

# Student digital experience tracker 2016: results from the pilot project

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# Executive summary

- » Building on funded work on the experiences of today's 'digital' students <http://bit.ly/jiscdigistudent> (2014-2015) and feedback from stakeholders, Jisc decided to pilot a tracker tool for education providers in Higher education (HE) and Further Education (FE) and skills. The aim of the tracker is to provide a snapshot of learners' digital experiences at a training provider, college or university so that education providers can better understand this aspect of the learning experience and plan to support learners more effectively
- » An email survey of stakeholders in October 2015 confirmed that while some institutions in HE and a few in FE carry out surveys of students' technology requirements, there are no national surveys which ask about the digital experience in sufficient detail. There is therefore no national picture of learners' digital expectations and experiences against which institutions can benchmark their own provision, and no consensus about the issues that matter most to learners
- » A detailed consultation process, a live workshop and cognitive interviewing with staff and students from HE and FE were used to refine a large initial set of questions to a core of just 11
- » In February - April 2016 Jisc delivered two versions of the questions (HE and FE and skills) as a pilot tracker service for institutions. The questions were delivered in Bristol Online Surveys (BOS) as many providers (especially in HE) already had site licences for this service, and it was a proven technical platform for large-scale survey delivery and analysis
- » 24 institutions were chosen to deliver the pilot, 12 HE and 12 FE and skills, the latter including two specialist colleges. These were selected from a total of 52 applicants on submission of a planning sheet to demonstrate stakeholder engagement and awareness of the data processes involved. The selection was carried out to ensure the widest range of institutions were included
- » Each pilot site received the same guidance throughout the process, via group emails, blog posts, and a series of pdf guides. This was to simulate a real-world service delivery setting and to ensure equivalence of the data collected
- » A total of 10,753 students completed the tracker questions. All 24 institutions submitted some data and 19 (79%) submitted data from at least 100 students. The median average number of responses per institution was 245, though there was wide variation reflecting the different sizes of institution involved in the pilot. The majority of participants provided nontrivial free text responses as well as closed (drop-down) responses, showing that they were willing to engage with the issues behind the tracker
- » We now have a reliable snapshot of the current situation with respect to device ownership and use, access to digital services, typical digital activities on course, and how students rate different aspects of their digital experience, as reported in this document. We also have a large volume of free-text data about what learners like and dislike about their current experiences with digital technologies in learning
- » The data reveal significant differences between students in HE and in FE and skills, as reported in this document



# Development and implementation of the tracker

A series of consultations carried out by Jisc during 2014-2015 found a demand for a better understanding of students' digital experiences and expectations.

Few providers felt they were engaging learners effectively on this issue, and specific data was at best collected in an ad hoc fashion.

The student digital experience tracker was developed to allow universities, colleges and skills providers to:

- » Gather evidence from learners about their digital experience, and track changes over time
- » Make better informed decisions about the digital environment
- » Target resources for improving digital provision
- » Plan other research, data gathering and student engagement around digital issues
- » Demonstrate quality enhancement and student engagement to external bodies and to learners themselves

The tracker is based on research by the Jisc 'Digital student' <http://bit.ly/jiscdigistudent> project - including studies in HE, FE and skills - which had identified those issues of most interest to learners. These issues were encapsulated in the Digital student experience benchmarking tool <http://bit.ly/digstudentbenchmark>, produced by Jisc in collaboration with the National Union of Students (NUS) and The Student Engagement Partnership (TSEP).



Based on the benchmarking tool, a long list of 36 questions was drawn up for potential inclusion in a tracker service. A live workshop with staff and students simplified and reduced the proposed questions, specifically to support a high completion rate by participants. Cognitive interviewing with FE and HE students, and early beta testing, further refined the questions for piloting, leaving just 11. Eight were designed with closed responses for comparability and longitudinal tracking, while three allow for open responses to gather more detail.

Two slightly different versions of the questions were produced for FE and skills and HE and were implemented in BOS, a system developed for the UK education sector and already in use at many of the proposed pilot sites.

The pilot process was presented as a flow-chart with separate pdf guides available for download at each step. More detail can be found on the tracker support page <http://bit.ly/tracker-support>

**Jisc**

## Portsmouth University Digital Experience Tracker 2016

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**Welcome!**

Please tell us how technology is used to support your learning. We want to understand your needs and experiences, so we can make things better.

This tracker has **11 questions** and should take no more than **five minutes** to complete.



By "technology," we mean any or all of the following:

- Hardware (desktop computer, laptop, tablet, smartphone, etc.)
- Software (word processing, spreadsheet, presentation, graphics, statistical, etc.)
- Apps and online tools (communications, Skype, social networking, etc.)
- Websites (for courses, library resources, etc.)

Please click **NEXT** to begin.

The pilot process - overview	
What do we do?	What guidance is there?
<p><b>decide</b> Contact other stakeholders at your institution. Decide: Do we want to use the Tracker? Why? What do we want to achieve? Contact Jisc and sign up to be part of the Tracker program</p>	<p><a href="#">Frequently Asked Questions</a>  <a href="#">FE&amp;Skills question set</a> and  <a href="#">HE question set</a> for you to review together                      Link to sign-up process (NB this is not currently available)</p>
<p><b>plan</b> Plan when you will launch the tracker, how you will encourage learners to complete the Tracker, and what you will do with the findings.</p>	<p><a href="#">Tracker planning sheet</a></p>
<p><b>customise</b> Receive a personalised link to your own survey in Bristol Online Surveys (BOS). Customise the Tracker to meet the needs you identified at the planning stage.</p>	<p><a href="#">Guide to Customising your Tracker</a>  <a href="#">Guide to Using the Tracker in BOS</a></p>

An open call via email lists produced over 50 education providers wishing to take part in the pilot. Each contact completed a 'planning document' to help them reflect on their reasons for applying, how they would respond to findings, and how they would engage their learners. 24 were chosen based on a spread of institutional sizes, types and locations.

The flowchart steps are: **decide - plan - customise - launch - close - analyse - respond - evaluate.**

Sites had only the guides and collective email/blog postings for support, to reproduce service delivery conditions.

Pilot sites were responsible for customising the survey to specific features of their institution such as the name learners used to refer to the virtual learning environment (VLE)/ learning management system (LMS) and broad divisions of subject area. Pilot sites were also responsible - with guidance - for choosing how they released the URL to learners, engaging their participation, and analysing their own data.

The project negotiated for benchmarking data to be made available to pilot sites within the BOS system, so for ranking questions each site was able to benchmark their findings against the sector (HE or FE/skills) average as soon as the survey was closed.

# Preliminary analysis of the planning data

Responses were recorded from the 52 institutions that applied to be part of the pilot. In particular we sought to understand their motivation.

In response to the question **'What is the main reason for wanting to run the tracker?'**:

In FE (17 respondents) the top reasons coded, in descending order of frequency, were:

- » Inform development of digital infrastructure, systems and environment (11)
- » Inform development of digital curriculum (mainly blended learning) (9)
- » Establish a benchmark/baseline for comparison (often further specified eg in relation to the curriculum or student satisfaction) (7)
- » Inform development of digital strategies (7 - mainly ILT and e-learning)

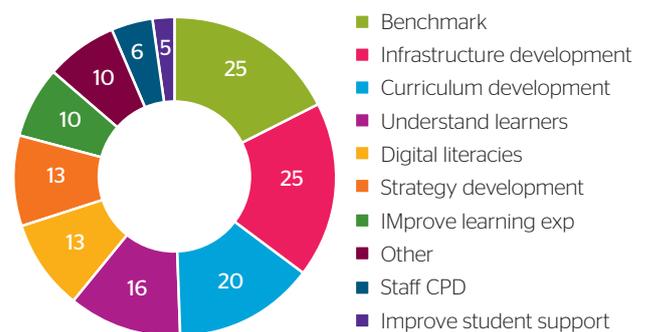
In HE (33 respondents) the top reasons showed considerable overlap but some differences:

- » Establish a benchmark/baseline for comparison (often further specified eg in relation to the curriculum or student satisfaction) (18)
- » Inform development of digital infrastructure, systems and environment (14)
- » Understand learner perspective/engage with learners around their digital experience (12) - with particular interest in understanding 'what technologies learners are using' and how

- » Inform development of digital curriculum (also learning and teaching) (11)

(The count is the number of institutional participants giving at least one response that was coded in this way. Respondents could give more than one response. Responses from two specialist providers were not coded as they could not be considered representative, and with such a small number it might be possible to identify them.)

**Figure 1. Detailed break-down of responses to the question 'What is the main reason for wanting to run the tracker?'**



As the last coded category shows, a number of participants from both HE and FE wanted to use the tracker to assess learners' digital literacies or capabilities. In fact this is not its purpose, but there is clearly an appetite for a tool that could provide this service.

# Analysis of the data

Each pilot site has received guidance, as part of the pilot process, to help them analyse, understand and respond to their own data.

Synthesised data from the 24 pilot sites has undergone preliminary analysis, as reported in this document. Further analysis is planned by other teams within Jisc, and the data will also be used by Jisc account managers, with permission, to support individual institutions in their ongoing work.

A total of 10,753 students across the 24 pilot institutions answered at least one question in the tracker: a median average of 245 responses per institution. The tracker was completed by 7,425 students from twelve HE institutions and 3,328 students from twelve FE and skills institutions, an average of 285 responses per HE provider, and 219 per FE/skills provider. The maximum number of responses from one institution was 3,592, from a university with about 20,000 students; the minimum number of responses was 25, from a specialist college with about 40 students. A total of 11 of our 24 institutions (46%) collected over 300 responses, and 19 (79%) collected at least 100 responses from students.

Every question was optional, hence the exact sample size differs for each question. Data are presented graphically where possible, usually as percentages of students choosing each option. Where a 'don't know' option was available, these data are usually included.

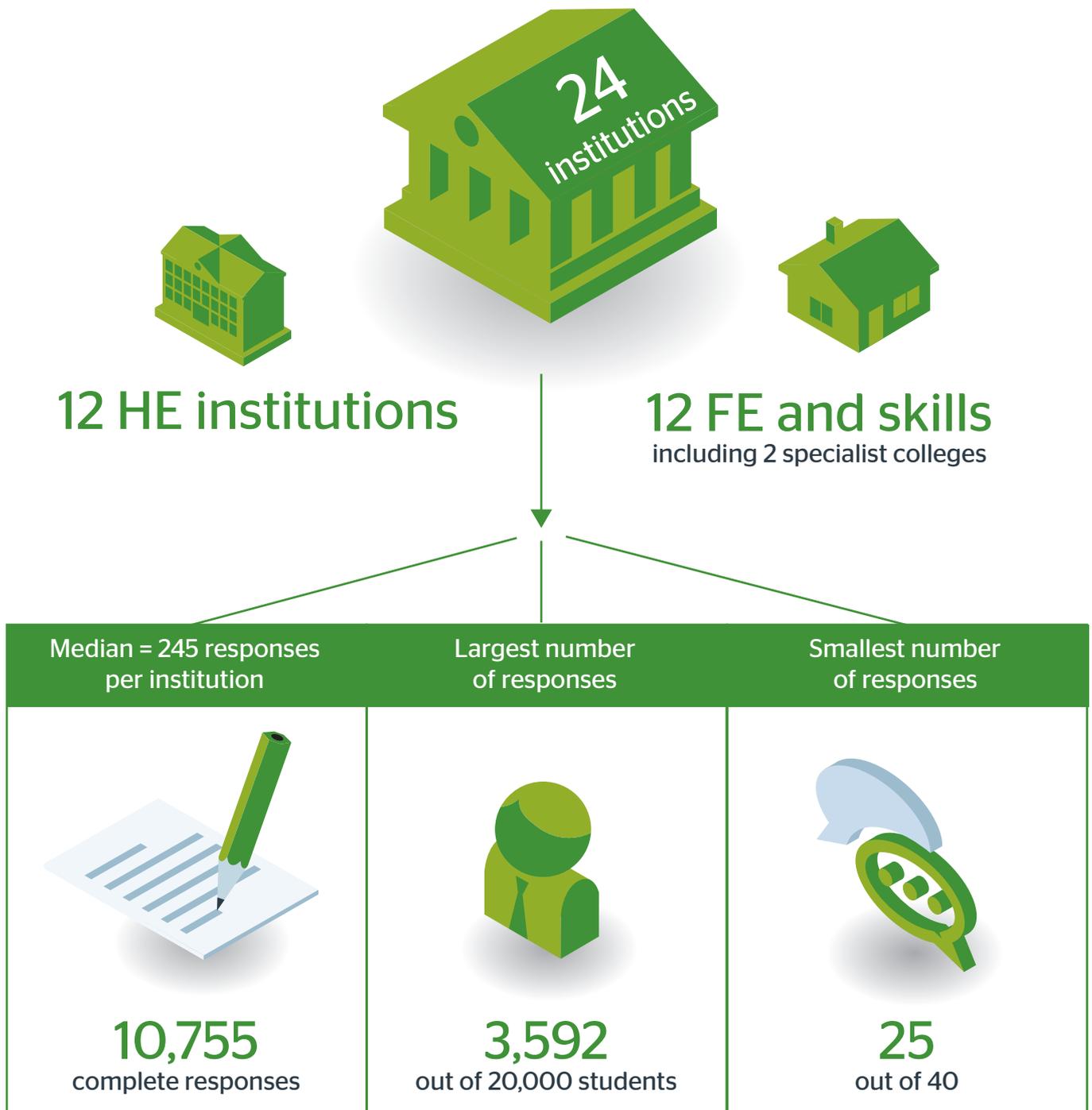
HE student data is compared to FE and skills student data where relevant and possible. Comparisons between proportions, such as between FE and skills versus HE students, were carried out using a Z Test calculator set at a 99.9% confidence level: this is higher than the minimum level of 95% in order to reflect the number of times that comparisons were run with this data set.

Particularly interesting findings are commented on in the text.

Other sources of data are:

- » The original 52 'planning sheets', analysed briefly above
- » Standardised feedback about the pilot process, collected via BOS from the lead contact at each site and explored in a separate report
- » Detailed case studies exploring the experiences of six contrasting pilot sites, with feedback from learners and other stakeholders
- » Other data sources available to individual pilot sites eg survey and focus group findings. No information about these has been collected but institutions have been advised on how to triangulate data where available and applicable

# Top level facts and figures



# Findings: digital devices used to support learning

In response to Q1: What digital devices do you use to support your learning?

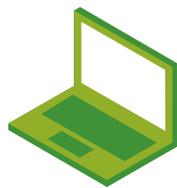
**Q1. What digital devices do you use to support your learning? (Tick all that apply)**

	Personal use	Available at University
Desktop computer	<input type="checkbox"/>	<input type="checkbox"/>
Laptop computer	<input type="checkbox"/>	<input type="checkbox"/>
Tablet / iPad	<input type="checkbox"/>	<input type="checkbox"/>
Smartphone	<input type="checkbox"/>	<input type="checkbox"/>
Printer	<input type="checkbox"/>	<input type="checkbox"/>
Other digital device	<input type="checkbox"/>	<input type="checkbox"/>

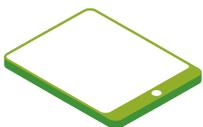
## Institutional devices



**Desktop**  
 HE: 74%  
 FE and skills: 84%



**Laptop**  
 HE: 21%  
 FE and skills: 36%



**Tablet**  
 HE: 7%  
 FE and skills: 12%



**Smartphone**  
 HE: 5%  
 FE and skills: 12%

- » When it comes to institutional devices, students are most likely to use institutional desktops and printers to support their learning
- » When it comes to **personal devices**, students are more likely to use laptops, smartphones and tablets than desktops to support their learning
- » 90% of HE students use personal laptops in comparison with only 66% of FE and skills students: this is a significant difference
- » 40% of FE and skills students use personal desktops in comparison with only 30% of HE students: this is a significant difference
- » FE and skills students are statistically more likely likely to use institutional devices of all kinds than HE students are:
  - » Desktops: 84% of FE and skills students in comparison with 74% of HE students
  - » Laptops: 36% of FE and skills students in comparison with only 21% of HE students
  - » Tablets: 12% of FE and skills students in comparison with only 7% of HE students
  - » Smartphones: 12% of FE and skills students in comparison with only 5% of HE students
- » 'Other digital devices' used personally or in institutions included Kindles, scanners, 3D printers, iPods, cameras and games consoles

# Findings: access to institutional digital services

In response to Q2: How often can you access the following digital services at your institution?

**2. How often can you access ....**

	Most of the time	Sometimes	Never	Don't know
University computers and printers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
WiFi in University buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-books and e-journals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online course materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal information online (e.g. grades, module choices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
File storage (e.g. shared or Google drives, or in The Cloud)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Computers and printers:

- » 64.1% of HE students could access university computers and printers most of the time
- » 73.2% of FE and skills students could access college / learning provider computers and printers most of the time
- » Significantly more FE and skills students could 'frequently' access computers and printers in comparison with HE students

## Wi-Fi in provider buildings

- » 79.5% of HE students could access Wi-Fi in university buildings most of the time
- » 70% of FE and skills students could access Wi-Fi in college / learning provider buildings most of the time
- » Significantly more HE students could 'frequently' access Wi-Fi in comparison with FE and skills students

## e-books and e-journals

- » 89.7% of HE students could access e-books and e-journals some or most of the time; 5% said they could never access them and 5% said they didn't know
- » 53% of HE students could access e-books and e-journals most of the time
- » A further 36.7% could access e-books and e-journals some of the time
- » This question was not asked of FE and skills students

### **Online course materials**

- » 71.2% of HE students could access online course materials most of the time
- » 60.4% of FE and skills students could access online course materials most of the time
- » Significantly more HE students could frequently access online course materials in comparison with FE and skills students

### **Other learning resources (ie not course materials)**

- » 87.6% of FE and skills students could access other learning resources materials most or some of the time
- » 51.6% of FE and skills students could access other learning resources most of the time
- » 4% said they could never access other learning resources, and 9% chose 'don't know': the relatively higher level of 'don't know' responses may reflect an ambiguity or over-complexity in the wording of this question
- » This question was not asked of HE students

### **Personal information online (eg grades, module choices)**

- » 70.9% of HE students could access personal information online most of the time
- » 54.9% of FE and skills students could access personal information online most of the time
- » Significantly more HE students could frequently access personal information online in comparison with FE and skills students
- » A significantly higher percentage of FE and skills students said they could never access personal information online in comparison with HE students

### **Online file storage**

- » 80% of HE students could access online file storage (eg shared or Google drives, or in The Cloud) most or some of the time
- » 82% of FE and skills students could access online file storage most of the time
- » There was no statistical difference between HE and FE and skills students in terms of their access to online file storage

# Findings: digital activities on a course of study

In response to Q3: As part of your course, in the last six weeks have you done the following activities?

3. As part of your course, in the last six weeks have you ...

	Yes	No	Don't know
Found information online e.g. using search engines, online libraries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked online with others e.g. using discussion boards, Skype, Facebook groups, Twitter, Google+	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Produced work in a digital format e.g. using presentations, web pages, infographics, animations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Created a personal record of your learning e.g. using a blog or e-portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## When asked about activities in the previous six weeks of their course:

- » Nine in every ten students found information online
- » Seven in ten students produced work in a digital format
- » Five in every ten students worked online with others
- » Three in every ten students created a personal record of their learning

## Finding information online

- » As part of their course, 96% of HE and 94.1% of FE and skills students had been asked to find information online in the past six weeks. Although the percentage difference appears small it is a significant difference, with HE students being asked to undertake this more than FE and skills students. This finding is possible because of the large volume of data collected, allowing for a robust comparison between the two groups of students

## Working online with others

- » As part of their course, 62.8% of HE and 46.6% of FE and skills students had been asked to work online with others in the past six weeks (eg using discussion boards, Skype, Facebook groups, Twitter, Google+). This is also a significant difference, with HE students being asked to undertake this activity more than FE and skills students

## Producing work in digital format

- » As part of their course, 79.1% of HE and 71.7% of FE and skills students had been asked to produce work in a digital format in the past six weeks (eg using presentations, web pages, info-graphics, animations). This is also a significant difference, with HE students being asked to complete this action more than FE and skills students

## Creating a personal record of your learning

- » As part of their course, 34.9% of HE and 32.6% of FE and skills students had been asked to create a personal record of their learning in the last six weeks (eg using a blog or e-portfolio). There is no significant difference between the proportion of HE and FE skills students who had been asked to create a personal learning record in the last six weeks.

# Findings: guidance and support

In response to Q4: Do you get enough guidance and support to help you with the following?

**4. Do you get enough guidance and support to help you ...**

	Yes	No	Never tried
Use your own device (e.g. laptop, tablet, phone)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop digital skills relevant to your course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Behave safely and respectfully online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modify digital devices to suit your learning needs (e.g. text-to-speech, assistive software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Create a positive online profile (e.g. LinkedIn, CV, e-portfolio)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- » Less than half of all students say they have received guidance on: modifying devices to suit their individual needs, or creating a positive online presence
- » Less than two thirds of all students say they have received guidance on: bringing your own device, and developing digital skills relevant to their course.
- » Significantly more FE and skills students than HE students had received guidance on: bringing your own device, developing digital skills relevant to their course, behaving safely and respectfully online, and modifying devices to suit their needs

**Using your own device (BYO)**

- » 58.5% of HE students and 66.1% of FE and skills students agreed that yes, they had received enough guidance and support to help them use their own device (BYO) for learning in the institution (eg using their own laptop, tablet or phone)
- » Significantly more FE and skills students received this guidance in comparison with HE students
- » About two in ten students had never tried to ask for BYO support
- » Access Wi-Fi in comparison with FE and skills students

**Developing digital skills relevant to your course**

- » 56.1% of HE students and 67.1% of FE and skills students agreed that yes, they had received enough guidance and support to help them develop digital skills relevant to their course
- » Significantly more FE and skills students received this guidance in comparison with HE students

**Behaving safely / respectfully online**

- » 63.7% of HE students and 81.9% of FE and skills students agreed that yes, they had received enough guidance and support to help them behave safely and respectfully online
- » Significantly more FE and skills students received this guidance in comparison with HE students

**Modifying devices to suit individual needs**

- » 32% of HE students and 39.3% of FE and skills students agreed that yes, they had received enough guidance and support to help them modify digital devices to suit their learning needs (eg text-to-speech, assistive software)
- » Significantly more FE and skills students received this guidance in comparison with HE students

**Creating a positive online profile**

- » 46.3% of HE students and 46.5% of FE and skills students agreed that yes, they had received enough guidance and support to help them create a positive online profile (eg LinkedIn, CV, e-portfolio)
- » There was no significant difference between HE and FE and skills students



# Findings: overall digital experience

In response to Q5: How much do you agree with the following statements about the student digital experience?

**Q5 How much do you agree that ...**

	Agree	Neutral	Disagree	Don't know
When technology is used by teaching staff, it helps my learning experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support staff (library, admin etc) use digital technologies confidently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am told how my personal data is stored and used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online assessments are delivered and managed well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learners are given the chance to be involved in decisions about digital services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**With regards to the overall student digital experience:**

- » Approximately seven in ten of students believe that when technology is used by teaching staff it enhances their learning experience
- » Around 6 in 10 students believe that digital assessments are delivered well
- » FE and skills students are significantly more likely than HE students to say that they know how their personal data is used by their provider, and that they feel involved in decisions about the digital environment

**Technology use by teaching staff**

- » 72.2% of HE students and 70.1% of FE and skills students agreed that when technology is used by teaching staff, it helped their learning experience
- » There was no significant difference in the opinions of HE and FE and skills students

**Technology use by support staff**

- » 65.8% of HE students and 59.7% of FE and skills students agreed that support staff (learning resources, admin. etc) use digital technologies confidently
- » Significantly more HE students agreed with this statement in comparison with FE and skills students, who were more likely to have a neutral opinion

**Handling of personal data**

- » 31.5% of HE students and 44.5% of FE and skills students agreed that they are told how their personal data is stored and used
- » Significantly more FE and skills students agreed with this statement in comparison with HE students, who were more likely to disagree

**Delivery of online assessments**

- » 58.1% of HE students and 55.8% of FE and skills students agreed that online assessments are delivered and managed well
- » There was no significant difference between HE and FE and skills students

**Involvement of learners in decision-making**

- » 37.5% of HE students and 43.2% of FE and skills students agreed that learners are given the chance to be involved in decisions about digital services
- » Significantly more FE and skills students agreed with this statement in comparison with HE students, who were more likely to disagree

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# Digital technologies in learning: what do students want?

In response to Q6, Q7 and Q8 learners reported what they would like their providers to start, stop and continue doing with digital technologies in their learning experience.

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Think about how digital technologies are currently used in your teaching and learning here.  
Now tell us ...

6. ... What should we START doing to improve your learning experience?

7. ... What should we STOP doing?

8. ... What should we KEEP doing?

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More detailed analysis of these questions is under way.







# Conclusions/headline findings

More findings and conclusions will continue to emerge from this large and robust data set. For now we can say with some confidence that:

- » There is an appetite and interest among providers in finding out more about learners' digital experiences
- » Comparability with other institutions is one key driver; improving the learner experience is another
- » Many learners continue to face problems accessing robust Wi-Fi networks, institutional hardware/software and digital services - especially those studying with FE and skills providers
- » Learners in HE are significantly more likely to use personal laptops to support their learning than their counterparts in FE and skills; learners in FE and skills are significantly more likely to access institutional devices of all kinds
- » A large majority of learners in both sectors continue to access institutional desktop computers and printing
- » Eight in ten HE students can access Wi-Fi most of the time compared with 7 in 10 FE and skills students
- » Seven in ten HE students can access online course content most of the time, compared with 6 in 10 FE and skills students
- » Seven in ten HE students can access online personal data (eg grades, modules choices) most of the time compared with slightly more than half of FE and skills students
- » 10% of learners in HE say that they do not or cannot access e-books and e-journals
- » When asked about activities in the previous six weeks of their course: nine in every ten students found information online; seven in ten students produced work in a digital format; five in ten students worked online with others; three in ten students created a personal record of their learning. Except for the last activity (no difference), HE students are significantly more likely to have done all of these on their course
- » Less than half of all students say they have received guidance on modifying devices to suit their individual needs, or creating a positive online presence
- » Less than two thirds of all students say they have received guidance on bringing your own device, or developing digital skills relevant to their course
- » Significantly more FE and skills students than HE students have received guidance on: bringing your own device, developing digital skills relevant to their course, behaving safely and respectfully online, and modifying devices to suit their needs
- » Approximately seven in ten of students believe that when technology is used by teaching staff it enhances their learning experience; around six in ten students believe that digital assessments are delivered well
- » FE and skills students are significantly more likely than HE students to say that they know how their personal data is used by their provider (44.5% vs 31.5%); they are also significantly more likely to say that they feel involved in decisions about the digital environment (43.2% vs 37.5%)



**Further information on this project can be found at**

<http://bit.ly/digitalstudent-tracker>



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research nation in the world

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