REAL Analytics: Making Learning Trajectories Visible, Measurable and Responsive at Scale (Atlantic Technological University)

Key Features

1. Was the initiative established specifically to promote progression and retention and/or to address non-progression rates?

   Yes.

2. Please state the institutional commitments or national priorities with which this initiative is aligned — for example, an institutional policy or strategic plan, an indicator in the institution's Performance Agreement under the System Performance Framework, and/or the National Access Plan?

- ATU Performance Agreement 2024–2028 (Indicator 1.1: reduce non-progression from 25% to 21%)
- ATU Strategic Plan 2024–2028 (Guiding Lights: Enabling Education, Engaged Research, Connected Ecosystem, Organisational Transformation)
- National Access Plan 2022–2028 (DARE, DEIS, regional equity)
- QQI Rethinking Assessment (REAL Toolkit, QQI 10th Anniversary Grant)
- AQAE012 Reasonable Accommodations Policy (Academic Council, December 2024)
- CINNTE 2024 institutional review (Recommendations 6 and 8: enhanced data analytics on assessment, retention and progression)

3. Title of lead or section responsible for the initiative/measure

Academic Leads, REAL Analytics (Faculty of Engineering and Computing and Faculty of Science), in collaborative partnership with IT Services teams and the Disability and Learning Support Service (Student Services Manager)

4. Focus

- First-year students
- New entrants
- Early intervention initiative
- Transition focus
- Targeted initiative (specific student cohort/faculty)
- Institution-wide initiative (to be scaled HEA TEF, 2026–2028)
- Institution Policy
- Intelligent assessment design
- Self-regulated learning and student agency
- Disability and inclusion infrastructure (UDL)

5. Theme

- Assessment & examination focus
- Integrates data analytics and self-regulated learning within intelligent assessment design

Overview of Initiative

6. Briefly describe the initiative, with reference to

- Why, and when introduced
- Overview of activities/intervention
- Success to date & next steps.

ATU serves Ireland's only EU Transition Region. Identifying early signs of difficulty from the opening weeks matters: it allows support to be offered before students fall behind.

Designed from the ground up by lecturers, for lecturer use, REAL Analytics was developed around a simple observation: student progression is shaped not only by academic performance, but also by how well students regulate their own learning during the semester. The system supports both.

Assessments contribute a critical signal. STACK and Formulas questions form part of graded continuous assessment in first-year Science and Computing, not an optional add-on, capturing algebraic reasoning, computational workflows and laboratory data.

Each student sees their own Moodle view: an On Track or Needs Attention indicator, a weekly self-regulated learning (SRL) reflection, and a confidence measure they update themselves. Nineteen per cent self-identify for support before the model flags them.

By Weeks 5 to 7, the model identifies 89% of off-track trajectories. Module coordinators follow up through existing student support structures; disability and learning support is integrated, so accommodations are applied without repeated disclosure.

REAL Analytics sits within ATU's **Unified Intelligence System:** the institutional approach that positions analytics in service of teaching and learning, rather than as a replacement for either. Five components structure the work: predictive modelling, adaptive feedback, inclusive infrastructure, learner agency, and ethical governance.

Each assessment carries several purposes at once, generating learning, feedback, evidence of progression and a basis for support, within a single workflow. The Galway–Mayo Moodle platform recorded 26 million learner interactions in 2024/25, providing the data underlying the

system. ATU is the only Irish member of the Abacus international consortium for intelligent assessment.

REAL Analytics emerged from more than a decade of pedagogical, assessment, and learning analytics research. Its foundations include the QQI-funded project *Real Exploration of Assessment and Learning (REAL) using Sophisticated Toolkits across NFQ Levels*, developed with partners at UCD, DCU, and École de Technologie Supérieure, Montréal.

The project created open-source STEM assessment toolkits aligned with NFQ competences, delivering adaptive and technique-sensitive feedback through authentic learner-generated data rather than fixed-answer models. The current intelligent assessment infrastructure, built on STACK and Formulas question types and refined since 2015, grew directly from this work.

Every interaction is designed first to advance learning. The analytics signal emerges from that pedagogical dialogue.

The resulting infrastructure is open-source, privacy-aware, and EU-aligned by design. REAL analytics is built on Moodle within ATU's Microsoft 365 tenancy, with analytics processing contained internally and no transfer of student data to third-party platforms. The architecture draws on mature European practice, including the Open University's predictive analytics work and the GDPR-by-architecture approach developed at RWTH Aachen University. As the system scales institutionally, the framework is also being evaluated against emerging obligations under the EU AI Act.

The intelligent assessment library now contains 8,208 STACK and Formulas questions, with each student engaging in approximately 2,000 structured learner interactions annually, representing a sevenfold engagement increase over standard module designs within ATU. These are not passive clicks or page views. The assessments capture algebraic reasoning, computational workflows, and student-generated laboratory data while delivering partial-credit grading and feedback mapped to specific error classes, making off-track trajectories visible early in the semester.

Inclusive infrastructure is embedded rather than parallel. The disability support environment integrates Moodle, Banner, and DLSS (Disability and Learning Support Service) accommodation data within a single Power Apps workflow, replacing repeated manual disclosure cycles with a unified audit-traced process. When fully implemented, the system will support 2,135 students across twelve disability categories, aligned with the Equal Status Acts (2000–2018).
The HEA Targeted Enhancement Fund now supports institution-wide rollout. A TEF-funded matched-cohort study, embedded within a stepped-wedge design during 2026/27, will extend the evidence base from correlational insight toward causal inference.

Aims and Objectives

7. Aim of the initiative

To make learning trajectories visible, measurable, and responsive at scale, through evidence that enables students to understand, shape, and regulate their own progression.

8. Objective 1

Detect off-track learning trajectories through behavioural, engagement, and linguistic data, enabling intervention before academic failure becomes visible.

Actions

- Deploy machine learning models using advanced assessment data, attendance patterns, and engagement metrics.
- Incorporate temporal modelling to track trajectory evolution over time.
- Validate model performance through peer-reviewed research and cross-cohort analysis.

Expected Outcome

89% early identification recall (72% overall accuracy) across Science and Computing cohorts at Weeks 5 to 7 (achieved: Ogbuchi, 2025, IJonSE), enabling earlier and more precise support aligned to learner trajectories.

9. Objective 2

Enable learners to understand, monitor, and regulate their own learning trajectories, while ensuring inclusive, equitable support through integrated, GDPR-aligned infrastructure.

Actions

- Develop a student-facing self-regulated learning (SRL) interface within Moodle, incorporating reflective prompts, NGSE-based confidence measures, and goal-setting cycles.

- Integrate Natural Language Processing pipelines to capture learner language signals related to confidence and self-regulation.
- Embed behavioural, psychometric, and engagement data as live, interpretable feedback streams for learners.
- Build and deploy Power Apps to automate reasonable accommodation communication and explained absences, drawing on Moodle and DLSS data integrated into Banner and combined within Microsoft Fabric.
- Ensure all systems align with GDPR, accessibility standards, and institutional equity commitment.

Expected Outcome

Students actively engage with and shape their learning trajectories, with 19% proactively self-identifying for support by Week 8 (achieved), alongside 2,135 students across 12 disability categories supported through automated, GDPR-aligned infrastructure.

10. Objective 3

To strengthen the predictive and explanatory power of REAL Analytics by integrating advanced self-efficacy measurement, evaluating its contribution within the machine learning pipeline, and establishing causal evidence for trajectory-based interventions.

Actions

- Integrate uncertainty-aware self-efficacy measures to improve detection of unstable or emerging learning trajectories.
- Evaluate their contribution within the Microsoft Fabric-based machine learning pipeline, testing gains in early identification performance.
- Conduct matched-cohort analysis under the TEF-funded phased (stepped-wedge) rollout to estimate the causal impact of trajectory-informed interventions on progression.

Expected Outcome

Improved early identification of off-track learning trajectories through a multimodal model integrating behavioural, psychometric, and linguistic data. The model builds on Ishmael's research programme within MOCHAS (IEEE JCSSE 2023; ACM ECSEE 2025), which reduced

measurement uncertainty by 52% with near-perfect rank preservation. The extension will produce uncertainty-aware self-efficacy measurement integrated within the operational ML pipelines in Fabric across CAO bands and cohort groups.

Resourcing

11. How is the initiative resourced?

- TSAF Work Package 5 (2023–2026): Learning Analytics for Student Success
- HEA Targeted Enhancement Fund, TEF (2026–2028): Scaling REAL analytics across ATU
- QQI 10th Anniversary Grant: REAL Assessment Toolkit
- MOCHAS PRTP Research: PhD research in SRL and NLP (Ontiretse Ishmael)
- TU RISE Research (2023): Masters research scholarship (Ogbuchi, trace behavioural detection models)
- Existing ATU licensing: Microsoft Fabric (M365 tenancy), Power Apps, Banner, Moodle
- No additional vendor procurement required. The work is designed for sustainability within ATU's existing institutional licensing and staff arrangements.

Monitoring & Oversight

12. How is the initiative monitored — is there a reporting structure in place or a committee where there is a monitoring of and reporting on progress and the achievement of objectives (e.g. academic council, university executive team)?

At module level, the assessment system captures structured interaction data, with engagement visible to educators through Power BI dashboards. At student level, the Moodle view returns the On Track or Needs Attention indicator to the student alongside a confidence score and a weekly reflection; staff see the same indicator, and automated notifications go to named role owners when key thresholds are met. At institutional level, retention and pass rates report through School programme boards and the TSAF Work Package 5 steering group.

REAL Analytics reports through ATU's Power BI dashboards, aligned to HEA census definitions for retention and progression. The research programme reports through the MOCHAS Postgraduate Researcher Training Programme and TSAF Work Package 5.

ATU's CINNTE response identifies REAL Analytics as the mechanism for Recommendations 6 and 8, producing annual evidence against Performance Agreement Indicator 1.1.

Governance arrangements are being developed in partnership with ATU's Data Protection Office to support transparency and responsible data handling. A Data Protection Impact Assessment is in progress and will inform institutional governance as the work scales. The analytics used to determine on or off track are proportionate and explainable. The efficacy of simple statistical clustering and multiple linear regression models has been robustly established, removing the need for black box AI approaches. No decisions are taken about a student without purposeful human interaction.

Data & Evidence of Impact

13. How do you know that the initiative is working as planned, i.e.
    - Are data gathered (ongoing monitoring and evaluation of achievement of objectives)?
    - Have the objectives been achieved? What data and evidence are there to support this?

Three signals show the system is working.

1. Behavioural: ~2,000 interactions per student annually, sevenfold the standard module rate, supported by an 8,208-question STACK library.

2. Qualitative: 90–92% NGSE completion across Year 1 cohorts; NLP surfaces the why behind each prediction.

3. Responsive: trajectories are dynamic; students move between On Track and Needs Attention. The system tracks trajectory, not students.

ATU serves a higher concentration of socioeconomically disadvantaged students than the sector average (14% versus 9%), with the Donegal campus at 25% (ATU Equity Report 2024/25). Within this access mission, progression for new entrants on non-standard entry routes increased from 74% (2021/22) to 85% (2023/24), while DARE progression rose from 72% to 86% over the same period. Forty-two per cent of DLSS-registered students entered through DARE. These institutional

improvements reflect sustained collaboration across academic teams, student services, disability supports, and access initiatives throughout ATU.

REAL Analytics contributes to this broader institutional response. By Weeks 5 to 7, the predictive model correctly identifies 89 per cent of students who subsequently require intervention (recall), with 72 per cent overall predictive accuracy across classifications (Ogbuchi, 2025, IJonSE). The model is intentionally calibrated so that the cost of missing a struggling student outweighs the cost of offering support unnecessarily.

Alongside behavioural indicators, 19 per cent of students proactively self-identified for support through the SRL dashboard before any academic risk signal emerged. The NGSE psychometric instrument recorded a 79 per cent increase in reported mathematical confidence between Weeks 6 and 12. At Week 8, the student-facing self-regulated learning dashboard also captured structured learner reflections, providing direct insight into learner thinking alongside observed behavioural patterns.

Current evidence demonstrates a strong association between the integrated infrastructure and improved learner outcomes. Further research, including a TEF-funded matched-cohort study, will evaluate the specific contribution of REAL Analytics across CAO band, access pathway, and programme context as the framework scales institutionally across ATU.

14. Has impact been established, and how? If not at present, how do you plan to gather data and evidence to establish impact?

Impact is evidenced through improved progression outcomes, early identification of off-track trajectories, learner-facing SRL engagement, 30+ peer-reviewed outputs (IEEE, ACM, Springer Nature), and international recognition (DELTA 2022; Dataiku 2022; LAK 2024). The 2026/27 TEF-funded matched-cohort study will extend the evidence base toward causal inference, with ongoing engagement on the implications of the EU AI Act for educational analytics.

Bandura’s social cognitive theory identifies mastery experience as the strongest source of self-efficacy. Each of the 2,000 structured interactions per student at module level is a mastery opportunity with immediate feedback and the capacity for repeated attempts. The intelligent assessment engine is therefore not only the predictive sensor: it is the source of the self-efficacy gains it measures.

Similar open and privacy-aware learning analytics architectures have emerged within the European higher education community, notably at the Open University (predictive modelling at scale, ten years operational) and RWTH Aachen (GDPR-by-architecture design, 115 million anonymous rows annually). ATU's distinctive contribution is to integrate these strands into a

learner-centred infrastructure where authentic assessment generates live trajectory evidence, and where psychometric self-efficacy data sits alongside behavioural traces in the same model. Lim et al. (2023) proposed “Belonging Analytics” as a conceptual framework integrating self-report, textual, and activity-trace data within learning analytics. ATU extends this direction through the operational integration of learner self-efficacy measures, behavioural trace data, and NLP-derived indicators within a live trajectory modelling pipeline.

Research within the MOCHAS Postgraduate Researcher Training Programme demonstrates a 52% reduction in measurement uncertainty through fuzzy-logic profiling of self-efficacy data (Ishmael; IEEE JCSSE 2023; ACM ECSEE 2025). NLP methodologies developed within the research programme were applied to the national StudentSurvey.ie qualitative dataset, enabling thematic analysis of student experience at national scale.

Application of Natural Language Processing for Sentiment Analysis, StudentSurvey.ie, 2024)

Future Plans

15. How do you intend to further develop or expand the initiative?

Institutional Positioning:

Under the TEF 2026–2028 rollout, ATU will also explore the development of a structured mentor support system, building on the learner-agency commitments already embedded in REAL Analytics. The underlying architecture is portable across education levels, and extension beyond higher education is under consideration. REAL Analytics has been validated across modules spanning two Faculties and four Schools within ATU, with HEA Targeted Enhancement Fund (TEF, 2026–2028) supporting University-wide rollout. Institutional alignment is established through Performance Agreement Indicator 1.1, CINNTE 2024 Recommendations 6 and 8, and AQAE012 (Reasonable Accommodations Policy), approved by Academic Council in December 2024. As REAL Analytics scales, three commitments continue to define the work: the richest analytical view belongs to the learner; assessment operates as both learning intervention and data source; and detection is inseparable from care. Five architectural pillars guide this scaling: Predictive Modelling for early-warning analytics on retention and progression; Adaptive Feedback through structured learner interaction and reflective language; Inclusive Infrastructure through the integrated DLSS reasonable accommodations pipeline within Power Apps; Learner Agency operationalised through NGSE and SRL instruments; Ethical Governance through transparent architecture.

Governance and Compliance: DPIA and EU AI Act Alignment

As REAL Analytics moves toward institutional scale, governance, transparency, and accountability are treated as core design requirements. The integrated analytics infrastructure applies machine learning and natural language processing across Moodle, Power Apps, and Microsoft Fabric to model learning trajectories and student reflection. The EU AI Act classifies many educational activities as high risk, and its implications for the advanced modelling techniques that REAL Analytics employs warrant deeper investigation. Moodle hosted by Enovation, EEA-resident (Article 28 processor). Analytics processing within ATU's Microsoft 365 tenancy, Microsoft North Europe (Dublin, EEA). Building on existing data protection practices within DLSS and the institutional research ethics framework, ATU is commissioning an independent Data Protection Impact Assessment to evaluate data flows, lawful basis, and risks to the rights and freedoms of students under the General Data Protection Regulation. The DPIA will assess lifecycle risk, data governance, model transparency, human oversight, and equity in system outcomes. Its findings will inform formal governance arrangements developed in consultation with ATU's Data Protection Office, supporting responsible and accountable scaling of the system. Together, the integrated systems team and the Data Protection Office intend this work to model how academic, technical, and data protection functions can collaborate on machine learning in educational analytics. Subject to internal approval, insights from this process may be shared with the sector to support emerging practice.

Pedagogical Extension: Explaining Gaps in Learning Trajectories

In line with ATU's commitment to Enabling Education, Supported Absences extends the existing absence and certification process so that gaps in a learner's trajectory can be contextualised rather than left unexplained. By widening the categories of recorded absence beyond medical certification, the system distinguishes between disengagement and interruption, supporting more accurate trajectory modelling and timelier institutional response. The feature is included within the scope of the DPIA described above.

Sectoral Contribution and International Partnership

Open-source tools developed at ATU, including MoodleFlaskAPI, have been released to the international Moodle community to support sectoral adoption of interoperable learning analytics infrastructure across Irish higher and further education. ATU's membership of the Abacus consortium (48 institutional partners across 16 countries, coordinated by Aalto University) engages this work in dialogue with leading European institutions including the University of Edinburgh, ETH Zürich, Norwegian University of Science and Technology, and Loughborough University. This contributes to a European data sovereignty approach: educational systems that are interoperable, open-source, and developed in alignment with EU regulatory frameworks.

Additional Information

16. Additional information including relevant URLs

Methodological Trajectory: From Association to Integrated Operationalisation

REAL Analytics is progressing through evidential stages. The current evidence base establishes association between the integrated analytics infrastructure and improved progression outcomes.

The integrated operationalisation at institutional scale, enabled through the Microsoft Fabric medallion architecture (Bronze: raw, Silver: validated, Gold: analytics-ready). This provides the engineering foundation for scaling the REAL Analytics pillars, including predictive modelling, adaptive feedback, inclusive infrastructure, learner agency, and ethical governance, within a coherent and governed analytics framework. ATU's learning analytics capability is progressing from Defined (Level 3) toward Managed (Level 4) within the Capability Maturity Model.

Beyond formal capability assessment, REAL Analytics sits within a recognisable research progression in learning analytics: from Observation (retrospective pattern analysis) through Prediction (machine learning of progression signals), Responsiveness (analytics connected to action), and Learner Voice (NLP and SRL making confidence and self-regulation visible), to Integration (Microsoft Fabric, Power Apps, Moodle, Banner and DLSS as one coordinated ecosystem). ATU's work demonstrates capability across stages three to five, with Adaptive Partnership (students interpreting, regulating and shaping their progression with the system) as the direction of development under TEF rollout. This direction reflects a post-phenomenological understanding of educational technology: the system does not measure learning from outside; it shapes how learners come to recognise themselves as learners. For Ireland's access mission, this distinction is decisive.

Cross-Functional Institutional Capability

The integrated infrastructure is underpinned by cross-functional collaboration. As the work scales, governance arrangements are being developed in consultation with ATU's Data Protection Office, with Procurement engagement on operation within existing licensing.

Institutional Policy Contribution

The team contributes directly to institutional policy development through the ATU AI Taskforce and policy working groups on disability and learning supports and analytics. The group also actively contributes to academic council. This ensures that operational experience from the integrated infrastructure informs policy formation, while institutional policy actively shapes system design and governance.

Sectoral Sharing and Strategic Extension

The integrated infrastructure is designed to extend beyond institutional boundaries, aligning with ATU's strategic focus on Connected Ecosystems and Engaged Research. Open-source components and licence-free STACK question banks provide a pathway to support DEIS secondary schools and FE/PLC providers in Northwest region, strengthening mathematical self-efficacy prior to university entry and contributing to national priorities in integrated tertiary provision. This extension represents a medium-term ambition, contingent on partnership development and funding.

Selected Resources and Links

- Abacus consortium (Aalto University, Finland): https://abacus.aalto.fi/
- STACK Assessment Project: https://stack-assessment.org/
- MoodleFlaskAPI (open-source): https://github.com/Ogbuchi-Ikechukwu/MoodleFlaskAPI
- Moodle Question Forge: https://danielcregg.is-a.dev/moodle-question-forge/
- QQI Rethinking Assessment: https://www.qqi.ie/rethinkingassessment
- Ogbuchi, I. (2025), IJonSE 7(3): https://ijonse.net/index.php/ijonse/article/view/1933/2588
- Dataiku Responsible AI case: https://community.dataiku.com/t5/Community-Blog/Atlantic-Technological-University-Research-on-Application-of/ba-p/29795

REAL ANALYTICS · HEA EXEMPLAR · CASE STUDY SUMMARY

REAL Analytics

Dialogue with Self and System.

REFLECTIVE · EQUITABLE · AGENTIC · LEARNING

REAL Analytics is part of ATU's Unified Intelligence System: an institutional approach that places analytics in service of teaching and learning, not as a replacement for either.

26M
INTERACTIONS
Galway/Mayo Moodle, 2024/25

89%
EARLY DETECTION
Off-track recall, Weeks 5–7

79%
CONFIDENCE RISE
NGSE, Weeks 6–12, n=365

2,135
DLSS SUPPORTED
12 categories, integrated workflow

Six stages of learning intelligence. Four operating, one at threshold.

CMM L4 → L5 · Quantitatively Managed → Optimising

1	2	3	4	AT THRESHOLD 5	6
Observation	**Prediction**	**Responsiveness**	**Learner voice**	**Integration**	**Adaptive partnership**
Historical patterns.	*ML on progression signals.*	*Analytics to action.*	*NLP, SRL, self-regulation.*	*Fabric, Power Apps, Moodle, Banner, DLSS as one.*	*Students interpret, regulate, shape.*

WHAT IT IS

Overview of initiative

ATU serves Ireland's only EU Transition Region. Identifying early signs of difficulty from the opening weeks matters: it allows support to be offered before students fall behind.

Designed from the ground up by lecturers, for lecturer use, REAL Analytics was developed around a simple observation: student progression is shaped not only by academic performance, but also by how well students regulate their own learning during the semester. The system supports both.

Assessments contribute a critical signal. STACK and Formulas questions form part of graded continuous assessment in first-year Science and Computing, not an optional add-on, capturing algebraic reasoning, computational workflows and laboratory data.

Each student sees their own Moodle view: an On Track or Needs Attention indicator, a weekly self-regulated learning (SRL) reflection, and a confidence measure they update themselves. *Nineteen per cent self-identify for support before the model flags them.*

By Weeks 5 to 7 the model identifies 89% of off-track trajectories. Module coordinators follow up through existing student support structures; disability and learning support is integrated, so accommodations are applied without repeated disclosure.

HOW IT'S RUN

Monitoring and oversight

Monitoring operates at three levels. At module level, the assessment system captures structured interaction data, with engagement visible to educators through Power BI dashboards. At student level, the Moodle view returns the On Track or Needs Attention indicator to the student alongside a confidence score and a weekly reflection; staff see the same indicator, and automated notifications go to named role owners when key thresholds are met.

At institutional level, retention and pass rates report through School programme boards and the TSAF Work Package 5 steering group.

WHAT IT SHOWS · THREE SIGNALS

Data and evidence

Three signals show the system is working.

Behavioural: approximately 2,000 interactions per student annually, sevenfold the standard module rate, supported by an 8,208-question STACK library.

Qualitative: NGSE completion of 90% (Science) and 92% (Computing) in Year 1 cohorts; NLP analyses surface the *why* behind each prediction.

Responsive: trajectories are dynamic; students move between On Track and Needs Attention as the semester progresses.

WHY IT MATTERS · THREE COMMITMENTS

Impact and synthesis

Three commitments hold. Off-track trajectories become visible early enough to act; the analytical view belongs to the learner; the architecture scales within EU regulatory frameworks.

Impact spans 30+ peer-reviewed outputs (IEEE, ACM, Springer Nature) and international recognition (DELTA 2022; Dataiku Frontrunner for Responsible AI 2022; LAK Kyoto 2024). The 2026/27 TEF matched-cohort study will establish causal inference.

The system speaks with learners, not about them.

INSTITUTIONAL CONTEXT · THE POPULATION REAL ANALYTICS IS BUILT TO SERVE

ATU serves Ireland's only EU Transition Region. 14% of new entrants come from socioeconomically disadvantaged areas against a sector 10% (NAP Target 1); 18% indicate a disability against a sector 15% (NAP Target 3). 27% come from DEIS schools. DARE progression has risen from 72% to 86%. The Donegal campus sits at 25% disadvantage, the highest in the catchment on the HEA index. The Performance Agreement commits ATU to bringing new-entrant non-progression from 25% to 21% by 2027/28.

HOW IT'S BUILT

The Unified Intelligence System architecture uses MS Dataverse to integrate Microsoft Fabric and the Moodle VLE with systems such as the Disability and Learning Support app and the Supported Absences app. These contribute contextual signals that inform learner trajectory models.

WHO BUILDS IT

Cross-functional collaboration across IT Services, Student Services, the Disability and Learning Support Service, two Faculties, MOCHAS, TSAF WP5 and the Data Protection Office. The integration in the architecture mirrors the integration across the institution.

What ATU has built is *with* students, not about them.
One ATU. One environment for student progression.