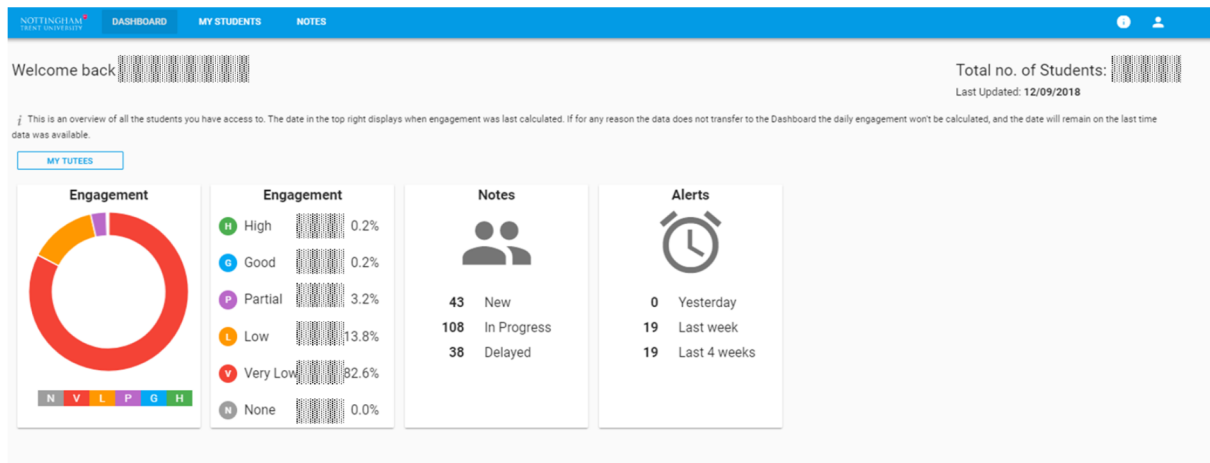


1. Appendices

Appendix 1: Staff overview of Dashboard

Staff can see an overview of the previous day's engagement of the students that they have access to displayed as a graphic.

When clicking on the button "My Tutees" the Dashboard overview will refresh and show you this overview information limited to the tutor's tutees.



Appendix 2: "My Students" screen on Dashboard

The My Students screen provides tutors with a list of all the students that they have access to.

The screenshot shows the 'My Students' screen on the Nottingham Trent University Dashboard. The top navigation bar includes 'DASHBOARD', 'MY STUDENTS', and 'NOTES'. The main content area displays a search bar, a 'Refine results' section with filters for Tutees, Engagement, Courses, Year, Level, and Study Modes, and a table of student data. The table includes columns for Name, Student ID, Year, Level, Study Mode, Enrolment Status, Rating, Note, Alert, and a 'More' button.

Name	Student ID	Year	Level	Study Mode	Enrolment Status	Rating	Note	Alert	More
[REDACTED]	[REDACTED]	3	UG	Part time	Fully enrolled	Very Low	2	0	...
[REDACTED]	[REDACTED]	2	PG	Part time	Fully enrolled	Low	5	0	...
[REDACTED]	[REDACTED]	1	PG	Full time	Fully enrolled	Low	7	0	...
[REDACTED]	[REDACTED]	1	PG	Part time	Fully enrolled	Low	0	0	...
[REDACTED]	[REDACTED]	1	PG	Part time	Fully enrolled	Very Low	0	0	...
[REDACTED]	[REDACTED]	1	PG	Full time	Fully enrolled	Low	3	0	...
[REDACTED]	[REDACTED]	2	UG	Full time	Fully enrolled	Very Low	0	0	...

Appendix 3: Filters

Tutors can filter according to the categories below, and can activate multiple filters at one time.

Refine results

Filters ✕ CLEAR ALL

Engagement

NONEVERY LOWLOWPARTIALGOODHIGH

Courses

ALL COURSES

Study Modes

FTPTSW

Years

ALL YEARS

Course Levels

PGUG

Enrolment Statuses

ALL ENROLMENT STATUSES

Appendix 4: Opening a student record

Once a student is selected, further information is provided about that student such as name, course, photograph, the previous day's engagement rating and attendance for the last 28 days. This is consistent on all Dashboard pages.

On the 'Engagement' tab, we see several graphs, illustrated below. The blue line in the graph below illustrates the student's engagement, and the dashed red line shows the course average engagement of the cohort.

The bar chart also summarises the student's engagement. This represents the percentage of days that the student has been in each engagement category for the same time period as the graph. This can be changed by changing the date range for the graph, which is customisable.



Appendix 5: Alerts

The following table summarises the number of alerts generated by the NTU Dashboard during the 2018-19 academic year.

Alerts were generated on 103 days between two date ranges:

- Term one: alerts generated 16/10/2018 – 14/12/2018 (659 alerts in total)
- Term two: alerts generated 31/01/2019- and 03/04/2020 (749 alerts in total)

No. of alerts generated for students in 201819	No. of students	No. of alerts generated
1	654	654
2	122	244
3 or 4	100	340
5+	26	170
Total	902	1408

Number of alerts per month generated by the NTU Dashboard 2018-19

Month alert generated	No. of alerts
Oct-18	135
Nov-18	447
Dec-18	77
Jan-19	76
Feb-19	304
Mar-19	360
Apr-19	9
Grand Total	1408

Appendix 6: Notes

Tutors can add notes to the Dashboard in tutorials to record any discussions or agreed actions with the students. Where a comment has been made by a student an email will be sent to both the author and the tutor, if these are different people. Where a comment is made is made by a member of staff an email will be sent to both the tutor and the student.

Intervention

09/07/2018

Not Applicable

✓ COMPLETE

^

Description

this is a test

Author

Intervention Category

Not Applicable

Comments

📅 This Intervention has been referred to Test Email Referral

09/07/2018 10:14

Adding a test comment

N0779929

27/07/2018 15:00

Add comment

Student name

Student ID

Intervention ID

64698

Opened

09/07/2018

Closure reason

Completed

09/07/2018

Resolution summary

Auto Closed

Communication approach

Email

Communication date

09/07/2018

Actions

Meeting duration

0 minutes

Target date

Send me email reminder in

No reminder

Notes input into Dashboard during the 2018-19 academic year:

Referral Area	Count of notes
Student Support	299
Library	8
Social Sciences	4
Employability	8
Total students (including those with no referrals)	24,258

Appendix 7: Dashboard usage statistics for 2018-19 academic year

The following table summarises the staff and student usage of the NTU Dashboard during the 2018-19 academic year.

Number of staff who logged in	1,537
Total number of staff log-ins	44,686
Average log-in per staff member	29
Number of students who logged in	31,483
Total number of student log-ins	390,748
Average log-in per student	12

	Staff	Student
Min	1	1
Max	923	367
Mode	1	1
Average	29.2	12.4
Total	44,868	390,748

No. of log-ins	Count of users		Percentage of users	
	Staff	Student	Staff	Student
1	280	4,801	18%	15%
2	139	2,999	9%	10%
3	99	2,452	6%	8%
4	78	2,065	5%	7%
5	74	1,794	5%	6%
6	45	1,522	3%	5%
7	47	1,341	3%	4%
8	31	1,153	2%	4%
9	37	1,073	2%	3%
10-19	215	6,408	14%	20%
20-29	113	2,712	7%	9%
30-39	85	1,274	6%	4%
40-49	51	695	3%	2%
50-99	142	1,005	9%	3%
100+	101	189	7%	1%

Appendix 8: Summary of school policies

The table below summarizes the common themes from the school attendance and engagement policies.

The 'contact for each stage of escalation' column refers to who the student is asked to contact or in some cases (such as school F) who sends the correspondence and the numbers here refer to each stage of escalation.

Where there are also numbers in the 'Method of communication' column these correspond to the stages of escalation. For school D, for example, the first contact if a student is identified as 'at risk' is from the personal tutor by an email to the student's university email. If the student does not reply, the second stage of escalation is for the student to be asked to contact their Subject or Course Leader and this is by email to the student's university and private email address. The 'additional notes' column contains further relevant information about the school's policies.

School	Data sources	Trigger levels	Contact for each stage of escalation	Who looks at the data	Method of communication	Review times	Additional notes
A	Attendance only (includes 'lateness' and 'partial attendance')	Less than 80% attendance	1. Personal tutor 2. Personal Tutor/ Course Leader 3. Deputy Dean	Regular reviews of attendance by Course Leader or a designated alternative (e.g. Year Tutor) and at mid-term reviews. Any member of teaching team with concerns about attendance or engagement can start review process	Email to the student's university account, with a printed copy to the term time address	Term 1: weeks 4 and 8 Term 2: weeks 4 and 8, Term 3: week 2	Engagement as measured via the Student Dashboard is not included within the policy as a trigger for further action, and the term 'engagement' itself appears to be used interchangeably with attendance
B	Attendance and engagement (both are inferred but not explicitly stated in the policy)	States trigger as "poor attendance/ engagement"	Each stage is by Course Leader/ Year Tutor or Academic Team Leader nominee who informs the Subject Administrator	Course Leader/ Year Tutor or Academic Team Leader	1. Email from Subject Administrator to the student's university email address. 2. Letter to home and university address 3. If not response student is withdrawn from course	First week in November, and end of January	Attendance is primarily referred to within the policy (with engagement mentioned once)

School	Data sources	Trigger levels	Contact for each stage of escalation	Who looks at the data	Method of communication	Review times	Additional notes
C	Attendance data (including lateness). Policy states other factors may be considered such as non or late submission of work	Yes for International students trigger is missing any of their Tier 4 visa attendance points. For other students - suggestion is given such as non-attendance of 3 consecutive sessions, non-submission of work	1. Course Leader/Year Tutor/Module Leader 2. Year Tutor/Module Leader or Course Leader 3. Course Leader or Head of Department	The Course Leader or a designated alternative (e.g. Year tutor/Module Leader). Any member of teaching team with concerns may also initiate a review	Email to students email account (not specified if home or university account)	Not stated	Policy is called "Student Engagement and Attendance policy" and refers to engagement within the policy (although not directly monitored)
D	Informal monitoring uses attendance and engagement data Formal monitoring uses attendance data	Less than 50% attendance of whole course	1. Personal Tutor 2. Subject or Course Leader 3. Head of Department 4. Deputy Dean	Informal monitoring: all module leaders monitor attendance. All personal tutors monitor engagement (both monitored throughout year but in particular first few weeks of each term) Formal monitoring: Administration Team monitor attendance data	1. Email to student's university email 2. Email to university and private email 3. Formal letter to home and term time address	Formal monitoring Term 1: weeks 6 and 12 Term 2: week 6 and week 12	The policy is titled 'Attendance Policy' and contains a template of communications for each stage. Students are asked to complete an Attendance Self-Assessment form prior to meetings

School	Data sources	Trigger levels	Contact for each stage of escalation	Who looks at the data	Method of communication	Review times	Additional notes
E	Attendance and engagement data	Attendance, non-completion of formative assessments and or/engagement alerts on Dashboard	1. Academic Mentor Undergraduate / Personal Tutor 2. Course Team 3. Head of Programmes	Academic Mentor Undergraduate / Personal Tutor reviews engagement and attendance in mid-year appointments with students	1. Not specified 2. Text message and letter from Course Administrator 3. Letter	Not stated	Policy states link between engagement data and positive student outcomes. Academic mentors/personal tutors, subject/course administrators and course teams are asked to actively use the student dashboard including in one to one tutorials with students (and to record meetings in 'Notes' section)
F	Attendance	70% or less attendance in any one module or any student for whom the school has concerns about overall attendance. For International students on Tier 4 visa - any attendance Tier 4 points missed is a trigger	1. Personal Tutor 2. Year Attendance and Progression Tutor 3. Course Leader and Head of Department (and Personal Tutor if appropriate)	Personal tutors check attendance records at the beginning of the following teaching weeks: 4, 8, 12, 16, and 20. In addition, subject tutors may report unsatisfactory student attendance to Personal Tutors	1. Email to student's university email account 2. Email and letter to the student's term time address 3. Correspondence will be sent by the Course Leader or Head of Department, both to the student's term time and home address inviting them to a meeting	Teaching weeks: 4, 8, 12, 16 and 20	Policy is called "The Student Engagement and Attendance policy". Template communications are included in appendix of policy

School	Data sources	Trigger levels	Contact for each stage of escalation	Who looks at the data	Method of communication	Review times	Additional notes
G	Attendance	Monitoring Points 1, 2 and 4 less than 50% attendance Point 3 - any student who has not attended since the Christmas holidays	1. Course Tutor 2. Course Leader. 3. Head of Department	Module Leaders and reported to Course Leaders	1. Email 2. and 3. Formal letters to term time and home address	Term 1: week 4 (Point 1) and week 8 (Point 2) Term 2: week 3 (Point 3), and week 8 (Point 4)	Referred to as "Attendance and Engagement Policy Guidance" Students are asked to complete and bring to meetings a Self-Assessment Tool that contains prompt questions as a basis for discussion and identifying support
H	A. Enrolment status, B. Student Attendance and engagement C. Assessment In addition to prompts such as enrolment queries, Tier 4 monitoring, Dashboard alert	States as "low engagement and attendance" The school has not set out a minimum attendance threshold, but course teams may choose to define one	1. Personal Tutor 2. Course administrator	Personal Tutor - oversight of tutees engagement and progress. Routine prompts and follow up action Subject Administrators monitor A-C Course Leader and Course Administrator present overview of mid-term review data	1. Email from Personal Tutor 2. Postal letter	Once a term	Referred to as "Student Engagement and Attendance Policy". Course teams may Develop a bespoke Attendance and Engagement Policy. The policy asks that records of meetings at stage 2 are recorded in the 'Notes' section of Student Dashboard

School	Data sources	Trigger levels	Contact for each stage of escalation	Who looks at the data	Method of communication	Review times	Additional notes
I	Attendance	<p>A' Below 85% attendance B. More than two weeks of consecutive unauthorised absence C. A student requests a withdrawal from the course</p> <p>If a student's engagement and attendance is giving immediate cause for concern at any point, the Personal Tutor or Course Leader may initiate a review.</p>	<p>1. Personal Tutor. 2. Personal Tutor and other key members of staff (Additional Learning Support, Student Services Team). 3. Course Leader 4. Curriculum Leader.</p>	The Personal Tutor is responsible for monitoring student attendance.	<p>1. The policy states that the Personal Tutor will make contact in person after lessons, by phone, or by letter. The tutor is asked to log any interactions as a Tutorial on the system. 2. 'Attendance Stage 1' letter 3. 'Attendance Stage 2' letter 4 'Attendance Stage 3' letter 5. 'Attendance Stage 4' letter</p>	Not stated	Referred to as 'Student Engagement and Attendance Policy'

Appendix 9: Tutor interview script

An initial interview script, as designed collaboratively by the OfLA project team, and adaptable for staff and student use.

Part 1: Original interview script

Interview guide for staff

Introduction to the interview

This interview is part of the Erasmus+-project Onwards from Learning Analytics (OfLA)...[continued]

Identify interviewee

Name, institution, job title and job description.

- ⇒ *Try to map if the staff is management (works mainly with staff) or frontline staff (works mainly with students – like lecturer, tutor, mentor, coach, student counselor, examiners).*

Identifying students at risk – prompts/data

1. Both: How **should staff** / **do you** learn about an at risk student?
 - a. What observable behavior in class would make you classify a student as at risk?
 - b. What data obtained at a general level (institution) (e.g. background information) would make you classify a student as at risk?
 - c. What data would you like to have and why? Data gathered?
2. Please can you describe what happens when **staff** / **you** receive an alert about a student?

Communication to students at risk

3. Both: How **should staff** / **do you** communicate this 'risk' with that student?
 - a. Channels used? Differences between channels?
 - i. What channel works the best? → Why don't you use it all the time? What is a good alternative?
 - b. Message style?
 - i. What message works the best? → Why don't you use it all the time? What do you require to send the message? What is a good alternative?
 - c. Timing?
 - d. What data works best to build your communication on/to give to the student during the communication?
 - e. Do you have any examples of this communication? Do you have standard emails? Examples of communications?
4. Both: What is the goal of this communication of **staff** / **you**?
5. Both: Is there a follow-up of communication?
 - a. How?
 - b. What happens if initial communication fails?

Offering **support** to students at risk

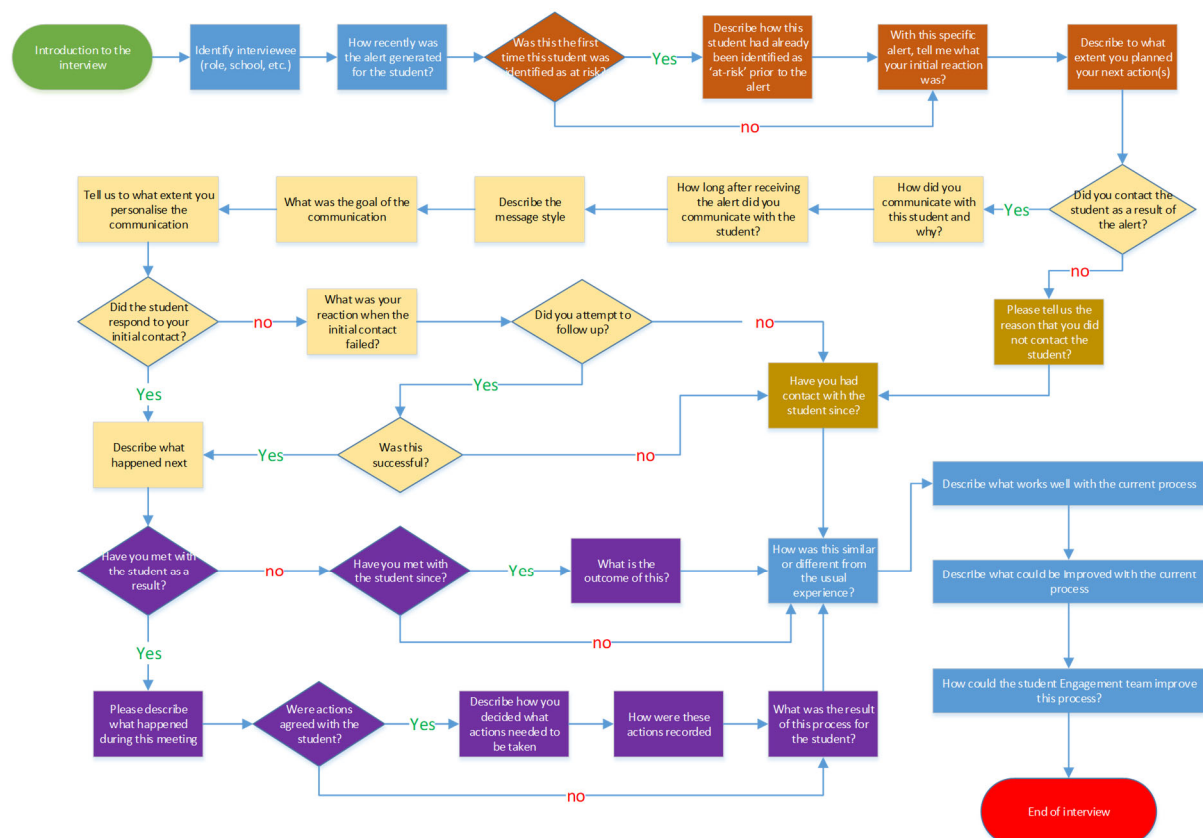
6. Both: How **should staff** / **do you** decide what actions to take?
 - a. What extra support is needed?
 - b. What information/tools could be useful to help **staff** / **you** with this?

7. Both: How **should staff** / **do you** monitor this with the student?
 - a. What is logged? Who can access this?

Sustainability of approach

8. Both: If we were to map this process, what would it look like? *draw map with staff*
 - a. **For management staff:** Has this process changed over time – and if so, why?
 - i. How is this evaluated?
 - ii. Do you record impact?
 - iii. What are the strengths and weaknesses of your process?
9. Both: Can you describe what works well with this process?
10. Both: Can you tell me what the issues are with this process?
11. Both: what do you think is needed to improve the process?
12. **For frontline staff:** Do you have any examples of any ‘successful’ interventions that you have conducted – if so, what happened? Do you have examples of unsuccessful interventions? Why were they unsuccessful according to you?

Part 2: Flow chart interview script



Appendix 10: Example of Communication with 'At-Risk' Student

The following is an email exchange -

First Email

From: [Course Administrator]
Sent: 12 December 2018 10:33
To: [student]
Cc: [Interviewed tutor]; [Support team]
Subject: IMPORTANT Attendance and Engagement Concerns

Dear [student],

We are contacting you because of concerns raised regarding the lack of attendance and engagement (9% attendance recorded between 1 October 2018 – 4 November 2018 and an engagement rating of 'Low') with your repeat Year One studies on the [course details] course.

We would like to ask you what NTU can do to help you overcome any issues that might be affecting your ability to participate in the course.

In order to discuss these concerns please contact [Interviewed tutor] [details provided] within two weeks of this email for an informal chat.

You may also wish to discuss any academic writing issues with someone who is not directly connected to the course team, please contact [Learning developer 1] or [Learning developer 2], the School's Learning Developers [details provided] or use this link to make an appointment: [link to booking system]

You can also contact the NTU Student Support Services. Their webpages can be accessed at the following link: http://www.ntu.ac.uk/student_services/index.html

Or the School Student Support Advisor, details of how to contact them and make an appointment are attached to this email.

We urge you to discuss any issues you are experiencing with your studies with us to enable us to support you throughout the course. The School considers that regular attendance and participation enables students to create a positive learning experience resulting in higher progression and achievement rates.

The University recognises that there may be times when students are unable to meet deadlines or take assessments on the scheduled dates, in these cases students should complete a Notification of Extenuating Circumstances (NEC) form online together with supporting evidence to request additional time to complete these assessments. The form and further guidance can be found at the following link: https://www4.ntu.ac.uk/current_students/resources/student_handbook/notification_of_extenuating_circumstances/index.html

Regards,

[Course Leader]

Second Email

From: [student]
Sent: 12 December 2018 12:04

To: [Course Administrator] [Interviewed tutor]
Subject: Re: IMPORTANT Attendance and Engagement Concerns

[student email received, details issue relating to personal family issue]

Third Email

From: [Course Administrator]
Sent: 12 December 2018 16:05
To: [student]
Cc: [Interviewed tutor]; [Course Leader] **Subject:** RE: IMPORTANT Attendance and Engagement Concerns

Hi [student],

Thank you for your email.

Apologies for missing your calls earlier today.

Oh my gosh [student]. I am so sorry to hear of the [personal family issue]. This must have been an extremely distressing time for you.

I am very pleased to hear that he is now out of hospital and back home with you.

Whilst I am always happy to see you, you must now speak/meet with [Interviewed tutor] and/or [Course Leader] to discuss your circumstances and look at the options available to you and your studies.

I have copied both [Interviewed tutor] and [Course Leader] into my reply.

Your health and wellbeing is extremely important to us so I would like to remind you of the support systems available across the University. Please see attached flyer from [Student Support Adviser].

Take care.

Thanks,
[Course Administrator]

Fourth Email

From: [Course Administrator]
Sent: 10 April 2019 15:45:24
To: [student]
Cc: [Interviewed tutor]
Subject: IMPORTANT Attendance and Engagement Concerns

Dear [student],

We are contacting you again because further concerns have been raised regarding your recent attendance and engagement (0% attendance recorded between 14 January 2019 – 24 February 2019 and an engagement rating of 'very low').

We note this is not the first time that you have been contacted in relation to attendance or engagement concerns, and we would like to ask you what we can do to help you overcome any issues that might be affecting your ability to participate in the course.

We are aware that you were experiencing significant personal circumstances at the start of the academic year. I really do hope that your son's health has much improved and that you are both doing well.

It would be extremely beneficial to you and your studies if you contact your Personal Tutor within two weeks of this email for an informal chat [details provided].

If you would prefer to discuss any academic issues with someone who is not directly connected to the course team, please contact [learning developer 1] or [learning developer 2], School Learning Developers, [details provided]

An appointment can be made on-line with either [admin staff 1] or [admin staff 2] via the following link: [link provided]

You can also contact the University's Student Support Services to discuss any other issues you may be experiencing. Their webpage can be accessed via the following link:

http://www.ntu.ac.uk/student_services/index.html

[Student Support Adviser] is the School's Student Support Advisor. Details of how to contact [Student Support Adviser] and make an appointment are attached to this email.

It is important that you discuss any issues you are experiencing with your studies with us to enable us to support you throughout the course. The School considers that regular attendance and participation enables students to create a positive learning experience resulting in higher progression and achievement rates.

The University recognises that there may be times when students are unable to meet deadlines or take assessments on the scheduled dates, in these cases students should complete a Notification of Extenuating Circumstances (NEC) form online together with supporting evidence to request additional time to complete these assessments. The form and further guidance can be found at the following link:

https://www4.ntu.ac.uk/current_students/resources/student_handbook/notification_of_extenuating_circumstances/index.html

Thanks,
[Course Administrator]

Fifth Email

From: [Interviewed tutor]
Sent: 10 April 2019 21:49
To: [Course Administrator]; [student]
Subject: Re: IMPORTANT Attendance and Engagement Concerns

Hi
Do please make contact with us/me as we need you to maximise your chances
I look forward to hearing from you soon, [student]

[Interviewed tutor]