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LAN CASTER UNIV ERSITY

Learner Analytics Policy

1 . Sc ope and Purpos e of the policy

1 .1 Learner analytics is defined by Jisc as “the use of data about students and their activ ities to

help institutions understand and improve educational pro ces ses, and prov ide bette r suppo rt

to learners” .

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1.2 Learner analytics serve two broad purposes:

i) At the m acro -level it suppo rts the aggregatio n of info rmatio n about st udents which can be

used to inform impro vements to learning processes, structures and suppo rts.

ii) At the micro-level it can be used to drive short-, medium- or long-

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2.3 Principle 2 – the individual

Students will not be defined solely by learner analytics data. Learner analytics will not be used
to limit the University’s or the student’s expectations of what they can achieve. It is fully
recognised that student behaviours do not always follow typical patterns. No decisions
relating to progression, assessment or award will be taken on the basis of learner analytics
alone.

2.4 Principle 3 – active agents

 Students will be engaged in the implementation of learner analytics. The University will
pursue this by means of the established student representation within the University’s
governance structures and the inclusion of the student voice in the quality assurance and
enhancement processes.

2.5 Principle 4 – clarity of purpose

 The overarching purpose for the use of learner analytics is to help students to succeed and to
improve and enhance teaching and learning practice. Learner analytics will not be used as a
form of student assessment, nor to influence marking of any student assessment, but may be
used in aggregate to shape and develop assessment practices and processes.

2.6 Principle 5 – consent

 The use of learner analytics is based on the informed consent of the student. Consent for the
purpose of combining data drawn from multiple systems with other data to produce learner
analytics may be refused. The implications of refusal will be made clear (e.g. that the student
may not have access to support/interventions to support their successful completion which
may otherwise have been provided to them on the basis of analytics). Students will have the
opportunity to update their own data and consent agreements annually at registration, or at
any time in response to a direct request (to which the University must respond within a
reasonable time-frame.

2.7 Principle 6 – openness

 The use of learner analytics will be transparent to all stakeholders. The data sources, the
nature and purposes of the analyses, and who has access to these, will be clearly explained to
staff and students.

2.8 Principle 7 – access

 Typically staff will be reviewing derived analyses of data rather than the underpinning raw
data that the analysis is based on and students will normally have access to those analyses
which relate to them individually. Students are legally entitled to see

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● Records of student fees payment or debt
● Records of contact with Student Counselling and Wellbeing services.

4.5 Special characteristics data as defined by Article 9, Paragraph 1 of the General Data Protection
Regulation may be used as part of the analyses where the use of sensitive data can be
demonstrated to improve significantly an aspect of student learning and the student has
consented to this processing.

5. Monitoring of this policy

5.1 The Divisions of Strategic Planning and Governance, Student Based Services and Information
Systems Services, along with the Pro-Vice-Chancellor (Education) and the Data Protection
Officer, will keep the implementation of this policy under review and bring matters for
consideration, as required, to the Education Committee.

5.2 An annual report on the use and effectiveness of learner analytics will be submitted to the