



13 mei 2025

Datadinsdag #25

Learning Analytics in de UK

- Lessen voor het Nederlandse onderwijs -

Te gast:
James Hodgkin en
Jim Keane

We nemen deze sessie op

Welkom vanuit de UK



We will continue in English



Welcome from the UK



James Hodgkin

Head of analytics, Jisc



Jim Keane

Principal technical
consultant (data), Jisc



Jaapjan Vroom

Policy advisor MBO Digitaal/
Captain of transformation
AI & Data - Npuls



Jisc

mbo^odigitaal

An introduction to Jisc learning analytics

James Hodgkin, head of analytics
&
Jim Keane, principle technical consultant

1. Introductions to us and Jisc (James)
2. An introduction to Jisc Learning Analytics (James)
3. Data maturity, data readiness and our services (Jim)
4. Show and tell: the Jisc platform (Jim & James)
5. Analytics for wellbeing (Jim)
6. Q&A

Who are Jisc?

We serve the whole UK:

- All traditional universities and some independent providers
- FE colleges
- All research institutes
- Schools
- Key sector agencies and national institutions such as AdvanceHE, UCAS and NCSC (National Cyber Security Centre)
- Local authorities and adjacent sectors, and global customers



The story so far...



- **2012: Jisc**
Forms as a registered charity
- **2019: Eduserv**
OpenAthens, VerifID and CHEST
- **2019: HESA Enterprise**
Data Analytics and dashboards
- **2020: HECSU**
Careers advice, Prospects, HEDD degree verification and Luminate
- **2022: HESA merger**

About Jisc

1250

Staff

164

HE institutions

359

FE and skills
providers

24

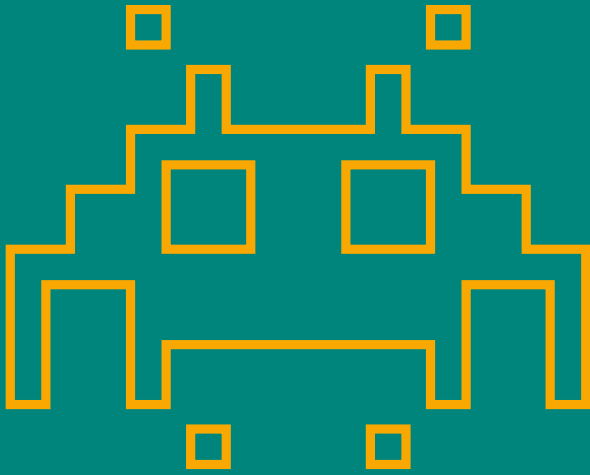
Research
members

Income of

£148.7 million

We provide the Janet Network
- the UK's National research
and education network (NREN)

It is used by
20 million people



It has built in, **world class
cyber security protection**,
utilising sector specific intelligence

We help sector save time and money

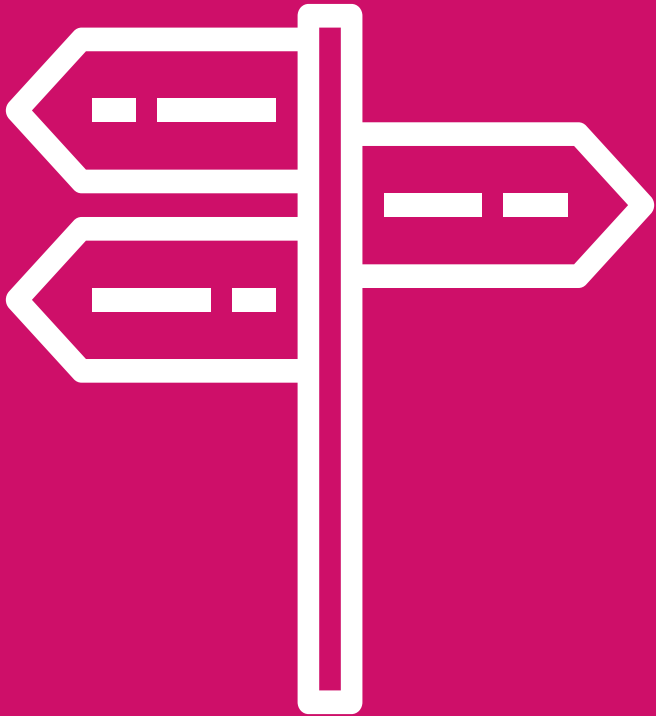


Through our sector wide deals
and shared services alone we
save the sector around:

£300m+

(2023-2024)

We provide trusted expert advice and practical assistance



- Providing insight, guidance and leadership
- Delivering training and events
- Building communities

Cloud



**Connectivity and
cyber security**



**Content and
discovery**



Data analytics



We provide critical services in...



Licensing



**Open
research**



**Student
experience**



**Verification
services**

Effective learner analytics

“ Real potential to transform teaching ”

Matt Dean - AoC Technology Manager, Association of Colleges



Using data and analytics to support students; improving satisfaction, retention and graduation rates.

Challenge

Universities and colleges don't have enough useful data about students and how they are learning. What they have they don't analyse and interpret. They are missing opportunities to use technology to provide feedback to students. They need to support staff who could be using analytics and a standard set of tools and technologies to monitor and intervene.

Who it affects

- >> Students are missing out on the possibility of an improved experience, better retention, and better achievement
- >> Staff are missing the opportunity to develop skills to use analytics to improve support, teaching and curriculum design

Why it matters

- >> Retention of students is vital for universities and colleges especially for funding purposes
- >> Student satisfaction is key for recruitment and retention
- >> Increasing availability of data e.g. from BIS, but limited ability to utilise effectively

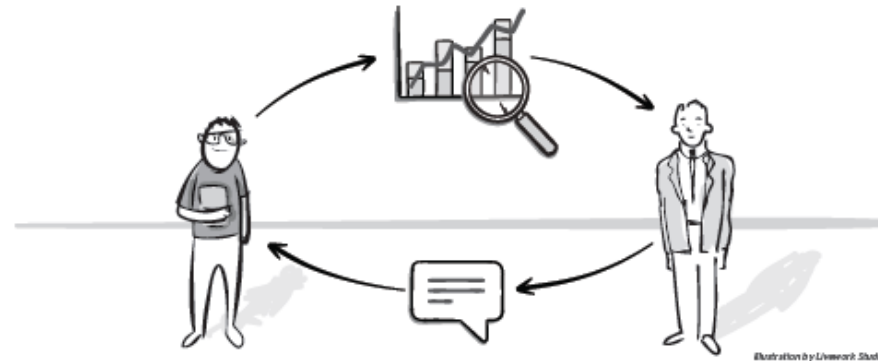


Illustration by Unwork Studio

Success criteria

- >> Learner monitoring in universities and colleges uses consistent metrics and contextual information
- >> Jisc provides learner analytics tools leading to increased retention, achievement and progression
- >> Staff in universities and colleges make effective use of learner analytics tools

Strategic framework

How does the challenge fit with Jisc's strategic framework?



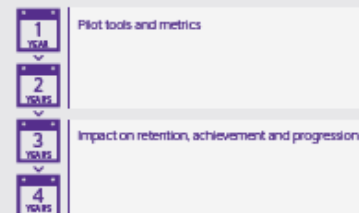
Jisc audience

Which members of Jisc's audience will be most interested?



Timescale

How long until we can expect to see the benefits?



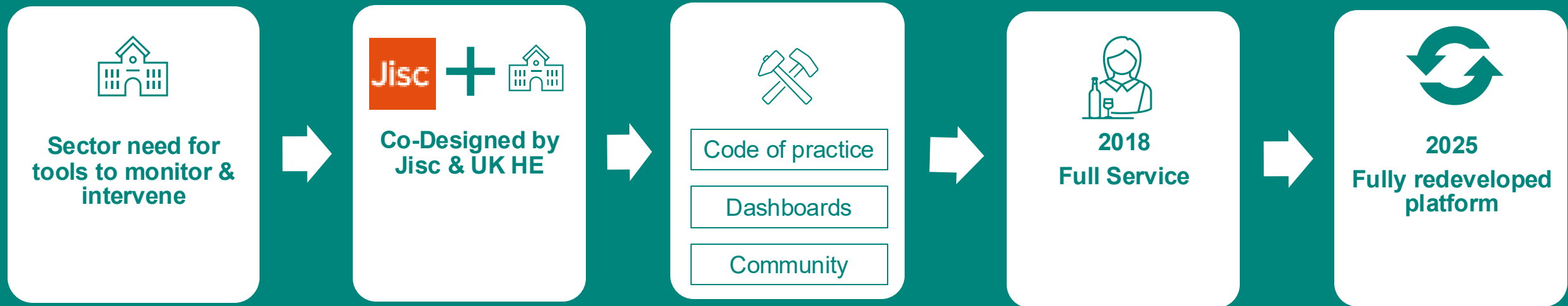
Commitment

Who in the steering group pledged to commit two days of their time?



- Shan Waring - PVC Learning and Teaching, Bucks New University
- Julie McLeod - Pro Vice-Chancellor, UWE, Bristol
- Sara Marsh - Director of Learner Support Services, University of Bradford (SCONUL)
- Karel Thomas - Executive Director, BUFDG
- Mike Russell - Project Officer, National Union of Students

Jisc learning analytics – a brief history



Why do institutions adopt learning analytics?



Retention



Engagement



Progression



Wellbeing
insights



Curriculum
insights

Your vital sectors



Community



**Trusted
partner**



**Redeveloped
platforms**

Learning analytics community

- Roadshows
- Drop-in sessions
- Community channels
- Enhancement process
- Shared policy, processes, code of practice
- Mailing lists



Not your usual tech supplier

"It's been such a collaborative approach that we don't feel like we would have had that with other systems, whereas Jisc feel focused on improving students' opportunities and work in the higher education sector. We feel like they've really had our interests at heart, so that has been a really positive thing."



From scoping to implementing:
insights and guidance from
Newcastle's learning analytics
journey

14 March 2024

Our services



Discovery and consultancy

Helping higher education institutions implement learning analytics solutions with confidence



Learning analytics

Transforming your student experience with learning analytics

- Staff and student applications
- Ethical guidance and support
- Expert community



Attendance

Providing your organisation with a hardware-free, fully integrated and seamless solution for student attendance monitoring















- Timetable integration (optional)
- UK Tier 4 reporting

Modules

Active modules (3)

Not started (2)

Completed (2)

Module name	Student module metric	VLE usage	Attendance	Submissions
Introduction to Psychology >	 		 65%	
Research Methods in Psychology >	 		 45%	
Observations in Psychology >	 		 95%	

Data visualisations

Last 7 days
4 Dec - 10 Dec 2023

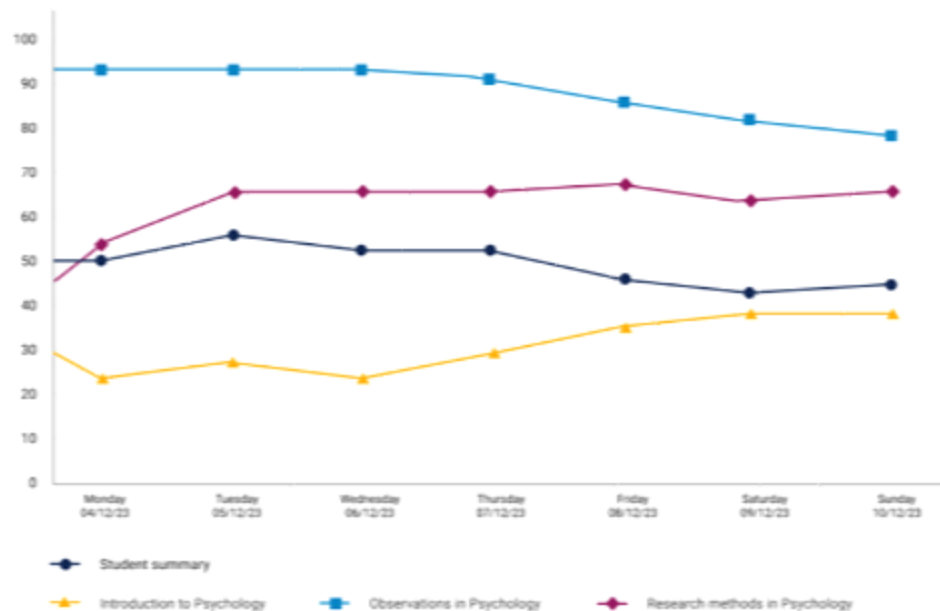
Chart filters

Student summary ☒

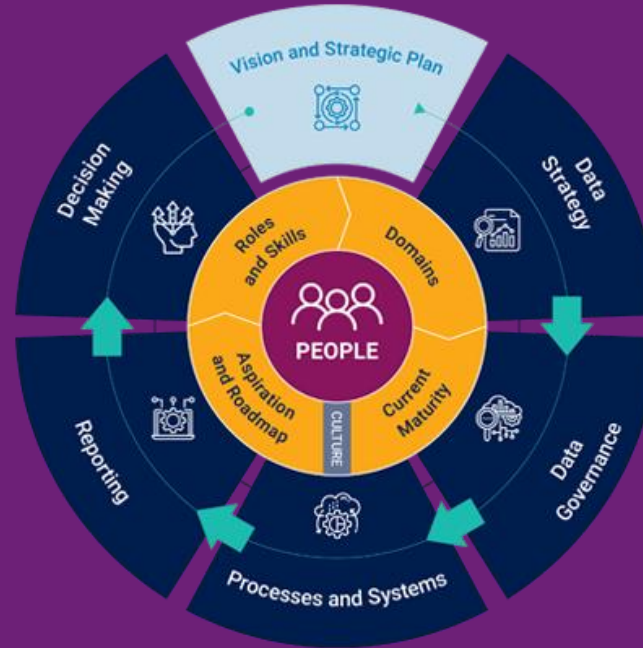
Active module metric

Introduction to Psychology ☒Research methods in Psychology ☒Observations in Psychology ☒Show module cohorts ☐

Activity metric

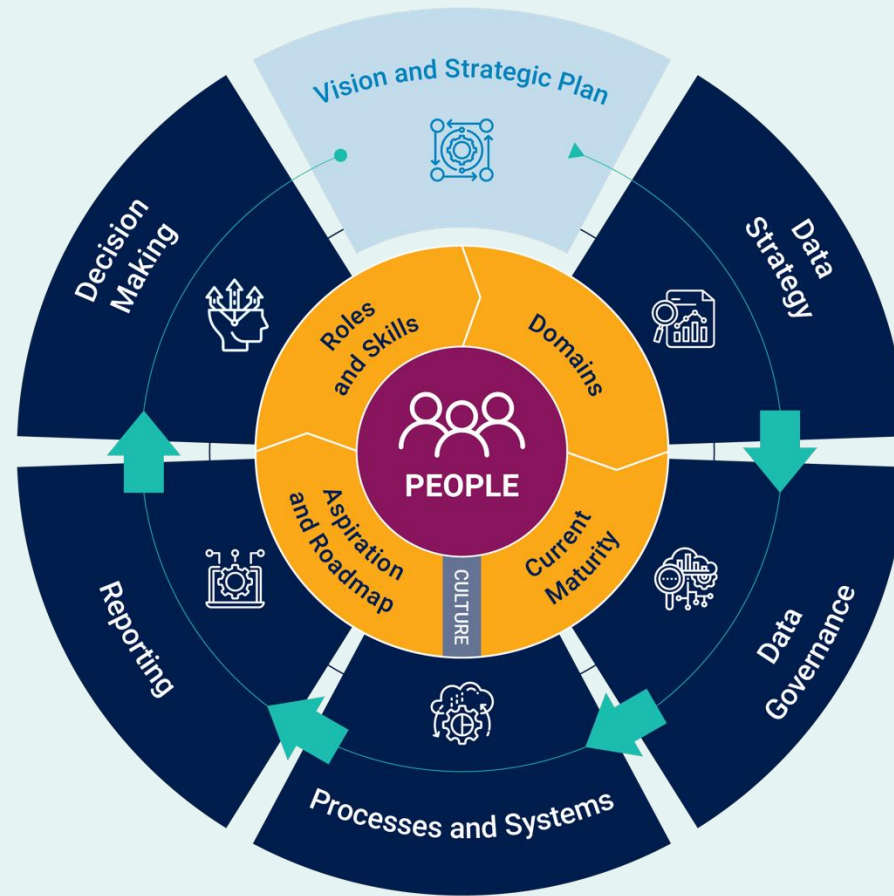
VLE ☐Attendance ☐Submissions ☐

Support for learning analytics - Data maturity



Jisc data maturity framework

Supporting
learning
analytics
readiness

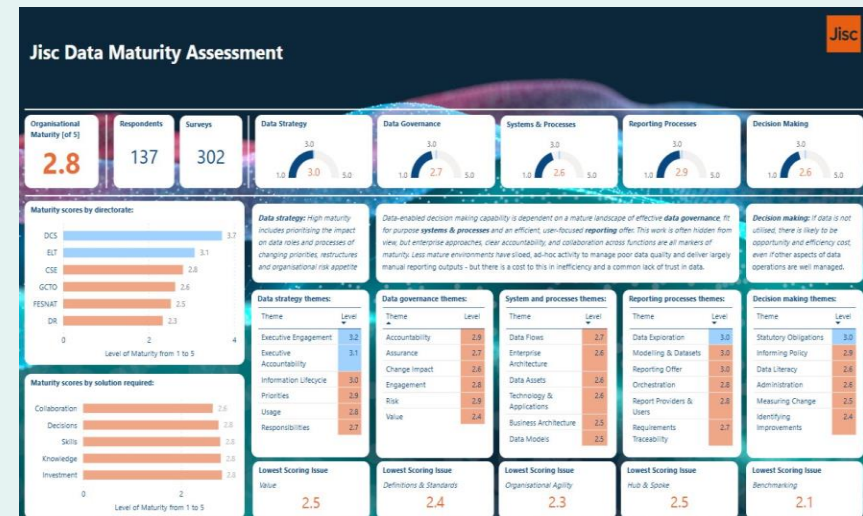
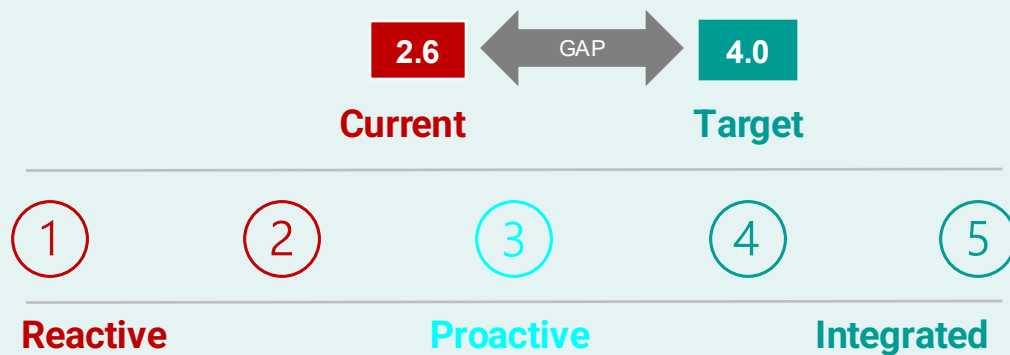


- Leadership engagement
- Responsibilities
- Ownership and assurance
- Change management
- Systems of record
- Meta data
- Automation
- Data quality reporting
- Issue resolution
- Collaboration
- Data literacy

Data maturity assessment

Helping you understand your current state

- Maturity - reactive [level 1] to integrated [level 5]
- Engage stakeholders in your data challenges
- Think beyond technology: focus on people, collaboration and leadership
- Consider where you need to be:



Data maturity services at Jisc

Jisc offers services to support data maturity improvement

Service	Includes	Benefit to LA
Data maturity assessment	<ul style="list-style-type: none">• Completion Guidance• Bespoke Analysis	Current state discovery
Discovery interviews	<ul style="list-style-type: none">• Discovery Summary• Recommendations	Deep dive into Learning Analytics domains
Workshop facilitation	<ul style="list-style-type: none">• Next Steps Workshop• Next Steps Summary	Consensus building and identifying barriers
Roadmaps for Improvement	<ul style="list-style-type: none">• Priorities• Barriers to Change• Actions	Align improvements to Learning Analytics plans
Service Design	<ul style="list-style-type: none">• Responsibilities• Hub and spoke• Standards	Design a future state to support Learning Analytics solutions

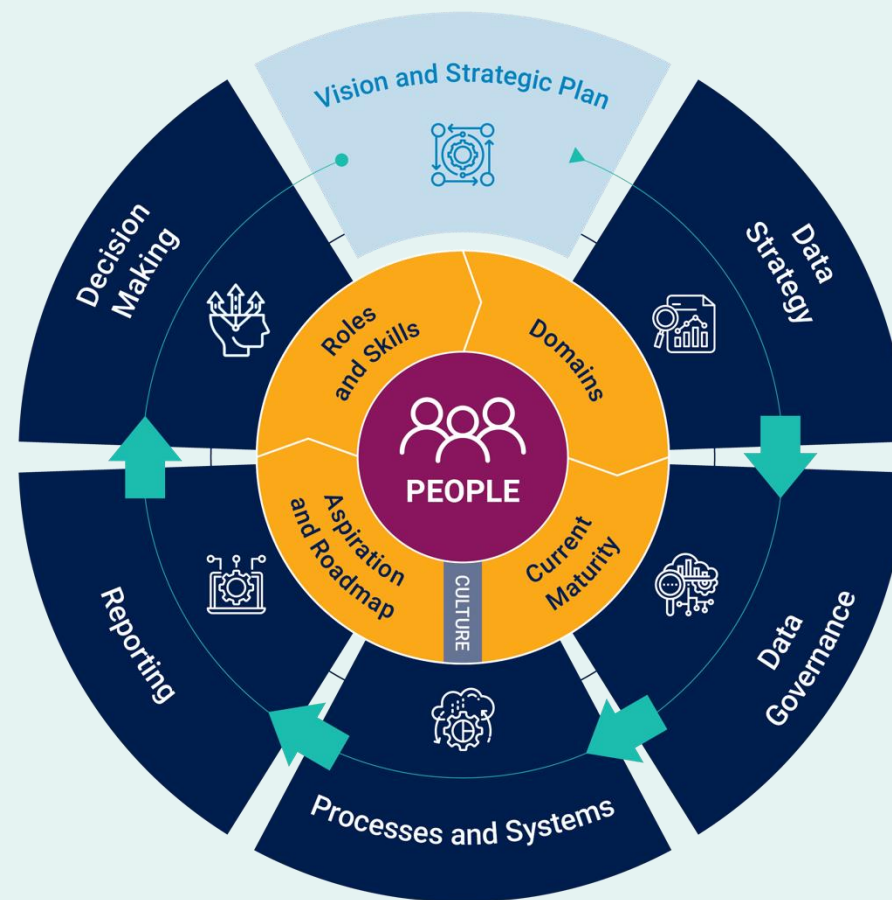
Data maturity services at Jisc



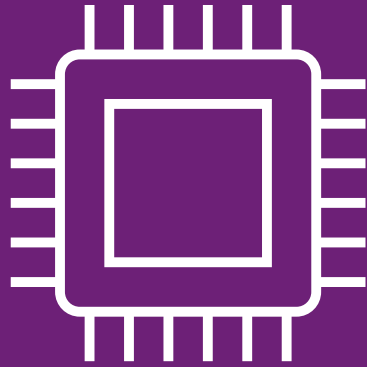
Data maturity
framework



Data maturity
assessment



Support for learning analytics – other Jisc services



Extract from Data Protection Toolkit

Lawful basis for general use

Basis	Potential benefit	Risks/challenges
Legitimate interest	Does not require asking for consent Allows all students to be included	<ul style="list-style-type: none">Students will have the right to object, and this may expose the institution to challenges that it is unnecessary for the basis stated, but the proportionality of using this is easily demonstrated in your DPIA and privacy notice: You have legitimate interest to ensure their students maximise their learning opportunities
Public task	Does not require asking for consent Allows all students to be included	<ul style="list-style-type: none">You must check your institution has a legal requirement to provide a public task that will allow you to use this basisStudents will have the right to object, and this may expose the institution to challenges that it is unnecessary for the basis stated, but the proportionality of using this is easily demonstrated in your DPIA and privacy notice
Consent	Provides an additional opportunity to inform students of this activity, both the data processing and the support the university offers	<ul style="list-style-type: none">Excludes those students who don't opt in to proactive monitoringYou must provide a method for students to opt in and out of this processing easily and have a mechanism for recording thisData subjects have the right to data portability if you select this method

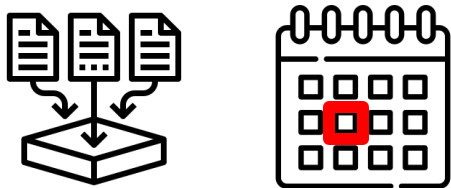
Leveraging data

Good, Better, Best



Good

Last Active



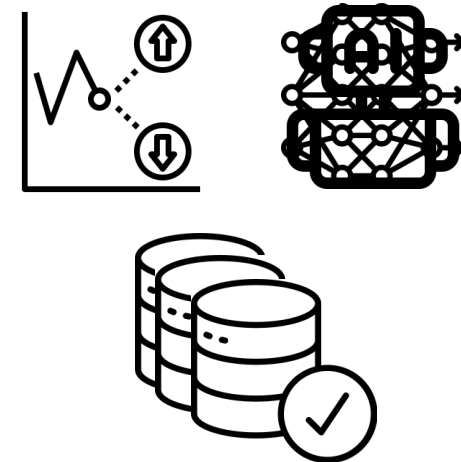
Better

Descriptive analytics



Best

Predictive analytics

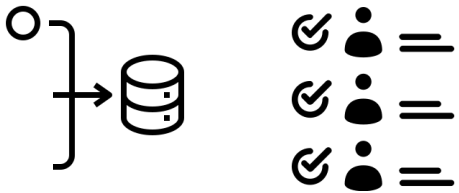


Good, Better, Best



OK

Single good source



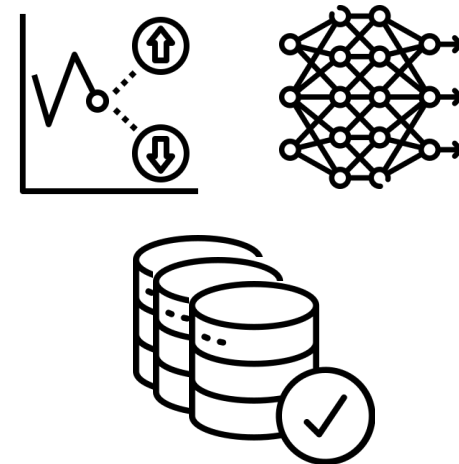
Better

Descriptive analytics

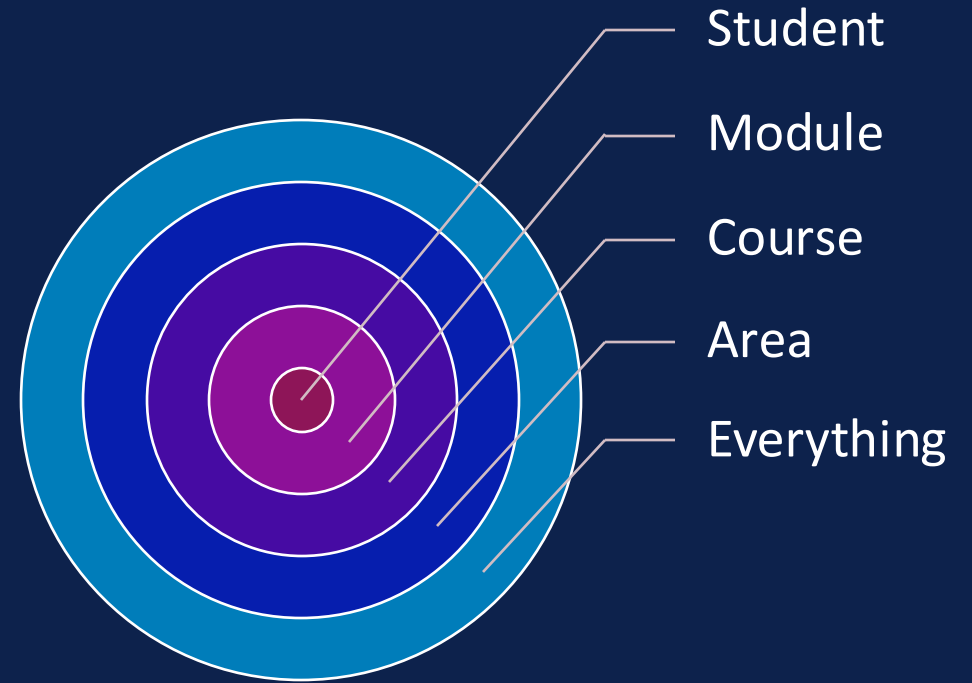


Best

Predictive analytics



Access control and trust



Jisc and the mental health crisis in our universities

17 July 2018

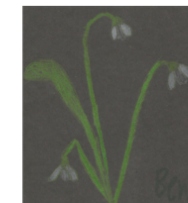
By Martin Hall

Could data and analytics help to promote student wellbeing and mental health? Jisc commissioned independent global higher education expert Professor Martin Hall to examine this idea and he highlights the key findings of his report in this guest blog. Professor Hall was former Vice-Chancellor of the University of Salford and former Jisc Chair.

DETERMINANT & RISK PROFILE/CORRELATION

(Inspired by 'Suicide Safer Universities - A Guide' and based on Ben's story)

NAME Ben
SEX Male
YEAR 1st
TRANSITION YEAR? ☒
PRE-EXISTING HEALTH ISSUES? ☐
CLEARING (NOT FIRM/INSURANCE CHOICE) ☒
STRUGGLING ACADEMICALLY?* ☒
HEALTH CONCERNS REPORTED?* ☒



Ben's Snowdrops (Age 8)

SUPPORT/WEELLING & HEALTHCARE

Referred to Wellbeing?* ☐
Missing healthcare appointments ☐

PARENT/SCHOOL REFERENCE

Learning difficulty/concern ✓
Recent bereavement/divorce ✓
Health concerns ✓

HALLS OF RESIDENCE

Hall struggle/fail to make contact ☒
Behaviour/appearance changes ☐
Involved in hall incidents ☐
Misses canteen meals (if catered) ☐
Official paper mail uncollected ☒
Misses social events ☐

STUDENTS UNION/STUDENTS

Non-attendance at events ☐
Concern over behaviour/incident ☐
Non-engagement in clubs/soc's ✓

ACADEMIC

Tutor and student not met ☒
Exam/assessments missed ☒
Coursework deadlines missed ☒
Quality of work poor/confused ☐
Vacant/listless in study groups ☐
Misses academic events ☐

FACULTY/ADMIN & IT

Not registered/late registration ☒
Fit-to-study/withdrawal process ☒
Hall/tuition fees unpaid ☒
Often submit work in early hours ☐
U-Card usage concerns ☐
E-mail access concerns ☒

YOUR IDEAS TO ID THE VULNERABLE:

☒ ☒ Known to the University ☒ Known to school/parents ☐ *Not actioned / not known to apply

Using analytics to support student wellbeing

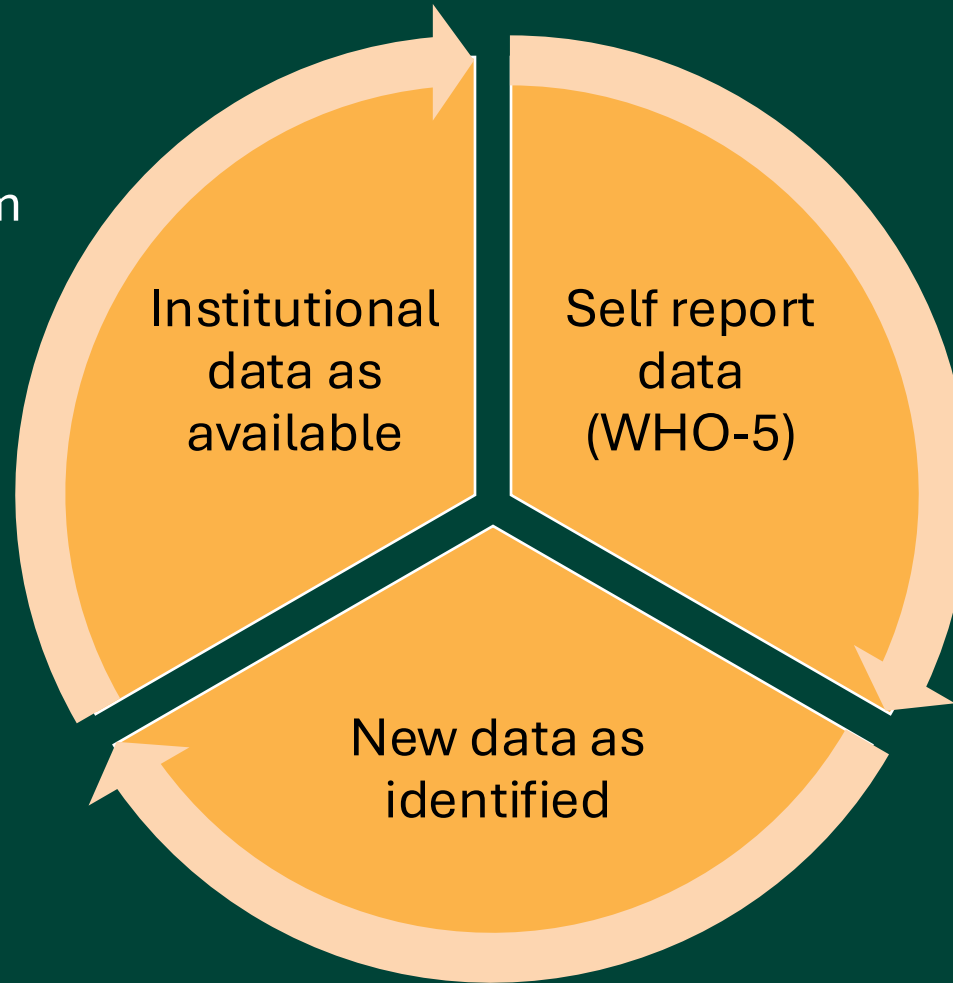
Project ran July 2019 until July 2022

- To deliver a step-change in mental health outcomes for students
- To develop and implement new and innovative collaborative proposals that will deliver changes in student mental health outcomes, with an emphasis on testing new interventions
- To provide an evidence base on 'what works' that can be disseminated across the sector
- To develop strategic partnerships to address issues of connectivity and complexity in mental health support



Northumbria University Data Requirements

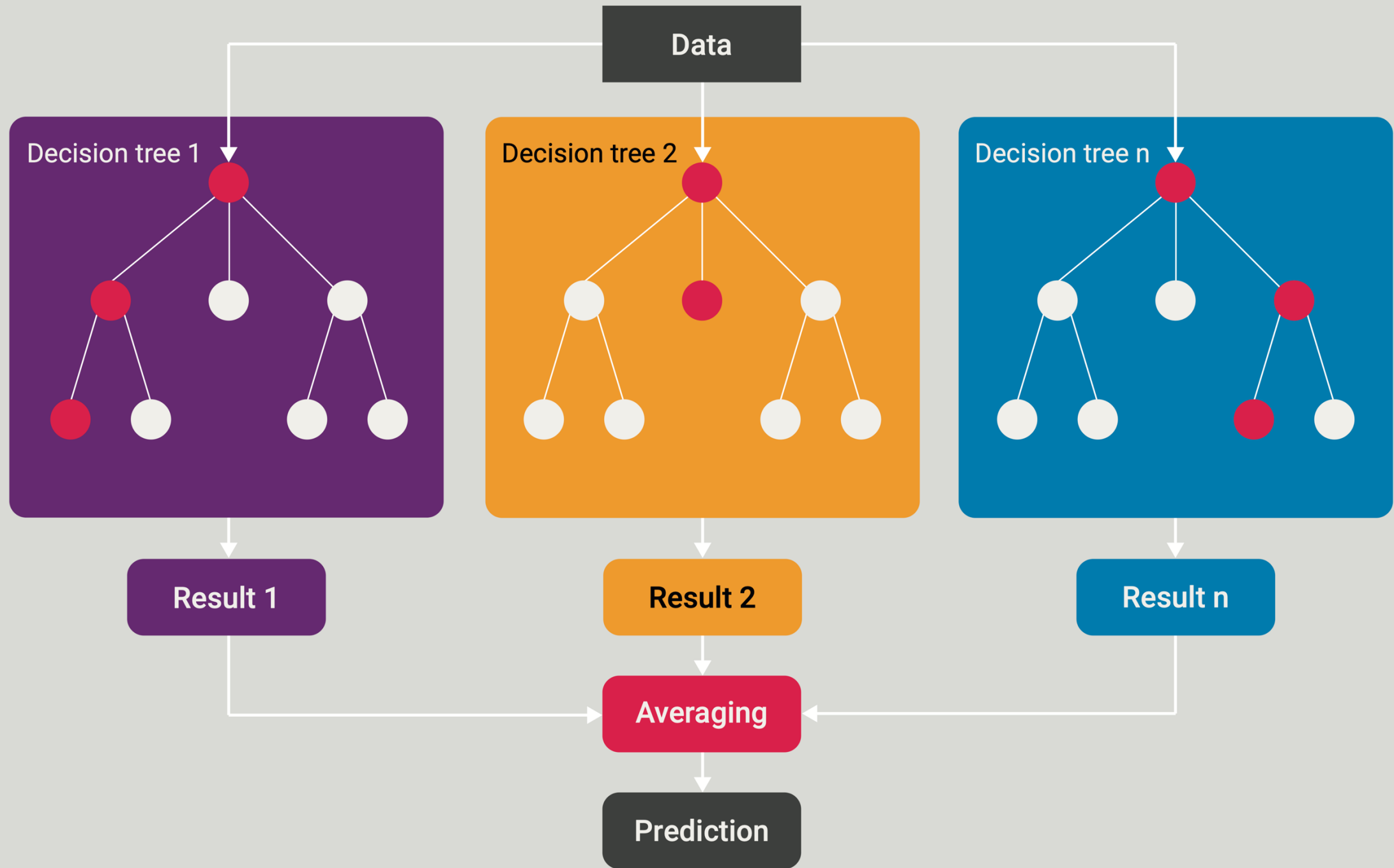
Data already
available from
Learning
analytics



Over 50k responses
from enrollment and
during term-time

Data identified through qualitative and
quantitative R&D not yet integrated



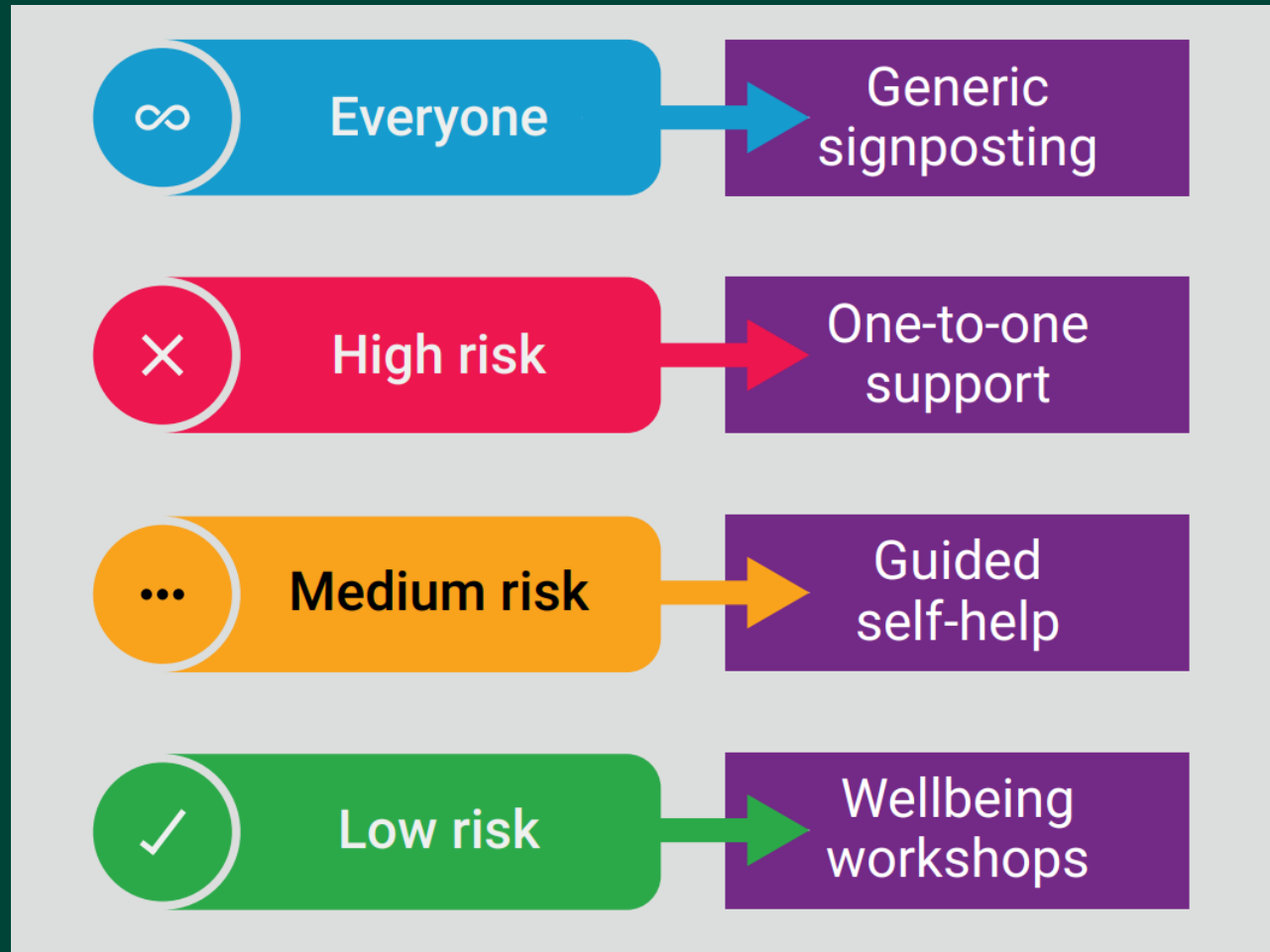


Features importance list

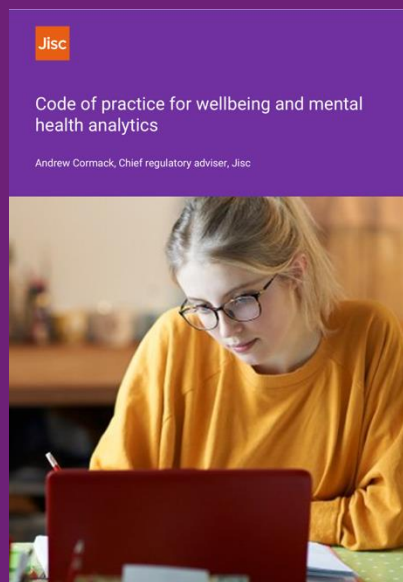
- **What ranks highly**
 - First generation university student
 - Nighttime card access
 - English as a first language
 - Accommodation status (e.g. living with parents)
 - Personal extenuating circumstances
- **What didn't influence model**
 - Finance data



Using analytics to support student wellbeing



Support for analytics



Volgende datadinsdagen



10 juni van 10:30 – 12:00

Nog in gesprek over onderwerp. Vrijdag de 16^e weten we meer

Na de zomervakantie start het datadinsdagseizoen weer op 9 september

Tot 10 juni!

MBO Digitaal is een platform van de MBO Raad voor samenwerking aan digitalisering in het mbo. MBO Digitaal werkt samen met alle mbo-instellingen en heeft sterke banden met MBO Voorzieningen, Kennisnet en SURF.