

## **‘MyEngagement’ – Learning Analytics Interventions Policy**

### **Introduction**

1. Learning analytics are primarily designed to empower learners through provision of personalised data to support critical self-reflection and the development of self-regulatory skills, and to inform positive choices and actions in learning. And, in addition, to:
  - 1.1. Inform actions to improve student experience more generally, including engagement, wellbeing, progression and attainment, through sharing of key data enabling students and staff to work more effectively in partnership;
  - 1.2. Support development of equity across diverse student experiences by facilitating more nuanced and real-time insights into student engagement and learning enabling the University to adapt more responsively to student needs;
  - 1.3. Drive more informed and dynamic quality systems and processes leading to improvements in pedagogical design and efficiency in wider University operation.
2. Learning analytics data will also be used to inform interventions by the University in support of student learning.
3. An intervention is defined by the University as an action initiated in order to engage a student in dialogue and/or to provide personalised guidance related to their learning. A routine aspect of current practice in student support, this policy relates to the explicit use of learning analytics as the context or basis for such an intervention.
4. Interventions are intended to be undertaken in partnership and may be initiated by the student. Interventions by Aston staff will primarily be led by Personal Tutors but may also be undertaken by Programme Directors or other clearly identified professional staff as appropriate to the needs of an individual student.
5. All staff involved in monitoring student engagement through learning analytics and leading related interventions will be provided with dedicated staff development and guidance information on an annual basis.
6. Use of learning analytics will be subject to ongoing quality assurance and enhancement processes including an active focus on the student experience.
7. This policy operates in parallel with the Learning Analytics Policy [[Insert link here](#)] and subject to the Data Protection and Information Policy [[Insert link here](#)].

### **Principles of learning analytics interventions**

8. Students are encouraged to take responsibility for their learning and are able to take positive actions through interpretation of their own data either through adjusting their learning behaviour and/or through engaging with additional support from University staff. The key underlying principles are student responsibility and a focus on the value of dialogue.
9. Interventions are fundamentally designed to be supportive, to have a positive impact on learners’ attitudes, behaviour and engagement, and to close a potential

gap between progress or attainment and learning potential. Whilst students at potential risk are a key focus, learning interventions are designed to be inclusive and are equally focused on informing challenge and stretch for students otherwise successfully engaged with their studies. Learning analytics is designed to enrich the learning opportunity and experience for the whole academic community.

10. Interventions undertaken by the University in response to learning analytics data operate according to the following principles:
  - 10.1. **Interventions are timely** (Relevant interventions are offered at appropriate points);
  - 10.2. **Interventions are proportionate** (Formality of interventions are in line with the data);
  - 10.3. **Interventions are personalised** (Interventions are catered to the needs of the student and couched in personal terms);
  - 10.4. **Interventions are recorded and monitored** (Interventions are recorded and followed up in line with the University's Data Protection Policy [[insert hyperlink](#)]).

### **Practice of learning analytics interventions**

11. Interventions generally fall into one of the following five overarching categories although will usually involve elements of several approaches:
  - 11.1. **Diagnostic:** Focus on determining the most appropriate actions to affect positive changes in learning attitude and behaviour;
  - 11.2. **Instructional:** Interventions designed to close any gaps in understanding or to inform steps to towards closing gaps in understanding of the subject of study and/or the requirements of the related course of study;
  - 11.3. **Coaching and mentoring:** Interventions designed to support and encourage learners, to develop confidence and resilience, and to increase motivation;
  - 11.4. **Referral:** Focus on determining the most appropriate supplementary support or co-curricular activity to develop more effective engagement;
  - 11.5. **Review:** Interventions designed to support effective reflection and action-planning by students such as through a focus on reviewing feedback from assessment.
12. Learning analytics data are designed to enrich established lines of dialogue and communication supporting the student learning experience. Interventions based on interpretation of learning analytics data will utilise all relevant communication channels.
13. Learning analytics is designed to support and inform dialogue and, recognising the limitations and potential inaccuracies of analytics data, no action relating to student registration or status will be undertaken based on interpretation of analytics data alone. Related data and information recorded regarding interventions will be shared according to Point Four in this policy.