OfLA Project
2018-1-UK01-KA203-048090

O9 – Evaluation of the second cycle of studies

NTU Mid-term reviews

RESPONSIBLE PARTNER:
NOTTINGHAM TRENT UNIVERSITY

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Output 9 – Evaluation of the second cycle of studies

These reports will map the process of data-informed advice in the second year of the study.

A1. We will confirm with the new study subjects how we will work alongside them. This time however, we will have selected a new group of courses or degree programs to work with, or will be testing a new approach to using institutional data/ learning analytics in the advising and supporting process. This may include group tutorials, different types of alert or early warning, or advising using a particular pedagogical methodology.

A2. We will monitor and project manage the operation of the learning analytics resources.

A3. We will map how data (on each course and/or centralized) is used to firstly spot students at risk, how students are communicated to and how they are supported. Importantly, this year the reports will also include a summary of how we communicated with staff to set up the new round of interventions and challenges associated with the new cycle of interventions. The reports will also include recommendations for conducting the final cycle or research in 2020-2021.

A4. We will publish the resources to the website. AHS will take the overall responsibility for editing together the reports.

This output is a result of the European Erasmus+ project OfLA (2018-1-UK01-KA203-048090)

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1. Executive Summary

The NTU Student Dashboard generates 'engagement' data for each student based on their interaction with the University using already available electronic measures. One way that NTU uses this engagement data is to combine this data with tutor knowledge about each student in an intervention called the 'mid-term reviews'. These mid-term interventions were developed in response to feedback from NTU first year students in which 97% of the students thought that the University should contact a student if NTU felt that it could improve a student's chances of progressing to the next year of study.

This research explores the *process* of the mid-term reviews in order to learn from good practice about how to identify students for subsequent action using a combination of Dashboard data and tutor knowledge about the student, and where schools can be further supported in this process.

This report begins by outlining the process of the mid-term reviews in detail (of which there are seven stages) before outlining the aims and methodology used in this research. The findings and accompanying recommendations are then written up under each of the seven stages of the mid-term review process.

2. Introduction and Methodology

2.1 Background Information

About the Student Dashboard and the data it provides

The NTU Student Dashboard generates 'engagement' data for each student based on their interaction with the University using the already available electronic measures of: attendance, Library loans, Log-in to NOW (the University's Virtual Learning Environment), Accessing NOW Learning Rooms, Card swipes to NTU buildings, use of E-Resources, and coursework submissions (through the NOW dropbox)[1]. Using these measures, the Dashboard algorithm provides an engagement rating for each student for each day of the year based on their activity levels: the more a student engages with the resources the higher their engagement rating. The engagement rating can be one of five ratings: High (H), Good (G), Partial (P), Low (L), or Very Low (V). Previous research by the Dashboard team has found that engagement data has a relationship with student progression and attainment at NTU [see Appendix 1 Example evaluation for the mid-term review – Term 1, 2019/20]. For further details about the Dashboard see the NTU Student Dashboard Staff User Guide, the STELA Project Case Study Zero, and the NTU Student Dashboard – a brief explainer.

About this research

Data derived from the Student Dashboard has been used to systematically identify, and respond to, potentially at risk students using 'mid-term' interventions (ABLE Project, 2015). These 'mid-term interventions' were developed in response to feedback from NTU first year students via an online survey in which 97% of the students (n=753) thought that the University should contact a student if NTU felt that it could improve a student's chances of progressing (2017 Student Transition Survey[2]). This research project builds upon this earlier ABLE Project work to explore the *process* of the 'mid-term

[1] Since this research has taken place the Dashboard algorithm has been altered in response to students primarily working off-campus due to Covid-19. From September 2020 the two on campus measures (card swipes and library loans) have been removed from the algorithm.

[2] This is an annual survey of NTU first year students conducted by NTU that is used to inform improvement of the student experience.

interventions' (referred to by staff within the university as 'mid-term reviews') in further detail.

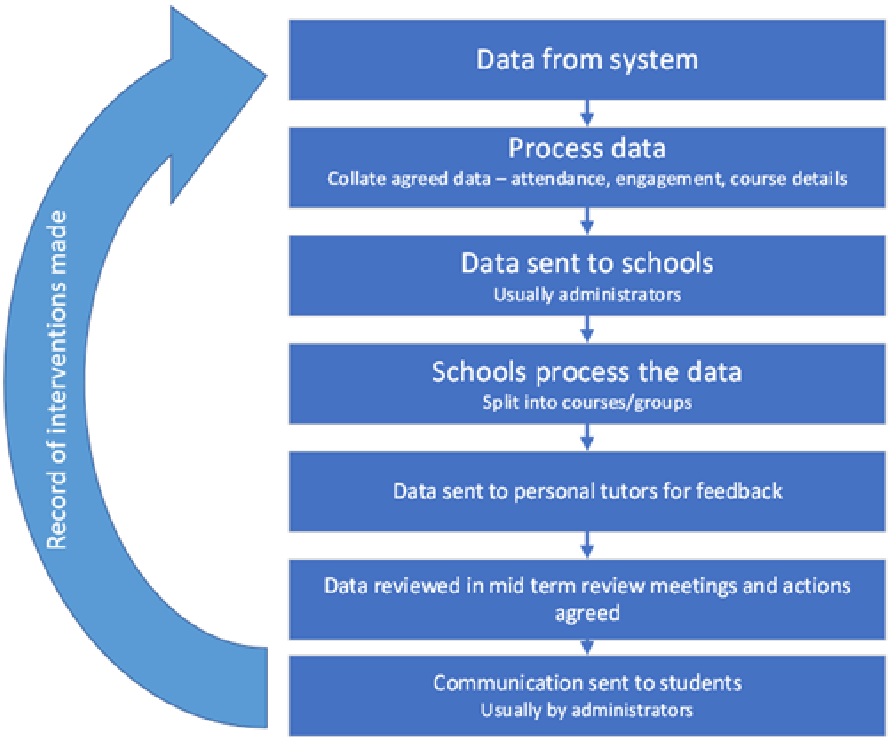
2.2 Introduction and Aims

What are the mid-term reviews?

NTU primarily teaches in three terms, and this study focuses on the mid-term reviews that take place in the first term. The mid-term interventions typically take place in the eighth week of the first eleven week term and draw upon data from the first four to five weeks of term.

Schools are provided with data from the Dashboard by the team, and this data enables staff to identify those students with low engagement. There then follows a process of meetings and consultation at course level in which staff combine their existing knowledge about each student to decide whether students would benefit from a communication from the school, and what type of communication would be most appropriate for that student. The next section outlines this process in more detail.

The process of the mid-term reviews



The mid-term intervention process is as follows:

1.Data from system Schools are consulted about which data they would find helpful for the review process, when this will be sent, and who this will be sent to. One of our schools for example, finds the inclusion of students' enrolment status helpful in their decision making as the data cut is around the time that students can be automatically unenrolled and this often prompts students to complete enrolment. They also ask for clearing[3] data to be included and send the team a list of students who transferred into the school to be included in the spreadsheet.

[3] Clearing is a route through which students may apply for entry to university in the UK when universities seek to fill any empty places in the third week of August. Students arriving through clearing may be accepted onto degree programmes with lower entry qualifications and there is some evidence that students entering through

Currently this process takes place in three schools[4] at NTU. In previous years, engagement data that has typically been produced for the schools is as follows:

a. Mode engagement (school 2)
b. Median engagement (school 1)
c. Percentage time with very low and/or low engagement (all schools)
d. Percentage time with good and/or high engagement (requested by school 1)
e. Number of days with engagement data (all schools)
f. In 2019-20, quartile data was provided for school 1 (based on full-time undergraduates in year groups 1, 2 and final years, split by year group). In order to produce quartile data, students are firstly classified into quartiles based on their daily engagement ratings over this timeframe. These quartiles are then calculated based on peers in the same year group because engagement tends to differ between years. For further information about quartile data please see Appendix 2: Quartile calculation.

This engagement data is provided alongside other data such as Student ID, student name, programme year, campus, tutor name and tutor email (for an example of data collated see Appendix 3: Example of data collated for school 2)

Schools are encouraged to exclude the first week of term one as during this week engagement will be impacted by engagement during the holiday period (engagement depends on activity for the previous day and also the 6 days before this). If schools would like to include the beginning of term it is suggested that only first year students' engagement is measured, as they will be expected to engage during Welcome Week (the week prior to the first week of teaching term for first years) and that this can be reported as a separate field from data from the first half of the term.

Once a date to provide the data has been agreed, ideally schools will arrange their mid-term review meetings as soon after this date as possible to prevent the data in the report appearing out of date by the time of the mid-term review meetings.

2.Process data This data is then collated by the Dashboard team.
There are a number of practices that have been developed by the team when processing this data that are outlined here:

- Due to the short timescale that the team need to produce the data, days are blocked out in advance in the calendar in order to allow for processing the mid-term review data.
- The team colour code elements of the data to highlight points of consideration for the course teams when using the mid-term review data to inform the identification of potentially at-risk students. The percentage attendance data for example is colour coded as follows:

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this route are more at risk of early withdrawal from the university. For further details see ABLE Project 2015-1-UK01-KA203-013767 O1 - Supporting student transition into Higher Education a summary of the current situation, strengths, and challenges at the partner institutions [http://www.ableproject.eu/wp-content/uploads/2018/10/O1-Report-supporting-student-transition-into-higher-education.pdf.](http://www.ableproject.eu/wp-content/uploads/2018/10/O1-Report-supporting-student-transition-into-higher-education.pdf)

[4] NTU has nine academic schools that may typically be called faculties in other Higher Education Institutions.

0 – 20 % attendance = Dark red
20 – 40 % attendance = Red
40 – 60 % attendance = Orange
60 – 80 % attendance = Light green
80 – 100 % attendance = Dark green

- Attendance is reported as the percentage of sessions attended alongside the number of sessions recorded (that is, the number of sessions that the student was expected to attend). If the number of sessions recorded is low (for example, less than 8) the number of sessions is highlighted in red to illustrate this.
- Registers are sometimes input into the system the day after the monitored session, so to reduce the changes that data provided by the team will differ from attendance monitoring data, the attendance data is drawn on the Tuesday of the week after the data timeframe to allow for staff to complete any registers on Monday from the previous week.

The following practices serve to highlight differences that may occur because of the different types of students and their context of study:

- Students that are recorded as being on distance or online courses are highlighted to draw users' attention to the fact that the student's engagement may be expected to be different for those courses.
- Similarly, third-year students who are non-finalists are also highlighted as these students are likely to be on placement and hence their engagement data is likely to be less relevant.
- Generally, apprenticeship students are excluded from the provided data, but if included, these students are highlighted too as again, their mode of study is important context for their engagement data.
- It is also communicated to staff that we would expect part-time students to appear to have lower engagement even though they have a different algorithm from full time students as the algorithm doesn't fully compensate for their mode of study.

Typically once the data has been sent, the Dashboard team receive, and respond to, emails directly from staff within the schools about the data and an 'Understanding the data' document was developed in response to these queries. This 'Understanding the data' document is sent to accompany the data which explains how the data has been calculated, and its aim is to support trust in the data by providing this information as well as anticipating (and answering) questions that staff may have. This information is tailored to be specific to each school, providing for example, the date that the data was taken from the system specific to the school (see Appendix 4 : Understanding the data document school 1, and Appendix 5: Understanding the data document school 2)[5].

3.Data sent to schools This data is then sent to schools (usually to the administrators within the schools) as close to live as possible, for example, if the date range is agreed

[5] Additional note about data provided during Covid 19
This research was conducted prior to Covid 19 (September – October 2019). Following Covid 19, when data was sent to schools to report on engagement during the first two weeks of online teaching (due to the virus) it also included NOW log-ins as a separate field as this was felt to be key at the time. It may therefore be that in future mid-term reviews it is important to report other elements of engagement separately (or other data sources not yet part of the algorithm) as the mode of study changes with time.

to finish at the end of one week, data is provided at the start of the next week. It is sent using password protected software, and only to those staff that have been identified in stage 1 to receive this information (usually one or two staff within the school). This is sent with the 'Understanding the data' document described above.

An evaluation document, again specific to the school, is also sent that demonstrates the relationship between student outcomes and their percentage attendance and engagement during last year's term 1 mid-term review period. This is to help inform the identification of potentially 'at-risk' students during the review (see Appendix 1: Example evaluation for the mid-term review – Term 1, 2019/20).

4.Schools process the data This appears to be processed slightly differently within schools as outlined in the Findings section below.

5.Data is sent by the school to personal tutors for feedback. Personal tutors (or their equivalent) are asked to provide any additional relevant information about their tutees that have been identified in this data. This is typically done by administrators.

6.The data is reviewed in mid-term meetings and actions agreed
The review is conducted at course level. In this mid-term review process course teams meet to review individual student's progress, combining data provided by the Dashboard with their existing knowledge about the student to decide whether they would benefit from a communication from the school. Within the review the course team also decide on what type of communication may be most beneficial for the student: this may be, for example, a letter[6], or it may be an email from the personal tutor if there is already ongoing contact with the students and a letter seems inappropriate. Within this meeting information in addition to the Dashboard data is considered such as:

- Knowledge about the student's circumstances that can't be gained from the data, for example, 'I have already seen this student this week so they don't need to be contacted' or 'this student is in hospital so don't contact them at the moment';
- Programme-specific factors, including work placements; and
- Additional risk factors such as joining the course through 'clearing'.

7.Communications are sent to students and a record of interventions is made
Communications agreed at the mid-term review meetings are sent to students and a record of these is made. This is typically by the administrator, but there may be some instances in which the communication is from another member of staff within the school.

Research aims

The ABLE Project report (2015) concluded that human input with greater contextual data was an important part of the mid-term review interventions, and this research responds to this by exploring in greater detail the *process* of the mid-term reviews, what actually happens once schools receive the data asking questions such as: who sees the data, when, and how are decisions made?[7]
The OfLA NTU 06- Evaluation of First Year Studies report, following interviews with tutors, recommended that:

> "the most effective practice of identifying students at risk is to use a combination of different data sources (section 3.2.3), however the details in how different data

[6] Examples of letters and emails to students can be found in the 09 Evaluation of the second cycle of studies Mode of communication pilot study Appendix https://oflaproject.eu/outputs/output-9-evaluation-of-second-cycle/.
[7] It was also concluded that more work was needed to better understand the experience of students and this is further explored in the OfLA *O9 – Evaluation of the second cycle of studies: Prompts, communications and action – NTU student research*. https://oflaproject.eu/outputs/output-9-evaluation-of-second-cycle/

sources are compared in practice is missing. Therefore, further research work is needed to understand this process in particular, in order to develop guidance to support the process".

The research therefore aimed to find out more about the mid-term review practice in two schools in order to learn from good practice how to identify students for subsequent action using a combination of Dashboard data and tutor knowledge about the student and to identify improvements within this process. It focuses in particular on stages 4-7 above in order to find out what is working well, and to identify where schools can be further supported in this process.

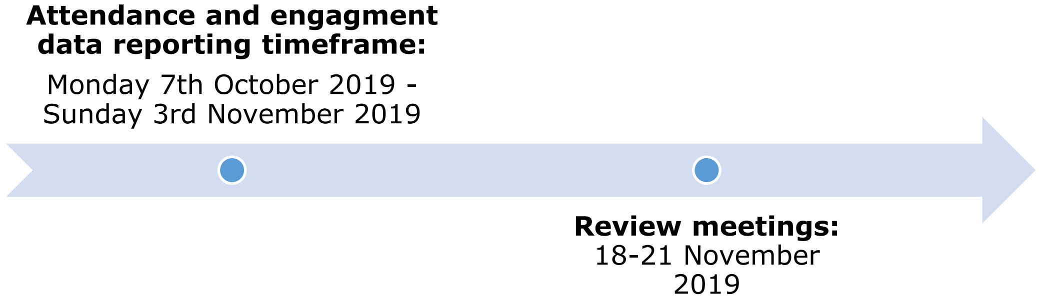
This therefore contributes to the OfLA project aims of testing interventions within a three stage model: prompts, communication and actions, in that it explores how to effectively identify students for subsequent action at scale and at course level using data from the Dashboard. It also contributes to the overall OfLA project aims of gaining a deeper understanding of resource requirements for contacting students and best practice in improving student outcomes.

2.3 Overview of Methodology

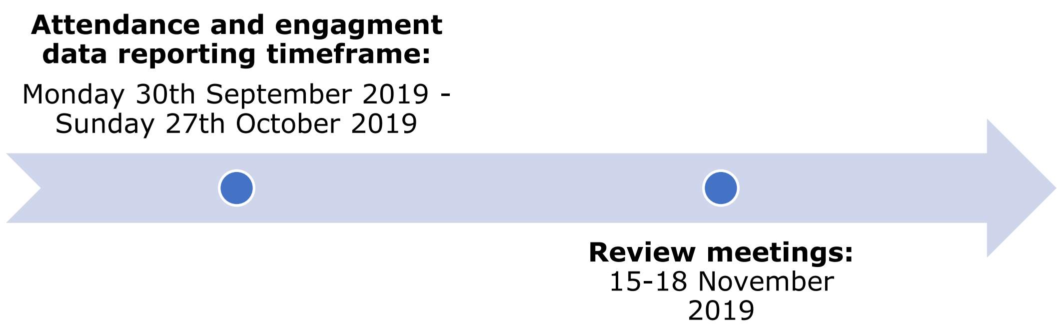
The researchers attended and observed mid-term review meetings in two schools within the university: four meetings in school 1, and two meetings in school 2. The observations focused on the processes (4-7) outlined above, particularly noting how decisions were made, challenges, and good practice. Due to the different cohort sizes of the courses and the different criteria used by the course teams, the number of students discussed within each meeting varied. There were between four and ten members of staff at these meetings (including the two researchers) and this difference in size was related to the size of the cohort and number of staff involved. The dates of the meetings were as follows:

- At NTU, Welcome week was held the week of 20 September 2019, and Term 1 started on 30 September 2019.
- The reporting timeframe for school 1 was taken from the start of the second week of term 1, until the end of the fifth week of term and the review meetings held in the eighth week of term.
- The reporting timeframe for school 2 was taken from the start of the first week of term until the end of the fourth week of term, and meetings held in the eighth week of term.

<u>Timeline of reporting timeframes and review meetings dates: School 1</u>



<u>Timeline of reporting timeframes and review meetings dates: School 2</u>



The researchers also attended a training session for school 1 about the mid-term reviews led by the Dashboard team that was helpful to identify feedback from academic mentors on this process, and continued to take part in meetings across the university to identify general issues with the Dashboard and areas of good practice such as, a Year Leader's meeting (school 2). An informal meeting with a Subject Administrator with school 2 was also helpful to explore in more detail the time commitment needed from schools as part of this process. These meetings were also opportunities for staff to ask questions and to raise any issues about the Dashboard with the team, and for the team to build relationships across the university and to gain a better understanding about how the Dashboard is being used at a local level.

3. Findings

The findings have been written up here by each stage of the process, indicating what was learnt from the observations of the process, including both areas for improvements and examples of good practice. The recommendations have been included here (bulleted in bold) that link directly to each of the findings and these are then summarised in the 'Recommendations' section.

1.Data from system

Review meetings were not always arranged within a week of the data being provided due to the difficulty of staff availability.

- **It is recommended that it is clearly communicated to schools the importance of arranging the mid-term review meetings well in advance to ensure staff availability at the meetings, and the importance of reviewing the data as soon as possible after it has been provided.**

2.Process data

During the period of this pilot study, there were staff changes within the Dashboard team that prompted the following recommendation.

- **It is recommended that data *processes* are recorded and shared within teams that provide the data to ensure consistency and continuity in the case of staff changes.**

3 Data sent to schools

It was found that the 'Understanding the data' word document with the information about the data wasn't always sent with the data to staff within the school.

- **It is recommended that 'understanding the data' information is sent both as a Word document and as a 'read me' tab within the excel file that contains the data and that staff are requested to read this alongside looking at the data.**

4.Schools process the data
Schools chose to process the data in different ways in order to best accommodate their own priorities and local context: some took out some of the data, some highlighted information other than engagement.

- **It is recommended that flexibility is given to course leaders to process the data in order to encourage buy-in to this process, and to enable local knowledge to be included in the data.**

- **Alongside this, is it also recommended that the importance of looking at both engagement and attendance data is emphasised in communications with staff.**

5.Data is sent by the school to personal tutors for feedback
The data from personal tutors about individual students was typically collated by administration staff. Within the meetings, course teams discussed that feedback from personal tutors greatly helps the decision-making process about what communications to send students. It was felt by course teams that it was very important that this information from tutors should be used to filter out students that contact would adversely affect, although it was observed that not all tutors gave this feedback.

- **It is recommended that the importance of tutors providing information about individual students in order to facilitate the decision making process is conveyed in training materials and within the school.**

6.The data is reviewed in mid-term meetings and actions agreed
The mid-term review meetings typically consisted of the administrator and members of staff such as course leaders and year tutors. The administrators made the following recommendation about prior preparation that was helpful to support these meetings:

- **Add relevant information and notes to the data spreadsheet ahead of the meeting about individual students. This is helpful in the case of repeating students, for example, that may not need to attend as many sessions as other students.**

At the start of the meeting, course teams typically agreed criteria that would inform whether students would receive a communication, and this varied by course depending on their local context. A course, for example might decide that students with below 50% engagement and below 50% attendance would be reviewed. There were also discussions about students that were just beyond this cut-off point, and how these borderline cases would be considered. The number of students reviewed at each meeting varied according to the size of the cohort being reviewed, as did the cut-off point agreed at which to review the students, as they were decided by each course team.

The review teams discussed with the researchers that the same students are often highlighted in the review processes, and that in their experience this was sometimes due to the need to work to support their studies, carer/family responsibilities, travel, and that the ability to access sessions from home (due to lecture capture) can encourage students not to attend sessions.

Within each of the meetings observed, all the course teams conveyed the importance of doing this process, of viewing the data alongside personal knowledge of the student and already existing contact that the student may have with staff within the school. This was to ensure that the students would receive the appropriate communication in the appropriate way. In one meeting, for example, a student who was repeating the year was identified as having low engagement, but because their engagement had improved since the previous year it was decided that a personal email from the tutor would be more appropriate than a letter.

- **It is strongly recommended that when learning analytics data is used to review individual students in this way it is considered alongside personal knowledge of the student and already existing contact that the student may have with staff with the university. Good communications between tutors and course teams is essential to support this.**

The researchers noted discussions and instances that would influence decision making about communications in order to make good practice recommendations and these were as follows:

6.1 The importance of looking at both engagement and attendance in the review process

There was a variation in the extent to which course teams considered both attendance and engagement data alongside each other, and it was observed that it is the *combination* of data sources that may provide further insight into the nature of a student's engagement. In some cases an individual may have high attendance and low engagement. This may be because students have low contact hours, and therefore attendance appears high (if for example if they have attended 4 out of 5 expected sessions). However, in such cases where students have low contact hours it could be argued that the student's other contact with the university (such as logging into NOW, using e-resources etc) is particularly important. Within the mid-term reviews, staff also cited cases where a student may attend sessions, but not engage with learning outside the sessions.

There were also cases where students had low attendance and high engagement. In the mid-term reviews, staff discussed that in their experience this can sometimes be because students are highly engaged with their learning but find attending sessions difficult (often due to anxiety or mental health challenges). The Dashboard in this case is particularly useful in identifying students that may face these barriers in attending, and it is recommended that contacting these students also be considered on an individual basis.

- **It is recommended that both engagement and attendance data are considered (alongside local information and knowledge) on an individual basis in order to provide further insight into the nature of a student's engagement.**

It was observed that the measure 'percentage time spent in low engagement' was not commonly considered in the review process and it is recommended that this measure also be considered alongside other measures as it can be a useful additional indicator of an overall trend in engagement.

- **It is recommended that percentage time spent in low engagement is used in the review process alongside other indicators.**

6.2 Consider using different communications for different levels of engagement

There were some courses that sent different communications to students depending on their level of engagement. In one course, for example, the course teams decided upon one of three emails to send students:

- Email 1a – students are advised that a cause for concern has been raised and are signposted areas of support within the school and university.
- Email 1b - students are advised that a cause for concern has been raised and are signposted areas of support within the school and university and are asked to contact their personal tutor within 2 weeks.
- Email 1c - students are advised that a cause for concern has been raised at a previous mid-term review and are signposted areas of support within the school and university and asked to contact their personal tutor within 2 weeks.

In this case, different criteria were used for each individual communication type, and these were flexible depending on further information about the student. A student who is borderline according to the criteria set by the course team may for example, be sent letter 1a in order to remind the student of support available.

- **It is recommended that different communications are considered for different levels of engagement. In this case different criteria for each communication aid the decision making process, although it is recommended that each individual student is still considered on an individual basis.**

Within this school, the language of the communications sent to students was reviewed and approved by senior members within the school. Students were also sent a document with the communication that outlines the support offered by the learner development co-ordinators within the school that provide academic writing and study skills support.

- **It is recommended that relevant further information about support available is included in communications with students**

6.3 Further use of the Dashboard on an individual level to support decision making

Some teams also found it helpful to look up individual student's engagement and attendance on the Dashboard to see individual fluctuations to help decision making. One course, for example, found it particularly helpful to look up attendance by module on the Dashboard within the meeting as a particular issue in their course was that some students were inconsistent in their attendance: they may for example have good attendance in several modules and very low attendance in others. In this course review, it was decided that students that had at least one module with very low or no attendance would receive a communication, even if their overall attendance was average.

- **It is recommended that course teams also consider ways that the Dashboard can be used to support decision making in the review process with issues that may be particular to their course or cohort.**

7.Communications are sent to students and a record of interventions is made

It was observed that where this process worked particularly well there was a clear escalation of communications with students, at each stage of which the individual student's information and circumstances were considered. There was also a clear and consistent process of recording of the communications and subsequent actions by staff and students so that this can be reviewed. These were communicated to those involved where appropriate.

One course, for example, follows up students two weeks after the initial communication is sent, and then again at the end of the first term. At each stage the administrators record whether the requested contact with the tutor was made and whether students have applied for a Notification of Extenuating Circumstances (NEC), or whether there has been non submission of work or non attendance if appropriate. Following this, if no contact has been made with any member of the course team, this is escalated to a communication from the course leader and a week later from the head of department if still no communication is received from the student. These communications are escalated to include a letter to the student's term time and home address where appropriate. Reflections by the administrator is that this does identify students that are in difficulty, and helps the signposting of students to further support where needed, such as those students that may need to take a leave of absence. The administrator reflected that there are very few students within the course that reach the last stage of escalation and are subsequently withdrawn by the university.

The benefit of this process sitting with administration staff is that a central log can be created that holds all the information to ensure consistency of process within the school.

Administrators also have access to other information that tutors do not, so can add a more detailed picture about the student to inform decision making. Administrators, for example, can access whether students have applied for a Notification of Extenuating Circumstances (NEC), or whether there has been non-submission of work. In one school, for example, tutors were copied in to emails sent by administrators to students so that they were aware which students have been requested to contact them. In the cases of students who do not subsequently contact their personal tutor, these communications were then escalated to letters where appropriate. An example of the time and resources involved in the mid-term review process by the administrator such as adding relevant information to the initial data, sending communications and keeping a consistent record of communications and subsequent actions and escalation can be found in Appendix 6: Example from one administrator of their time and resources required in the mid-term review term 1.

The following recommendations are made:

- **There is a clear and consistent process that informs tutors which students have been contacted, who by, and the content of the communication.**

- **There is a clear escalation process that is communicated to both staff and students within the school, that is acted upon and recorded, and used alongside subsequent review information. It is recommended that at each stage of the escalation additional appropriate information about the student's circumstances are considered.**

- **There is a clear and consistent process for the reporting and recording of subsequent action by tutors and students**

- **This process is supported by staff that can access relevant additional information about the student such as administrators.**

- **It is recommended that time and resources are allocated for this process within schools and acknowledged at senior level**

4. Summary of recommendations

The following is a summary of the recommendations made at each stage of the mid-term review process.

1.Data from system

- It is recommended that it is clearly communicated to schools the importance of arranging the mid-term review meetings well in advance to ensure staff availability at the meetings, and the importance of reviewing the data as soon as possible after it has been provided.

2.Process data

- It is recommended that data processes are recorded and shared within teams that provide the data to ensure consistency and continuity in the case of staff changes.

3 Data sent to schools

- It is recommended that 'understanding the data' information is sent both as a Word document and as a 'read me' tab within the excel file that contains the data and that staff are requested to read this alongside looking at the data.

4.Schools process the data

- It is recommended that flexibility is given to course leaders to process the data in order to encourage buy-in to this process, and to enable local knowledge to be included in the data.

- Alongside this, is it also recommended that the importance of looking at both engagement and attendance data is emphasised in communications with staff

5.Data is sent by the school to personal tutors for feedback

- It is recommended then that the importance of tutors providing information about individual students in order to facilitate the decision making process is conveyed in training materials and within the school

6.The data is reviewed in mid-term meetings and actions agreed

- Add relevant information and notes to the data spreadsheet ahead of the meeting about individual students. This is helpful in the case of repeating students, for example, that may not need to attend as many sessions as other students.

- It is strongly recommended that when learning analytics data is used to review individual students in this way it is considered alongside personal knowledge of the student and already existing contact that the student may have with staff with the university. Good communications between tutors and course teams is essential to support this.

- It is recommended that both engagement and attendance data are considered (alongside local information and knowledge) on an individual basis in order to provide further insight into the nature of a student's engagement

- It is recommended that percentage time spent in low engagement is used in the review process alongside other indicators.

- It is recommended that different communications are considered for different levels of engagement. In this case different criteria for each communication aid the decision making process, although it is recommended that each individual student is still considered on an individual basis.

- It is recommended that relevant further information about support available is included in communications with students

- It is recommended that course teams also consider ways that the Dashboard can be used to support decision making in the review process with issues that may be particular to their course or cohort.

7.Communications are sent to students and a record of interventions is made

- There is a clear and consistent process that informs tutors which students have been contacted, who by, and the content of the communication.

- There is a clear escalation process that is communicated to both staff and students within the school, that is acted upon and recorded, and used alongside subsequent review information. It is recommended that ,at each stage of the escalation additional appropriate information about the student's circumstances are considered.

- There is a clear and consistent process for the reporting and recording of subsequent action by tutors and students
- This process is supported by staff that can access relevant additional information about the student such as administrators.
- It is recommended that time and resources are allocated for this process within schools and acknowledged at senior level

5. References

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