



Learning Analytics Policy

1. Policy Overview

This document sets out the College policy regarding the gathering and use of student learning-related data to inform, teaching, learning, assessment, and student learning support at the College.

2. Policy Statement

The National Forum for Teaching and Learning Insight Paper on 'Developing Learning Analytics Policies to Support Student Success' states that:

Data-supported approaches to student success give HEIs a significant opportunity to strengthen their engagement and partnership with students. However, any approach that does not fully respect students' autonomy and privacy risks alienating students and damaging trust. Likewise, policies that are not sensitive to the needs and concerns of staff risk negative effects. Further, HEIs must ensure that any use of student data is fully compliant with data protection legislation.

National Forum, May 2019

The College is aware of the quantity of data gathered relating to students and their activities, both operationally in terms of the running of the UniHaven International Foundation Pathway Programme ("the programme"), and at a more systematic level relating to ongoing monitoring and review of modules, learning, assessment, and student learning management system (LMS) interactions. It is a priority for the College that, in collecting learning analytics, the rights of students and staff are protected, and data is used in a way that is fair, transparent, and always with the best of intentions to support students' academic progression via a positive student learning experience. Furthermore, the College commits that data is stored securely, only



collected and used for the purpose for which it was intended, and its access is limited to those staff that need to access it to fulfil their College roles.

The College will adhere to GDPR legislation and where there is any conflict in policies, real or perceived, GDPR legislative requirements will take precedence. The exceptions to this statement occur when suspicions of child protection wrongdoing or criminal activity concerns have been raised and must be reported as per respective legislative requirements, in which case state bodies may be contacted with data shared. See the following related policies in this context:

- UPOL019 UniHaven Child Protection Policy Rev 1.
- UPOL020 UniHaven Data Protection Policy Rev 1.
- UPOL023 UniHaven Data Retention Policy Rev 1.
- UPOL024 UniHaven Data Security Policy Rev 1.

The College also aims to comply with QQI requirements¹ concerning the LMS by assuring students that it is robust, comprehensive, and capable of:

- Maintaining secure learner records for current use and historical review.
- Providing reports required for internal quality management and improvement.
- Generating data required for, and compatible with, external regulatory, professional, or national systems as appropriate.
- Generating statistical and other reports to meet internal and external information requirements, for example, on the QQI database of programmes and awards as prescribed by the legislation.
- Ensuring that the database is maintained securely and that data relating to learner assessment is accurate and complete.

¹ Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016), section 8.2



Claned, www.claned.com, is the College LMS. It was selected for

- Its user-friendliness for both students and staff.
- Its ability to enhance teaching and learning as opposed to just being used to share content.
- Its ability to facilitate excellent interaction between students and Teachers.
- Its ability to provide very specific feedback to Teachers in the form of comments and questions that are easily pinpointed to a specific point in any learning content format.
- Its facilitation of student-to-student social interaction.
- Its back end learning analytic automatic data analysis in the areas of
 - Learning time and frequency feedback.
 - Content learning difficulty feedback.
 - Student interaction with the content via comments, questions etc.

The purpose of the College LMS is to share programme core content, to provide learning support content, to provide a means for students to contact Teachers online, to provide a means for students to leave questions for Teachers outside of hours that will be actioned in-hours, to facilitate formative assessment and to provide an interactive Teacher/student two-way feedback mechanism that supplements in-class learning and feedback.

3. Roles and Responsibilities

This policy will be the responsibility of the Programme Manager to implement in conjunction with the Data Protection Officer who will ensure that data is only gathered for meaningful analysis and evaluation of learning effectiveness and student engagement and that in all cases that such data is only used for the purposes for which it has been intended. The Academic Director is responsible for ensuring that policies are developed and maintained, that they remain fit for purpose, that they remain in compliance with QQI guidelines, that they are updated as per agreed timetables, and that they are being implemented as intended. In the latter context, the Academic Director will inspect a sample of policies each year to check for



the correct implementation and bring the findings to AC as part of the annual QA/QQI review and reporting process.

Learning analytics data will be collected as students engage with the programme and the LMS. This data, with the correct use as outlined in this policy, will be evaluated to maximise student engagement, learning effectiveness and academic progression, the latter both progression through the programme and progression to our Higher Education Institution (HEI) partners. In this context, students should be assured that the analysis of their learning is designed to benefit them as learners and not something to be feared in any way.



4. Policy

Guidelines

As a student-centred international education institution, the College always seeks to use data to improve the student learning experience and to improve learning effectiveness. In response to this increasing focus on the use of data to enhance the student experience and outcomes, and under the National Forum guidelines, the College has developed the following set of guidelines for the ethical use of learning analytics.

- Collection and use of data will always comply with GDPR legislation and related College data protection, retention, and security policies.
- Students are informed about how their data is collected, used, shared, and protected in advance via UDOC002 UniHaven Student Handbook Rev 2 and at programme registration and induction.
- The College recognises the limitations of data analysis and the biases that may be contained therein and advise staff to take a holistic view of student learning and learning effectiveness and not to use data in a one-dimensional way when gauging student progress.
- The College will ensure that learning data is accurate, verified and analysed by academic staff familiar with the use of such data.
- The College will never react to individual records or apparent short-term trends without completing due diligence and without taking full consideration of wider impacts or consequences.
- This learning analytics policy will be kept under review on an ongoing basis.

Data Sources

The data for learning analytics comes from a variety of sources, including the LMS. The sources from which student learning data is collected includes but is not limited to:

- Summative and formative assessment grades and feedback whether in hard or soft copy.



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- Exam broadsheets.
 - Student attendance, completion and retention rates as recorded on College servers by academic and student support staff.
 - Student recruitment and admissions data as recorded on College servers by admissions staff, in particular, evidence of previous learning before joining the programme student identification for assessments, and student unique IT system logins.
 - Student progression data in terms of how many students progress to HEI partner degree programmes and which programmes these are.
 - The LMS that collects data such as
 - Student LMS identification and logins.
 - Student programme and module progression.
 - Student feedback on the LMS content supplied by them as questions, comments, and time spent on each piece of individual content they study.

Interventions

A range of interventions may take place in response to an analysis of the data collected and analysed. The types of interventions and what they are intended to achieve are also documented in the Student Handbook. These may include:

- Prompts or suggestions sent automatically to the student via email, SMS message or web/cloud notification to include Teacher or staff-entered prompts or automatic LMS prompts.
- Staff contacting a student based on the data collected if it is considered that the student may benefit from additional learning or other support, for assessment feedback the Teacher wishes to share with the student in an online format, or where staff suspect student misconduct from the student behaviour to include general or academic misconduct. In this latter context, staff will follow up as per UPRO008 UniHaven Academic Misconduct Procedure Rev 1 or UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1 as relevant.



Online interventions, whether automated or human-mediated, will normally be recorded and retained as per UPOL023 UniHaven Data Retention Policy Rev 1.

5. Procedures and Forms

UPRO013 UniHaven Data Security Breach and Reporting Procedure Rev 1 outline ways in which breach of data protection and security will be handled should they occur. UPRO010 UniHaven Student Complaints and Disciplinary Procedure Rev 1 facilitates students' right to complain should they be unhappy with the way their data is being used in the context of learning analytics data-gathering processes in the College.

Quality Assurance Manual (QAM) Chapters 9 and 12

Document Name	Learning Analytics Policy
Procedure Document Number	UPOL025
Version Reference	Rev.1
Document Owner	Academic Director
Roles with Aligned Responsibility	Programme Manager, Teachers, Data Protection Officer
Approved By	Academic Council (AC)
Approval Date	2.3.2023
Date Policy Becomes Active	1.4.2023
Revision Cycle	Annually
Revision History/Amalgamation History	Revised for text errors post programme validation
Additional Information	N/A
References/ Supporting Documentation	<p>UDOC 000 UniHaven Quality Assurance Manual Rev 2 Statutory Quality Assurance Guidelines developed by QQI for use by all Providers (2016) Statutory Quality Assurance Guidelines developed by QQI for Independent/Private Providers coming to QQI on a Voluntary Basis (2016) https://www.teachingandlearning.ie/publication/developing-learning-analytics-policies-to-support-student-success/ The National Forum for the Enhancement of Teaching and Learning https://www.teachingandlearning.ie/ UDOC002 UniHaven Student Handbook Rev 2 UPOL017 UniHaven Student Support Policy Rev 2 UPOL019 UniHaven Child Protection Policy Rev 1 UPOL020 UniHaven Data Protection Policy Rev 1 UPOL023 UniHaven Data Retention Policy Rev 1 UPOL024 UniHaven Data Security Policy Rev 1</p>