Learner Engagement Analytics (LEA) Action Policy

Consultation Undertaken: Learner Engagement Analytics (LEA) Development Group, Faculty Education Managers, Director of Queen Mary Academy, Deputy VP Education, ESAT, QUIP

Review cycle: 1 year

Next review: June 2023

Directorate responsible for policy maintenance and review: LEA Development Group with Academic Registry and Council Secretariat (ARCS) maintaining updated version Policy Zone website

Introduction

1. Improving Student Engagement is one of the four pillars of Queen Mary's Education Strategy and a key enabler to open the doors of opportunities and to be the most inclusive university of its kind.

2. Learner Engagement Analytics (LEA) brings together different types of data that already exist within the university to help staff (e.g., educators, advisor, support staff) better understand, and take action to improve, the learning experiences of our learners. At Queen Mary this will include data generated by our Virtual Learning Environment (i.e., QMplus), learner information systems (i.e., MySIS), library systems and other sources related to learning and teaching.

   The use of LEA at QMUL is governed by a Statement of Principles developed in consultation with staff and learners:

   • We will use Learner Engagement Analytics to help all learners reach their full academic potential.
   • We will be transparent about data collection, sharing, consent and responsibilities.
   • We will abide by ethical principles and align with our university strategy, policies and values.
   • Learner Engagement Analytics will be supported by focused staff and learner development activities.
   • Learner Engagement Analytics will not be used to inform significant action at an individual level without human intervention.
   • We will actively work to recognise and address any potential negative impacts from Learner Engagement Analytics.

3. The purpose of this policy is to guide staff on how to use LEA data to support learners. In particular, it sets out key principles and practices for staff to follow when acting on LEA data for individual learners.

4. An LEA Action is defined by the University as a staff action initiated to engage a learner in dialogue and/or to provide personalised guidance related to their learning, such as inviting a learner to a meeting, sending an email to initiate a conversation etc. LEA Actions are a routine aspect of current practice in learner support.

5. This policy operates in parallel with the Learner Engagement Analytics (LEA) Policy (2022 renamed Queen Mary Learner Analytics Policy and subject to the Data Protection and Information Policy.

6. The principles and practices of LEA actions at Queen Mary will be reviewed regularly, under the direction of the Senior Responsible Officer for LEA (the Vice-Principal or one of the Deputy Vice Principal for Education) and the Queen Mary Academy LEA Fellow, in consultation with the Queen Mary LEA Community of Practice.

Principles of LEA Actions

1. Learners are encouraged to take responsibility for their learning, and to take positive actions through interpretation of their own data either through adjusting their learning behaviour and/or through engaging with additional support from university staff. The key underlying principles are learner responsibility and a focus on the value of dialogue.

2. LEA actions are fundamentally designed to be supportive, to have a positive impact on learners' attitudes, behaviour and engagement, and to close a potential gap between progress or attainment and learning potential. LEA actions are designed to be inclusive.
Although learners at potential risk are a key focus, LEA actions can support all learners, in line with our Core Value of being ambitious for all members of the Queen Mary community.

3. LEA actions are intended to be undertaken in partnership and may be initiated by the learner or other clearly identified professional staff as appropriate to the needs of an individual learner, such as an Advisor or Student Support Officer (SSO).

4. LEA is designed to enrich the learning opportunity and experience for the whole academic community. It is a feedback mechanism that benefits educators who can learn more about their learners through this dialogue, helping them to improve their own practice as well as to better understand their students. Through the dialogue of LEA actions, educators can better understand the challenges faced by learners and how to support them through these.

5. All staff involved in monitoring learner engagement through Learner Engagement Analytics and leading related LEA actions will be provided with dedicated staff development and guidance information.

6. Use of learner engagement analytics (LEA) will be subject to ongoing quality assurance and enhancement processes including an active focus on the learner experience. This will include regular review through the Learner Engagement Analytics Development Group.

7. LEA actions undertaken by the University in response to learning analytics data operate according to the following principles:
   a. LEA actions are timely (Relevant action is offered at appropriate points in the learner education cycle);
   b. LEA actions are appropriate and sensitive (Formality of actions are in line with the data and consider individual learner circumstances);
   c. LEA actions are personalised (actions are catered to the needs of the learner and couched in personal terms);
   d. LEA actions are recorded and monitored (actions are recorded and followed up in line with the University's Data Protection Policy).

Practice of LEA actions

1. Learning analytics data is designed to enrich established lines of dialogue and communication supporting the learner's learning experience. LEA actions based on interpretation of learning analytics data will utilise all relevant communication channels.

2. LEA is designed to support and inform dialogue and, recognising the limitations and potential

inaccuracies of analytics data, no action relating to learner registration or status will be undertaken based on interpretation of analytics data alone. LEA data should be used to *support* dialogue with learner, not *instead of* dialogue with students.

3. LEA actions can take different forms and approaches including, but not limited to:
    a. Instructional: actions designed to close any gaps in understanding or to inform steps to towards closing gaps in understanding of the subject of study and/or the requirements of the related course of study;
    b. Supportive: actions designed to support and encourage learners, to develop confidence and resilience, and to increase motivation;
    c. Referral: Focus on determining the most appropriate supplementary support or co-curricular activity to develop more effective engagement;
    d. Review: actions designed to support effective reflection and action-planning by students such as through a focus on reviewing feedback from assessment.