Digital Education Survey 2024

The UCISA Technology Enhanced Learning (TEL) Surveys and Digital Capabilities Surveys have been researching institutional approaches on the use of the technology enhanced learning, tools and digital capabilities for over 20 years.

The Covid-19 experiences and the emergency shift to remote learning and teaching facilitated an opportunity to review both surveys in recognition of the interdependence of both technology enhanced learning, tools and the associated digital capabilities that delivery or study of blended, hybrid or fully digital learning and teaching now requires.

This new survey reflects that interdependence and seeks to understand the range of tools, services and practices that organisations are supporting and deploying to support digital transformation related to education.

Many institutions utilise the survey as an opportunity to undertake a light touch audit of where they are collectively in terms of Digital Education and find the information gathering element a useful internal exercise. The findings from the survey also provide benchmark data allowing your institution to compare itself with similar institutions. Institutions also use the data provided in the survey to help with developing future digital education strategy or setting out business cases for digital education projects.

For the purpose of this survey, we use the following definitions:

- The term technology enhanced learning (hereafter referred to as TEL) refers to any online / digital facility or system that directly supports learning and teaching. This may include a formal VLE, eAssessment or ePortfolio software tool, or lecture capture system, mobile app or collaborative tool that supports student learning. This includes any system that has been developed in house, as well as commercial or open-source tools.
- Jisc define digital capability as the term used to describe the skills and attitudes that individuals and organisations need if they are to thrive in today's world. At an individual level digital capabilities are defined as those which equip someone to live, learn and work in a digital society. At an organisational level there is the need to look beyond the capabilities of individuals and consider the extent to which the culture and infrastructure of an institution enables and motivates digital practices.

We use the term digital education throughout the survey to address both the use of TEL tools and the digital capabilities associated with that use, particularly at a strategic level. Where we wish to explicitly ask about TEL tools or focus on aspects of digital capability, we have made that clear in the question.

We hope you are able to lead on the completion of the questionnaire for your organisation. In bringing together a range of questions on both technology enhanced learning and digital capabilities, we recognise that this will require a level of

collaboration and consultation across your organisation. Please consult as widely as you need to complete the questionnaire, coordinating replies to enable an institution wide perspective to be gathered. Please note that branching is used in the online questionnaire and depending on the responses that you make you will receive a specific range of questions, not necessarily all the questions that are documented in the Word version. Please answer every question unless otherwise instructed.

Once you have completed the lead contact's details page, you can either click through the questionnaire section by section or jump to the section you would like to complete or update.

Colleagues in different departments may complete different sections of the questionnaire at the same time. However, all parties will need to ensure that data is saved correctly upon exiting. Responses can be added or amended any time before noon on 31st March 2024

Please accept our thanks in advance for your contribution, which will enable the whole UK HE sectors to gain an up-to-date snapshot of current TEL and digital capability activity and future trends. We would be most grateful if you could ensure that the questionnaire is completed by **31st March 2024**.

If you have any queries, please contact us at cpd@ucisa.ac.uk

Lead contact

Institution   _____

First name   _____

Last name   _____

Job title   _____

Telephone number   _____

Email   _____

To begin the questionnaire, select the section that you would like to complete below and then select *save and next.*

SECTION 1: Factors encouraging development and transformation of digital education
SECTION 2: Technology enhanced learning tools currently in use
SECTION 3: Course delivery and evaluation of digital education
SECTION 4: Enabling digitally capable students and staff
SECTION 5: Accessibility and inclusion
SECTION 6: Support for digital education development
SECTION 7: Looking to the future

SECTION 8: About yourself

SECTION 1: Factors Encouraging Development and Transformation of Digital Education

This first section of the questionnaire looks at the factors that promote the development and transformation of digital education in your institution.
For this section we recommend consulting with the following roles, or their equivalent.

- PVC Academic/Education, Directors of Learning and Teaching, Curriculum Development
- Director of IT or CIO

1.1 **Listed below are possible <u>factors</u> for driving digital education (TEL and Digital Capability) and the processes that promote it. How important, if at all, have each of these been in <u>your institution</u> to date?**

Please rate the importance of <u>all</u> the factors below:

	Not relevant at my institution	Not at all important	Not very important	Fairly important	Very important
Enhancing Learning and Teaching					
Enhancing the quality of learning and teaching in general					
Assisting and improving the success, continuation and progression of students					
Responding to the Teaching Excellence Framework (TEF)					
Supporting flexible/blended curriculum development					
Supporting the development of digital capabilities for students and staff					
Improving accessibility to learning for <u>all students</u>					
Improving access to learning through the provision of open education <u>resources</u>					
Improving access to learning through the provision of open education <u>courses</u> (e.g. informal online courses)					

Improving widening participation and inclusive learning and teaching					
Addressing work-based learning – the employer / workforce development agenda and student employability skills					
Addressing learning for degree apprenticeships					
Addressing lifelong learning and continual professional development					
Improving Student Satisfaction					
Improving student satisfaction (e.g. NSS, PTES, PRES)					
Meeting student expectations in the use of technology					
Developing networking and community building provision for students					
Statutory Drivers					
Meeting the requirements of the Equality Act (2010)					
Meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018					
Student Recruitment Drivers					
Improving institutional reputation					
Expansion in course offerings i.e. distance learning, increased student numbers, international students, widening participation					
Developing a wider regional, national or international role for your institution via improved Key Information Statistics, League Tables, DLHE stats					
Attracting <u>home</u> students					
Attracting <u>international</u> (including EU) students					
Attracting new markets					

Other (internal) factors						
Advance HE Professional Standards Framework						3
Achieving efficiency savings						
Improving administrative processes						
Addressing sustainability/green agenda						
Support of research practices, (e.g. to promote open access data sharing, REF responses, collaboration)						
Technology developments (e.g. rise to prominence of generative Artificial Intelligence)						
Meeting requirements of external awarding bodies/PSRBs						
Attracting new staff to institution						

1.2 **Are there any other driving factors, for example, <u>subject specific drivers</u>, that are <u>not</u> in the above list?**

Please write in below:

1.3 **Listed below are possible factors that <u>encourage</u> the development of digital education and processes that promote it. How important, if at all, have each of these been in your institution <u>over the past two years</u>?**

Please rate the importance of <u>all</u> the factors below:

	Not relevant at my institution	Not important at all	Not very Important	Fairly Important	Very Important
Governance					
University committees and steering groups which guide development and policy					
Having action plans (centrally) based on feedback					
Creating action plans (locally) based on feedback					
Availability of employability / progression data to inform priority areas for development					
Influence and Champions					
Central university senior management support					
A senior institutional champion/leader					
School /departmental senior management support					
Having committed local champions					
Student digital champions or similar					

Feedback from staff					
Feedback from students					5
Events and activities e.g. Digital Education focused conferences, Communities of Practice					
Policy or Projects					
IT policy/infrastructure enabling of innovation, e.g. a software upgrade					
Policies for use of personal devices or software					
Technological changes/developments					
Threshold/minimum/baseline standards e.g. VLE standards					
Creation of a common user experience					
Embedding of digital education within curriculum					
Student focused employability or extra-curricular projects					
Graduate frameworks and attribute descriptors					
Staff recruitment including reference to digital education in job descriptions					
Induction processes for staff or students that support development of relevant digital capabilities					
Adherence to external policies (e.g. cyber essentials, GDPR)					
Incentives					
Availability of internal project funding					
Availability of external project funding					
Availability and access to tools across the institution					

Availability of relevant support staff					
Institutional scoping, benchmarking or audit projects					6
Partnership with students on TEL and digital capability projects (students as co-creators, staff-student partnerships)					
Partnership opportunities with suppliers e.g. Adobe Creative Campus					
Internal support and training to staff on use of TEL or development of their digital capabilities					
External support and training on use of TEL or development of their digital capabilities					
Recognition and reward mechanisms for staff on adoption of digital education					
Setting targets for digital education adoption for staff as part of annual review / appraisal process					

1.4 **In what ways, if any, have you sought to <u>raise awareness</u> amongst staff of the benefits of adopting digital education, in their teaching and assessment practices?**

Please select <u>all</u> that apply

Embedded within PGCert Teaching & Learning / Academic Practice programme for academic staff	
Engagement in short online Continual Professional Development (e.g. MOOCs)	
Staff development programme(s)	
Strategy development groups	
Staff networks	
Internal conferences	
Case studies	
Show and tell sessions	
Newsletters	
Digital scholarship and research	
Prizes and awards	
Professional recognition schemes (Advance HE PSF/CMALT)	
Use Benchmarking and Maturity Models e.g. Jisc Digital Discovery Tool	
Digital Badges	
Online training resources and guidance	
School and/or discipline champions	

Other approach to raising awareness – please write below

Have not sought to raise awareness among staff – please write in why

Thank you for completing Section 1

SECTION 2: Technology Enhanced Learning Tools Currently in Use

This section is concerned with details of technology enhanced learning tools that are currently used in your institution. As explained at the beginning, the term *technology enhanced learning* refers to any online facility or system that directly supports learning and teaching. This may include a formal Virtual Learning Environment (VLE), eAssessment or ePortfolio software tool, or lecture capture system, mobile app or collaborative tool that supports student learning. This includes any system that has been developed in-house, as well as commercial or open-source tools. For this section we recommend consulting with the following roles, or their equivalent.

- Director of IT or CIO
- Heads of Library, Director of HR

2.1   **Which <u>centrally-supported</u> TEL tools are used by <u>students</u> in your institution?**

Please select <u>all</u> that apply

Learning Platform Tools

Virtual Learning Environment (VLE) (e.g. Blackboard, Brightspace, Canvas, Moodle)	
ePortfolio (e.g. Mahara, PebblePad)	

Teaching Delivery Tools

Webinar/virtual classroom (e.g. Class Collaborate, Microsoft Teams meetings, Zoom)	
Hybrid delivery technologies (e.g. Teams, Class Collaborate, physical systems)	
Mobile apps (e.g. CampusM, VLE)	
Digital Skills tools (e.g. LinkedIn Learning)	
Virtual or Augmented Reality technologies	

Content Delivery Tools

Digital/learning object repository (e.g. ePrints, Equella),	
Lecture capture technology (system to record teaching in a lecture theatre/classroom, e.g. Echo360, Panopto)	
Media streaming system (e.g. Kaltura, Medial, Microsoft Stream, Panopto)	
Reading list management software (e.g. Leganto, Talis)	
Podcasting (e.g. Kaltura, Panopto, SoundCloud)	

Screen casting (e.g. Panopto, Camtasia, ScreenPal)	
Accessibility tools (e.g. Anthology Ally, Yuja Panorama)	
Multimedia Resource (e.g Box of Broadcasts)	
Content Creation Tools (e.g. H5P, Xerte, Articulate360)	

Artificial Intelligence Tools

Generative AI to support teaching (e.g. Chat GPT 4.0, image generation tools, Microsoft CoPilot)	
Generative AI used by students (e.g. Chat GPT 4.0, image generation tools, Microsoft CoPilot)	
Academic skills / writing (e.g. Grammarly)	
Intelligent agents (e.g. Siri, Google Assistant)	
Chatbots	

Collaboration and Communication

Collaborative tools (e.g. Discord, Microsoft Teams, Slack, Padlet, Miro)	
Content management systems (e.g. Google Docs, Microsoft 365, SharePoint)	
Document sharing tool (e.g. Google Docs, Microsoft 365, SharePoint)	
Social networking (e.g. LinkedIn, Twitter (X), Tik Tok, Instagram, Mastodon)	
Asynchronous communication tools (e.g. discussion forums, Teams, Slack)	
Blog (e.g. Campus Press, WordPress)	
Wiki (e.g. CampusPack, Confluence)	
Social annotation tools (e.g. Talis Elevate)	

Assessment and Feedback

Personal response systems (including handsets or web-based apps) (e.g. Mentimeter, Poll Everywhere, TurningPoint/PointSolutions, Vevox)	
Electronic Management of Assignments (EMA)	
Formative eAssessment tools (e.g. VLE, QuestionMark)	

Summative eAssessment tools (e.g. VLE)	
Digital exams system (e.g. Inspera, Wiseflow)	
Proctoring software (e.g. Examity, Proctorio, ProctorFree)	
Text matching tools (e.g. SafeAssign, Turnitin)	
Digital Skills assessment (e.g. Jisc Discovery tool, in-house skills assessment)	

Student Engagement

Learning analytics tools (e.g. Jisc Data Explorer, SolutionPath, VLE)	

Other
Other centrally-supported TEL tool. Please write below

2.2 **Does your institution <u>currently</u> outsource its <u>provision</u> of any services? *Provision* refers to an institutional service being hosted by another organisation?**
Please select <u>one</u> only

Yes (**Go to 2.3**)
No outsourced provision (**Go to 2.6**)

2.3 **The <u>provision</u> of which services are currently <u>outsourced</u>?**
Please select <u>all</u> that apply

2.4 **<u>How</u> is the provision of these services currently outsourced?**
Please select <u>one</u> for each

	Q2.3	Q2.4		
	Please select <u>all</u> that apply	Institutionally managed but hosted by another organisation	Cloud-based Software as a Service (SaaS) multi-tenant service	Don't know
VLE platform – supporting the delivery of blended learning				
VLE platform – supporting the delivery of fully online courses				
VLE platform – supporting the delivery of open online courses				
Delivery platform – supporting short courses for CPD				
Lecture capture platform				
Digital repositories (eg. Google Drive, Google Docs, Microsoft 365)				
ePortfolio				
Learning analytics				
Media streaming				
Virtual classroom				
Digital Assessment tools				
Digital Skills development				

Other – please write below:

2.5 **Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally managed?**

Please select all that you currently outsource that are being considered for bringing back in-house

VLE platform – supporting the delivery of blended learning courses	
VLE platform – supporting the delivery of fully online courses	
VLE platform – supporting the delivery of open online courses	
Delivery platform – supporting short courses for CPD	
Lecture capture platform	
Digital repositories (eg. Google Drive, Google Docs, Microsoft 365)	
ePortfolio	
Learning analytics	
Media streaming	
Virtual classroom	
Digital Assessment tools	
Digital Skills development	
Don't know	
None being considered for bringing back in-house	

Other – please write below:

2.6   **Has your institution formally considered <u>collaboration with commercial partners</u> (e.g. Online Programme Management Services) on the design and delivery of courses or resources for professional development/CPD? Please include partners both in the UK and abroad. Note that this question does not refer to hosting as covered earlier, rather the design and delivery of taught programmes and delivery of professional training or CPD.**

Please select <u>one</u> only

Yes, and do collaborate as a result (**Go to 2.7**)
Yes, currently under consideration so no decision reached (**Go to 2.7**)
Yes, did consider but decided <u>not</u> to collaborate (**Go to 2.7**)
No, have not considered (**Go to 2.8**)
Don't know (**Go to 2.8**)

2.7   **What do you collaborate/are you considering collaborating/did you consider collaborating on?**
Please select <u>all</u> that apply

Fully online/distance learning programmes	
Design and delivery of open learning	
Degree apprenticeships	
Short courses (e.g. LLE modules or CPD)	

Other – please write below:

2.8 **Has your institution undertaken a review of a major institutional digital education service or system in the <u>last two years</u>? This can include evaluating the effectiveness of a tool, trialling a new product, deciding to stay with your existing product, upgrading an existing product (e.g. moving your institutional VLE from Moodle 3.4 to Moodle 3.6, introducing the Jisc Digital Capability Discovery tool), otherwise enhancing an existing product or changing product (e.g. moving your institutional VLE from Blackboard Learn to Canvas by Instructure).**

    Yes (**Go to 2.9**)
    No (**Go to 2.11**)

2.9 **Which major services or systems have been reviewed in the <u>last two years</u>?** Please select <u>all</u> that apply

2.10 **What was the outcome of the review on these service or systems?** Select <u>one</u> only for each reviewed
- Review still in progress
- Continue with current system
- Implementation/pilot of new system
- Upgrade current system
- Move to external hosting for current system
- Other

	2.9 Reviewed in the <u>last two years</u>	2.10 Outcome of the review on these TEL facilities or systems
VLE		
Lecture capture		
Electronic Management of Assignments (EMA)		
Digital Assessment (e.g. quizzes)		
Digital exams system		
Proctoring software		
e-Portfolio		
Learning analytics		
Media streaming		

Podcasting		
Webinar platform		
Polling tools		
Collaborative tools		
Digital accessibility tools		
Digital Skills tools		
Digital Skills assessment		
Generative Artificial Intelligence tools		

Other, write in details below:

2.11 **Which, if any, of the following digital education tools are you planning on implementing or piloting on a <u>centrally-supported</u> basis over the <u>next two years</u> to add to those already available?**

Please select <u>all</u> that you plan to implement or pilot over the <u>next two years</u>

Learning Platform Tools

Virtual Learning Environment (VLE) (e.g. Blackboard, Brightspace, Canvas, Moodle)	
ePortfolio (e.g. Mahara, PebblePad)	

Teaching Delivery Tools

Webinar/virtual classroom (e.g. Class Collaborate, Microsoft Teams meetings, Zoom)	
Hybrid delivery technologies (Teams, Collaborate, physical systems)	
Mobile apps (e.g. CampusM, VLE)	
Digital Skills courses (LinkedIn Learning)	

Content Delivery Tools

Digital/learning object repository (e.g. ePrints, Equella),	
Lecture capture tools (system to record teaching in a lecture theatre/classroom, e.g. Echo360, Panopto)	
Media streaming system (e.g. Kaltura, Medial, Microsoft Stream, Panopto)	
Reading list management software (e.g. Leganto, Talis)	
Podcasting (e.g. Kaltura, Panopto, SoundCloud)	
Screen casting (e.g. Panopto, Camtasia, ScreenPal)	
Accessibility tools (e.g. Anthology Ally, Yuja Panorama)	

Artificial Intelligence Tools

Generative AI (e.g. Chat GPT 4.0 – which requires a licence)	
Academic skills / writing (e.g. Grammarly)	
Intelligent agents (e.g. Siri, Google Assistant)	

Collaboration and Communication

Collaborative tools (e.g. Discord, MS Teams, Slack, Padlet, Miro)	
Content management systems (e.g. Google Docs, Microsoft 365, SharePoint)	
Document sharing tool (e.g. Google Docs, Microsoft 365, SharePoint)	

Social networking (e.g. LinkedIn, Twitter (X), Tik Tok, Instagram, Mastodon)	
Asynchronous communication tools (e.g. discussion forums, Teams, Slack)	
Blog (e.g. Campus Press, WordPress)	
Wiki (e.g. CampusPack, Confluence)	
Social annotation tools (e.g. Talis Elevate)	

Assessment

Personal response systems (including handsets or web-based apps) (e.g. Mentimeter, Poll Everywhere, TurningPoint/PointSolutions, Vevox)	
Electronic Management of Assignments (EMA)	
Formative eAssessment tools (e.g. VLE quiz, QuestionMark)	
Summative eAssessment tools (e.g. VLE quiz,)	
Digital exams system (e.g. Inspera, Wiseflow)	
Proctoring software (e.g. Examity, Proctorio, ProctorFree)	
Text matching tools (e.g. SafeAssign, Turnitin)	
Digital Skills assessment (Jisc Discovery tool, in-house skills assessment)	

Student Engagement

Learning analytics tools (e.g. Jisc Data Explorer, SolutionPath, VLE)	

Other
Other centrally-supported TEL tool – please write below

Not planning on implementing or piloting any over the next two years	

2.12 **What steps, if any, is your institution taking to engage with generative Artificial Intelligence to support teaching and learning activities?**

Please select <u>all</u> that apply

Working group set up to look at this	
Have developed/updated policy on responsible use of AI for staff / students with guidance	
Have developed/updated guidance on responsible use of AI for staff / students with guidance	
Have developed / implemented training (either synchronous/asynchronous) on generative AI	
Have licensed AI tools and offering as a centrally supported service	
Are piloting AI tools with restricted access to some staff / students	
Surveying staff or students about use or experiences of generative artificial intelligence	
<u>No</u> action taken	

Other – please write below

Thank you for completing Section 2

SECTION 3: Course Delivery and Evaluation of Digital Education

This section is concerned with the types of courses and programmes currently taking place in your institution and the evaluation of the TEL tools and digital capability incorporated into their delivery. We use the following definitions:

Blended learning is defined as courses that have a mix of on-campus and online components.
Hybrid learning is defined as courses where students can opt to attend live classes either on-campus or online but both are offered.
For this section we recommend consulting with the following roles, or their equivalent.

- PVC Academic/Education, Directors of Learning and Teaching, Curriculum Development
- Director of IT or CIO
- Head of Library, Director of HR
- Heads of Staff Development, Organisational Development, IT training/Digital Skill leads
- Curriculum Development Team, Student Information

3.1 **Does your institution offer any of the following types of programmes or courses?**
Please select <u>one</u> option for each item
1. Yes extensively across the institutions
2. Yes, across some Schools/departments
3. Yes, by some individual teachers
4. Not yet, but we are planning to
5. Not offered and no plans to do so
6. Don't know/not applicable

	1. Yes, extensively	2. Yes, across some	3. Yes, by some	4. Not yet	5. Not offered	6. Don't know
Blended learning degree programmes: lecture notes and supplementary resources for programmes studied in class are available online						
Active Blended learning degree programmes: parts of the programme are studied in class and other parts require students to engage in active learning online (e.g. engaging in collaborative or assessed tasks)						
Hybrid/HyFlex degree programmes: the programme enables students to attend live classes either in person or online						

Active blended credit bearing short courses (e.g. Lifelong Learning Entitlement 30 credit modules)						
Active blended non-credit-bearing short courses						
Fully online degree programmes						
Fully online credit bearing short courses (e.g. LLE 30 credit modules)						
Fully online non-credit bearing short courses (e.g professional CPD courses)						
Fully online pre-induction courses						
Open online learning courses for all students at your institution (internal access only)						
Open online boundary courses: free external access to the course materials for the public, but assessment restricted to students registered at your institution only						
Open online learning courses for public (free external access)						

Other – please write below

3.2   **How, if at all, is your institution using technology to offer greater flexibility through hybrid/hyflex in learning and teaching activities? e.g. supporting remote and physically 'present' students for <u>campus-based programmes</u>.**

Please select <u>all</u> that apply

Student choice over physical (in person) or remote attendance in teaching sessions	
Student choice over real-time or asynchronous participation in teaching sessions	
Offering a combination of in-person and remote teaching sessions (hybrid learning)	
Offering a personalised learning pathway (e.g. supported through intelligent agents, apps and personalised teaching content)	
<u>No</u> flexibility is offered	

Other – please write below

3.3 **Does the institution measure the <u>use</u> of TEL tools across the institution, looking for any variation in take-up by course type, subject or other relevant factors?**

Yes (**Go to 3.4**)
No (**Go to 3.6**)

3.4 **<u>How</u> do you measure the <u>use</u> of TEL tools? What systems do you use to do this and what data is collected?**

Please write in details below

| |
| |

3.5 **And what <u>use</u> is made of the resultant data?**
Please write in details below

| |
| |

<u>No</u> real use made of the data

3.6 **Does the institution measure the <u>development of Digital Capability Skills</u> among students and staff?**

	Yes	No, but working towards this	No
For students			
For staff			

If 'yes' to either, go to 3.7; otherwise go to 3.9

3.7 **<u>How</u> do you measure the <u>development of Digital Capability Skills</u>? What systems do you use to do this and what data is collected (e.g. Jisc Digital Discovery Tool)?**
Please write in details below

| |
| |

3.8 **And what <u>use</u> is made of the resultant data?**
Please write in details below

| |
| |

<u>No</u> real use made of the data

3.9 **Approximately, what proportion of courses within your institution use each of the following TEL tools?**

Please select <u>one</u> option for <u>each</u> to show how widespread each is

	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%	Don't know
Accessibility tools (e.g. Anthology Ally, Yuja Panorama)							
Asynchronous communication tools (e.g. discussion forums)							
Blog (e.g. Campus Press, VLE, WordPress)							
Collaborative tools (e.g. Discord, MS Teams, Slack)							
Content management systems (e.g. OneDrive, SharePoint, VLE)							
Digital/learning repository (e.g. ePrints, Equella, VLE)							
Digital Skills tools (e.g. LinkedIn)							
Document sharing tool (e.g. Google Docs, Microsoft 365)							
ePortfolio (e.g. Mahara, PebblePad)							
Electronic Management of Assignments (EMA)							
Formative eAssessment tools (e.g. VLE quiz)							
Summative eAssessment tools (e.g. VLE quiz)							
Digital exams system (e.g. Inspera, Wiseflow)							
Proctoring software (e.g. Examity, Proctorio, ProctorFree)							
Learning analytics tools (e.g. Jisc Data Explorer, SolutionPath, VLE)							

Lecture capture tools (system to record teaching in a lecture theatre/classroom, e.g. Echo360, Panopto)							
	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%	Don't know
Media streaming system (e.g. Kaltura, Medial, MS Stream, Panopto)							
Mobile apps (e.g. CampusM, VLE)							
Personal response systems (including handsets or web-based apps) (e.g. Mentimeter, Poll Everywhere, TurningPoint, Vevox)							
Text matching tools (e.g. SafeAssign, Turnitin)							
Podcasting (e.g. Kaltura, Panopto, SoundCloud)							
Reading list management software (e.g. Leganto, Talis)							
Screen casting (e.g. Panopto, Camtasia, Screen-o-matic)							
Social networking (e.g. Facebook, Twitter, Yammer)							
Virtual Learning Environment (VLE) (e.g. Blackboard, Brightspace, Canvas, Moodle)							
Webinar/virtual classroom (e.g. Class Collaborate, MS Teams meetings, Zoom)							
Wiki (e.g. CampusPack, Confluence, VLE							
Generative AI (e.g. Chat GPT 4.0, MS CoPilot)							
AI for academic skills / writing (e.g. Grammarly)							
Intelligent agents (e.g. Siri, Google Assistant)							

Other. **If there are any other heavily used TEL tools, please enter details below and the % band they fall into:**

| |
| |

3.10 **Has the institution evaluated the impact of digital education on the <u>student learning experience</u> across the institution as a whole over the <u>past two years</u>? This can include particular aspects of TEL or Digital Capability across the institution.**

Yes (**Go to 3.11**)
No institutional evaluation, but individual departments/schools have evaluated (**Go to 4.1**)
No evaluation (**Go to 4.1**)

3.11 **What aspects of the impact of digital education on the <u>student learning experience</u> have been evaluated over the <u>past two years</u>?**
Please select <u>all</u> that apply

General review of digital education services	
Accessibility of learning and teaching resources	
Take up/usage/adoption by students of lecture capture	
Effectiveness of blended/online learning	
Electronic Management of Assignments (EMA)	
eAssessment	
Use of learning analytics in supporting students	
Student digital fluency/capability	
Use of generative Artificial Intelligence	

Other – please write below

Thank you for completing Section 3

SECTION 4: Enabling Digitally Capable Students and Staff

This section focused on developing staff and students' digital capabilities as part of an approach to digital education.

For this section we recommend consulting with the following roles, or their equivalent.

- PVC Academic/Education, Directors of Learning and Teaching, Curriculum Development
- Head of Library, Director of HR
- Heads of Staff Development, Organisational Development, IT training/Digital Skill leads
- Disability/Accessibility Support, Student Services
- Curriculum Development Team, Student Information

4.1 **How does your institution identify digital capability <u>training and development needs</u> of students or staff?**

Please select <u>all</u> that apply.

Method	Students	Staff
Formal assessment of digital capabilities upon entry/induction		
Anytime self-assessment of digital capabilities (e.g. via Jisc Digital Capability Discovery Tool)		
Through discussions in tutorials / line manager meetings		
As part of implementing new system/service or process/policy		
Via analysis of helpdesk support requests		
Via survey to all staff/students (e.g. Jisc Digital Experience Insights)		
Do not identify training and development needs		

Other method - please specify below for students or staff

4.2   **<u>Which</u> departments take the lead in helping students or staff develop their digital capabilities and <u>what</u> methods do they use?**

Please select <u>all</u> that apply <u>within</u> each department.

	Library	IT Services	Academic/Study skills	Disability Support	Digital Education team or equivalent	Careers Service/ Employability	Student Support	Academic Department/School	Academic Development	HR/Organisational Development	Other department - please specify
For Students											
Embedded throughout teaching/curriculum											
Separate digital capability module within programme											
Training in specific aspects of digital capabilities as required by the course											
Work placement/year in industry/commerce											

For staff or students													
Mandatory in-person training													
Part of PGCert (for staff)													
Optional in-person sign-up training													
Mandatory online training													
Optional online training													
Webinars													
Helpdesk													
Drop-in clinics or appointments													
Online resources (e.g. YouTube, LinkedIn, Vimeo, blogs, webpages etc.)													
Social media													
Internal comms e.g. announcements. E-mails, login screens													
This department does not help students to develop their digital capabilities													

This department does <u>not</u> help <u>staff</u> to develop their digital capabilities											

Other method – please specify below

4.4 **And how is <u>achievement</u>, in respect of student or staff digital capabilities, recognised?**
Please select <u>all</u> that apply.

	Students	**Staff**
Credit bearing modules		
Recognition/acknowledgement (nomination for teaching awards)		
Certificate/extracurricular options (not credit bearing)		
External certification eg. MS Office Specialist (MOS)		
Acknowledged as part of Higher Education Achievement Record		
Open or digital badges		
Award schemes (students)		

Digital/champions/ambassadors		
None of the above - achievement is <u>not</u> recognised		

Other – please write details below

Thank you for completing Section 4

SECTION 5: 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.
For this section we recommend consulting with the following roles, or their equivalent.

- PVC Academic/Education, Directors of Learning and Teaching, Curriculum Development
- Director of IT or CIO
- Head of Library, Director of HR
- Heads of Staff Development, Organisational Development, IT training/Digital Skill leads
- Disability/Accessibility Support, Student Services
- Curriculum Development Team, Student Information

5.1   **Which of the following measures do you provide to support students and staff in terms of digital inclusion or digital poverty?**

Please select <u>all</u> that apply for students and for staff

	Students	Staff
Physical Spaces		
Dedicated spaces on campus, e.g. for students study space, for staff space for online meetings/teaching.		
Physical hardware		
Laptop Loan		
Tablet/Smart phone loan		
Specific course related hardware loan (camera, mics, etc)		
WiFi Dongles		
Headset with microphone		
Remote or on-campus access to high spec PC		
Systems		

	Students	Staff
Physical Spaces		
Software hub with access to a range of relevant software for home use.		
Financial		
Dedicated hardship fund for digital poverty related support		
Institutional Purchase Scheme with discount		
<u>None</u> of above are provided		

Other – please write below

5.2 **Does your institution have <u>guidelines</u> for the following in respect of <u>supporting staff</u> in developing accessible materials**

	Yes	No, but working towards this	No
Guidelines for Learning and Teaching			
On **creation** of accessible and inclusive documents and resources e.g. guidance on accessible MS Word and PDFs			
On **captioning** for lecture capture			
On **captioning** of pre-recorded media re e.g. advice of captioning, audio transcript			
On **creation** of images and diagrams e.g. meaningful alternative text			
On **provision** of alternative formats			
On accessibility checking			
On sharing of **student**-created digital materials			

	Yes	No, but working towards this	No
General Guidelines			
On **creation** of accessible and inclusive documents and resources e.g. guidance on accessible MS Word and PDFs			
On **captioning** of pre-recorded media			
On **creation** of images and diagrams e.g. meaningful alternative text			
On **creation/purchase** of accessible and inclusive software			
On availability of accessible and inclusive software			

5.3 **Which of the following takes place to help develop student and staff digital capabilities in relation to accessibility and inclusion?**

Please select all that apply for staff and for students.

	Students	**Staff**
Mandatory training		
Optional sign-up training		
Mandatory online training		
Optional online training		
Webinars		
Helpdesk		
Drop-in clinics or appointments		
Online resources (e.g. YouTube, LinkedIn, Vimeo, blogs, webpages, in house, etc.)		
Social media		
Internal comms e.g. announcements. E-mails, login screens		
None of the above – no steps taken		

Other steps – please write details below

5.4 **Does the institution consider accessibility and inclusion in the areas listed below?**

Please tick <u>one</u> option for each

	Yes	No, but working towards this	No
Procurement of digital systems and software			
Design and development of new programmes and modules			
Staff recruitment, e.g. incorporation into job descriptions			
Production of in-house templates/documents			
Production of external facing documents			

5.5 **Does your institution <u>formally assess</u> or <u>benchmark</u> its progression on <u>accessibility and inclusion</u> over time or across departments?**

Yes – please enter details

Have tried, but do not do so regularly
No, do <u>not</u> formally assess or benchmark progress

5.6 **Has your institution claimed disproportionate burden in relation to any aspect of accessibility (as outlined in PSBAR 2018 Regulations)?**

Yes, have claimed disproportionate burden – please provide details (i.e. What is it for, when did you make the claim, how often do you update the claim, etc.)

No, have not claimed disproportionate burden

No, but intending to claim disproportionate burden

Thank you for completing section 5

SECTION 6: Support For Digital Education Development

This section of the questionnaire looks at the provision of professional services staff for digital education within your institution. We are interested in support for both centrally supported tools and services (such as those in questions 2.1) and tools and services that are not centrally supported.
For this section we recommend consulting with the following roles, or their equivalent.

- Director of IT or CIO
- Heads of Staff Development, Organisational Development, IT training/Digital Skill leads
- Disability/Accessibility Support, Student Services
- Curriculum Development Team

6.1 **For each of the following activities, how many staff do you have providing support for this area and which team/department takes the lead?**

	Approx FTE of staff supporting this area	Which department or team takes the lead for the following area? (Free text)	No team or department takes lead on this
TEL technical support (e.g. system administrator, developer)			
TEL end user support (e.g. training and guidance)			
Pedagogic advice and guidance on using TEL			
Digital Accessibility			
Assistive technologies			
Digital capabilities support for staff			
Digital capabilities support for students			
Learning design and programme development			
Physical learning spaces (e.g. design and support of active learning spaces, hybrid learning spaces)			
Learning analytics			

Generative Artificial Intelligence			

Other please write below

6.2 **What changes in staff provision for supporting digital education, if any, have been made over the <u>last two years</u>?**

Please provide details.

<u>Reduction</u> in the number of staff	
<u>Increase</u> in the number of staff	
<u>Increase</u> in the number of temporary staff for emergency cover (e.g. short-term contract up to six months)	
<u>Increase</u> in the number of fixed-term staff (e.g. contract of six months or longer)	
Restructure of department(s)	
Change of existing roles/incorporation of other duties	
Recruitment delay/freeze	
Have <u>not</u> been any changes in staffing provision over the <u>last two years</u> (**Go to 6.4**)	

Other changes – please write below:

6.3 **Why have these changes been made?**

Please write in full details

6.4 **Do you foresee changes in the staffing provision for supporting digital education in the <u>near future?</u>**

Please select <u>all</u> that apply

<u>Reduction</u> in the number of staff	
<u>Increase</u> in the number of staff	
<u>Increase</u> in the number of temporary staff for emergency cover (eg short-term contract up to six months)	
<u>Increase</u> in the number of fixed-term staff (eg contract of six months or longer)	
Convert existing temporary/fixed-term staff to permanent staff	
Restructure of department(s)/TEL provision	
Change of existing roles/incorporation of other duties	
Recruitment delay/freeze	
Anticipate change, but unsure as to how it might change	
Currently reviewing staffing provision	
Do <u>not</u> foresee any changes in staffing provision in the <u>near future</u>	

Other – please write any other changes below

Thank you for completing Section 6

SECTION 7: Looking To The Future

This section is concerned with new and emerging trends in digital education, both in technology enhanced learning and developing staff and students' digital capabilities. For this section we recommend consulting with the following roles, or their equivalent.

- PVC Academic/Education, Directors of Learning and Teaching, Curriculum Development
- Director of IT or CIO

7.1 **Listed below are potential <u>barriers</u> to any (further) development of processes to promote and support digital education. What, in your opinion, might be the barriers in your institution over the coming years?**

Please rate the importance of <u>all</u> the barriers by scoring each of them

	This barrier does not exist at my institution	Not at all important	Not very important	Fairly important	Very important
Culture and Strategy					
Institutional culture					
Lack of strategy and leadership					
Competing strategic initiatives					
Departmental/school culture					
Organisational structure					
Inappropriate policies and procedures					
Lack of recognition for academic career development					
Lack of academic staff <u>commitment</u>					
Funding					
Lack of <u>internal</u> sources of funding to support development					
Lack of <u>external</u> sources of funding (e.g. Advance HE, OfS, Jisc, Research Councils, EU) to support project development					

Capacity					
Lack of time					
Lack of academic staff <u>development opportunities</u>					
Lack of access to support staff					
Changing administrative processes					
Lack of incentives					
Lack of <u>awareness</u> of available support					
Lack of academic staff <u>knowledge</u>					
Technical					
Lack of access to/capacity of infrastructure					
Lack of access to appropriate kit e.g. mics, cameras on PC					
Lack of availability of suitable physical and/or virtual space					
Technical and infrastructure limitations (e.g. wireless)					
Other technical problems					

7.2 **Which key initiatives focusing on developing digital education (e.g. new TEL tools, additional support for digital capability and accessibility) does your institution plan to proactively implement or to investigate in the <u>next two years</u>?**

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

Investigate in next two years	42

7.3   **Have any recent and prospective developments in digital education started to make new demands upon your institution in terms of the support required by users?**

Yes (**Go to 7.4**)
No (**Go to 8.0**)

7.4   **Please enter details of up to three developments that are starting to make new demands in terms of the support required by users – those you think are <u>most</u> important**.

Please also enter details of any plans you may have to support these developments.

Nature of development	Plans to support the development

Thank you for completing Section 7

SECTION 8: About Yourself

This section should be completed by your institution's lead contact for this survey.

8.0 **What is the approximate size of your institution, based on student numbers? Please select one that applies to your institution.**

FTE Student Numbers	
Less than 5000	
Between 5001 and 10000	
Between 10,001 to 20,000	
Between 20,001 to 30,000	
More than 30,001	

8.1 **Did you consult with anyone else to help complete the questionnaire?**

Yes (Please write in the job titles of the individuals concerned)

No, did not consult with anyone else (**Go to 8.3**)

8.2 **Did you face any challenges in completing this questionnaire? Please provide as much detail as possible as feedback on this will help us reflect on these when looking at the questionnaire for any future survey.**

Yes (Please write in details of the challenges faced)

No, did not face any challenges

8.3 **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 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
Not sure – it depends, but by all means contact me to discuss
No – would rather not be contacted again

We will publish findings on the UCISA website. The Report will be available in late summer/early autumn and promoted through presentations and workshops at various conferences and events throughout 2024/25. 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, please follow us on LinkedIn.

Follow us on:
On the UCISA webpages
To continue conversations with colleagues across the UCISA community, please see how you can get involved at: https://www.ucisa.ac.uk/Groups

THANK YOU VERY MUCH FOR YOUR HELP IN COMPLETING THIS SURVEY

You may revisit your submission at any time before the closing date of Friday 31st March 2024.