

Council Meeting

For information

Learning Analytics Cymru: update and funding

Agenda: 26
HEFCW/19/37

Disclosable

21/03/2019

1 Issue

- 1.1 This item provides an update on Learning Analytics Cymru and associated funding for the information of Members.

2 Corporate Planning Implications / Rationale for paper

- 2.1 HEFCW is funding Learning Analytics work across Wales, as agreed by Council at a previous meeting.

3 Recommendation

- 3.1 The Council is invited to:
- i. Note the update on the Learning Analytics Cymru work.

4 Timing for decisions

- 4.1 There are no timing implications for this item.

5 Council members' interests

- 5.1 No conflicts of interests have been declared in advance of the meeting.

6 Further information

- 6.1 Contact Dr Cliona O'Neill (029 2085 9731; cliona.oneill@hefcw.ac.uk)

7 Learning Analytics Cymru

- 7.1 At its May 2018 meeting Council approved the use of up to £266k of funding for match funded Learning Analytics (item HEFCW/18/42 refers).
- 7.2 This project is called Learning Analytics Cymru, and is coordinated by Jisc. HEFCW is paying half the subscription cost for participating institutions to join in the Jisc Learning Analytics service for two years, with institutions committing to pay the subscriptions for at least one further year. HEFCW is also funding additional Jisc support over a two year period, together with some consultancy, to enable Jisc to work closely with Welsh institutions in a manner tailored to the needs of each institution, to maximise the benefit of participation in this service. Institutions need to commit staff time to the work in order to adopt good practice in the use of learning analytics.
- 7.3 All regulated institutions were eligible to participate in this work. To date all eight regulated higher education institutions (HEIs) have agreed to participate. One regulated further education institution (FEI), Neath Port Talbot Group, will participate in Year 1 of the work, and will make a decision later on regarding participation in Years 2 and 3. This will enable them to engage with the Jisc pilot service on learning analytics for further education, and investigate synergies between this and higher education learning analytics.
- 7.4 Learning Analytics Cymru addresses the 2018-19 remit letter task 'to place a particular focus on the student experience and consider, in collaboration with the sector, what specific measures are required in order to deliver improvements in the areas identified [assessment, feedback and student voice].'
- 7.5 It also enables institutions to identify students who are experiencing wellbeing issues, including mental health difficulties, and to implement targeted interventions. This work will contribute to a Wales-wide student roundtable discussion on mental health in March 2019, organised by HEFCW and NUS Wales.
- 7.6 **Annex A** provides information on the participating institutions and the costs for Year 1 of this work.

The Council is invited to note the update on the Learning Analytics Cymru work.

8 Financial implications

- 8.1 Council has agreed to provide funding of up to £266k for this work.

9 Communications implications

- 9.1 The project should result in good communications outcomes:
- An opening workshop was held, which was received positively
 - Final outcomes will be disseminated across the UK, including through presentations at the Jisc Digifest;
 - It provides the opportunity to promote Wales as a learning analytics nation;
 - The work has been featured on the BBC, [WonkHE](#), and on [Jisc's website](#);
 - We will continue to work with Universities Wales and Jisc to promote the work.

10 Diversity and Equal Opportunities implications

- 10.1 The work would benefit particular groups by enabling institutions to support students most in need, which can facilitate their progression and retention. It should also enable the voice of the diversity of the student body to be heard. An impact assessment screening has been conducted.

11 Risk Assessment

- 11.1 Details of any identified risks, current or future, arising from the issues covered by the paper are provided below:

Risk	Action to address risk
<p>If one or more HEIs fails to fully respond to expectations to improve student engagement then they would fail to fully deliver on WG expectations and UK practice, with resulting potential reputational damage and impact on applications.</p>	<ul style="list-style-type: none"> • Liaison arrangements HEFCW/NUS Wales • NUS Wales President on Council, QAC and SOAC • Wise Wales programme and action plan • Student partnership research work • Prioritising student engagement in our corporate strategy • Remit letter task on student voice • Guidance on Student charters and on SU funding and relationship agreements • Inclusion of quality assurance statements in annual governing body assurance return, including a focus on student engagement • MoU with NUSW • Provision of funding for the Learning Analytics Cymru work • Consideration of postgraduate data by HEFCW
<p>If providers do not deliver excellent quality HE and student experience they will not be able to compete resulting in a decline in the student experience in one or more institutions, with an associated impact on morale, recruitment of students and staff, FAP approval, and ultimately HEFCW's reputation.</p>	<ul style="list-style-type: none"> • National Student Survey – HEFCW analysis of results and monitoring of action plans in order to monitor student satisfaction and intervene as appropriate • Quality Assessment Committee to oversee issues relating to quality, including monitoring NSS outcomes and postgraduate taught data • Match funded Learning Analytics Cymru work with regulated institutions • Fee plan requirements focus on promotion of HE • Wales participation in National Teaching Fellowship Scheme to enable recognition of excellent teaching and dissemination of good practice • HEFCW regulatory role for QA.

	<ul style="list-style-type: none"> • Liaison with OfS and Welsh Government regarding the TEF to enable Welsh institutions to participate in this initiative, and minimising potential disadvantages • SOAC to monitor position and consider appropriate actions relating to the student experience • UK Standing Committee to maintain oversight of quality assessment at UK level to try and maintain comparability • Monitoring of complaints to the Office of the Independent Adjudicator (OIA) about regulated institutions. • Monitoring of trans-national provision through institutional quality enhancement reviews and proposed iGrad work. • Monitoring of data on student experience • Quality Assessment Framework for Wales, maps student engagement with quality • Institutions required to commission regular external quality assessment reviews, which include student-focussed engagement • HEFCW will carry out triennial quality visits to institutions, which will include engagement with the student body, piloted with WGU. • Funding support for teaching (eg expensive subjects) whilst affordable • Fee and access plans' quality expectations • Monitoring of Welsh performance against TEF indicators • Liaison with WG and OfS to enable TEF outcomes to be broken down against factors of importance to Wales (eg WM provision) • Governor training commissioned by HEFCW (delivered by Leadership Foundation) • Action taken by HEFCW via institutional risk review process • Specific follow-up activity with institutions in relation to performance (eg NSS follow up) <p>Advice from QAC regarding issues related to quality, including advice to council regarding specific action to be taken</p>
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