

A large, decorative pink graphic element that starts as a thin line from the top left, curves down to a solid pink dot, then continues as a thin line curving around the right side, and finally ends as a thick, curved pink bar at the bottom left.

# 2019 ucisa Digital Capabilities Survey

## **Word version of the online questionnaire**

*The Institutional Lead for your Survey will receive an email with your institution's survey link. However, you may need to consult with colleagues within your institutions; if so, please use this Word version of the Survey. Having gathered views as necessary, the questionnaire needs to be completed online by clicking on your personal link. The Survey will be available to enter and amend data at any time up to the completion date of Thursday 14 February 2019.*

This is the third **ucisa Digital Capabilities Survey**. The Survey establishes how UK universities are developing staff and students to perform efficiently and effectively in a digital environment.

## Completing the survey

ucisa use the Jisc definition of 'digital capabilities' <https://digitalcapability.jisc.ac.uk/what-is-digital-capability/> (this was a recommendation in the previous surveys for all institutions to use). However, we note that not all institutions use this definition and some use more than one. We ask you what definition/s your institution uses in this survey and ask that you complete the rest of the survey with your definition in mind throughout.

You will notice that some questions deal solely with staff or student digital capabilities, while others consider them together or make no distinction at all. We appreciate that provision may differ across your institution, and we do have some questions that focus on this specifically. For all the other questions, please answer from an institutional-wide perspective as far as possible.

Please provide your final answers to the survey using this online system.

- This unique link to the survey can only be used by your institution.
- The Institutional Lead will oversee the completion of the survey.
- Please note that several people can edit the survey simultaneously, but please check that data is saved correctly before exiting.
- You may choose to use the Word version to draft your responses.
- Complete the survey as accurately and completely as you can.
- Answer every question unless otherwise instructed.
- Amend responses up to the **deadline of Thursday 14 February 2019**.

## Data Privacy

Your data (personal details and responses to the survey) will be held in accordance with ucisa's [Privacy Policy](#)

Details of the Institutional Lead, ie name, role title, university and email address, will be used by the ucisa Office and the Digital Capabilities Project team to administer the Survey. Should someone from your university wish to know your contact details, we will share these with that person. Your details will not be shared with third parties.

In the Digital Capabilities Survey Report Survey and all other outputs Survey responses will be anonymised, so university and individuals cannot be identified.

## Resources

You may find the following resources useful:

- ucisa Digital Capabilities website [www.ucisa.ac.uk/digcap](http://www.ucisa.ac.uk/digcap)
- Guidance on the Survey and how to complete it [www.ucisa.ac.uk/digcap](http://www.ucisa.ac.uk/digcap)
- ucisa Digital Capabilities Community pages <http://digitalskillsanddevelopment.ning.com/forum>

Please email [admin@ucisa.ac.uk](mailto:admin@ucisa.ac.uk) or call 01865 283425 for help with any queries.

We are also grateful for the support of colleagues across the sector, including those from Jisc, especially Lisa Gray, Julia Taylor and Alistair McNaught; CILIP, ALT, AUDE, CBI, the Students Union and the ucisa team, Richard Walker and the ucisa Digital Education Group.

Gillian Fielding, Digital Capabilities Survey Project Lead

## Institutional Lead respondent

Please complete the details of who will be your Institution's Lead respondent for this Survey.

These details will be used by the Project team to follow up on any queries about your answers.

Institution:	
First and Last name:	
Job Title:	
Telephone number:	
Email address:	

## Section 1: Context

As you will be aware, there are several definitions of 'digital capabilities', and we know from the previous Surveys that while there is a great degree of similarity across the sector, institutions refer to the concept in various ways. While some use the Jisc definition, others talk about digital literacies, competencies, fluencies and so on. We are therefore interested in how your institution thinks of *digital capabilities* and the extent to which there is a shared view of this across the institution.

- 1.1 To begin with, does your institution, or any parts of it, use the Jisc definition of digital capabilities? *"At an individual level we define digital capabilities as those which equip someone to live, learn and work in a digital society."*  
<https://digitalcapability.jisc.ac.uk/what-is-digital-capability/>

Yes – used across the institution

Yes, but only by parts of the institution – please write in details of which parts use it and why:

No – Jisc definition not used by any part of the institution

- 1.2 Regardless of whether the Jisc definition is used, does your institution use any other terminology for, or definitions of, *digital capabilities*, either across the institution or by parts of the institution?

Yes – do use other terminology or definition – please write in details of the (most widely used) other definition

No – just use the Jisc definition – please skip to section 2

## Section 2: Strategy

External forces, from publications and key industry projects to student expectations and technical developments, all influence strategy development and the activities that both lead to and result from these strategies. In this section, we are interested in knowing what factors have already influenced your institution and what high-level activities are in place as a result.

2.1 How important are the following **external** factors for **driving** the development of digital capabilities at your institution?

In this and other questions, we ask you to consider **students** and **staff** separately, because we recognise answers may differ between each group.

	For <b>students</b>				For <b>staff</b>			
	Very important	Fairly important	Not very important	Not at all important	Very important	Fairly important	Not very important	Not at all important
Student surveys (National Student Survey, Postgraduate Taught Experience Survey, Postgraduate Research Experience Survey)								
Higher Education Achievement Record (HEAR)								
Increased student expectations and requirements								
Increased focus on student employability								
Develop unique selling point or for use as a marketing tool								
Expansion in course offerings i.e. distance learning, increased student numbers, international students								
To reduce barriers and increase independence for students with disabilities								
Key Information Statistics, League Tables, DLHE stats								
ucisa, Jisc, HEA, SCONUL, RLUK, RUGIT etc. initiatives								
Teaching Excellence Framework (TEF)								
QAA HE Review Theme – Digital Literacy								
HEA UK Professional Standards Framework								
Efficiency savings								
Environmental concerns/green agenda								
Availability of external project funding								
Support of research practices, e.g. to promote open access data sharing, REF responses, collaboration								
Subject specific drivers – write in details								

2.2 Please enter details of any other factors that drive or enable the development of digital capabilities:

2.3 How important are the following **external reports or documents** in informing the development of digital capability activities in your institution?

	For students				For staff			
	Very important	Fairly important	Not very important	Not at all important	Very important	Fairly important	Not very important	Not at all important
ALT's CMALT Framework and mapping resources (2017) <a href="https://alt.ac.uk/certified-membership/cmalt-and-other-frameworks">https://alt.ac.uk/certified-membership/cmalt-and-other-frameworks</a>								
Jisc Digital Capabilities Discovery Tool (2016) <a href="https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/">https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/</a>								
Jisc 'Developing organisational approaches to digital capability' guide: <a href="http://bit.ly/digcapguide">http://bit.ly/digcapguide</a>								
Jisc six elements of digital capability framework <a href="https://digitalcapability.jisc.ac.uk/what-is-digital-capability/">https://digitalcapability.jisc.ac.uk/what-is-digital-capability/</a>								
Jisc digital capability role profiles <a href="https://digitalcapability.jisc.ac.uk/what-is-digital-capability/">https://digitalcapability.jisc.ac.uk/what-is-digital-capability/</a>								
Jisc digital experience insights (2016) <a href="https://www.jisc.ac.uk/rd/projects/digital-student">https://www.jisc.ac.uk/rd/projects/digital-student</a>								
Jisc Developing Successful Student Staff Partnerships (2015) <a href="https://www.jisc.ac.uk/guides/developing-successful-student-staff-partnerships">https://www.jisc.ac.uk/guides/developing-successful-student-staff-partnerships</a>								
Jisc Enhancing the Student Digital Experience (2015) <a href="https://www.jisc.ac.uk/guides/enhancing-the-digital-student-experience">https://www.jisc.ac.uk/guides/enhancing-the-digital-student-experience</a>								
Jisc NUS Benchmarking Tool (2015) <a href="http://repository.jisc.ac.uk/6140/1/Jisc_NUS_student_experience_benchmarking_tool.pdf">http://repository.jisc.ac.uk/6140/1/Jisc_NUS_student_experience_benchmarking_tool.pdf</a>								

	For students				For staff			
	Very important	Fairly important	Not very important	Not at all important	Very important	Fairly important	Not very important	Not at all important
HEA Digital Literacies Starter Toolkit (2015) <a href="https://www.heacademy.ac.uk/enhancement/starter-tools/digital-literacies#getting-started-logo">https://www.heacademy.ac.uk/enhancement/starter-tools/digital-literacies#getting-started-logo</a>								
HEFCE 'Changing the Learning Landscape' programme (2015) <a href="http://www.hefce.ac.uk/news/newsarchive/2015/Name,103836.en.html">http://www.hefce.ac.uk/news/newsarchive/2015/Name,103836.en.html</a>								
SCONUL's 7 pillars of digital literacy (2015) <a href="http://www.sconul.ac.uk/sites/default/files/documents/Digital_Lens.pdf">http://www.sconul.ac.uk/sites/default/files/documents/Digital_Lens.pdf</a>								
SCONUL's Employability Toolkit (2015) <a href="http://www.sconul.ac.uk/page/employability#Lens%20on%20the%20SCONUL%20Seven%20Pillars%20of%20Information%20Literacy">http://www.sconul.ac.uk/page/employability#Lens%20on%20the%20SCONUL%20Seven%20Pillars%20of%20Information%20Literacy</a>								
Make or Break: The UK's Digital Future (2015) <a href="https://www.publications.parliament.uk/pa/ld201415/ldselect/lddigital/111/111.pdf">https://www.publications.parliament.uk/pa/ld201415/ldselect/lddigital/111/111.pdf</a>								
'Towards maturity' benchmarking resources (2015) <a href="http://www.towardsmaturity.org/static/benchmark/">http://www.towardsmaturity.org/static/benchmark/</a>								
ucisa Digital Capabilities Survey (2017) <a href="https://www.ucisa.ac.uk/bestpractice/surveys/digcaps/2017digcaps_report">https://www.ucisa.ac.uk/bestpractice/surveys/digcaps/2017digcaps_report</a>								
ucisa Digital Capabilities Survey (2014) <a href="https://www.ucisa.ac.uk/bestpractice/surveys/digcaps/2014">https://www.ucisa.ac.uk/bestpractice/surveys/digcaps/2014</a>								
DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe (2013) <a href="http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=6359">http://ipts.jrc.ec.europa.eu/publications/pub.cfm?id=6359</a>								

	For <b>students</b>				For <b>staff</b>			
	Very important	Fairly important	Not very important	Not at all important	Very important	Fairly important	Not very important	Not at all important
NUS Charter on Technology in HE (2012) <a href="https://www.ucisa.ac.uk/news/2012-07-02-NUSCharter.aspx">https://www.ucisa.ac.uk/news/2012-07-02-NUSCharter.aspx</a>								
HEFCE 'Student Perspectives on Technology – demand, perceptions and training needs' report (2010) <a href="http://www.hefce.ac.uk/pubs/rereports/Year/2010/studpersptech/Title,92246,en.html">http://www.hefce.ac.uk/pubs/rereports/Year/2010/studpersptech/Title,92246,en.html</a>								

2.4 Please enter details of any other external reports or documents that inform the development of digital capability activities:



2.5 How important are these **institutional strategies** (or nearest equivalent) for supporting and reinforcing the importance of digital capabilities in your institution?

	For <b>students</b>					For <b>staff</b>				
	Very important	Fairly important	Not very important	Not at all important	Do not have strategy	Very important	Fairly important	Not very important	Not at all important	Do not have strategy
Teaching, Learning, Assessment strategy										
Student Experience strategy										
Disability Support strategy/Accessibility or Inclusion Strategy										
Access/Widening Participation strategy										
Technology Enhanced Learning (TEL) or eLearning strategy										
Information & Communications Technology (ICT) strategy										
Digital strategy										
Library/Learning Resources strategy										
Open resources strategy (covering use and management of open resources)										
Estates/Learning Spaces strategy										
Communications strategy										
Mobile strategy										
Marketing strategy										
Procurement strategy										
Staff Development strategy										
Research strategy										
Employability strategy										
Distance Learning strategy										

2.6 Please enter details of any other institutional strategies that support and reinforce the importance of digital capabilities:

- 2.7 Thinking specifically about the Teaching Excellence Framework (TEF), which, if any of the following actions has the institution taken **as a result** of TEF that have impacted (or will impact) on the development of student and staff digital capabilities?

Developed digital skills profiling for students and teaching staff  
Enhanced staff digital capabilities to gather and process the required metrics for TEF  
Adapted/built upon/developed relevant strategies and policies  
Changes made to curricula to include digital capability/fluency  
Other action – please specify

No actions taken yet in response to TEF

- 2.8 Does your institution have any specific roles dedicated to developing digitally capable students and staff?

Yes – please answer 2.9

No – please skip to 2.10

- 2.9 Which **roles** in your institution have responsibility for developing the culture of digitally capable staff and students? Please list details of up to three key individuals – giving their job title, organisational location and name (optional).

Individual #1

Job title and role:

Location in institution eg. Department:

Name (optional):

Individual #2

Job title and role:

Location in institution eg. Department:

Name (optional):

Individual #3

Job title and role:

Location in institution eg. Department:

Name (optional):

- 2.10 How would you characterise your institutional approach to developing the digital capabilities staff and students? Would you say it was predominantly ...

Top down and tightly steered

Top down and loosely steered

Bottom up

Simultaneously top down and bottom up

Mix of above approaches

Other approach - please specify

### Section 3: Delivery, implementation and practice

This section explores in greater detail the activities, practices, training and support currently being undertaken in your institution. Where provision is patchy in your institution, please use the response 'no, but working towards this'.

3.1 Which of the following activities or processes directly encourage and support **student** digital capabilities in your institution?

	Yes	No, but working towards this	No
A senior institutional DC champion/leader			
Institutional scoping, benchmarking or audit projects			
IT policy/infrastructure enabling of innovation, e.g. a software upgrade			
Creating action plans ( <u>centrally</u> ) based on feedback, eg. Student Digital Experience Insight service			
Creating action plans ( <u>locally</u> ) based on feedback, eg. Student Digital Experience Insight service			
Development of business IT systems			
Efficiency savings			
Support from suppliers			
Environmental concerns/green agenda			
Policies for use of personal devices/services			
Creation of a common user experience			
Assessing student digital capability after acceptance through to induction			
Ongoing assessment of student digital capability after induction			
Support to meet the needs of students with disabilities			
Digital capability included in intended learning outcomes			
Department specific Foundation courses e.g. database and analysis packages			
Development of innovative pedagogic practices			
Information literacies embedded into curriculum			
Learning, teaching and assessment methods			
Prominence eg. inclusion in course handbooks			
Graduate frameworks and attributes descriptors			
<u>Internally</u> provided training in digital capabilities			
<u>Externally</u> provided training in digital capabilities			
Events and activities e.g. conferences, Digilabs			
Mentoring and academic advising			
Relevant paid roles for students			
Relevant internships			
Students as change agents			
Student digital champions or similar			
Staff-student partnership projects			

3.2 Which three of the activities or processes above have had most impact on the development of **student** digital capabilities over the **past two years or so**?

3.3 How do you identify digital capability **training and development needs** of students? Please select all that apply.

Assessment of digital capabilities upon entry

Jisc Digital Capability Discovery Tool <https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/>

Anytime training needs analysis

In discussion, i.e. tutorials

Formal assessment/testing/in-house checklist

When implementing new systems/services/processes

Analytics of support requests

Other method - please specify

Do not identify training and development needs of students – please write in why you don't

3.4 Which **departments** take the lead in helping **students** develop their digital capabilities and **what methods** do they use? Please select all that apply within each department.

	Library	IT Services	Academic/Study skills	Disability Support	eLearning unit	Careers Service/Employability	Student Support/Progress	Departmental/School support	Academic staff	Other department - please specify
Embedded in teaching/curriculum										
Mandatory training										
Optional sign-up training										
Online training										
Webinars										
Helpdesk										
Drop-in clinics or appointments										
Telephone/email/online chat/remote access										
Videos (e.g. YouTube, Vimeo, in house etc.)										
Twitter/social media										
Other method – please specify										
This department does <u>not</u> help students										

- 3.5 Digital identity and wellbeing is an issue that **students** need to be aware of. Which **departments** take the lead in helping **students** develop positive digital identities? Please select all that apply.

Library  
IT Services  
Academic/Study skills  
Disability Support  
eLearning Unit  
Careers Service/Employability  
Student Support/Progress  
Departmental/School Support  
Departmental academic staff  
Other department – please specify \_\_\_\_\_  
No department takes the lead in this

- 3.6 Do any of the above departments use learner analytics to monitor student wellbeing?  
Yes - please write in details of which departments, and how they use learner analytics

No, but working towards this  
Learner analytics are not used by any department to monitor student wellbeing

- 3.7 Which of the following happen at your institution to help embed the development of **student** digital capabilities in the curriculum? Please select all that apply.

Digital capability modules are embedded into a student's programme/course  
Freestanding modules on digital capability  
Training in specific aspects of digital capabilities as required by the course  
Online self-paced voluntary opportunities  
Work placement/year in industry/commerce  
Other – please specify \_\_\_\_\_  
None of the above - developing student digital capabilities is not embedded in the curriculum

- 3.8 And how is **student** achievement, in respect of their digital capabilities, recognised? Please select all that apply.

Credit bearing modules  
Recognition/acknowledgement/certificate (not credit bearing)  
External certification eg. MS Office Specialist (MOS)  
Acknowledged as part of Higher Education Achievement Record  
Open badges  
Award schemes  
Student i-/digital/champions/ambassadors  
Other – please specify  
None of the above - student achievement is not recognised

3.9 Turning now to **staff**, which of the following activities or processes directly encourage and support **staff** digital capabilities in your institution?

	Yes	No, but working towards this	No
A senior institutional DC champion/leader			
Institutional scoping, benchmarking or audit projects			
IT policy/infrastructure enabling of innovation, e.g. a software upgrade			
Development of business IT systems			
Creating action plans ( <u>centrally</u> ) based on staff feedback			
Creating action plans ( <u>locally</u> ) based on staff feedback			
Support from suppliers			
Policies for use of personal devices/services			
Creation of a common user experience			
Staff recruitment standards			
Induction processes			
Contractual obligation/job descriptions			
Annual appraisals/performance development reviews			
Can form part of promotion or financial reward case			
Strategic approach to staff development			
Mechanisms for staff recognition and reward			
Time off in lieu/backfill of time			
Relevant secondment opportunities			
Community/ies of practice/peer learning			
IT/Digital skills training on core software (e.g. MS Office) or subject-specific software			
Face to face training opportunities such as workshops			
<u>Internally</u> provided training in digital capabilities			
<u>Externally</u> provided training in digital capabilities			
Digital capability training and development needs built into annual team/service/school/faculty planning			
Digital scholarship – promoting, publishing, referencing, engaging in research communities			
Development of innovative pedagogic practices			
Staff digital champions or similar			
Staff expected to have and manage digital profile			
Development/encouragement of agile/remote working practices			
Internal project funding			
Awards, celebrations or similar			
Mentoring and academic advising			
Staff-student partnership projects			

3.10 Which three of the activities or processes above have had most impact on the development of **staff** digital capabilities over the past two years or so?

3.11 How do you identify digital capability training and development needs of **staff**? Please select all that apply.

Human Resource assessment

Jisc Digital Capability Discovery Tool <https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/>

Anytime training needs analysis

In discussion, i.e. at development reviews, recruitment, induction

Formal assessment/testing/in-house checklist

When implementing new systems/services/processes

Analytics of support requests

Other method - please specify

Do not identify training and development needs of staff – write in why you don't

3.12 Which **departments** take the lead in helping **staff** develop their digital capabilities and what methods do they use? Please select all that apply within each department.

	Library	IT Services	Academic/Study skills	Disability Support	eLearning unit	Human Resources/Staff Development	Departmental/School support	Other department - please specify
Mandatory training								
Optional sign-up training								
Online training								
Webinars								
Helpdesk								
Drop-in clinics or appointments								
Telephone/email/online chat/remote access								
Videos (e.g. YouTube, Vimeo, in house etc.)								
Twitter/social media								
Other method – please specify								
This department does <u>not</u> help staff								

- 3.13 Digital identity and wellbeing is an issue that **staff** need to be aware of. Which **departments** take the lead in helping **staff** develop positive digital identities? Please select all that apply.

Library  
IT Services  
Disability Support  
eLearning Unit  
Academic/Quality Unit  
Departmental/School Support  
Human Resources  
Other department – please specify \_\_\_\_\_  
No department takes the lead in this

- 3.14 Which of the following happens at your institution to help embed the development of **staff** digital capabilities in their work? Please select all that apply.

Regular digital capability training as part of their CPD  
Voluntary and freestanding modules on digital capability  
Training in specific aspects of digital capabilities as required by their job  
Supporting accreditation of the Higher Education Academy UK Professional Standards Framework  
Other – please specify  
None of the above - developing staff digital capabilities is not embedded in their work

- 3.15 And how is **staff** achievement, in respect of their digital capabilities, recognised? Please select all that apply.

Recognition/acknowledgement/certificate  
Higher Education Academy UK Professional Standards Framework accreditation  
External certification eg. MS Office Specialist (MOS), MCE (Microsoft Certified Educator)  
Open badges  
Award scheme  
Other – please specify  
None of the above - staff achievement is not recognised



- 3.16 Thinking now about the institution, what systems or approaches, if any, does your institution have in place for recognising and sharing best practice in respect of digital capabilities **across** departments, schools or faculties? Please select all that apply.

Internal Annual Conference eg Teaching and Learning, TEL Fest, etc  
 Internal showcasing/sharing events (Tea and Tech, Teach Meets, etc)  
 Online internal showcasing events (webinars, live or recorded)  
 Internal Awards  
 Community of Practice/forums  
 Projects  
 Blogs/webpages  
 Case Studies (text, video or audio)  
 Training and workshops  
 Newsletters  
 Other - please specify  
 Don't recognise and share best practice

- 3.17 Does your institution **formally assess** or **benchmark** its progress over time or across departments in respect of developing digital capabilities of its students and staff?

Yes – please enter details

Have tried, but do not do so regularly

No, do not formally assess or benchmark progress

- 3.18 And what approaches, if any, does your institution have in place for learning from **other institutions** about how to develop digital capabilities? Please select all that apply.

External Conferences  
 External showcasing/sharing events (sharing days, meetings, workshops, etc)  
 External online events (Webinars)  
 External Awards (ucisa, ALT, JISC, Supplier Awards, etc)  
 Community of Practices/forums (ucisa Digital Capabilities Community, Jisc Digital Capabilities Community of Practice)  
 External Projects  
 Membership of external bodies (ucisa, ALT, Jisc, WHELF, CILIP, etc)  
 Case Studies (text, video or audio)  
 Informal networking, informal discussions (ie not through Membership body events)  
 Sharing with other universities via visits, partnering, etc  
 Social Media  
 Other – please specify  
 Don't learn from other institutions

- 3.19 Does your institution **formally assess** or **benchmark** its progress against other institutions in respect of developing digital capabilities of its students and staff?

Yes – please enter details

Have tried, but do not do so regularly

No, do not formally assess or benchmark progress

## Section 4: Accessibility and inclusion

While technology is an enabler for most, there will be some for whom an increased reliance on technology can be an inhibitor because of accessibility and disability-related hindrances, or background and financial differences. This section explores these issues and how institutions are tackling them.

Note that 'accessibility' in this context has been usefully defined by Jisc as:

*Accessibility involves designing systems to optimise access. Being inclusive is about giving equal access and opportunities to everyone wherever possible. In education this involves reducing and overcoming the barriers that might occur in:*

*Digital content  
Teaching and learning activities;  
Assessments.*

*The social model of disability suggests that the society or environment is disabling the individual rather than their impairment or difference. For example, videos without subtitles disadvantage anyone watching in a noisy environment but they disadvantage deaf people all the time.*

*Accessibility is about removing those barriers to enable users to engage and take part in everyday activities.*

More detail about this definition can be found at: <https://www.jisc.ac.uk/guides/getting-started-with-accessibility-and-inclusion>

### 4.1 Are you aware of and do you make any use of the following?

	Not aware	Aware but <u>don't</u> use	Aware and <u>have</u> used it
RNIB bookshare collections – a free source of textbooks in accessible formats  <a href="https://www.rnibbookshare.org/cms/">https://www.rnibbookshare.org/cms/</a>			
Jisc's Accessible Organisations blog  <a href="https://accessibility.jiscinvolve.org/wp/">https://accessibility.jiscinvolve.org/wp/</a>			
APPGAT whitepaper about the EU Web Accessibility Directive  <a href="https://www.policyconnect.org.uk/appgat/sites/site_appgat/files/report/436/fieldreportdownload/appgatreport09-18finalweb.pdf">https://www.policyconnect.org.uk/appgat/sites/site_appgat/files/report/436/fieldreportdownload/appgatreport09-18finalweb.pdf</a>			

	Not aware	Aware but <u>don't</u> use	Aware and <u>have</u> used it
Browser accessibility plugins <a href="https://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1117">https://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1117</a>			
Accessible Material Audit Checklist <a href="https://accessibility.jiscinvolve.org/wp/2017/08/17/accessible-material-audit-tool/">https://accessibility.jiscinvolve.org/wp/2017/08/17/accessible-material-audit-tool/</a>			
Making assessments accessible <a href="https://www.jisc.ac.uk/guides/making-assessments-accessible">https://www.jisc.ac.uk/guides/making-assessments-accessible</a>			
Jisc accessibility snapshot service <a href="https://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1781">https://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1781</a>			
Erasmus Future Teacher resources – free webinars, recordings and online courses with inclusive practice as an underlying theme <a href="https://xot.futureteacher.eu/play.php?template_id=4">https://xot.futureteacher.eu/play.php?template_id=4</a>			
Technology, policy and accessible practice <a href="http://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1352&amp;page=4">http://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1352&amp;page=4</a>			
Blackboard Ally (whether for Blackboard Learn/Moodle/Canvas) – on the fly accessibility auditing and conversion of content to multiple formats <a href="https://www.blackboard.com/accessibility/blackboard-ally.html">https://www.blackboard.com/accessibility/blackboard-ally.html</a>			
Sensus access service – format conversion service to allow students to self-serve accessibility needs <a href="https://www.sensusaccess.com/">https://www.sensusaccess.com/</a>			
Supporting writing and note taking <a href="http://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1403">http://www.learningapps.co.uk/moodle/xertetoolkits/play.php?template_id=1403</a>			

	Not aware	Aware but <u>don't</u> use	Aware and <u>have</u> used it
Microsoft Accessibility resources <a href="https://www.microsoft.com/en-us/accessibility/resources">https://www.microsoft.com/en-us/accessibility/resources</a>			
Office Accessibility Center - Resources for people with disabilities <a href="https://support.office.com/en-us/article/office-accessibility-center-resources-for-people-with-disabilities-ecab0fcf-d143-4fe8-a2ff-6cd596bddc6d">https://support.office.com/en-us/article/office-accessibility-center-resources-for-people-with-disabilities-ecab0fcf-d143-4fe8-a2ff-6cd596bddc6d</a>			
Create and verify PDF accessibility (Acrobat Pro) <a href="https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html">https://helpx.adobe.com/acrobat/using/create-verify-pdf-accessibility.html</a>			
Publishing accessible documents <a href="https://www.gov.uk/guidance/how-to-publish-on-gov-uk/accessible-pdfs">https://www.gov.uk/guidance/how-to-publish-on-gov-uk/accessible-pdfs</a>			
A strategic approach to inclusive practice in education <a href="https://www.jisc.ac.uk/guides/a-strategic-approach-to-inclusive-practice-in-higher-education">https://www.jisc.ac.uk/guides/a-strategic-approach-to-inclusive-practice-in-higher-education</a>			
Supporting an inclusive learner experience in higher education <a href="https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education">https://www.jisc.ac.uk/guides/supporting-an-inclusive-learner-experience-in-higher-education</a>			
Inclusive learning and teaching in higher education <a href="https://www.heacademy.ac.uk/system/files/inclusivelearningandteaching_finalreport.pdf">https://www.heacademy.ac.uk/system/files/inclusivelearningandteaching_finalreport.pdf</a>			
Inclusive Teaching and Learning in Higher Education as a route to Excellence <a href="https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education">https://www.gov.uk/government/publications/inclusive-teaching-and-learning-in-higher-education</a>			

4.2 How widely available across your institution are the following for **students in practice**?

	No availability	Some availability	Good availability	Widespread availability	Not sure/ don't know
Accessible Word (or equivalent) documents					
Accessible PowerPoint (or equivalent) presentations					
Accessible Excel (or equivalent) spreadsheets					
Accessible PDFs					
Accessible web browsing					
University website - public					
Accessible intranet/portal for current students					
Accessible VLE content					
Alternative formats eg. audio, ePub, HTML, electronic braille					
Baseline VLE standards which include accessibility and inclusion					
Recording of teaching sessions ( <u>without</u> captions and notes)					
Recording of teaching sessions ( <u>with</u> captions and notes)					
Lecture / class presentations / handouts available online for all sessions					
Other or additional supportive material, videos, screencasts, non-teaching activity					

4.3 What other steps, if any, are taken to improve accessibility or inclusion for **students**?

4.4 How widely available across your institution are the following for **staff in practice**?

	No availability	Some availability	Good availability	Widespread availability	Not sure/ don't know
Accessible Word (or equivalent) documents					
Accessible PowerPoint (or equivalent) presentations					
Accessible Excel (or equivalent) spreadsheets					
Accessible PDFs					
Accessible web browsing					
Accessible intranet/portal for current staff					
Alternative formats eg. audio, ePub, HTML, electronic braille					
Recording of staff facing sessions eg. staff briefings (without captions and notes)					
Recording of staff facing sessions eg. staff briefings (with captions and notes)					

4.5 What other steps, if any, are taken to improve accessibility or inclusion for **staff**?

- 4.6 What **assistive technologies** to help develop digital capabilities are supported at your institution? Please select all that apply for students and for staff.

	For <b>students</b>	For <b>staff</b>
Text to speech tools or plug ins		
Screen readers		
Voice recognition tools or plug ins		
Mind mapping tools		
Notetaking tools (eg OneNote, Evernote)		
Referencing tools		
Other assistive technology – please specify		
None supported		

- 4.7 Which of the following takes place to help raise student and staff awareness of the tools used to improve accessibility and inclusion? Please select all that apply.

Mandatory training  
 Optional sign-up training  
 Online training  
 Webinars  
 Helpdesk  
 Drop-in clinics or appointments  
 Telephone/email/online chat/remote access  
 Videos (eg. You Tube, Vimeo, in house etc.)  
 Twitter/social media  
 Internal comms eg. announcements. E-mails, login screens  
 Blogs/web pages  
 Other – please specify  
 None of the above – no steps taken to raise awareness

- 4.8 Does the institution consider accessibility and inclusion in the **procurement** of digital systems and software?

Yes - please enter details of a good example of where this has been done

No, but working towards this

No, don't consider accessibility and inclusion in the procurement process

- 4.9 Thinking now about the institution, what systems or approaches, if any, does your institution have in place for recognising and sharing best practice in respect of accessibility and inclusion **across** departments, schools or faculties? Please select all that apply.

Internal Annual Conference eg Teaching and Learning, TEL Fest, etc  
Internal showcasing/sharing events (Tea and Tech, Teach Meets, etc)  
Online internal showcasing events (webinars, live or recorded)  
Internal Awards  
Community of Practice/forums  
Projects  
Blogs/webpages  
Case Studies (text, video or audio)  
Training and workshops  
Newsletters  
Other - please specify  
Do not recognise and share best practice

- 4.10 Does your institution **formally assess** or **benchmark** its progress on accessibility and inclusion over time or across departments?

Yes – please enter details

Have tried, but do not do so regularly  
No, do not formally assess or benchmark progress

- 4.11 And what approaches, if any, does your institution have in place for learning from **other institutions** about accessibility and inclusion? Please select all that apply.

External Conferences  
External showcasing/sharing events (sharing days, meetings, workshops, etc)  
External online events (Webinars)  
External Awards (ucisa, ALT, JISC, Supplier Awards, etc)  
Community of Practices/forums (ucisa Digital Capabilities Community, Jisc Digital Capabilities Community of Practice)  
External Projects  
Membership of external bodies (ucisa, ALT, Jisc, WHELF, CILIP, etc)  
Case Studies (text, video or audio)  
Informal networking, informal discussions (ie not through Membership body events)  
Sharing with other universities via visits, partnering, etc  
Social Media  
Other – please specify  
Do not learn from other institutions



- 4.12 Does your institution **formally assess** or **benchmark** its progress against other institutions in respect of addressing accessibility and inclusion for its students and staff?

Yes – please enter details

Have tried, but do not do so regularly

No, do not formally assess or benchmark progress

- 4.13 Are there specific roles in your institution dedicated to developing accessible and inclusive resources for students and staff?

Yes – please answer 4.13

No – please skip to section 5

- 4.14 Please list details of up to three key individuals – giving their job title, organisational location and name (optional).

Individual #1

Job title:

Role:

Location in institution eg. Department:

Name (optional):

Individual #2

Job title:

Role:

Location in institution eg. Department:

Name (optional):

Individual #3

Job title:

Role:

Location in institution eg. Department:

Name (optional):

## Section 5: Looking to the future

Finally, we ask you to consider your plans for the next few years, any barriers that may inhibit the delivery of these plans, and the key departments who will be leading this work.

5.1 How important are the following **factors that inhibit** the delivery of digital capabilities in practice in your institution.

	For <b>students</b>				For <b>staff</b>			
	Very important	Fairly important	Not very important	Not at all important	Very important	Fairly important	Not very important	Not at all important
Lack of money (i.e. funding to support development)								
Lack of incentives or recognition								
Lack of strategy								
Lack of commitment								
Lack of senior leadership support								
Lack of support staff								
Lack of <u>access</u> to support staff (different campus, time)								
Lack of <u>awareness</u> of available support								
Lack of access to/capacity of infrastructure								
Lack of access to appropriate kit eg. mics, cameras on PC								
Lack of availability of suitable physical and/or virtual space								
Lack of time								
Lack of resources to support digital capabilities								
Institutional culture								
Department culture								
Competing strategic initiatives								
Inappropriate policies and procedures								
Changing administrative processes								
Technical problems								

5.2 Please enter details of any other factors that inhibit the delivery of digital capabilities:

5.3 Which key initiatives focusing on building digital capability does your institution plan to implement, scope or investigate in the next two years?

<u>Implement</u> in next two years	
<u>Scope</u> in next two years	
<u>Investigate</u> in next two years	

## Section 6: Concluding remarks

- 6.1 Please use this space to note any further comments or observations relating to digital capabilities in your institution that have not been captured by the survey.
- 6.2 Which, if any, of the following **departments** did you consult with to help complete the survey?

Library  
IT Services  
Academic/Study skills  
HR/Staff Development  
Health and Safety  
Disability Support  
eLearning Unit  
Teaching/Quality Department  
Careers Service/Employability  
Student Support/Progress  
Departmental/School Support  
Academic staff  
Estates Department  
Students Union  
Other department – please specify \_\_\_\_\_  
Didn't consult with any other departments

- 6.3 How have you used the results from the last survey? Write in details

Have not used the results – skip to 6.5

- 6.4 And what impact has using the results had on your institution in helping to develop the digital capabilities of students and staff? Write in details

Had no impact

- All to answer
- 6.5 Would you be willing to be contacted again to help in this study? For example, we may want to ask you for clarification or expansion on some of your answers. Alternatively, we may ask some institutions additional questions dependent upon the findings that come out of the survey. We will also be conducting interviews and focus groups to provide illustrative case studies with a small number of institutions.  
Please select all that apply.

Yes – willing to clarify answers

Yes – willing to answer extra questions

Yes – willing to be a case study site, or involved in interviews or focus groups

Not sure – it depends, but by all means contact me to discuss

No – would rather not be contacted again

Thank you for taking the time to complete this survey.

We will publish findings in the *Digital Capabilities Survey Report 2019*. The Report will be launched at the 5<sup>th</sup> [Spotlight on Digital Capabilities Conference](#) on 3<sup>rd</sup> – 5<sup>th</sup> June 2019 and promoted through presentations and workshops at various conferences and events throughout 2019/20. See below for details on how to keep updated on these. The team will also ask some institutions to produce case studies.

For updates on progress and events:

Follow us on Twitter **#udigcap**

On the webpages: [www.ucisa.ac.uk/digcap](http://www.ucisa.ac.uk/digcap)

Or join the discussion at the Digital Capability forum:

<http://digitalskillsanddevelopment.ning.com/digi-cap-survey>