JISC Learning Analytics Code of Practice Bournemouth University

Version 1.1 – November 2023

Next review date: October 2024

1. Purpose

What is this document?

This document sets out the overall approach to JISC Learning Analytics (LA) at Bournemouth University. It is designed to explain key aspects of the work so that staff and students know what to expect from the system and service. It is based on the JISC Code of Practice for Learning Analytics and will be reviewed and updated periodically. This document should be read in conjunction with the Learning Analytics Privacy Notice and the BU Student Privacy Notice.

What is learning analytics?

> *"Learning analytics is the application of analytic techniques to analyse educational data, including data about learner and teacher activities, to identify patterns of behaviour and provide actionable information to improve learning and learning related activities"* [1]

Learning analytics uses specialised software to pull together existing student data from multiple university systems into one central dashboard. By having student data on one central dashboard, staff are provided with further insights into student progress and engagement with educational activities across units and programmes.

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[1] Van Harmelen, M. & Workman, D. (2012). CETIS Analytics Series: Analytics for Learning and Teaching. Available from Cetis Publications.

Staff can use learning analytics data to understand and evaluate students' engagement with their studies and provide students with appropriate, personalised, and timely support to help them succeed. The support offered can be at an individual level or in groups.

Engagement can be reviewed on an individual level (where appropriate) or on a cohort basis (across a unit or programme).

Use of learning analytics may lead to offers of personalised support for individual students or groups of students (i.e. on a unit or programme) in several ways. For example, a lecturer might review unit-level data and notice that a substantial proportion of the student cohort is not engaging with coursework. As a result, they may consider what additional support they may offer to encourage engagement with coursework and enhance learning. Or a personal tutor or other member of the programme team or Student Services on behalf of the programme team, may review an individual student's data report; note low engagement by an individual student and, following discussion with the student, signpost them to a source of support for learning or university life that the student is finding difficult.

The LA project team's role does not include advising on how data or reporting should be used by staff in particular roles or developing the types of support offered. The Engagement and Attendance Policy & Procedure sets the framework for the use of attendance and engagement data by the University, and OVC are responsible for implementing this policy in 2023-24, including providing guidance on accessing and using the Jisc system and data drawn from it. FLIE provides technical support and guidance on the functionality of the Jisc system and the scope/interpretation of the data analytics and reporting in the Jisc system. The Learning Analytics Working Group (LAWG) will play a part in recognising and sharing good practice in use of the LA data, to help with further development of the University's approach to using attendance and engagement data and learning analytics.

What is the Learning Analytics Project at BU?

The Learning Analytics Project is focusing on how learning analytics can be used to understand and support student engagement with their studies, which in turn can lead to better retention and progression of students. It is important to ensure we monitor students' engagement with the learning resources we are providing and implement timely support. Learning analytics enables BU to provide students with support to help them engage and succeed with their studies.

In September 2022, a project conducted a pilot of Level 0 and Level 4 programmes across all Faculties. This pilot helped shaped our approach to Learning Analytics and attendance/engagement capture.

2. Key Principles

1. The use of learning analytics is intended to support and benefit all students by helping them engage with, and progress in, their studies and increasing the university's understanding of how best to teach and support them in the future. Learning analytics

will not be used for any purposes other than those stated in the privacy notice without appropriate consultation and decision.

2. Learning analytics will be utilised as a starting point for conversations between staff and students to put in place appropriate and timely support for students.

3. Data on the learning analytics system should not be used and acted upon in isolation, as it does not represent a full picture of engagement. It is recommended that staff view the learning analytics data alongside other available sources (e.g., student emails or conversations with tutors) and the student's own views about their engagement and progress, to ensure they have a full picture of engagement and possible barriers to the student's engagement and achievement.

4. Learning analytics data relating to identifiable individual students will only be viewed by relevant and appropriate staff who need to have access to provide support to students.

5. The learning analytics data will inform any review of BU's 3K – Engagement and Attendance Policy and Procedure for 2023/24, which states in paragraph 5.1 'The University monitors student engagement on an individual and aggregated basis. It does this by routinely capturing and analysing.' The Code will be updated to cover future established use of LA (including use of attendance capture as discussed above).

6. The service will be reviewed annually or as required by the service owner in consultation with other appropriate staff. The aim of the annual review would be to ensure BU's use of learning analytics adheres to policy and relevant law, remains fit for purpose, continues to be data protection compliant, and aligns with the needs of the university and the student body (continuing to fulfil the aims set out above).

7. Any changes in data sources or the use of learning analytics will go through a consultation process with staff and students. New data sources (which could include the library system, Panopto or Zoom) will be selected based on their impact on student engagement and learning and will be subject to approval by the Fusion Learning Steering Group, or any other approver stated in relevant BU policy. Thereafter, any changes will be communicated to staff and students through BU's regular communication channels.

8. All staff utilising learning analytics will be provided with training and support from the FLIE team to ensure maximum value is drawn from the system and data.

9. FLIE will work closely with IT for system support.

10. Learning analytics will **not** be used for the following purposes:
    a. To monitor academic staff job performance (e.g., job appraisals, performance management).
    b. To monitor student activity not related to teaching and learning.

3. Roles and responsibilities

FLIE

- Product and service owner
- Training and guidance
- User technical support

- Responsible for policy and limits for data protection, retention, and storage

IT Services

- System technical support
- Data collector and processor
- Oversight and management of the project (Digital Enablers Programme)
- Responsible for technical implementation of data protection, retention, and storage policy and limits

PRIME

- Off platform institutional reporting using LA and other data sources

JISC

- Provider of learning analytics solution (JISC Data Explorer and Study Goal)
- Escalated technical support (managed by FLIE)
- System development and updates

Teaching & Support Staff

- Responsible for utilisation and monitoring of learning analytics data
- Implementors of student support
- Engagement with support processes
- Use of Checkin to register attendance at timetabled sessions

Learning Analytics Working Group

- Governance of learning analytics project (subject to reporting and decision-making requirements of the BU governance framework).
- Monitor and review progress of pilot phases
- Report decisions and progress to Information Management Steering Group
- Oversight of all deliverables associated with the Learning Analytics project
- On completion of the project, present a report on the pilot and recommendations for future use of JISC LA for decision within the BU governance framework
- Ensure new developments/procurements are aligned to BU2025 & the associated IT Plans
- Agree the outline, scope, priority, and timeframes of learning analytics
- Advise on matters related to policy and new procedures, standards, strategy, and future investment plans
- Advise on changing business requirements to inform the project direction
- Advise on any service provision challenges encountered by users
- Advise and consult on changes to study and work patterns affecting end users (students/academics)
- Ensure benefits realisation planning
- Review and manage reporting analytics risks and issues

Fusion Learning Steering Group

- Oversight of work relating to the development of learning analytics

Special interest groups (e.g., Student Voice and Experience Committee, and JNCN)
- To be consulted regarding major changes to the system or service

Governance of learning analytics

Learning Analytics is a strand of Information Management project (a further programme of work in BU2025) and JISC LA was procured as the tool for implementing institutional LA at the university. The project formed the LA Working Group to help with engagement and governance of LA project at BU. The Working Group membership includes representatives from the four faculties and the Student's Union. With their engagement the scale and scope of the implementation with timelines have been agreed.

4. Transparency

The university will be transparent about learning analytics and the approaches used at BU. Information sites will be provided to staff and students which will clearly outline:

1. The purpose of learning analytics
2. Data sources used
3. How learning analytics will be used at BU
4. Key contacts.

5. Privacy

The use of student data will comply with relevant university policies and procedures, in alignment with data protection requirements as stated in the [Student Privacy Notice](#) and the [Learning](#) [Analytics Privacy Notice](#).

6. Validity

BU will monitor the quality and validity of the data through periodic testing in the learning analytics system. When inaccuracies are highlighted, BU will endeavour to correct them to ensure data validity.

In line with the UK GDPR guidelines, individuals (students) have certain rights that can be exercised. In this context they may wish to exercise their right to request correction or removal of their personal data if it is inaccurate.

7. Access

Data is stored securely with managed access and user authentication via the institutional Single-Sign-On (SSO).

Students will access Study Goal (JISC's student web app) using their active BU student account. For Semester 1 2022/23, Study Goal features were limited to Checkin. Students were able to view the history of their attendance in Study Goal. A student pilot is planned for Study Goal features in 2023/24 based upon the features on the Jisc development roadmap and student feedback.

Access to the data by university staff is managed based on their role as outlined in the [Learning Analytics Privacy Notice](#).

8. Enabling positive support outcomes Types of support being considered:

Individual support

How Learning analytics could be used as a point of conversation along with other data (e.g., personal tutor meeting notes, attendance data, email communication). Ultimately, staff should try to establish what type of support the student requires and help them to access that support.

Group support

How group support could involve targeting a group of students identified as having difficulty in a particular area to support those students. For instance, a lecturer might consider what additional support they may offer to help students.

9. Minimising adverse impacts

The university recognises learning analytics is just one tool providing information. Learning analytics can never provide a complete picture of student engagement as it has a limited number of data sources and cannot capture students' personal circumstances. Individual support (see 8. Enabling Positive Support Outcomes) is encouraged to help staff members to obtain a more holistic picture of a student's situation.

FLIE will offer training, guidance and support which will cover how learning analytics can be used in relation to student engagement.

Use of JISC Learning Analytics was reviewed regularly by surveying teaching staff during the pilot. In the Project Close report the LAWG will make proposals for on-going monitoring arrangements, and BU will look to enhance its understanding of the following:

- Students maintain appropriate levels of autonomy in decision making relating to their learning, using learning analytics where appropriate to help inform their decisions
- Students are discouraged from sharing attendance codes or undertaking other activity which undermines the validity of the attendance and engagement data.
- Knowledge that student activity is being monitored does not lead to non-participation or other negative impacts on academic progress or wellbeing
- Adverse impacts, as a result of giving students and staff information about a students' performance or likelihood of success are minimised
- Staff have access to training and guidance materials on best practice
- Staff are fully aware of the boundaries of their knowledge particularly relating to wellbeing and/or welfare issues and know who to refer to for more specialist support.

10. Stewardship of data

Data for learning analytics will comply with the existing BU Data Protection Policy and the Data Protection Act 2018. Data will:

- Only be kept for the minimum time essential for using learning analytics for the purposes defined by BU.
- Utilised and processed in accordance with the GDPR.

A Data Protection Impact Assessment (DPIA) has been carried out for learning analytics to ensure full compliance with the GDPR.

Decisions about learning analytics data will be made/approved by Head of Centre for FLIE.

Decisions about information management will be made/approved by Head of PRIME.

11. Student queries about learning analytics

If you have questions about this use of your data, please contact: FLIE@bournemouth.ac.uk

Under the GDPR students have the right to request access to, rectify, erase, and restrict processing of their learning analytics data.

If students would like to request any of the above, or have concerns, they should contact the Data Protection Officer dpo@bournemouth.ac.uk or 01202 962472.