UNIVERSITY OF LEEDS

**Learning Analytics Steering Group**

**Update on Learning Analytics Code of Practice Alignment**

*The University’s delivery of Learning Analytics is guided by a Code of Practice. The following table describes how each of the principles outlined in the Code of Practice are being adhered to during the implementation. This document will be reviewed routinely as the implementation progresses.*

|  |  |  |
| --- | --- | --- |
| **Principle No.** | **Principle Description** | **Alignment** |
|  | Learning analytics will be used to support student education, student well-being, and students’ outcomes; | Learning analytics will be used in a number of ways to support student education. This includes the use of LA in APT meetings where both students and their academic personal tutor can review learning practices and academic goals alongside their individual data. It will also be used to support student outcomes through an understanding of cohort behaviours and enhancements to curriculum delivery as outlined in the LA strategy. |
|  | Learning analytics will be used according to defined guidelines, agreed in partnership with students, and in alignment with the University’s organisational strategy, policies and values; | The implementation and delivery of the Learning Analytics system at Leeds is guided by this Code of Practice with oversight via Learning Analytics Steering Group, the Taught Student Education Board (TSEB) and Senate to ensure full compliance with the university’s policies and values. If necessary, changes to this Code of Practice will be developed in partnership with all staff and the student body through a period of consultation and recommendations presented to TSEB for approval. |
|  | The University will collect learning analytics data transparently and ethically, and ensure that where data are shared, it is clear where the consent lies and with whom data are shared; | Individual learning analytics data is available to the individual student and their academic personal tutor, with each academic personal tutor having access to their tutees’ data. A small cohort of individual staff have access to all learning analytics data for administrative purposes. For cohort behaviour and curriculum enhancement analysis all data is anonymised. |
|  | The University will communicate widely and regularly with students and staff about the rationale for use of learning analytics; | The Learning Analytics System implementation team have issued comms to all staff on the piloting of Learning Analytics and hold regular live sessions with staff as part of the reimagined approach to Leeds4Life along with a regularly updated website for the latest news and updates and ad hoc meetings with staff.  Specific comms and training support resources have been published to staff and students in the pilot schools, with a dedicated Teams channels established for APTs, professional service staff and students involved in Phase 1.  Further comms and training will be rolled out once feedback from the pilot has been conducted and the specific functionality of the system is determined in advance of Summer 2021. |
|  | Learning analytics data will be used within the context of existing and future student education activities to enable our staff to have more nuanced conversations with students about their individual progress and support needs; | Used alongside the ePortfolio system, PebblePad, as part of APT meetings, Learning Analytics data will help to enhance the student experience by providing a holistic view of learning practices, to initiate conversations around academic goals and relevant support needs. Students will also have access to their learning analytics data independent of their APT meetings to support and develop their own learning approaches and monitor their own learning behaviour. |
|  | The University will actively work to recognise and minimise opportunities for bias when processing learning analytics data, and will endeavour to minimise potential negative impacts, focussing on individuals and their circumstances; | Individual student characteristics are not visible to staff or students in StREAM. |
|  | The University will use learning analytics data to improve its processes and practices, for the benefit of staff and students; | Adaption of the current process for engagement monitoring and how to utilise the additional features of the learning analytics system are currently being investigated to support the process around student education. With time and maturity of the system at Leeds the development of new processes and approaches to supporting student education (ie, through notification ‘nudges’) will be developed and consulted on. |
|  | Students and staff will be actively involved in the consultation on learning analytics at the University; | All staff and students have been consulted on the implementation of the learning analytics system to date, with broad representation from academic, professional services, student reps and LUU members of either the project delivery group, the Leeds4Life strategy group, Learning Analytics Strategy Group, and higher deliberate structures. Consultation on any changes to the Code of Practice will be instigated when and where necessary. |
|  | The University will use predictive analytics carefully, to ensure that the full spread of student behaviour and capability are recognised; | Predictive analytics is not currently, or planned to be, utilised. |
|  | All learning analytics activity will comply with the Code of Practice on Learning Analytics; |  |
|  | The University will ensure that any user interface displaying learning analytics data will include accessibility features; | There are currently two viewing options for all end users by toggling to “dark mode.” As the graphs are created and presented to reflect the daily data feed, they are not static images, an “alt text” or “information tag” are not currently available. Solutionpath are working on a student view solution for their next release. |
|  | The University will regularly monitor and quality assure use of learning analytics to ensure it is meeting the objectives of the learning analytics strategy, and wider university strategies; | Regular updates on the implementation of the learning analytics system will be shared with the university through the LASG, which will provide feedback, advice and approval of developments as required to ensure compliance with the Code of Practice and its alignment with the university’s LA strategy. Analysis of the data produced by the system will be conducted to ensure this principle is met on an ongoing basis. |
|  | The University will provide training and support for staff and students in the appropriate and ethical use of learning analytics data; | A suite of online training resources has been developed for staff and students involved in Phase 1. These include specific information on how to interpret the data in a meaningful and conscious manner. Training resources will be evaluated alongside the LITE evaluation. |
|  | The University will consider the impact of learning analytics on staff roles, training requirements and workload, and recommendations will be made to the Taught Student Education Board for review and approval; | The impact of learning analytics data on academic personal tutors and professional service colleagues is currently underway through process mapping with this reporting to Leeds4Life and LASG for review, feedback and approval prior to recommendations being made to TSEB.  The broader evaluation of Learning analytics will ask about these and other issues, with this feeding into the continual understanding and embedding of the system at Leeds. |
|  | Professional development opportunities will be offered to all staff using learning analytics, and mandatory training may be required to access data; | An online suite of training resources will be available to all staff on system functionality and the pedagogical aspects of the learning analytics system, with the expectation that staff complete the relevant training prior to using StREAM.  Live workshops have been offered to all staff involved in Phase 1 and will continue to be rolled out over the coming months. |
|  | Data generated from learning analytics will be used to generate management information about teaching quality and for enhancement purposes; | Work is ongoing with SolutionPath and BIDA to develop the necessary understanding on how learning analytics data can be used ethically, transparently, and in accordance with this Code of Practice, to understand cohort behaviours and curriculum enhancements.  Data from the learning analytics system will also be used for reporting the use of various systems to support internal and external evidencing requirements. |
|  | Data generated from learning analytics will not be used by the University to initiate investigations into staff performance, but students, staff and Schools will have the right to use the data in appeals or complaints. | This position is unchanged and has been reiterated where necessary at open meetings on the use of learning analytics at Leeds. This approach will continue to be adhered to and reiterated in future comms/training. |

Learning Analytics Project Team