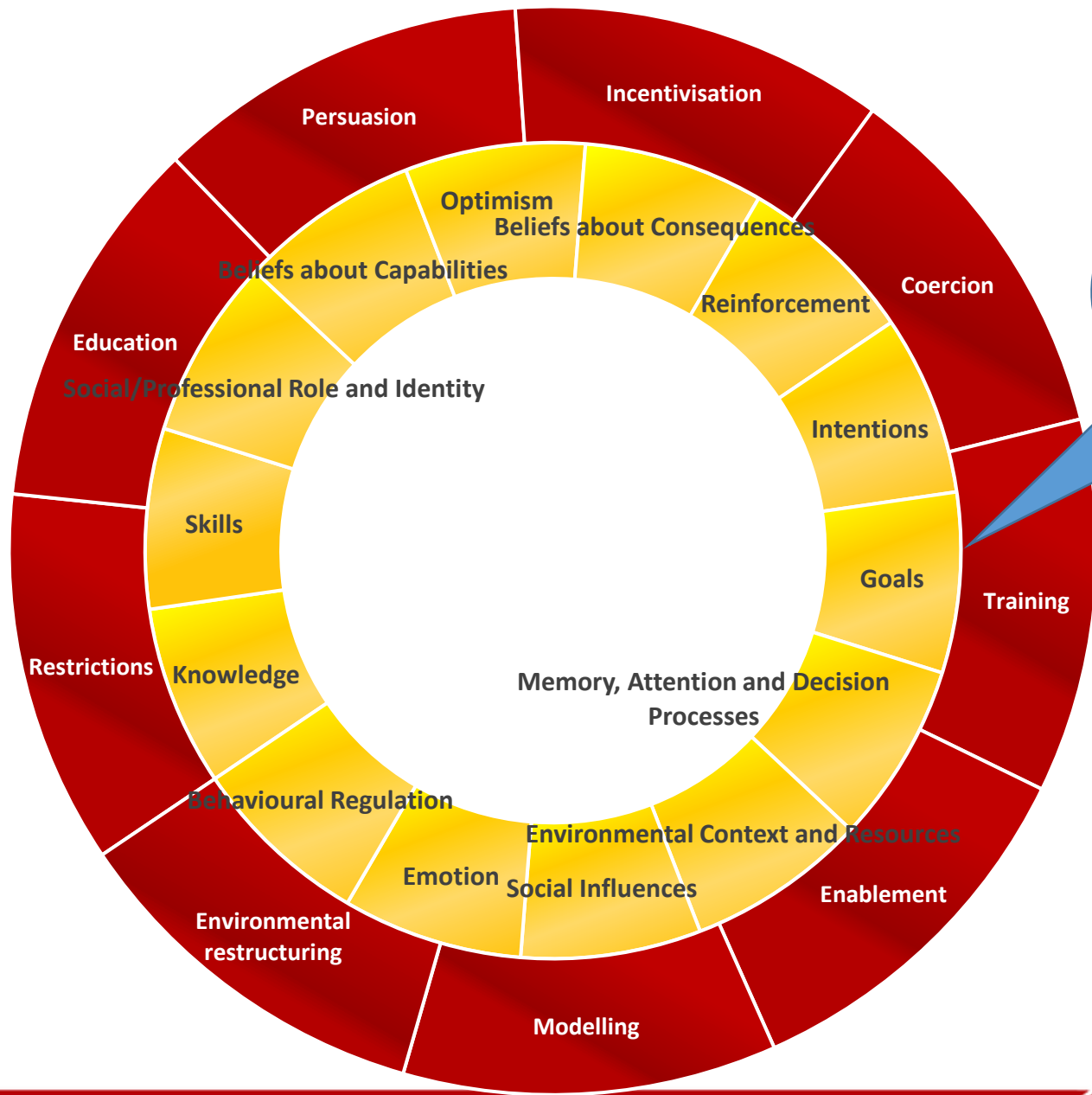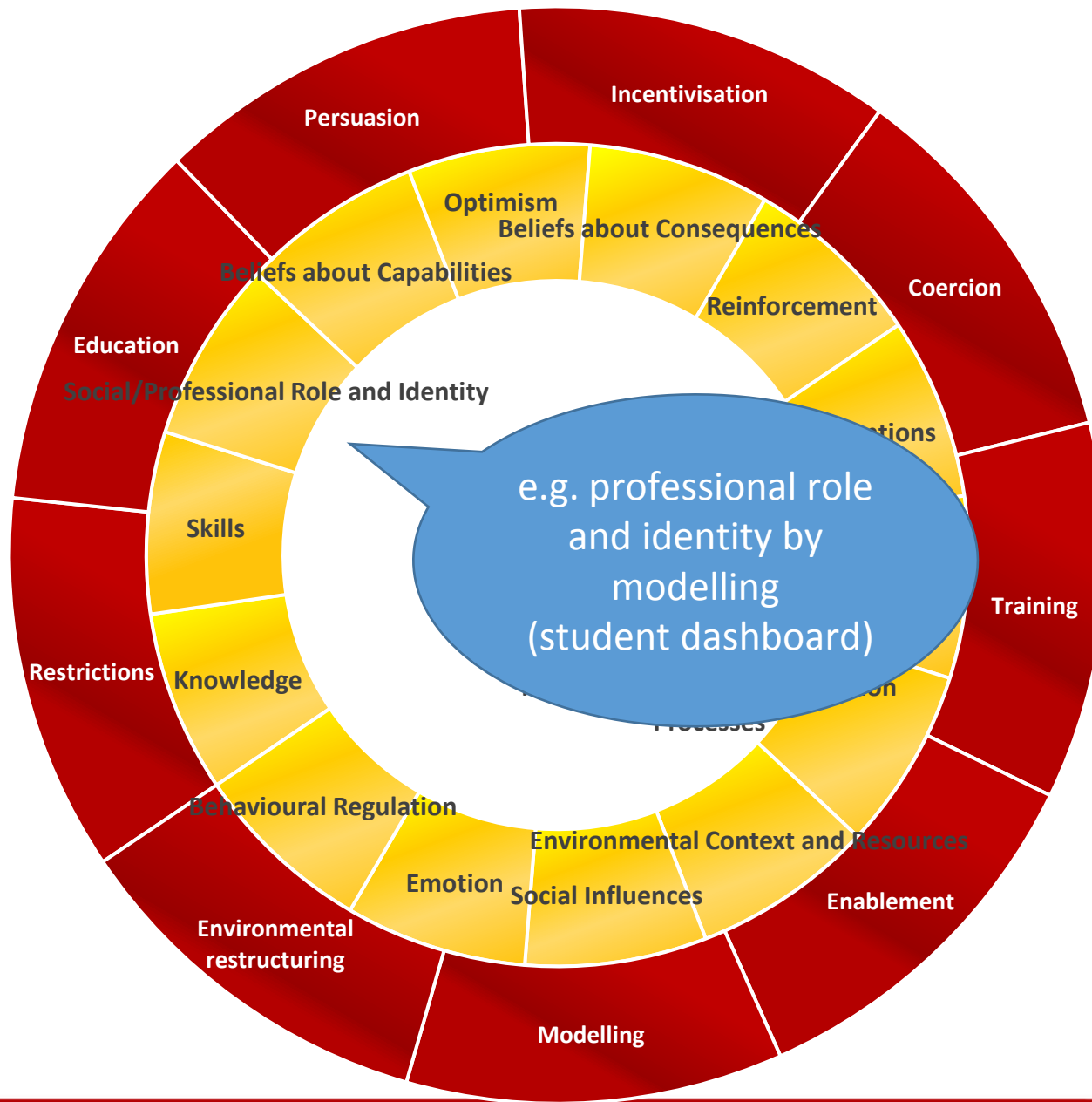
Categorising interventions - Step 1 of specifying for scalability

- Think of an transitioning activity at your institution. Using TABLE 1, try to fit your activity to one category only (if you have picked a holistic or multi-faceted activity consider splitting into constituent parts)

- Share your reasoning with your table

Interventions	Original BCW Definition	Constructs and examples from other BCW analysis or frameworks	Higher Education examples
Education	Increasing knowledge or understanding		*Learning* *Discipline-specific knowledge and practices*
Persuasion	Using communication to induce positive or negative feelings or stimulate action		*Communication of high expectations* *Communicate relevance of curriculum/skills development* *Inspire students to aim high*
Incentivisation	• Creating an expectation of reward • *Creating an expectation of reduced cost*	• Feedback on behaviour[6] • Commitment[6] • Discrepancy between current behaviour & goal[6]	*Timely feedback on progress* *Enriching educational experiences* *Fair assessment* *Student prizes*
Coercion	Creating expectation of punishment or cost	• Feedback on behaviour[6] • Commitment[6] • Discrepancy between current behaviour & goal[6]	*Attendance monitoring* *Institutional monitoring of departments, and programmes with poor progression and completion numbers*
Training	Imparting skills	• Demonstration and instruction on how to perform a behaviour[6] • Feedback on behaviour[6]	*The use of web and computer to support learning and access resources* *Assessment technique*
Restriction	Using rules to reduce the opportunity to engage in the target behaviour		*Submission deadlines, library fines* *Measures to combat plagiarism*
Environmental restructuring	Changing the physical or social context	Adding objects to the environment[6]	*Welcoming, well equipped study spaces* *Real time displays of availability/app-enabled booking* *Subsidies, loans, grants* *Group learning opportunities*
Modelling	• Providing an example for people to aspire to or imitate	Demonstration of behaviour[6]	*Dashboards allow students to compare with peers/average performances and set goals* *Guest speakers from industry* *Role models*
Enablement	Increasing means/reducing barriers to increase capability (beyond education and training) or opportunity (beyond environmental restructuring)	• Goal setting[6] • Problem solving[6] • Action planning[6] • Commitment[6] • Discrepancy between current behaviour & goal[6]	*Loans, grants* *Readily available study skills support* *Establishment of a learning community* *Regular opportunity for interaction between student and staff* *A culture of trust between lecturer and student*

Adapted from Table 1 of Wilson, Broughan & Marselle (2018)

	BCU/Sol	Wlv/Hal	Sta/Sto	Cov/CU
Knowledge	2		1	1
Skills	2	2	2	2
Social/Professional Role and Identity	1	2	2	1
Beliefs about Capabilities	1	2		2
Optimism	2			
Beliefs about Consequences	2			2
Reinforcement	2			
Intentions	2	2	1	2
Goals	2	2	2	2
Memory, Attention and Decision Processes	2		2	
Environmental Context and Resources	2	1		2
Social Influences	2	2	2	2
Emotion	2		2	
Behavioural Regulation	2		2	

Barriers and Drivers chosen by partners

TDF: value?

- Good evaluation tool? Is helping us match up perceived problem and a suitable intervention (plus also to assess whether intervention is successful at tackling perceived problem)

- Before teams start with an intervention, use to find out what *type* of intervention is needed? (rather than scale up or imitate an intervention used elsewhere which was successful in another context)

- Good audit tool? Are in danger of doing 'same old same old' – e.g. another intervention to pass on knowledge (to students or staff) but not skills/physical opportunity?
  - Our own research into student engagement guidance shows emotional motivation (Emotional motivation, e.g. Social/Professional role and Identity) to be a common missed opportunity (Wilson, Broughan & Marselle, forthcoming)

Next steps for DRIVER

Building our toolkit of what worked with context to enable scalability/replication.

		Mode (how was the technique delivered)	Content (what was delivered)	Further description
Intervention name	Who needs to do what differently	(e.g. if 'education', was it on the phone, via virtual learning environment, in class?)	Make sure to use verbs (e.g., provide, advise, arrange, prompt) that refer to the action(s).	Free text - any further information which might be needed to aid someone with no knowledge of the intervention to adopt it successfully elsewhere
Student Engagement Calls (Coventry)	Students with low digital footprint need to increase engagement	Check in' phone call to student with low engagement to ask if any help needed	Advice given, services referred to as necessary	Call centre receives alerts when student digital footprint is lower than cohort. Calls made to students by trained call handlers from student services

Questions?

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Key literature

- Michie, S., van Stralen, M. M., & West, R. (2011). The behaviour change wheel: a new method for characterising and designing behaviour change interventions. Implementation science : IS, 6(1), 42.

- Cane, J., O'Connor, D., & Michie, S. (2012). Validation of the theoretical domains framework for use in behaviour change and implementation research. Implementation science : IS, 7(1), 37.

- Wilson, C., Broughan, C., & Marselle, M. (in press) A new framework for the design and evaluation of a learning institution's student engagement activities. Studies in Higher Education