Learning Analytics Cymru (LAC)

HEFCW will jointly fund work with regulated institutions to achieve a step-change in the ability of the Welsh HE sector to improve student retention and success through learning analytics.

HEFCW will fund half the cost to HEIs of the Jisc learning analytics service over 2 years, with the institutions committing to continuing paying for the service for at least one further year. HEFCW will also fund additional support from Jisc for the institutions, both individually and as a community of practice.

The work will enable:
- the reduction of non-continuation rates;
- delivery of national priorities around widening access;
- insights into factors and behaviours associated with differential outcomes;
- assessment of the success of the interventions institutions put in place to support students;
- early identification of possible issues; and
- identification and tracking of improvements in teaching and learning on individual programmes.

As this work is pan-Wales, it will also make Wales the most advanced UK nation in this area, ensuring that students in Wales receive the best possible support throughout their studies. The community of practice will support collaboration and the sharing of lessons on how learning analytics can best be used to really make an impact for students, and will and enable the sector to accelerate the pace of adoption.

Proposed programme of work

The proposed programme of work will support Welsh HE providers to take up, and make strategic use of, learning analytics. The core of the programme is a supported, and part-funded, implementation of the Jisc learning analytics service for all Welsh HEIs and for the two regulated FEIs, if they wish to participate.

Welsh HEIs are at different stages of considering, preparing for and implementing learning analytics, and this programme is designed to support all institutions in moving forward. For those at an early stage with learning analytics, the staged approach to implementation begins with a readiness and piloting stage including:
- discovery phase and readiness assessment;
- cultural and organisational set-up, including legal, ethical and policy issues;
- design and implementation of data processing agreements for small-scale pilots;
- data integration, including extract and transformation of data from VLE and student records system; and
- evaluation of small-scale pilots and plan implementation.

Institutions who are already implementing learning analytics are likely to focus on up-scaling, adding additional relevant data sources, and exploring impact and which interventions are most effective. Institutions will be supported to work as a community of practice to develop a deeper understanding of how the effective use of

data can support institutional and national priorities in learning, teaching and student support.