



Jisc

Teaching staff digital  
experience insights  
survey 2020

UK further education  
(FE) survey findings

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Note: Percentages in this report may have totals that do not add up to 100%. This is due to rounding.  
Published November 2020.

## Foreword from Gillian Keegan

Parliamentary Under Secretary of State for Apprenticeships  
and Skills at the Department for Education



Colleges are the beating heart of communities - they connect people, places and industry with upskilling, retraining and lifelong learning opportunities. The further education (FE) sector has long been among the leaders in digitally delivered teaching and learning, in particular for vocational skills that reflect the digitally-enhanced industries that drive our economy.

COVID-19 accelerated the role of technology in colleges enabling learners to continue their studies, connect with their tutors, and access online support services. This rapid shift to remote online learning was achieved through the fantastic collaboration and willingness of the FE sector’s workforce. As learners now return to their rightful place in the classroom, technology will continue to play an important role in complementing face-to-face delivery, and in opening up new opportunities to expand adult participation.

That is why Jisc’s 2020 digital experience insights survey of FE teaching staff which was carried out during and after lockdown provides a valuable insight into the role the digital skills of staff play in continuing to support individuals, communities and employers get ahead in the wake of the pandemic. The survey also uncovers critical areas where further support for staff digital skills is needed, as colleges move toward a hybrid remote education model that combines both campus based and online delivery.

Across the United Kingdom, 2,685 members of teaching staff from 26 further education colleges responded to the survey, which ran from October 2019 to July 2020. Nearly four in ten (38%) of these responses were collected before the first national lockdown, and 62% on or after.

The results show that the FE sector is leading the way in a technology-driven education landscape with 70% of respondents either ‘very’ or ‘quite confident’

at trying out new technologies. Similarly, technology and data are being well deployed by staff to support learner wellbeing and digital inclusion, with 60% of respondents agreeing that their organisation helped them to use learner data to track learner progress and identify concerns as well as 63% of those staff who use assistive technologies in their teaching feeling well supported to do so. Learners are noticing this too with 76% of FE learners rating the quality of digital teaching and learning on their course as ‘good’, ‘excellent’ or ‘best imaginable’ in Jisc’s corresponding student digital experience insights survey.

However, it’s clear that more still needs to be done. Only 38% of FE staff agreed that their organisation provided guidance about the digital skills they need in their job role, and 21% agreed that they had the chance to assess them. As colleges shift increasingly toward a blend of face to face and online delivery, it is important that staff have time to digitally innovate so we have a college workforce that can capably and confidently support upskilling the country as part of the Government’s **Lifetime Skills Guarantee**.

The continuing professional development of teaching staff is critical, and I call on college leaders to work with Jisc and others in the sector to develop digital strategies that place the skills of their staff as central to delivering technology enabled learning for their learners and communities.

This report comes at a critical time for the FE sector. Our ambitious White Paper will set out how the system can unlock even more potential of our fantastic college system.

I encourage the FE sector to consider the rich data the report offers so we can collectively unleash the creativity, talent and innovation that exists in its most valuable asset – teachers.



Teaching staff quote:

**“We need to identify a range of online teaching tools that students and staff need to be competent at using and then invest time and resources into training students and staff to use these well.”**

**2,685**

FE/sixth  
form college  
responses

**38%**

responses  
before  
23 March 2020

**62%**

responses  
on or after  
23 March 2020

## Learning to thrive in a changing landscape

In times of great disruption colleges have responded swiftly and embraced technology and the enforced move to online learning. This has been challenging for all, but particularly so for teaching staff and the learners they support. Here we focus on the experiences of teaching staff over the last year and our research into the impacts of change, to help inform the digital practices of the future.

This year, 2,685 teaching staff from 26 UK FE and sixth form colleges took part in our teaching staff digital experience insights survey.

The survey was conducted between October 2019 and July 2020.

The teaching staff survey findings for 2020 build on the rich picture obtained from the student survey<sup>1</sup>. An analysis of the experiences of professional services staff will be published later in 2020.

The unprecedented scaling up of online teaching and learning this year, and the intense use of online platforms, systems and services has put organisational infrastructure, teaching practices and the digital capabilities of teaching staff in the spotlight.

Key challenges that stand out from the 2020 teaching staff survey findings are that:

- » The digital environment and infrastructure require further investment
- » More support is needed to help staff to develop pedagogically informed digital practices
- » Strategic leadership is vital in driving digital transformation

But there is also good news, an analysis of the data sets partitioned before and on or after 23 March 2020 show a consistent and positive shift in the number of teaching staff who are engaging in using technology to enhance teaching, learning and assessment and in the support they have received since. This presents a timely opportunity to harness the enthusiasm and make sure we work in partnership with all stakeholders to give staff, as well as learners, the best digital experience we can. It is an opportunity we must get right and one that must not be wasted.

### COVID-19

The COVID-19 pandemic has been a unique factor this year. 38% of teaching staff who completed the survey did so before the 23 March 2020 and the move to off campus learning; 62% completed it on or after this date. This has allowed us to partition the data and provide an initial comparison, giving a brief summary where the differences were found to be statistically significant. It is important to remember that while the impact of COVID-19 may have influenced some responses, in terms of perceptions and attitudes, opinions generally take longer to form so it would be methodologically unsound to assume that responses relate specifically to before or after 23 March.

**2,685**



responses were  
from FE/sixth form  
teaching staff

**26**



different FE/  
sixth form colleges  
took part

1. Learner digital experience insights survey 2020: UK further education (FE) survey findings ([digitalinsights.jisc.ac.uk/reports-and-briefings/our-reports/](https://digitalinsights.jisc.ac.uk/reports-and-briefings/our-reports/))

# Theme one: you and your technology

Theme one explores what access to devices teaching staff have, both personally owned and those provided by their organisation. In theme one, we also look at use of, and support for use of, assistive technologies and how confident teaching staff are in using technology.

## Use of organisationally and personally owned devices for teaching

In terms of organisationally owned devices, a high percentage of staff used desktops. In ordinary circumstances this would not be a surprise, but COVID-19 and social distancing may mean that some of these devices were no longer available. Just over half used laptops; far fewer used tablets and smartphones. Worryingly, 7% of teaching staff said they had access to none of these devices for teaching.

Some staff also used personally owned devices for teaching – most notably laptops and smartphones. Do teaching staff have adequate access to the organisationally owned devices they need?



Organisationally owned	Personally owned
» 70% desktop	» 26% desktop
» 56% laptop	» 52% laptop
» 24% tablet	» 25% tablet
» 9% smartphone	» 56% smartphone
» 7% none of these	» 21% none of these

## Use of assistive technologies

Teaching staff were asked about their use of four specific assistive technologies: screen readers, dictation, alternative input devices and screen magnification. The figures show that while the majority said they were offered support to use assistive technologies, around a third were not. It is vital that all staff have a knowledge and awareness of assistive technologies so they can promote the benefits to learners.

- » 16% of teaching staff used at least one of four assistive technologies
- » 63% of staff who used at least one of them said their organisation had offered support to do so
- » Only 40% of all teaching staff said their organisation had offered support (irrespective of whether they used any of four named technologies)

## How actively do teaching staff help others to develop their digital skills?

Sharing effective practice and learning from colleagues is established practice for many and a good way of focusing on pedagogy rather than technology. More confident users in applying digital practices should be encouraged to coach or mentor others.

- » 38% often
- » 55% sometimes
- » 7% never

Teaching staff quote:

“Give staff laptops ... staff develop new skills by immersion in new technology.”



## Attitudes and confidence in using technology

The attitude of teaching staff in using technology was very positive, but more needs to be done to boost confidence.



### Attitudes

- » 95% said they either enjoyed trying out new and innovative technologies or were comfortable using mainstream technologies
- » Only 5% preferred not to use technology unless they had to



### Confidence

- » 70% were either ‘very’ or ‘quite confident’ at trying out new technologies
- » 19% gave a neutral response
- » 11% were either ‘not very’ or ‘not at all’ confident

# Theme two: technology at your organisation

The questions asked in theme two help us to understand how teaching staff experience the digital environment provided by their organisation. This includes the quality of organisational digital provision and support, access to essential services and systems, use of learning platforms and teaching spaces.

## Quality of organisational digital provision

Just over half of teaching staff gave a positive rating for their organisation's digital provision, but responses to questions about some aspects of organisational support and provision were low; high numbers gave neutral responses or disagreed. Without investment in the digital estate, these issues will continue to impact on the ability of teaching staff to use digital technologies effectively in their teaching practice.

### Software, hardware, and learning environment

- » 53% – rated it as either 'best imaginable', 'excellent' or 'good'
- » 32% – 'average'
- » 15% – 'poor', 'awful' or 'worst imaginable'

### Reliable wifi

- » Only 65% of teaching staff said they had reliable, on demand access to wifi

### Support and access

The percentages of those who agreed were:

- » 38% – supported to use their own digital devices (44% neutral, 18% disagreed)
- » 59% – could access online systems and services from anywhere (29% neutral, 12% disagreed)
- » 44% – online environment provided for collaboration was good (44% neutral, 12% disagreed)

### Teaching spaces, digital equipment, software and resources

Percentages of those who agreed were low:

- » 34% – the software available for teaching was industry standard and up-to-date (41% neutral, 24% disagreed)
- » 24% – teaching spaces were well designed for technology use (41% neutral, 34% disagreed)
- » 24% – digital media production facilities were available when needed (52% neutral, 24% disagreed)
- » 23% – classroom digital equipment was reliable and easy to use (38% neutral, 40% disagreed)

### On demand access to resources

On demand access to resources – increasingly regarded as essential to teaching, learning and assessment – was variable:

- » 81% file storage and backup
- » 60% online skills and training courses
- » 54% e-books and e-journals
- » 11% lecture capture
- » 3% none of these

Teaching staff quote:

**“Invest in IT resources and software to keep up with industry standards and adequately prepare learners for employment.”**

### Use of the learning environment

Less than half of teaching staff felt able to agree that the learning environment was reliable, well designed and/or easy to navigate; high numbers gave neutral responses and many disagreed. This is very disappointing and requires further investigation to understand the barriers:

- » 48% – reliable (36% neutral, 16% disagreed)
- » 37% – easy to navigate (42% neutral, 21% disagreed)
- » 33% – well designed (44% neutral, 22% disagreed)

### Setting digital activities for learners in the learning environment

Teaching staff were asked which of three activities they had set for learners in the learning environment in the last week and could select any, all or none of these. Again, the numbers are lower than expected, especially since 62% of responses were gathered during lockdown.

- » 38% quiz
- » 32% collaborative work on a shared presentation/report
- » 27% moderated discussions
- » 38% none of these

### Involving staff in decisions about digital services

- » Only 19% agreed they had an opportunity to be involved
- » 42% gave a neutral response
- » 40% disagreed

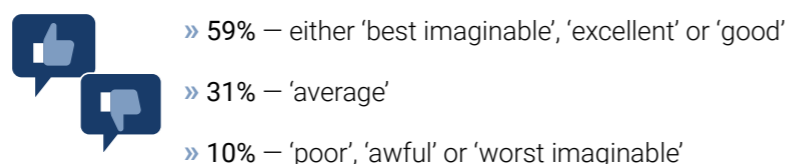
Very few staff agreed that they had an opportunity to be involved in decisions about digital services. The low ratings given generally about organisational technology suggest that greater involvement from teaching staff would benefit all stakeholders, ensure the views of teaching staff are heard and bridge any gaps between strategic and operational considerations.

## Theme three: technology in your teaching

In theme three we discover more about the digital practices, tools and apps that teaching staff use and their frequency of use. We also find out how motivated teaching staff are to use technology and their thoughts on how the quality of digital teaching and learning could be improved.

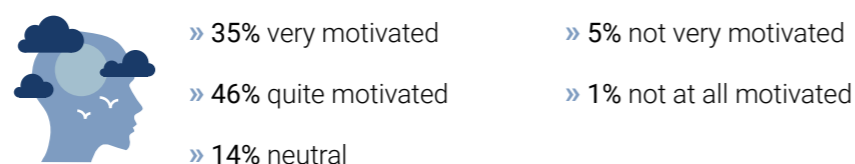
### Overall quality of digital teaching and learning

The average (mean and median) rating was 'good'.



### Motivation to use technology in teaching

The ratings are high with 81% of teaching staff having said they were either very or quite motivated; very few were not very or not at all motivated. Ensuring the pedagogical as well as practical benefits of using technology are clearly explained may help those who are less well motivated to engage.



### Frequency of digital teaching practices

The percentage of teaching staff who said they carried out the following activities weekly or more frequently was:

#### Digital activities

- » 59% worked online with learners (27% monthly or less, 14% never)
- » 49% gave digital feedback to individual learners (35% monthly or less, 15% never)
- » 33% worked with data eg analysis, visualisation (42% monthly or less, 25% never)
- » 29% used live quizzes or polls in class (47% monthly or less, 24% never)



#### Online teaching, virtual and augmented reality

- » 37% teach online (22% monthly or less, 41% never)
- » 54% create online teaching materials (32% monthly or less, 14% never)
- » Only 4% use simulations, virtual or augmented reality (16% monthly or less, 80% never)

There are some positive findings here that support the high motivation ratings, especially when the weekly and monthly figures are combined. However, the numbers of staff who say they never carry out any of these digital teaching practices or do so less frequently is a concern. Activities and experiences that use simulations, virtual and augmented reality are underused. Yet they have potential to add value by providing safe and cost-effective learning opportunities for learners, particularly in practical subjects. Further investment and training is needed to make better use of these technologies.

Teaching staff quote:

**“Focus teachers on good teaching practice, by giving them time to develop the combination of technical and pedagogical skills and resources necessary.”**



#### Using digital tools, apps, platforms and resources

The percentage of those who agreed were:

- » 59% — signposted learners to a range of digital resources (34% neutral, 7% disagreed)
- » 57% — supported learners to use digital tools for learning (36% neutral, 7% disagreed)
- » 51% — used digital tools/ platforms confidently in the classroom (40% neutral, 9% disagreed)



#### Useful digital tools and apps for teaching

1,917 responses from teaching staff were received. The top three most cited tools or apps were:

- » Kahoot topped the list with other quiz and test apps also frequently cited
- » Live video platforms like MS Teams and Zoom
- » Various virtual learning environments like Google Classroom, Moodle, Showbie and Canvas



#### What one thing should organisations do to improve the quality of digital teaching and learning?

1,939 responses from teaching staff were received. When a representative sample was coded, we found that over half of these related to software, infrastructure and systems (54%). Other comments related to training and CPD (21%), time and timetabling (9%), organisational culture (6%) and help and support (6%). Other and miscellaneous responses amounted to 3%.

## Theme four: developing your digital skills

Theme four is all about the opportunities and support teaching staff have to develop their digital skills and pedagogical practice as well as their own and their learners' wellbeing, safety and legal considerations.



### Overall quality of organisational support to develop digital skills

- The median and mean average response was 'good'.
- » 54% rated it as either 'excellent', 'best imaginable' or 'good'
  - » 32% 'average'
  - » 15% 'poor', 'awful' or 'worst imaginable'

### Wellbeing, safety and legal considerations

While substantial numbers of teaching staff agreed they were informed about GDPR, low levels of agreement on other important aspects is a concern. Responses given by students when asked a comparable question were not dissimilar<sup>2</sup>. It is vital that teaching staff are confident in these aspects and able to model appropriate behaviours and practices for learners. The percentages who agreed they were informed were:



- » 83% — keeping learner data safe under GDPR
- » 66% — equality and accessibility legislation
- » 66% — helping students behave safely online
- » 58% — data copyright and licensing
- » 48% — their health and wellbeing as a technology user
- » 40% — innovations in digital teaching and learning



### Support and guidance for digital skills development

Responses to these multiple-choice questions were varied. Although the majority said they received support to develop their basic IT skills, the percentages were lower for support with pedagogic aspects. The percentages of those who agreed with statements on guidance received were also low.

#### Support

The percentages who said their organisation offered support to develop specific digital skills were:

- » 69% to develop their basic IT skills
- » 55% for creation of digital learning materials
- » 44% for teaching in online environments
- » 42% for use of specialist software
- » 29% for delivering effective digital assessments
- » 20% for managing their professional digital identity

#### Guidance

- » 38% — organisation provided guidance about the digital skills they needed in their job role (46% neutral, 15% disagreed)
- » 22% — had time to explore new digital tools and approaches (39% neutral, 39% disagreed)
- » 21% — had the chance to assess their digital skills, for example, for career planning (51% neutral, 29% disagreed)
- » Only 16% — received reward and recognition for the digital skills they developed (45% neutral, 39% disagreed)



Teaching staff quote:

**"Introduce baseline testing of all staff to identify their digital skills levels, then tailor the staff development offer accordingly and set annual targets."**



### Discussing digital skills

It is encouraging to see that digital skills development is discussed with colleagues and managers, but there is potential to formalise this and provide a more robust framework in recruitment, induction and appraisal processes. Providing opportunities for development is not enough — they should be signposted and presented as a professional development entitlement as well as a responsibility to learners. Digital discussions took place in the following settings:

- » 64% in staff meetings/CPD sessions
- » 58% meetings with colleagues
- » 47% in informal discussions with managers
- » 38% at appraisals
- » 26% when recruited
- » 14% at induction/onboarding
- » 10% none of these



### What one thing should your organisation do to develop your digital skills?

A sample of 400 of the 1,654 responses showed that teaching staff asked for more:

- » 47% training
- » 28% time to develop and practice skills and to create digital learning resources
- » 11% IT hardware, software and wifi
- » 9% organisational strategy, recognition and culture
- » 4% support

2. Learner digital experience insights survey 2020: UK further education (FE) survey findings ([digitalinsights.jisc.ac.uk/reports-and-briefings/our-reports/](https://digitalinsights.jisc.ac.uk/reports-and-briefings/our-reports/))

## Key challenges that stand out from the 2020 teaching staff survey findings are that:

- » The digital environment and infrastructure require further investment
- » More resource is needed to support staff to develop pedagogically informed digital practices
- » Strategic leadership is vital in driving digital transformation

## Investing in the digital experience

The teaching staff survey findings for 2020 build on the rich picture obtained from the student survey<sup>3</sup>. The unprecedented scaling up of online teaching and learning this year and the intense use of online platforms, systems and services has put organisational infrastructure, teaching practices and the digital capabilities of teaching staff in the spotlight. Yet at the same time, staff, and indeed the sector, have demonstrated a willingness and commitment in responding rapidly. Their intense engagement has surfaced issues and helped to identify priorities for future developments.

### Digital environment and infrastructure

Low levels of satisfaction from teaching staff with the quality and their experience of using technology at their organisations is a major concern. Staff often give lower ratings than students across comparable questions, but the fact that so few teaching staff could reliably access wifi and online systems and services from anywhere or felt unable to agree with positive statements about the teaching spaces (physical and virtual), digital equipment and resources indicates that the digital estate requires urgent investment. If teaching staff do not have access to the technologies they feel they need, or are hampered by barriers (real or perceived), then transformation and innovation by all but the determined minority will be severely impeded.

When analysing free text responses to the question *'What one thing should your organisation do to improve the quality of digital teaching and learning ...?'* over half of the responses related to software, infrastructure and systems (54%). Teaching staff asked for investment in computers for staff and learners, mindful that many learners do not have reliable devices of their own. They felt that VLEs and other core platforms could be better integrated and that more support was needed to ensure effective use.

### Support to develop pedagogically informed digital practices

Attitudes to using technology are very positive with 95% of teaching staff responding that they either enjoyed trying out new and innovative technologies or were comfortable using mainstream technologies. Despite this positive attitude, confidence ratings were considerably less so and this is evident in the much lower numbers of staff who frequently engaged in a range of digital activities or felt supported to develop their digital capabilities relevant to their role.

To support student employability and progression, teaching staff need to be digitally proficient; not just in their IT skills but also in the pedagogical application of these to the delivery and support of high class technology enhanced teaching, learning and assessment. The most consistent demand from teaching staff was for continuous professional development (CPD) tailored to their teaching needs and for time to develop and practice these skills. Basic IT skills on their own are not enough. There are many facets to consider (pedagogical; accessibility; logistical; environmental; access to devices, platforms and services; interactions and engagement; etc) as well as specialist software for many subjects.

Issues around teaching staff feeling uninformed and not being involved in digital decisions, as well as lack of recognition to develop digital teaching skills, also remain key barriers.

### Strategic leadership

Transformation of teaching and learning requires leadership, clarity of vision, aspiration and purpose. It also requires a robust implementation strategy and financial investment. The digital estate requires equal consideration to the physical estate. Creating the right environment for learners also involves building the right culture – a culture that listens to, and engages with, all who learn, teach and work within it.

These issues and more are the focus for Jisc's shaping the digital future of FE and skills initiative.

## Shaping the digital future of FE and skills

Kick-started by the rapid shift to online working and studying enforced by the pandemic: shaping the digital future of FE and skills is a cross-sector research project led by Jisc, working in tandem with the Association of Colleges (AoC).

During the summer of 2020, the project brought together college leaders, teachers, learners, sector bodies and edtech experts in a series of leadership roundtables and research webinars. It established a consensus on what 'good' looked like before campuses re-opened. The project's first report includes recommendations to government, sector bodies and colleges to help realise the potential of technology for the FE and skills sector, both now and in the future.

Along with the report, you will find features and member stories to inspire you and a suite of supporting guides.

[jisc.ac.uk/shaping-the-digital-future-of-fe-and-skills](https://jisc.ac.uk/shaping-the-digital-future-of-fe-and-skills)

## New digital strategy supports FE through the technology revolution

Our three-year plan aims to provide digital services that elevate the further education and skills sector's ability to serve people as lifelong learners.

Developed following months of discussion with sector leaders, our new **FE and skills strategy 2020-2023** will help steer and support further education colleges across the four nations of the UK, sixth form colleges in England and Wales, specialist colleges and independent specialist colleges in England, adult and community learning providers and work-based learning providers in Wales.

Work on the strategy began towards the end of 2019. This has been refined to take account of the pandemic's impact on the sector and the research from Shaping the digital future of FE and skills.

[jisc.ac.uk/reports/jisc-further-education-and-skills-strategy-2020-2023](https://jisc.ac.uk/reports/jisc-further-education-and-skills-strategy-2020-2023)

# COVID-19: early signs of impact and change

We analysed the responses gathered from teaching staff to all questions both before and on/or after lockdown on 23 March to look for early signs of change and impact, however small. The percentage values shown in this section will differ from the values overall as we are viewing them at a granular level using subsets of the data. We found the following statistically significant differences in responses when comparing the responses before and on/or after 23 March, as well as some positive shifts in usage and attitudes.



## Theme one: you and your technology

### Use of personally owned devices for teaching

There was a rise in use of personal devices overall and a reduction in those who used none:

- ↑ 19% rise in use of laptops
- ↑ 11% rise in use of tablets
- ↑ 6% rise in use of smartphones
- ↑ 5% rise in use of desktops

### Use of organisationally owned devices for teaching

- ↑ 10% rise in use of tablets
- ↓ 7% reduction in use of desktops

### Attitudes to technology

There was a positive 4% rise in those who enjoyed trying out new technologies, moving from 'comfortable using mainstream technologies' to the higher level of 'enjoyment'.

### How actively do teaching staff help others to develop their digital skills?

There was a positive shift with a 6% rise in those who said 'often' and a corresponding 6% reduction in those who either said 'sometimes' or 'never'.



## Theme two: technology at your organisation

### Marking work and giving feedback

Agreement ratings were higher during lockdown and neutral or disagree responses declined:

- ↑ 13% rise in 'the system for marking work and giving feedback works well'
- ↑ 9% rise in 'your organisation helps you use student data to track progress and identify concerns'

### Organisational support and access

There were some notable positive shifts in agreement:

- ↑ 16% rise in 'supports you to use your own digital devices'
- ↑ 16% rise in 'provides a good online environment for collaboration'
- ↑ 15% rise in 'let's you access online systems and services from anywhere'
- ↑ 14% rise in 'supports paperless working practices'
- ↑ 11% rise in 'communicates effectively online'

The number who gave neutral responses or who disagreed also declined.



## Theme three: technology in your teaching

### Frequency of digital teaching practices

The use of digital teaching practices on a weekly or more frequent basis increased during lockdown and there was a natural pronounced rise in the number of teaching staff who worked online with learners and gave digital feedback:

- ↑ 26% rise in worked online with learners
- ↑ 24% rise in gave digital feedback to individual learners
- ↑ 12% rise in use of live quizzes or polls in class
- ↑ 7% rise in worked with data (eg analysis, visualisation)

### Online teaching, virtual and augmented reality

Weekly or more frequent ratings increased:

- ↑ 45% rise in numbers who taught online
- ↑ 23% rise in numbers who created online teaching materials

And it was encouraging to see experimentation with technologies of particular value to practical subjects:

- ↑ 5% increase in monthly or less frequent use of simulations, VR or AR technologies

### Motivation to use technology to support teaching

There was a positive shift upwards in those who were very or quite motivated and a reduction in those who were less so.

- ↑ 12% rise in those who were very or quite motivated
- ↓ 4% reduction in those who were not very, or not at all motivated



## Theme four: developing your digital skills

### Organisational support for skills development

More staff were offered support during lockdown:

- ↑ 31% rise in teaching in online environments
- ↑ 18% rise in creating digital learning materials
- ↑ 11% rise in delivering effective digital assessments
- ↑ 6% rise in use of specialist software
- ↑ 3% rise in managing professional identity

### Guidance on digital skills development

Agreement ratings on guidance and time provided improved:

- ↑ 16% rise in guidance about the digital skills needed for job role
- ↑ 11% rise in time to explore new digital tools and approaches

### Feeling well informed on wellbeing, safety and legal aspects of practice

There were positive shifts with more staff who agreed they were well informed:

- ↑ 15% rise – innovations in digital teaching and learning
- ↑ 12% rise – their health and wellbeing as a technology user
- ↑ 8% rise – helping students behave safely online
- ↑ 6% rise – equality and accessibility legislation

### Discussing digital skills

There was an overall rise of 4% in the number of staff who had discussed their digital skills. This was mainly in informal settings, although there was an 8% rise in discussions in appraisals.

The rating changes across answer options are more nuanced than shown in this summary. A more detailed breakdown is available in the **full survey report** which also includes a question by question analysis of findings from teaching staff in UK further and higher education.

## Taking a digital pulse

### Actionable questions that lead to responsive change

#### What's different in the 2020/21 digital experience insights surveys?

We know there are many surveys, focus groups and panels taking place and want to ensure that the digital experience insights surveys focus on where they can most add value; collecting data that is of immediate and practical value to help you adapt in response to changes in teaching, learning and working practices during the COVID-19 pandemic.

#### Pulse surveys

We have redesigned the surveys so that, in addition to capturing an annual data set, they can also be run more frequently as pulse surveys, that focus on respondents' experiences in the two weeks prior to participation. This more iterative approach facilitates responsive sprint or action cycles as well as frequent monitoring and reporting.

#### Multiple snapshots

Pulse surveys allow organisations to take several snapshots of the user experience, checking how students and staff are feeling at several points throughout the academic year. They can be used with the same set of people or with different cohorts.

Survey leads can visualise the data gathered at any time using the live 'analyse' window and can filter or partition data sets by date and time.

#### How have the questions changed?

We are now into our fifth year of running the surveys which have been co-designed with the sector and extensively tested.

To combat concerns about survey fatigue these more focused pulse surveys and shorter question sets concentrate specifically on learning/teaching/working online and relevant issues likely to be important during the ongoing COVID-19 pandemic.

For example, concern over the digital wellbeing of students and staff is high and so there is an increased and broader emphasis on digital wellbeing. Concerns about access to digital devices, systems and software are addressed with questions that explore potential digital inequalities.

The questions for students, teaching staff, professional services staff and researchers are specific to each audience but retain common or equivalent questions to ensure cross-audience analysis and gain a 360° perspective.



## Practical support for teaching staff

### Digital learning resources in FE toolkit

With more staff working online with learners and feeling more motivated to use technology in their teaching practices, this toolkit offers support and guidance specifically for FE teaching practitioners on how they can use digital learning resources effectively to enhance learning and teaching.

[vocationalresources.support.jisc.ac.uk/feteachingtoolkit/](https://vocationalresources.support.jisc.ac.uk/feteachingtoolkit/)

### Effective online teaching

In response to the changing landscape faced by providers as a result of the COVID-19 pandemic, our new question set in the discovery tool encourages teaching staff to reflect on their confidence and capabilities for planning, designing, delivering and assessing online learning.

[digitalcapability.jisc.ac.uk/our-service/discovery-tool](https://digitalcapability.jisc.ac.uk/our-service/discovery-tool)

### Digital wellbeing

Working and studying remotely during COVID-19 has raised the importance of digital wellbeing and the need to ensure that technologies and digital services do not adversely impact on the mental, physical and emotional wellbeing of students and staff. Our briefing papers for **senior leaders** and **practitioners** explore the key issues, provide guidance and set out good practice principles.

[digitalcapability.jisc.ac.uk/what-is-digital-capability/digital-wellbeing](https://digitalcapability.jisc.ac.uk/what-is-digital-capability/digital-wellbeing)

### Digital pedagogy toolkit

The digital pedagogy toolkit supports academics to make informed choices when embedding digital into the curriculum. It has been developed by subject specialists in Jisc's digital practice team in collaboration with feedback from the UK's higher, further education and skills sectors. It will provide ideas and inspiration for how staff can overcome barriers to using technology and promote current approaches in curriculum design theory to ensure technology meets the learning outcomes of the course, module or programme of study.

[jisc.ac.uk/guides/digital-pedagogy-toolkit](https://jisc.ac.uk/guides/digital-pedagogy-toolkit)

## Get involved

See the digital experience through the eyes of your students and staff

### Sign up to take part in our 2020/21 surveys

The 2020/21 digital experience insights surveys for students, teaching staff, professional services staff and researchers are now open. There is no cost for FE colleges to participate, so if you are interested in participating in our surveys contact us at [help@jisc.ac.uk](mailto:help@jisc.ac.uk) putting 'digital insights' in the email subject line.



### Find out more at [digitalinsights.jisc.ac.uk](https://digitalinsights.jisc.ac.uk)

Read the **full survey report** which includes a question by question analysis of findings from teaching staff in UK further and higher education.

### Contact your account manager

Let's work together to transform your digital experience  
<https://jisc.ac.uk/contact/your-account-manager>

#### Jisc data analytics

0333 015 1165

[help@jisc.ac.uk](mailto:help@jisc.ac.uk)

[digitalinsights.jisc.ac.uk](https://digitalinsights.jisc.ac.uk)

@JiscAnalytics



### Shaping the digital future of FE and skills

With a focus on realising the potential of technology to benefit the further education sector now and into the future this research initiative, led by Jisc in partnership with the Association of Colleges (AoC), brings together college leaders, teachers, learners, sector bodies and edtech experts.

Phase one culminated in the production of the **group's first report** including a series of recommendations designed to help realise the potential of technology to benefit the FE and skills sector. Phase two will build on the report's recommendations, particularly focusing on sharing best practice, advice and guidance and carrying out further research into digital leadership and the development of guidelines for learner engagement online.

**Join the conversation:** <https://www.jisc.ac.uk/shaping-the-digital-future-of-fe-and-skills>

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