

Learner digital experience insights survey 2020: UK further education (FE) survey findings webinar

Thursday 17 September 2020

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Transcript

Ruth Drysdale

Thank you and welcome again to this webinar today on Thursday 17th of September, where we'll be presenting the findings from last year's FE student insight survey. I hope that you're familiar with the digital experience surveys, but in brief summary for those that are new to it; the purpose of these surveys is to produce some powerful data and evidence of what students, teaching staff, professional service staff and, (new this year we are going to be collecting findings from researcher), views on their use of technology within your institution for their learning and teaching activities.

It is also really helpful for institutions to run the surveys in parallel with any digital strategies that you might be implementing, because they can provide some baseline data for your starting point and then demonstrate year on year improvements. You can see progress within your institution, and you can also compare yourselves to others by looking at the benchmarking data. Over the last few months, we've been busy reviewing our question set so that they reflect the current situation that we find ourselves in, where institutions have had to suddenly deliver their teaching and learning online rather than on a campus. We anticipate that this situation might continue over the next academic year and possibly even further, where institutions might have local lockdown and still have to teach remotely online rather than on a campus. We've adapted the questions and we're running a webinar next Tuesday 1 pm - 2 pm, where we'll talk through the new approach that we've taken with the surveys. All colleges in UK are warmly welcome to join us in running these surveys so that you can collect your own data and Jisc can look at the National picture and see what's happening and provide support to all of you in what you could be doing to further support your students and staff.

Over the last academic year, we have worked with colleges in the UK in collecting data about the student digital experience and we have produced two high level reports. Here is a link to the college/FE report and also the HE report. These cover high level findings that we think that will be most important to you in the coming months and academic year. We have also produced the full question by question report, where you can drill down in more detail if you want to find out what happened in the underlying data. Here is a link to those three reports if you'd like to have a look at them. But for now, I'd like to hand over to my colleague, Sarah Knight, and she'll go through the FE data in more detail.

Sarah Knight

Thank you. So, the data that we collected from the surveys that were running from October 2019. That seems like a long time ago, doesn't it to us now, to where we are now in terms of May 2020. And we collected over 19,000 FE responses and despite the crisis with COVID, this is the highest number of responses that we have collected. Overall, with our HE data set, we had a sample size of close to 40,000 students that have responded, which is a fantastic set of data and again, is one of the largest data sources of its kind, both in the UK and internationally. And from that data, we're looking at the FE data that was from 36 different FE and Sixth form colleges that took part. And although the majority of the data was collected, pre 23rd of March, we were also sampling or had a set of data that did cover COVID experience as well. So, what I'd like to share with you today are some snapshots and highlights from the data that we collected. There is, as Ruth mentioned, far more detail in the reports, which I hope we'll be able to encourage you to have a look at following on from the webinar itself.

So, for those who aren't familiar with our surveys, they are broken down into four themes. And this is applicable both to students and to staff. And they are looking at areas that include how students are using technology and their own technology, technology that they have access to at their college. Importantly, how students are using technology in their learning. And then also looking at how students are developing their digital skills and what support they might need for that. So, as I move through the findings from this year's surveys, we'll touch briefly on those four themes and highlight some of the key findings from each of those themes.

So, the first thing that we're going to look at is thinking about the theme, you and your technologies, about how students are using their own devices, and what support they might need in relation to that. And the figures that we have on this screen, show that there is a large percentage of students that have ownership of one or more of these devices. You'll see there that smartphones feature very prominently. And of course, when students were accessing campus and coming into college, a smartphone may have been all they needed because they would be having access to the technology on site. But thinking about the move to remote learning, there may be needs there that I know many colleges have identified in being able to supplement the technology that students have access to by enabling students to access college devices, whether that be on loan, or through various different schemes to ensure that students are not given any barriers to accessing their learning. We also recognise that there are 3% of learners in this survey who didn't have access to any of those devices. And I think that's a sobering message that we're seeing coming through a lot of the research at the moment across the different stages of education, where digital poverty is a theme that is one that is identified as being critical in terms of ensuring that level playing field for all students. So in addition it's thinking about how you would gather that information within your college and we know many colleges now are building this type of question into enrolment forms to ensure that that data is there when students arrive at college, to ensure that where there are barriers and access to learning, those can be picked up quickly. It's also thinking in relation to that broader picture around if students have access to Wi-Fi, what are their mobile data costs? And importantly, if they are not on campus, do they have a safe and secure place to study? Are they in a shared space? You know, what, what are their quarters of context that they are learning within? So those are all important considerations that we need to be thinking of even more so in the current academic year.

Now, this is a question that we brought in new for this year. And it talks about and asks students questions around the attitudes and confidence levels in relation to their use of technology. And these are really interesting, particularly the fact that we have got a very high percentage of students 75% of learners, who were either 'very' or 'quite' confident at trying out new technologies. And yet only 45% were comfortable in using mainstream technology, or 49% enjoy trying out new and innovative technology. So, there are some differences there in terms of confidence and then how students are actually feeling about the use of technology and what they're able to do. And again, we always stress that it's really important to be explicit about how the technology is going to be used, what the benefits are going to be to students in their courses, and what support is there to build that digital confidence and resilience as they move through their course and progress, particularly thinking about their endpoints in terms of progressing into the digital workplace.

Now, in addition to the quantitative data that we collect, we also collect qualitative data and we have free text questions that need to be analysed. And those are very rich, particularly at a local level. So, the value of customer surveys is that yes, we collect this data nationally. But of course, the real value is in terms of colleges being able to analyse this at a local level and being able to identify the particular issues that their students are having. Now, as I mentioned earlier, the issue around digital poverty and provision to hardware and software is something that comes through very strongly. You'll see that there are comments there from FE learners to ensure that there is equitable access, particularly in terms of the current situation that we're in. Also, in showing that the software that is needed is available, and that students are able to access all the systems that they need to for their learning.

What I'd like to do is we're sort of moving through these slides is also to think about your students in your context, and how they, if you weren't running the surveys, how they might be answering these questions, and thinking about ways in which you can ensure that this information is gathered at a local level.

So, if we move on to theme two and look at technology in your organisation. And this is where we're looking at students' responses to the access that they have to institutional services that are provided, and the support that they get. And I think very pleasing to see that 75% of FE learners rated the quality of their organisation's digital provision as good, excellent or best imaginable. And I think that really relates to the work that FE is doing in providing that very secure, very efficient digital and organisational infrastructure. But there are areas that we know still need improvement on and only 68% of FE learners in our survey said they have access to reliable Wi-Fi on campus. And obviously that is a concern, as we know that that is a fundamental access issue for students in order to be able to utilise fully the digital environments that colleges are providing. There are also low percentages there in relation to learners agreeing that their organisation as an access online systems and services from anywhere, I'm thinking about remote access and even a situation that learners may be in again in local lockdown areas, it's really essential to ensure that you know your learners can access the materials they need to from wherever they are outside college included. And with the growing use of own devices for accessing learning, it's also in ensuring that students have support in order to be able to use those devices effectively, and to be able to access support if they need to.

So, thinking again about the sorts of additional resources that your learners will be accessing, and the range of resources and materials that they may need and services that they may need to access. And here, there are some I suppose, quite surprising findings, really, I think, with all the availability of the resources that are available. It's not always the case that learners were identifying that they had access to those, particularly thinking around areas like eBooks and e-journals, there's a lot of work that has been, I know colleges are doing in terms of ensuring that students do have access to those materials online. And if we're looking at access to recorded lectures now, I'd probably say pre COVID that would not be an essential service that FE learners would necessarily have to have access. Whereas if we're thinking of the current context, and how students would need to access recordings of materials now in a situation where in. Then that is a really important area that they were able to do so. So those are areas that may need looking at in more detail in terms of thinking about how you're supporting your learners and local context on accessing this information. It may be that you are, and it may be that these learners did have access to these materials, but perhaps the signposting was not as clear as it could be. There's something there about ensuring access. But there's also something there about ensuring that those materials are very clearly signposted to learners where they need them.

I spoke earlier about the qualitative data that we capture and the importance of the qualitative findings at a local level to really dig into some of the details that students are responding with. And also identify themes which you can then follow up with your learners through online focus groups or, if they are face to face, more discussion areas to really identify what the issues are and then how your local network can act on those. So, this is the question that was asking learners around what apps or platforms they use outside of the learning environment, where they collaborate and discuss with other students. And we had over 5000 FE learners that answered this question and unsurprisingly, I think, the main means of discussing and collaborating were reported to be social media, such as WhatsApp, Snapchat, Facebook, followed by communication tools such as email and messenger, and also an increase is seen in the use of video conferencing platforms such as Teams and Zoom. And I think that again, is relating to the post 23rd of March situation that learners found themselves in. Among social media, Facebook was most widely cited by students, messaging apps were considerably more widely used than email for communication. And again, if we're looking at the video conferencing platform, Teams, Skype, Zoom and Google Hangout were featured very strongly in the responses back from students, actually more strongly in FE than with our HE students. So, this is really interesting to see that range of tools that students are using, and how some of those institutional tools like perhaps the Microsoft Teams, the Zoom, the Google, are also being integrated into that.

And so, this is a question that I think, is an important one that we've asked over the four years that we've been running these surveys. And that is, the whole purpose behind the surveys is very much to enable learners to feel that they could be involved in decisions around their digital environment to ensure that their views were being fed in and that they had a stake in their digital experience. Unfortunately, we're still seeing quite low responses there, from learners that feel they have got the chance to be involved in decisions about digital. We know there are some excellent examples of student partnership projects happening both in FE and in HE. And that that is a really strong way of empowering learners in digital projects and giving them a voice in terms of helping to shape the environment that they are learning within. So, we do hope, again, through the surveys that this can actually raise

the prominence of engaging students more so now than ever, in terms of getting feedback around their digital experience, and also see how that is acted upon. And the second question on that screen, I think, is also a growing one of importance as we know that more and more data is being collected, and both outside education and within education. And we really need to ensure that students are aware of how their data is being collected, that they are informed about the use of their data. And it may be and I'm sure that colleges are doing this, but learners are not always recognising that they also have a responsibility to be active participants in that process. So, I'm going to pause there. I'm going to hand over to Ruth, just to see if we've got any questions coming through around theme one and two findings before we move on to the next two themes.

Ruth Drysdale

Karen Foster from Yeovil College asked; How did the percentage of students and learners without a device this year compare to last year? Our colleague Clare was very quick to be able to look it up and say that it was slightly higher last year, but it's still a really important number of people that are affected. So, although it might seem like low percentage, it is an important percentage to help support.

Mike mentioned that with terminology we need to remember the differences between colleges and universities eg colleges call it classes rather than lectures. Please do all add in your thoughts and comments like that, because it's really helpful for us, as well as others to be reminded of these differences.

Somebody has asked; did we split the data between pre and post COVID? Yes we did, but that we felt that the post COVID data was so soon into the emergency situation that learners were probably reflecting on their holistic experience over the previous academic year and not necessarily just their immediate situation. Thus the data didn't come back with great differences between pre and post. However, we think that going forward, it is important to recognise the current environment that learners and staff find themselves in. And that's why we've adapted the questions to ensure that respondents are thinking about their very recent experience not further in the past.

Sarah Knight

We have a question. around what were the equivalent ratings for HE. So, Clare has just added in the reports in the chat window there to our HE summary. I think it's very interesting to look at some of those comparisons. The question by question report that Clare has also added into the chat window gives those comparisons in the same tables and charts. So, you know, visually you can get a very quick scan on those. And of course, there are some interesting comparisons there. I would say overall the themes and the areas that we have identified there are to developments that are very similar across both FE and HE but there are some individual ones that are coming through and thank you Clare for adding those in, particularly around the access to technology, where there were considerably higher percentages of students in HE who had access to a laptop, for example. So, there are some differences coming through there.

A question there in relation to access to devices, environments and willingness to explore have you covered by demographic college areas or individual differences such as BME. IMD, and does it cover all age bands? And so yes, it does cover all age bands. The BME is not an area that we have previously included in our questions that we ask, for our new question set this year we have included a question around ethnicity. The questions are optional, so students do have the option not to answer that question if they don't wish. The ages, as you'll see in this slide towards the end of the presentation, you will be able to go in and have a look at the data by age and by level as well and explore some of those differences.

And lastly, there was a comment there, our college is quite strict on which platforms we advise students and teachers to use, could that have affected the data? I wouldn't say it would have, I think the data nationally, is obviously aggregated across all the different sort of tools and platforms that colleges are using. And because of the volume of data, I don't think that those differences would come through at a national level. I think, at a local level, looking at your data, and then looking at the benchmark data, that's when you may start to see some differences coming through so it's very much looking at your local data and then looking at, the data that we're presenting today and think about, oh, are there significant differences, and then what accounts for those differences?

OK, thank you, and do please continue to put your comments in the chat, it's really valuable to have those thoughts and reflections coming through.

So, if we move on then to theme three. Theme three is, again, one of the most interesting themes because it does start to talk about the detail in terms of how technology is being used in learning. We see quite a positive response back in terms of learners saying that 76% rated the quality of digital teaching and learning as good, excellent or best imaginable. And again, I think that shows the investments that colleges have been making in their use of technology and e-learning over the years. And that is obviously being reflected there in that view from the learners and the second question there relates to who supports you most in your learning with technology. No surprise, you know, I think FE learners very much look to their teachers and look to their tutors to support them with their use of technology on their course. And of course, that then really relies on teaching staff to have the expertise, the digital confidence themselves in order to be able to support their learners. And that really echoes research we did way back in 2006 onwards, in relation to learners are always looking towards their tutors for support and direction and to model behaviour and effective use of technology. I think it's interesting there to see that peer support is really important. And likewise, learners are still turning to online videos and resources. And I'll say a little bit more about that on a future slide. So, when we asked learners, again, thinking about their free text responses, what digital tools or apps FE learners find really useful for learning. And again, I think these questions are really interesting both from the summary the data that we get, but also thinking specifically at a local level. So, when we asked this question, we had over 10,000 FE learners that answered this question. And the four types of applications that came through as their top choices for learning were the learning environments, and which as you can see, those are most prominent names indicated in that word cloud there. Followed by some other learning materials, online learning materials, quiz and test applications. And I think you can see some of the names of those apps and tools coming through quite strongly. And then online research tools such as search engines, library catalogues. The popularity of online learning materials has gone up when compared with last year's respondents. And you'll see there, and I mentioned on the previous slide, that online video resources, were coming up quite strongly there as a means of support. And you'll see there YouTube features quite predominantly on that word cloud as well. So again, the use of all those different tools coming through there in that word cloud.

So, this question starts to dig a bit deeper and ask students to think about the digital activities that they have been doing in their learning on a monthly or more frequent basis. And here, we start to sort of see what we had as indicators really are technology being used in a very transactional way, through technology being used in a very transformational way. And it's pleasing to see I think that you know, learners are getting digital feedback on their work. That's really important. We've seen that learners are to some extent using and creating a digital record or portfolio of their learning and being encouraged to do so. And there is still I think, an area particularly around those last two bullet points where work could take place. We know that in the current scenario, that online collaboration is absolutely crucial, both to learning to working, and you know, the environment that we're in at the moment, and 33% of FE learners, say they never did this. And we know that this is a skill and an area that is absolutely essential in preparing learners for digital workplace. And likewise, we're seeing only still quite a low percentage of learners that said they had used simulations, virtual or augmented reality, and we know there are some fantastic examples in FE where colleges are using those tools very effectively. And we know that there may be more of a call on that for learners who are not able to get into college to perhaps practice some of the techniques, or to take part in field work or lab work, the vocational work that they need to be doing. So that is certainly something that could be an area for development.

So, moving on to another qualitative question. And here we're asking learners, what one thing should your college do to improve the quality of digital learning and teaching? And again, this is a really interesting question in terms of responses back that we got. We had over 8000 students and FE learners that responded to this question. And these questions are designed again to give really actionable information to participating colleges, as learners will use these questions to really identify some of the areas and some of the struggles and challenges that they may be having. So, when we analysed the data there were some themes that were coming out, and there are perhaps, no surprises. But I think if we're thinking back to the question around who supports you most and the need for teaching staff to be developing their digital skills, so they can support students effectively. That was coming through quite strongly. And we also had some feedback around making sure lectures and learning materials are uploaded promptly, and students are able to access those and that thinking very much sort of post COVID in relation to that comment, thinking about improving consistency and navigation of the learning environment. And this is something that we've noticed as a common theme over the years, but very much ensuring that learners know where to find information. They've got a similar structure across their different subjects it does make the learning easier for them to navigate through. And interestingly, more interactivity and collaboration in learning and thinking back to those stats, around 33% of learners were not able to have opportunities to collaborate online. Again, thinking about ways in which that can be built into the curriculum and their courses.

Now, some of the quotes that we gathered, when we said 35% of data was gathered on post COVID. And these I think, are really, well certainly the first one, is quite a sobering quote from a learner post COVID. So, one of the

things I think is coming through both in FE and in HE is the need for learners to feel they can keep in touch with their teachers. It's really important that they have good ways of communicating, not just with their peers, not just feeling part of that sense of a community, but especially being able to communicate with their tutors. So that first quote, that is a hard quote to read. And, you know, the second quote there from a learner around identifying the need for their teaching staff to be able to have that technological confidence, and ability to be able to make full use of all the technology. There are quite a large number of quotes that were around those themes.

So, moving on to theme four where we're looking at developing digital skills of our learners. And here when we are talking about the quality indicator question that we had in the other themes, and the percentages do drop, we were up in the 70s for the quality of the digital environment, quality of digital learning and teaching, and for this question, it drops to 66% of the FE learners rated quality of support they received for their digital skills as good, excellent or best imaginable. And worryingly, there are also 20% of FE learners who did not ever have the opportunity of discussing their digital skills throughout their journey. And that, I think again, is a very worrying indicator that we do need to ensure that students have additional skills and confidence in order to be able to access their learning, particularly in the current environment. And this sort of ties in with lots of anecdotal feedback we have from learners who have participated in some of our consultation events that have been running over the summer. And students were saying, please don't assume that we know how to use the technology that you're giving us. We may find our way around it as many start to, but we really want to make sure that we are given the opportunity to ensure we're using it correctly, adequately, and can make full benefit of it.

If we're looking at organisational support for learners, here, we had an issue 51% of learners agree they received guidance about the digital skills they needed for their course. Thinking going back to what we were saying earlier about being explicit around the benefits of technology and how it's been used in your course, it's really important for students to know what the expectations are around the skills that they need, around the skills they're going to develop. And importantly, linking on to the next point, they're about agreeing that the college provided them with a chance to assess their digital skills, know how to make that progression, and what skills they may need for when they move out into the workplace or into their chosen career. So again, it's important for us to be thinking about as our learners arrive back into college, what do we have in place to gather data and evidence around where those gaps are for our students? Importantly, are we building in opportunities within our courses, to give students that ability to develop their digital capabilities as they move through?

So, if we think about the qualitative question and in this theme, and on how to develop your digital skills, what one thing should your college do? And we had just over 4000 learners who responded to this question, and many learners responded, simply requested the opportunity to talk about their digital skills with their course tutors, personal tutors. Online resources for skills development were often specified, such as video for example, though a lot more students said they would like some face to face opportunities to develop those digital skills further. And some students or learners also requested a personal assessment of digital skills, so they knew where their gaps were, and they knew where they could develop those skills further. So, there was, again, a lot of quotes that students gave in relation to that theme and the need for them to be able to have that support as they move forward. So, I'm going to stop there.

I'm going to hand over to Ruth to see what questions have come through either in the chat or in our question and answer. And I can perhaps pick up the first one there, how does Jisc define digital skill. We didn't give a definition within the survey, we recognised that the guidance that we give with the surveys for running these locally is that there is some supporting guidance that goes out with the surveys in terms of thinking about the context that's relevant for your own college. Our definition of digital capabilities is those digital skills needed to live, learn and work in a digital society. And we have the Jisc digital capability framework that explicitly categorises the capabilities that we see staff and students require and has been adopted by many universities and colleges as a good framework for understanding that in more detail. Ruth are there any questions in the chat or any comments you want to just pick up on?

Ruth Drysdale

Hi, I don't know if you might like to take the mic to report back on what your findings have been with your HCFE digital skills T Level curriculum development work, because that sounds really interesting. And it would be good to join up and maybe collaborate further offline after this session.

Participant

I was involved in HCFE's development of the digital skills, T Level, curriculum development, and its starting point was incredibly underdeveloped. It seemed like the curriculum from the late 90s. And there hadn't been much more development than that. On response to that because I teach adults how to build websites. I've been teaching thousands of adults at Birkbeck and community centres in central London for years now. And the thing I've noticed is that when a curriculum is crowd sourced from people who are asking questions about the areas that they need support on. And these people go from professors all the way through to technophobes, one starts to notice patterns. And those patterns are not very technical and that the breakthrough from being skilled to being unskilled to digitally skilled isn't, isn't too high a barrier to overcome. But the next step after that is to really sort of nail down exactly what digital skills are. It's very, very nebulous. And so, I did a piece for a conference at the University of Liverpool about exactly defining what digital skills are. And the digital skills are pretty straightforward to break down to five points. The first one is being able to use hardware. So basically, keyboard shortcuts seem a bit obvious, but people don't know basic keyboard shortcuts, word processing skills, typewriting is something that I would consider a digital skill. It's a hardware digital skill. The next one is system navigation, understanding how systems work so that you can get to where you need to be, and understanding how to create your own navigation of digital systems by using browser bookmarks bar, for example, then creating folders and then inserting links, and then ordering the bookmarks folders so that they don't become pulldown menus. So, you can navigate directly to where you need to go saving weeks and weeks every year on faffing around with navigation. And the third one is formatting questions so that you can get Google to find the answers on your behalf. It's very rare for Google to be unable to find an answer to any question people have. And formulating questions, so, for example, simple mathematical concepts, it will provide an answer to them. But every single digital issue that you have is resolved by accessing Google by framing questions. The fourth one and this is kind of a bit sophisticated here for most people, but a simple building using a content management system of a website, and then the ability to publicise that website by using free online tools. So, for example, Mail Chimp is an online tool that is entirely free and fully integrates and allows you to publicise the platform for your expertise to offer information with regard to your social, commercial, political, cultural enterprise. And then the final one is performance monitoring. If you have a live dashboard of the performance, your communications performance and your website performance, then you are able to then feed into your work. If you're unable to say, for example, use the free Data Studio tool that is available to anyone then you're unable to be aware of your own performance and Data Studio integrates with virtual learning environments, with websites with anything and you can create live dashboards for everybody to monitor all the time their performance. And then you can do longitudinal comparative studies against other sections of the same institution or against your own performance in previous years, and in future years going forward, and the setup takes no time whatsoever. But more importantly, as soon as it's set up, it runs itself for years and years and years.

Sarah Knight

Thank you very much for sharing that. If you've got a link to work, please do feel free to put it in the chat window. And thank you, Clare, I know you've got that some detail around our digital capability work, which is a lot broader than simply looking at ICT proficiency. We have a good range of materials on our website there that can go into a bit more detail around what it means to be digitally capable. So great, some great discussion there. I see no further questions. I'm going to move on to share some of the findings that have come out from the data that came post COVID. And some of the impact that we were picking up more broadly across that data. I don't think there will be any surprises in this list. I think some of these we've already spoken about, particularly in terms of that feeling of disconnection and the need to make sure there is more contact and support. And students aren't feeling completely abandoned once they're out working and learning from their homes. Looking at the request for loans of laptops, Jisc has been working closely with the Association of Colleges and with DfE to look at how that can be supported more to national level. And I know a lot of colleges are doing a great deal of work in terms of mobilising kit and moving kit out to learners where they needed that support during lockdown. And we've spoken about the need for staff training, particularly in the use of digital communication and digital conferencing for teaching. And I think the emphasis that you know, it's not about transferring everything that we did in the classroom into online, it's thinking creatively about how we can make the curriculum, more interactive, more adaptive, and really an opportunity for thinking about change. We've mentioned remote access to college systems and the need for consistency in the use of technology and also certain feedback methods.

So, if we move forward in terms of thinking about the recommendations, and I do recommend you have a look at the reports as they give a lot more synthesis around these different themes. But just taking some of the recommendations that are coming out from the evidence that we've gathered, and I think these are also in line with

the reports that have come out from Jisc more recently, particularly the shaping the digital future of FE and there is a link on a subsequent slide that we will share with you around that report, where these things have been echoed. As we've mentioned, digital poverty is a critical issue and a real barrier to learners who may not be able to access their learning remotely. Looking at that transformational learning design, and I think importantly, as we've said, it's not replicating face to face in an online environment. It is thinking creatively around what we're asking our learners to do, ensuring that they are still in that learning community, and that they still have the opportunity to collaborate, it's so important. Continuous and 'high-vis' support for learners to develop their digital skills is critical to support their access to learning. It is making the support available to learners for the development of their digital capabilities and ensuring that they know where to go for support and whether that be online or whether that be face to face. Linked to that is also, when thinking about the definition of digital capability, it also includes digital well-being. And I think that's also a really important aspect that has come through, particularly during lockdown. And it's really shone a spotlight on how we are supporting our learners' well-being with more use of digital. And you know, thinking we obviously have learners arriving into college, we have some moving through that induction phase with getting them onto course, but it's also recognising the plea from learners that it's not just about that information in those first few weeks, it has to form part of that continuous journey, and that progression on into the workplace.

So just picking up a little bit further on that transformational learning design, and importantly thinking about those new pedagogical approaches that are required. It is important to think about that this is an opportunity of redefining what we do, looking at what works, trialling it out, getting feedback from our learners. On what works well in these different environments and different blends that our learners are going to be studying in. Mentioned well-being but of course, accessibility is also a very important factor now that the legislation is there. And if we are designing accessibility and well-being at the beginning, into our learning, then that enables all learners to have accessible and inclusive experience. Assessment practices must evolve, and we've seen the fallout of what's happened recently in schools with all the results and examinations that have not happened and the impact of that on learners' lives. and again, we need to be thinking about how technology can play a role in facilitating more transformational assessment practices, both formative and summative. We know again there is excellent practice taking place in FE at the moment in relation to that. Industry relevance and the importance again, you've mentioned T levels, you know, the links that we need to have an industry in order to be able to ensure that the curriculum is meeting our employers' needs when learners leave our college. Learning should be and has to be active and interactive and has to involve building that sense of community. And these sorts of key principles are all fundamental tenets of what makes good learning design in in our new world that we are in at the moment.

So, I'm going to pause there. I'm going to hand back to Ruth just to finish off the session. And just to note on this slide, I mentioned the shaping the digital future of FE report, which is included in the link on the slide is definitely worthwhile to read as well. Handing back to you, Ruth.

Ruth Drysdale

Great. Thanks, Sarah. Well, thank you all very much for your comments and questions in the chat and the question and answer panels That's really helpful for us to understand how you are appreciating this analysis and data to help you support your students and teachers, especially in the coming academic year and the challenges that it might present us. So, it's really interesting to link it in with the other work that we've been doing as the wider Jisc, as Sarah's mentioned *shaping the digital future of FE and Skills*. That has got a really active community of practice so please do have a look and join that. Also join our community of practice if you aren't already a member, because our next event is on the 17th of November. That will be online because of the likely restrictions on travel. We are doing it in collaboration with the University of Derby. We hope that you'll find this event interesting and please do get in touch with us if there's anything that you would like us to cover during that event and if you would like to potentially present on some of the work that you've been doing in this area of digital experience for your students and staff. You can join the community of practice by looking on our website and joining the Jiscmail. Or if you can't find it, then please do contact us either individually or via help@jisc.ac.uk.

Just to quickly mention We're making the data available through a Tableau public website in the very near future and this is so that others apart from ourselves can analyse the data. It will be protected so you can't identify individual institutions. You can look at the national data set and segment it in the ways that some of you have been asking, for example, by age, or the demographic information that we've collected so far, because as Sarah mentioned, we'll be collecting BME data in the future, but we haven't done to date. If you're interested in having a look at that dashboard in the near future, please do get in touch with us because we'll be working with a few colleagues to user test it before we publish it more widely. We hope it will be of interest to all of you going forward.

As Sarah mentioned at the beginning, it's free for colleges to take part in the coming year. So, we hope that you'll be interested in collecting your own local data, so that you can see what your students and staff think of your digital experience within your institution. You can compare it to others and the national data set. So please do get in touch with us sign up to the JISC Mail and join our other events and get engaged in other work that we're doing with the sector. And if you have any other questions, please do post them now, otherwise, we're nearly at time. So, Sarah, I don't know if you'd like to add any final comments.

Sarah Knight

Thank you very much for the discussion, I hope that this encourages you to have a look at our reports, share them with your colleagues, get some discussion going around this work. And importantly, we very much want to work with you on running these surveys within your own colleges, from beginning of October. So please do have a look at our webinar that's running next Tuesday, which goes into more detail about our new questions, which are really exciting. I'd like to thank the team for all their work on producing all the reports and all the analysis and wish you very successful start of the new academic year, despite all its challenges. So, thank you very much for your time today. And we look forward to hopefully working with you more closely on embedding this practice within your own colleges. Thank you.