2020 Survey of Technology Enhanced Learning for higher education in the UK

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Contents

Executive summary

What are the key trends in technology enhanced learning across the UK HE sector? How are institutions responding to new challenges and what are the next priorities on the planning horizon? We highlight below five developments emerging from the data gathered in this year's ucisa TEL survey.

1. Legislative changes are having an impact

Recent legislative changes are impacting on TEL provision and development across the sector. Meeting the requirements of both the *Equality Act (2010)* and the *Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018* are among the top 7 drivers for TEL development. *Widening participation/inclusiveness* is also among the top drivers, while *Access/Widening Participation* strategies inform the development of TEL in half of responding institutions.

Executive summary

Half of respondents reported they regularly evaluate the *Accessibility of learning and teaching resources*, and more than one-third of respondents indicated they had reviewed *Digital accessibility tools* over the last two years.

2. A core TEL service is now well-established

There continues to be a mean of around three units providing TEL support in UK HE institutions and almost three-quarters of respondents to this year's Survey report that they have a dedicated TEL unit. A wide range of TEL tools are supported across institutions; however, *VLEs*, *Text matching tools*, *Reading list management software* and *EMA* are used more extensively across institutions, with *Lecture capture tools* also forming part of the core TEL service in Pre-92 institutions.

3. Although, TEL services continue to evolve….

Overall, 70% of respondents to the 2020 Survey have undertaken an institutional review of a TEL facility or system in the last two years, with almost two-thirds indicating they will be undertaking a review over the next two years. Staffing levels continue to change, with 40% of respondents reporting the number of staff supporting TEL had increased since the last Survey, while a restructuring of TEL provision took place in more than one-third of responding institutions over the last two years. Further changes are expected, with more than one-third of respondents foreseeing an *Increase in the number of staff* over the next two years.

4. Dedicated staff are important for the development of TEL

An increasing number of respondents are reporting more staff supporting TEL within their institution, although more than half continue to record 15 or fewer FTE staff. Some subjects continue to make more and/or less extensive use of TEL tools across institutions, with *Local management support/encouragement* and *Local TEL staff* both prominent factors in why this is happening. A *Lack of academic staff knowledge* and a *Lack of academic staff commitment* are among the top barriers to TEL development, while the *Availability of TEL support staff* is the biggest factor encouraging the development of TEL.

5. External hosting of TEL services continues to gather momentum

Cloud-based SaaS provision of the main VLE has tripled since the 2018 Survey and is now the most popular hosting model in responding UK HE institutions. Outsourcing of TEL services is common, with *Lecture capture platforms*, *e-portfolio*, *VLE platforms* (*supporting the delivery of blended learning courses* and *fully online courses*), *Digital repositories* and *Media streaming* predominantly outsourced as SaaS. Very few respondents are considering bringing outsourced services back in-house.

Acknowledgements

The following have all made invaluable contributions to the preparation, conduct or analysis of the Survey. It is customary in such circumstances to acknowledge their advice but to absolve them of blame for any subsequent inadequacies and imperfections. We gladly and appreciatively do both.

- Heads of e-Learning Forum (HeLF) members Brian Irwin and Richard Walker
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- The Research Partnership, especially Nick Smith

Preface

The changing language of past Surveys neatly reflects the evolving development of support provision for TEL tools across the sector. From an initial focus on Virtual Learning Environment (VLE) and Managed Learning Environment (MLE) platforms (2001 and 2003 Surveys respectively), the Survey broadened its focus to take account of e-learning (2005) and then a much wider coverage of technology enhanced learning tools (2008, 2010, 2012, 2014 and 2016).

The previous (2018) Survey saw this focus retained, but an attempt was made to update questions and response options to capture new realities in TEL support and provision across the UK higher education sector. At the same time the questionnaire was restructured, with a concerted effort made to reduce the number of questions; the aim being to reduce the burden on respondents.

The current (2020) Survey saw further reductions in the number of questions and less commonly used response options, or those that were now somewhat dated, were also removed. A limited number of new questions were added, as explained in the main body of the report.

Background

The 2020 Survey is a continuation of those conducted since 2001 but it also captures new issues that have emerged since 2018. Whilst the challenges within the sector are constantly evolving, the rationale for the ucisa community remains the same. The following text was written in the Report for the 2001 Survey and despite the passage of time it remains apposite: (replace VLEs with TEL):

> *"ucisa is aware that a number of issues relating to VLEs are having a significant impact on Computing/Information Services. They also represent cultural challenges for both academic staff and students in how they engage with their learning and teaching. Issues relate to choosing a VLE, its implementation, technical support and a whole range of support, training and pedagogic issues relating to its use."*

Background

The Report for the 2018 Survey and an accompanying set of case studies are available on the ucisa website and previous reports are available on request from ucisa. Concise peer reviewed papers on the key messages from the 2018 Survey were presented to international delegates at ASCILITE 2018 in Geelong, Australia[1] and to national audiences at ALT-C 2018[2] and SEDA 2018[3].

The ucisa community, and the wider TEL community, has valued the oversight that the Survey reports provide of trends within UK higher education and may use them to assess the position of their own institution in relation to them. However, caution should be exercised against using the statistics as benchmarks or performance indicators. There are different perspectives on where an institution may wish to be located across the spectrum of options and there is no single path of uniform development in provision and support for learning technologies.

The focus of respondents' attention is firmly on institution-level concerns, which is unsurprising given the nature of the Survey and the fact that the respondents are typically those in TEL leadership roles at institutional level. The support community may sometimes feel that they are at the end of this food chain, but the effectiveness of their role is highly dependent upon the cultural environment in which they are asked to operate. Technological advances have continued to be rapid since the 2018 Survey, in addition the sector has faced major challenges driven by economic, social, and political factors. These include Brexit, accessibility legislation and continuing economic pressures on institutions. These all combine to bring new educational opportunities and additional support headaches! It is these new challenges which the 2020 Survey wished to capture.

It should be noted that the Survey was completed by institutions in early 2020, before the mass adoption of online learning as a result of the Covid-19 pandemic and so does not capture the challenges associated with that but for small numbers of respondents does evidence some implications of early planning.

We were encouraged by feedback from the support communities on the value of the Survey reports, most notably those represented by the UK Heads of eLearning Forum (HeLF). In addition, the Survey team were awarded second place in the 2019 ALT Research Project of the Year awards, further emphasising the value of the Survey to the TEL community.

Factors influencing the design of the 2020 Survey

The design of the question set for the Survey has purposely evolved over the years, seeking to reflect current technology themes and challenges whilst retaining an eye on longitudinal developments. Survey design choices are strongly influenced by sector developments in the policy and management of TEL, and we have closely monitored TEL practices both nationally and internationally to inform our thinking. As with any longitudinal survey, there is a balancing act to be negotiated in the design of the instrument in maintaining continuity with previous surveys by retaining past questions, whilst not collecting merely stagnant data and keeping pace with new developments. The approach taken has been to retain the core of the questionnaire from previous years to enable longitudinal analysis, whilst adding new response options to some questions to ensure that the Survey remains up to date with sector developments.

Factors influencing the design of the 2020 Survey

Since the last Survey there has been a sector-wide focus on accessibility considering The Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018, with much of the work falling to TEL teams to take forward. To support institutions there have been several events and activities led by ucisa, Jisc and key accessibility advisory groups and consultancies. We have also seen an increase in procurement activity in the area of accessibility checking tools for the VLE. As a result of this, several sections of the Survey have been adapted to reference accessibility as well as the wider areas of inclusive practice and equality and diversity.

The Survey maintained a focus on the review of TEL systems, including further types of system in the response options, and the evaluation work that institutions are undertaking after a decision has been made on their chosen platforms. The Survey team has also kept a watchful eye on other key TEL developments, such as the continuing development of learning analytics services and growth of fully online delivery across the sector. Fully online learning delivery has traditionally been a niche activity, although the picture continues to develop and there appears to be an increasing level of engagement through partnership with online programme management companies for the delivery of fully online learning. A new question for the 2020 survey considers the different services offered by these companies and asks whether institutions with fully online programmes are managing these in-house or through partnerships.

Through feedback and suggestions that we received on the 2018 Survey Report, we were also encouraged to introduce completely new questions. For instance, awareness and use of the ucisa VLE review toolkit and several questions about TEL tools in Section 4 (measurement of their use, why subjects make more or less use of them and steps taken to encourage their use). The addition of these questions was carefully managed to ensure that the Survey did not become excessively long and so affect the completion rate. Consequently, unproductive questions were removed, other question sets were pruned, and several questions were flagged for inclusion in every other survey. The net effect of all these changes was that the volume of the questions in the 2020 Survey remained broadly equivalent to previous years.

Circulation and completion of the 2020 Survey

Following on from the success of the online approach, which was first introduced in 2012, institutional Heads of eLearning were invited to complete the Survey at the start of February 2020 and an email message was also posted on the Heads of eLearning Forum Jisc listserv inviting colleagues to complete their institutional returns. ucisa contacts were approached for those institutions without a recognised Head of eLearning. The online survey tool was eventually closed to submissions at the end of March 2020.

The workers

The Survey was conducted by ucisa, through the work of Julie Voce (City, University of London), Martin Jenkins (Coventry University), Melanie Barrand (University of Leeds), Laura Hollinshead (University of Derby), Adam Craik (University of Hull), Vicky Brown (School of Advanced Study) and Sue Harrison (Kings College London). Support was provided by Richard Walker (University of York), Sonya White (independent researcher) and ucisa's Digital Education Group. The project team worked in collaboration with The Research Partnership (an independent survey organisation) who oversaw management of the project alongside the survey implementation.

The real contributors were, of course, all those who completed the Survey.

Institutions surveyed

All 136 members of the Universities UK list[4] were invited to complete the Survey, along with 19 other higher education institutions, forming a population of 155 higher education providers in receipt of public funding via one of the UK funding councils[5]. This is slightly fewer than the 160 HE institutions which were targeted in 2018 and just short of the 165 higher education providers listed by Study UK[6] .

Presentation of data

The Report commentary focuses on results from the 2020 Survey and where appropriate, the results are presented in tabular or graphical form. In most cases only the leading responses for each question are given in the tables within the main report (e.g., the top five responses). The full tabular data for each question for 2020 is presented in Appendix A of the Report and the relevant tables are referenced in the report commentary.

As with previous Surveys, the analysis of the data is driven by type of institution (Pre-92, Post-92 and Other) and country (England, Wales, Scotland, Northern Ireland). As in 2016 and 2018, the classification of institutions as higher education colleges has been dropped, as this term is no longer in currency and many of the

Presentation of data

former HE Colleges now have full degree awarding powers. The descriptor Other has been used to capture those specialist higher education providers such as art institutions and business schools whose courses are validated by universities with full degree-awarding powers.

As with the 2018 Survey, there is no routine analysis by mission group for this Survey and no Appendix containing tables by mission group. This reflects the big changes in membership over recent years (e.g., movement of some institutions from the now defunct 1994 Group to the Russell Group) and an ever-growing proportion of institutions that fall outside of the mission group classification.

Where longitudinal analysis can be performed, any presentation of that data is in Appendix C. In most instances, this will only be shown since 2003 because the removal and modification of questions since 2001 seldom warrants detailed comparison with that first Survey. As part of the general narrative, any longitudinal analysis will be in the main text. Appendix B contains a list of the questions in this year's Survey and their predecessor questions from previous Surveys. It should be noted that the question numbering was completely revised for the 2018 Survey given the decision to split what was previously Section 3 (Technology Enhanced Learning Currently in use) into two sections, Section 3 (Technology Enhanced Learning Currently in use) and Section 4 (Course Delivery and Evaluation of Technology Enhanced Learning).

Although 97 institutions responded to the Survey, not all questions were answered by all respondents. The number of respondents answering each question is therefore presented at the top of each table. A 'base definition' is given in italics and the number of respondents is shown in brackets. It is worth noting that some country populations are relatively small (e.g. Wales, n=5; Northern Ireland, n=2) and, therefore, susceptible to dramatic swings in percentage scores when the number of respondents in these groups is further reduced for particular questions. Care is therefore needed in drawing comparisons between these and other groups, based on the percentage scores recorded for those questions where the response level is much reduced.

In terms of the presentation of data within the Report, percentages have been rounded up (>/ = to 0.5) or down (< 0.5) to whole numbers, so a column of values will not necessarily add up to 100%. Where new response options have been added to established questions used in previous Surveys, they have been highlighted to the reader with an asterisk at the end of the response option in the table or figure where they appear. Next questions for the 2020 Survey are identified in the main text accompanying each section since the 2018 Survey. Similarly, any changes to the wording of response options to specific questions have been noted in the

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commentary.

Average rankings have been introduced in this survey at those questions that use mean scores used to summarise Likert scales, a slight change from previous surveys in which an equal ranking was shown. It should be noted that this has no material impact on the comparison across surveys.

This report focuses primarily on presenting the data in a manner that will enable institutions to position themselves in relation to sector trends. It is not the main purpose of this report to provide detailed interpretation of the data, although some trends will be highlighted.

Response rate

Survey returns were received from 96 of the 155 HE institutions targeted – a response rate of 62%. This was slightly down on previous response rates (68% in 2018 and 69% in 2016), but nonetheless a creditable achievement given that both the Covid-19 pandemic and the UCU strikes during 2019 will have impacted upon the time available for those tasked with completing the survey. The profile of those taking part is again representative of sector institutions in terms of type of institution and geographic spread – as shown by Tables A and B.

Response rate

Type	Total possible*	Number responding	% responding	Universe %	Sample %
Pre-92	59	40	68%	38%	42%
Post-92	75	45	60%	48%	47%
Other	21	11	52%	14%	12%
Total	155	96	62%	100%	100%

Table A : Type of institution * The figures in this column are a best estimate based on a collation of data from a variety of sources and should not be reviewed as a definitive statement of the number of institutions by type.

Type	Total possible**	Number responding	% responding	Universe %	Sample %
England	128	80	63%	83%	83%
Wales	10	5	50%	5%	6%
Scotland	15	9	60%	9%	9%
Northern Ireland	2	2	100%	2%	2%
Total	155	96	60%	9%	9%

Table B : UK Country ** The figures in this column are a best estimate based on a collation of data from a variety of sources and should not be reviewed as a definitive statement of the number of institutions by UK Country.

As in previous years, so there was relative over-representation of Pre-92 institutions but at a lower level in 2020 such that the achieved sample is a good representation of the HE institutions across the UK.

As in previous years, so there was a representative spread of institutions across the four UK countries.

Response rate

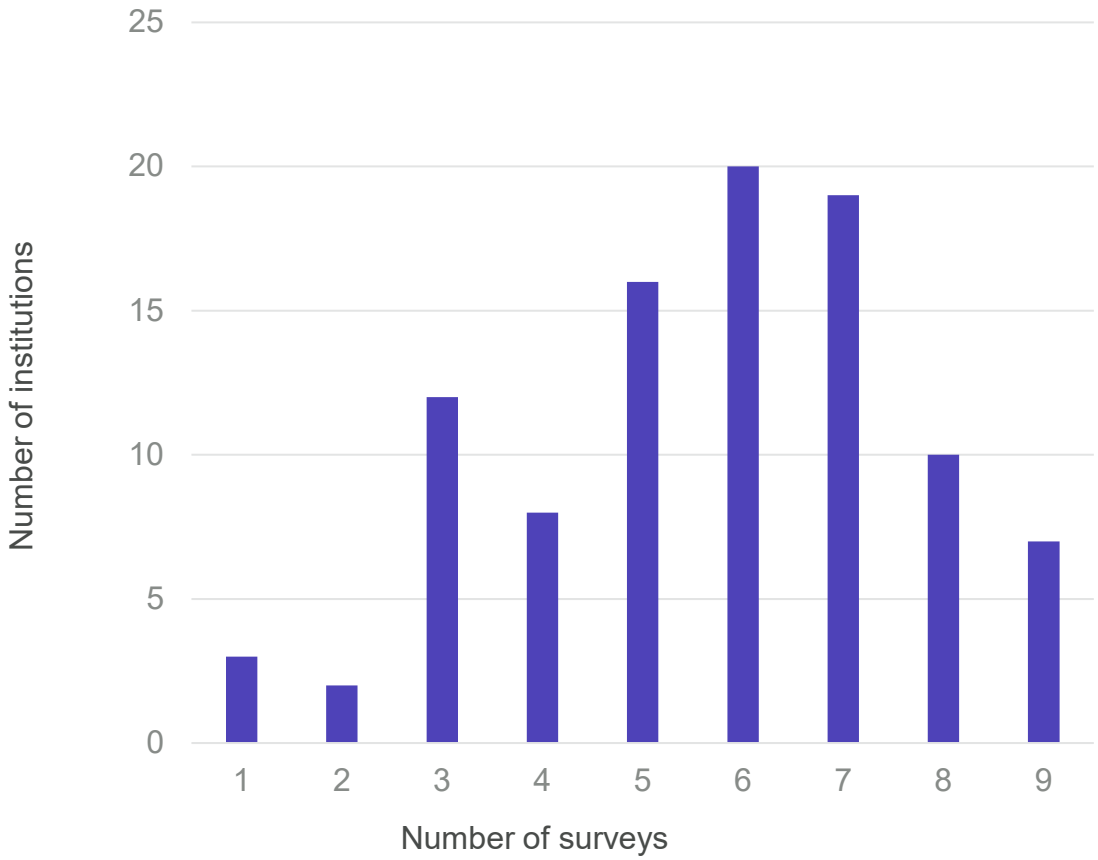

Figure A: Total number of Surveys completed by institutions responding to the 2020 Survey

Figure A provides a breakdown of institutional responses to this year's Survey and the eight that have preceded it, namely 2003, 2005, 2008, 2010, 2012, 2014, 2016 and 2020.

Figure A shows that there has been an uneven pattern to Survey completion over the years. Only seven of the 97 institutions that responded to the 2020 Survey also responded to the 2018, 2016, 2014, 2012, 2010, 2008, 2005 and 2003[7] Surveys. Nevertheless, a consistent longitudinal story is evident in the following analysis, suggesting that the responses are not merely an artefact of receiving returns from the same institutions.

Response scales

For the Surveys conducted up to 2005 inclusive, a Likert scale of 1–5 was used. However, the middle option, which is invariably construed as being neither important/unimportant was deemed to be uninformative. So, from 2008, this option was removed to, in effect, encourage the respondents to make a more explicit choice. Therefore, a four-point scale was used, namely:

1 = Not at all important

2 = Not very important

3 = Fairly important

4 = Very important

Regarding longitudinal analysis, it is reasonable to compare rankings between Surveys, but with different scales being used it would clearly be unwise to compare means between, before and after 2008. In some cases, the questions compared do not have the same wording. The wording of the question as recorded for each Survey is given in Appendix B.

Summary of conclusions

Section 1: Factors encouraging development of Technology Enhanced Learning

Enhancing the quality of learning and teaching in general and *Improving student satisfaction e.g., NSS scores* retain their positions as the top two driving factors for TEL development. Drivers relating to widening participation/inclusiveness and accessibility have increased in importance, with three drivers positioned in the top 7, including *Widening participation/inclusiveness* which has moved up from fifth in 2018 to third in 2020.
[Question 1.1]

There is little change in the top 7 factors encouraging TEL development with *Availability of TEL support staff* and *Feedback from students* the top two factors for the third consecutive Survey.
[Question 1.3]

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Section 2: Strategic questions

Teaching, Learning and Assessment strategies continue to inform the development of TEL in 84% of responding institutions. Recent legislative changes see *Access/widening participation* strategies grow in importance, with 50% of respondents indicating they inform the development of TEL at their institution – compared to 28% in 2018, with post-92 institutions (66%) citing it more often than Post-92 institutions (35%).

[Question 2.1]

Documents produced by ucisa and Jisc continue to be most useful in the planning of TEL, with the top three strategy documents (*ucisa: Survey of Technology Enhanced Learning for higher education, and associated case study reports (2016, 2018); Jisc: Student digital experience insights 2017/2018/2019: the voice of 22,000 UK learners; Jisc: Digital Capability Framework (2015, 2017)*) each selected by more than one-third of respondents.

[Question 2.2]

The top five policies linking strategy and implementation of TEL tools are unchanged since 2018, although *VLE guidelines/description of VLE service* and *Faculty or departmental/school plans* have exchanged places in fourth and fifth, respectively.

[Question 2.3]

Section 3: Technology Enhanced Learning currently in use

The main institutional VLE remains largely a choice between *Moodle* and *Blackboard Learn*, although *Moodle* continued to increase its market share (49%) in 2020. This is largely attributable to a drop in *Blackboard Learn's* market share – from 42% in 2018 to 30% in 2020. However, a notable development from the 2020 Survey is the increasing use of cloud-based VLEs such as *Blackboard Ultra* (3%), *Brightspace* (4%) and *Canvas* (13%), so that Blackboard's overall market share was 33% in 2020.

[Question 3.3]

When considering all VLEs in use across the sector a similar picture emerges, with *Moodle* (59%) and *Blackboard Learn* (32%) the most common. The large increase in the number of institutions using *FutureLearn* recorded since the 2014 Survey has levelled off with a slight decrease reported in 2020 (from 30% in 2018 to 27% in 2020), although Pre-92 institutions (49%) continue to make greater use of it than Post-92 institutions (11%). As with the main VLE, an emerging trend is the increasing use of cloud-based VLEs such as *Brightspace* (6%), *Blackboard Ultra* (9%) and *Canvas* (22%), so that overall, Blackboard accounted for 40% of institutional VLEs in 2020.

[Question 3.2]

Following on from this, the proportion of institutions using cloud-based services for their main VLE has tripled since 2018, with a corresponding decline in

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those opting for an *institutionally hosted and managed* system, so that in-house VLEs now account for 36% of main institutional VLEs.
[Question 3.5]

Overall, 83% of responding institutions reported that at least one TEL service was outsourced in 2020. Just over half (54%) of *Lecture capture* services were outsourced – an increase on the 46% reported in 2018, with 82% of outsourced *Lecture capture platforms* delivered as SaaS. There has also been increases in the level of outsourcing of *VLE platforms for blending learning* (from 32% in 2018 to 38% in 2020) and *fully online courses* (from 25% in 2018 to 36% in 2020). On average, nine out of ten respondents report that they are not currently considering bringing any outsourced TEL services back in-house in 2020, although this is a slight change over 2018 when it stood at 100%.
[Questions 3.7-3.9]

An institutional review of at least one TEL service or facility was undertaken by 70% of responding institutions in the last two years – a large increase on the 47% reported in 2018, with a similar level across all institution types. Just over three-quarters of institutions undertaking a review reported that they had reviewed the *VLE*, while 43% reported they had reviewed the *Lecture capture* platform – retaining the positions of first and second held since the 2016 survey. Further to this, 62% of respondents indicated that they are planning a review of at least one TEL service or facility over the next two years, with 64% of these intending to review the *VLE*.
[Questions 3.18-3.22]

The *VLE*, *Text matching tools*, *Document sharing tools* and *Asynchronous Communication tools* are the four most common centrally-supported tools used by students, as in 2018, although the latter two have swapped places in 2020. *Webinar/virtual classroom* tools move up 6 places to joint eight, owing to increases of 20 percentage points at both Pre-92 and Post-92 institutions since 2018. Sharing 8th place is *Reading list management software* which has moved up from twelfth position in 2018. Just 3% of responding institutions reported that *Social bookmarking/content curation tools* were centrally-supported for student use in 2020 - compared to 10% in 2018.
[Question 3.25]

A question looking at the potential implementation of new TEL tools was introduced to the Survey in 2020, with 37% of respondents reporting they were considering implementing *Collaborative tools (e.g., MS Teams)*, closely followed by *Learning analytics tools* (35%). In contrast, 8% of respondents indicated that they were not intending to implement or pilot any new TEL tools in the next two years.
[Question 3.26]

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Section 4: Course delivery and evaluation of Technology Enhanced Learning

The sector level picture of how TEL tools are being used for blended, online or open course delivery is very similar to both 2016 and 2018. *Blended learning based on the provision of supplementary learning resources* remains the most common form of delivery, with 79% of respondents indicating that this approach is used extensively across their institution – compared to 73% in 2018 and 79% in 2016. In contrast, the delivery of *Fully online courses* remains primarily at the local level with delivery either based in *Schools/departments* or led by *Individual teachers* in around three-quarters of institutions. However, the data indicates that delivery at *School/department* level is more prevalent in Pre-92 institutions and in Post-92 it is more *Individual teacher* led. Overall, institutional engagement with Open online courses remains low, with delivery also more likely to be based in S*chools/departments* or led by *Individual teachers* rather than institution wide.
[Question 4.1]

Over half of respondents indicated that some subject areas make both more and less extensive use of TEL than their institutional norm. In 2020, *Subject TEL champions* and *Discipline factors* were the top two reasons for some subject areas making more extensive use of TEL, while a *Lack of subject TEL champions*, a *Lack of local management support/encouragement* and *Discipline factors* were the top three reasons for subjects making less extensive use of TEL.
[Questions 4.6-4.9]

The survey has again shown that wide availability of tools across the sector, as evidenced through Section 3 of the survey, does not always align with consistently high levels of use. This section of the survey, while recognising that this data can only be treated as indicative, reports that extensive use within institutions is limited to a small set of TEL tools. Overall, only four tools (*VLEs, Text-matching, Reading List Management software* and *Electronic Management of Assignments (EMA))* were identified by more than two-thirds of respondents as being used in at least 50% of courses.
[Question 4.11]

Sector level activity on the evaluation of the impact of TEL remains low. Where evaluations are taking place, a *General review of TEL services*, *Accessibility of learning and teaching resources* and the *Take-up/usage/adoption of lecture capture* were among themost common aspects focused on with regards to the impact of TEL on both the student learning

experience and staff pedagogic practices in 2020. In both instances, evaluations were more likely to take place *Annually*, with *Assessing staff/student satisfaction with the TEL approach* and *Determining the level of adoptions of TEL tools* across the institution the most common aims.
[Questions 4.12 – 4.21]

Section 5: Support for Technology Enhanced Learning tools

The overall mean number of units providing support for TEL per institution continues to fluctuate, although it remains around three. In a change since 2018, a dedicated *TEL unit* is once again the most prevalent unit providing TEL support, for only the second time since 2008. Overall, 21% of respondents report their institution has a *Distance/online unit*, and with three institutions reporting more than 100 FTE staff, they are the largest type of unit with a mean of almost 10 FTE. However, it should be noted that removing the three largest *Distance/online* units results in a mean of around three FTE.
[Questions 5.1-5.2]

TEL support continues to evolve, with 79% of respondents indicating that there have been changes in staffing provision over the last two years. Overall, 40% of respondents indicated that there had been an *Increase in the number of staff*, while 25% reported that staff levels had reduced. In addition, 37% reported that there had been a *Restructure of department(s)/TEL provision*.
[Question 5.4]

The evolution of TEL provision looks set to continue, with 84% of respondents anticipating a change to the level of staffing provision in the near future and 38% expecting this to be an *Increase in the number of staff*.
[Question 5.6]

Section 6: Looking to the future ….

The top six barriers to the development of TEL are unchanged since the 2018 Survey, with *Lack of time* once again ranked first – a position it has held since 2005. *Departmental/school culture* has fallen from second in 2018 to sixth in 2020, while *Lack of academic staff knowledge* continues to rise – from sixth in 2016 to 2nd in 2020. This is possibly correlated to Section 3 where it is reported that 70% of responding institutions have undertaken a review of a TEL system or facility over the past two years, often resulting in the introduction of a new system or an upgrade to the existing system, placing additional pressure on staff to keep up to date.
[Questions 3.18 and 6.1]

The introduction of the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018 sees an increase in the proportion of respondents citing *Accessibility*

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as the main TEL development making new demands in terms of the support required by users – from 5% in 2018 to 43% in 2020. The proportion of respondents indicating that *Office 365 (including Teams)* is making new demands has also increased - from 8% in 2018 to 27% in 2020, reflecting the responses in Section 3, where it was reported that 67% of respondents reviewing their collaborative tools between 2018 and 2020, implemented *Office 365 (including Teams)* as a result.
[Questions 3.20, 6.2-6.3]

Following on from this, *Accessibility* (37%) was also the most cited challenge facing institutions over the next two to three years, with *Staff Development* (33%) and *Investment* (33%) remaining the primary ways of overcoming these challenges.
[Questions 6.4-6.5]

Section 1: Factors encouraging development of Technology Enhanced Learning

Section 1 of the Survey looked at the factors driving and encouraging the development of TEL within higher education institutions and retained the same questions used in 2018. However, the response options have been updated to reflect key changes since the last Survey, such as the introduction of the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018.

Section 1: Factors encouraging development of Technology Enhanced Learning

Driving factors – top seven *(Base: All respondents)*	Total *(92)*		Type					
			Pre-92		Post-92		Other	
			Mean	Rank	Mean	Rank	Mean	Rank
			(39)		*(43)*		*(10)*	
Enhancing the quality of learning and teaching in general	3.75	1	3.85	1	3.70	=1	3.60	1
Improving student satisfaction e.g., NSS scores	3.54	2	3.38	=4	3.70	=1	3.50	=3
Widening participation/inclusiveness	3.48	3	3.46	2	3.51	4	3.40	=7
Meeting student expectations in the use of technology	3.39	4	3.38	=4	3.40	6	3.40	=7
Meeting the requirements of the Equality Act (2010)	3.37	5	3.33	8	3.42	5	3.30	=10
Meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018*	3.36	6	3.36	=6	3.33	=8	3.50	=3
Supporting flexible/blended curriculum development	3.26	7	3.41	3	3.26	=11	2.70	=22

Question 1.1: How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it to date?

Tables 1.1a and 1.1b summarise the returns for Question 1.1 showing the top 7 rankings for all the data, ordering them according to their mean values by type of institution (Table 1.1a) and by country (Table 1.1b). The mean values were calculated from the number of responses given for each option.

Table 1.1a: Driving factors for TEL development (mean values and ranking for all institutions and country of institution)

Driving factors – top seven (Base: All respondents)	Total (92)		Country							
			Eng		Wal		Sco		NI	
			Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
			(76)		*(5)*		*(9)*		*(2)*	
Enhancing the quality of learning and teaching in general	3.75	1	3.75	1	3.60	=5	3.78	1	4.00	=6
Improving student satisfaction e.g., NSS scores	3.54	2	3.54	2	3.80	2	3.33	=3	4.00	=6
Widening participation/inclusiveness	3.48	3	3.49	3	3.60	=5	3.22	=5	4.00	=6
Meeting student expectations in the use of technology	3.39	4	3.37	=5	3.60	=5	3.33	=3	4.00	=6
Meeting the requirements of the Equality Act (2010)	3.37	5	3.39	4	3.60	=5	3.00	=13	3.50	=17
Meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018*	3.36	6	3.37	=5	3.60	=5	3.11	=8	3.50	=17
Supporting flexible/blended curriculum development	3.26	7	3.22	=11	3.40	=9	3.33	=3	4.00	=6

Table 1.1b: Driving factors for TEL development (mean values and ranking for all institutions and country of institution)

Section 1: Factors encouraging development of Technology Enhanced Learning

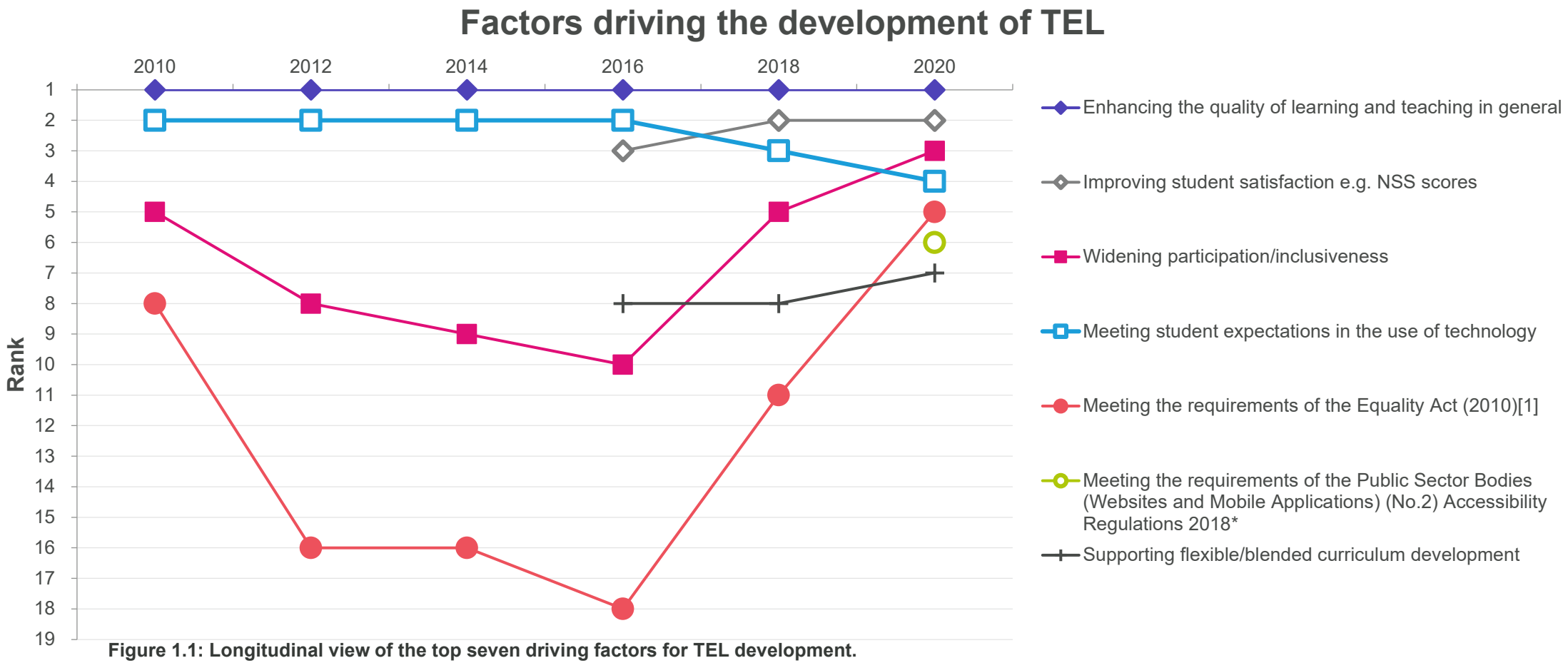


Figure 1.1: Longitudinal view of the top seven driving factors for TEL development.

Figure 1.1 shows that *Enhancing the quality of learning and teaching in general* remains the top driver for TEL development, and Table C1.1 illustrates that this has been the case since 2003. *Improving student satisfaction e.g., NSS scores* has also remained important, ranking second as in 2018. However, there are regional differences with all five Welsh institutions rating *Supporting students affected by the withdrawal of DSA provision* as *Very important* so that it is ranked first.

The biggest change within the overall top 7 since 2018 is the increased importance on drivers related to widening participation, inclusion and accessibility, with *Widening participation/inclusiveness* moving from fifth in 2018 to third in 2020 (tenth in 2016), *Meeting the requirements of the Equality Act (2010)* moving from eleventh to fifth (the highest it has ever been) and *Meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018*, a new item in this year's survey, ranking sixth.

There are variations between the institution types, with Pre-92 institutions ranking *Widening participation/inclusiveness* 2nd (4th in Post-92 institutions) and *Improving student satisfaction e.g., NSS scores* ranked joint fourth (equal first in Post-92 institutions). In addition, each type of institution ranks at least one driver in their top 7 that does not feature in the top 7 for the remaining institution types. Pre-92 institutions rank *Supporting flexible/blended curriculum development* third (seventh overall), Post-92 institutions include *Assisting and improving the retention of students'* third (tenth overall) and *Supporting the development of digital literacy skills or digital capability for students and staff* seventh (eleventh overall), while Other HE institutions rank *Helping to create a common user experience* joint 3rd (equal eight overall). Scotland have also included *Supporting flexible/blended curriculum development* in equal third – compared to rankings of equal eleventh for England and equal ninth for Wales.

As in 2018, the two lowest ranking factors were *Improving access to learning through the provision of open education resources* and *Improving access to learning through the provision of open education courses (e.g., MOOCs)*. This is the same for all types of institution and for England, Wales and Scotland.

Other driving factor	Frequency
(Base: all respondents)	*(17)*
Enhancing the student experience	6
Institutional strategies	5
External influences	3
Data informed	1
Flexibility and inclusivity	1
Identifying students at risk	1

Table 1.2: Other driving factors for TEL development

Question 1.2: Are there any other driving factors in your institution?

This was an open question inviting respondents to identity additional driving factors for the development of TEL. Table 1.2 captures the additional driving factors that were identified by respondents, with some mentioning more than one driver in their answer. Several of the responses reflected the pre-coded response options in Question 1.1, such as *Enhancing the student experience*. Five institutions noted *Institutional strategies* and/or priorities (further covered in Question 2.1), whilst others mentioned *External influences* including responding to the recent Covid-19 pandemic. Although, it should be noted that most returns were submitted before the national lockdown.

Section 1: Factors encouraging development of Technology Enhanced Learning

Encouraging factors – top seven	*Total*		Type					
			Pre-92		*Post-92*		*Other*	
			Mean	*Rank*	*Mean*	*Rank*	*Mean*	*Rank*
(Base: All respondents)	*(91)*		*(39)*		*(42)*		*(10)*	
Availability of technology enhanced learning support staff	3.51	1	3.54	2	3.60	1	3.00	1
Feedback from students	3.47	2	3.56	1	3.52	2	2.90	=2
Availability and access to tools across the institution	3.31	3	3.28	6	3.48	3	2.70	=4
Central university senior management support	3.25	4	3.46	3	3.19	5	2.70	=4
Feedback from staff	3.23	5	3.41	4	3.21	4	2.60	6
School /departmental senior management support	3.14	6	3.36	5	3.00	8	2.90	=2
Technological changes/developments	2.99	7	3.00	=8	3.10	6	2.50	7

Question 1.3: How important, if at all, are the following factors in encouraging the development of TEL and the processes that promote it?

Tables 1.3a and 1.3b summarise the returns for Question 1.3, showing the top 7 rankings for all the data, ordering them according to their mean values by type of institution (Table 1.3a) and by country (Table 1.3b). The mean values were calculated from the number of responses given for each option.

Table 1.3a: Factors encouraging development of TEL (mean values and ranking for all institutions and type of institution)

Encouraging factors – top seven	Total		Country							
			Eng		Wal		Sco		NI	
			Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
(Base: All respondents)	*(91)*		*(75)*		*(5)*		*(9)*		*(2)*	
Availability of technology enhanced learning support staff	3.51	1	3.49	1	3.80	=2	3.56	2	3.00	=4
Feedback from students	3.47	2	3.47	2	3.80	=2	3.44	=3	3.00	=4
Availability and access to tools across the institution	3.31	3	3.31	3	3.60	=4	3.22	6	3.00	=4
Central university senior management support	3.25	4	3.23	4	3.80	=2	3.44	=3	2.00	12
Feedback from staff	3.23	5	3.20	5	3.60	=4	3.33	5	3.00	=4
School /departmental senior management support	3.14	6	3.08	6	3.40	=7	3.67	1	2.50	=10
Technological changes/developments	2.99	7	3.00	7	3.40	=7	2.78	10	2.50	=10

Table 1.3b: Factors encouraging development of TEL (mean values and ranking for all institutions and country of institution)

Section 1: Factors encouraging development of Technology Enhanced Learning

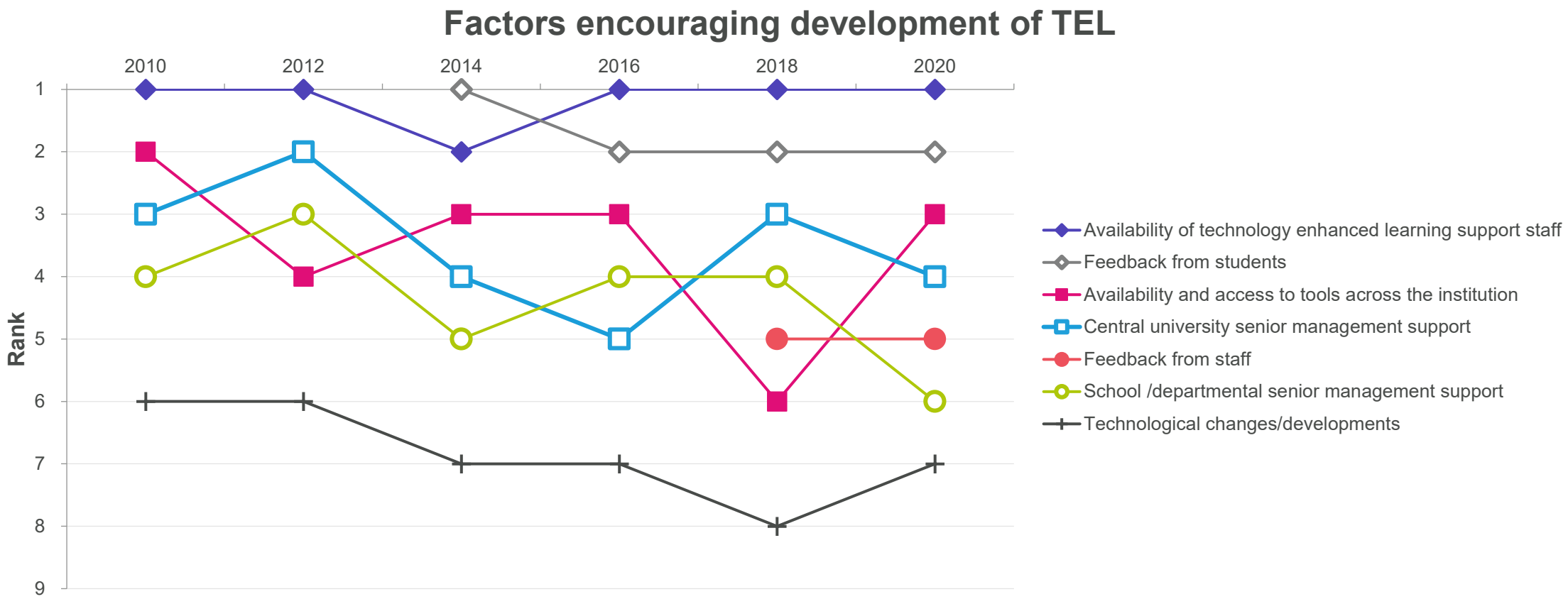


Figure 1.3: Longitudinal view of the top seven factors encouraging development of TEL.

Figure 1.3 shows that the top 7 factors encouraging the development of TEL have remained relatively consistent, although their positions in the rankings have shifted over the past 10 years. *Availability of TEL support staff* and *Feedback from students* retain their positions as the top two encouraging factors in 2020, while *Availability and access to tools across the institution*, which went down three places to 6th in 2018, has gone back up to third. It is interesting to note that the top three factors in 2020 all have lower mean scores than in 2018, although the reasons for this are beyond the scope of this report. *Central university senior management support* and *School/departmental senior management support* have moved down the list to fourth and sixth respectively, while *Availability of committed local champions* dropped out of the top 7 (now ninth) to be replaced at seventh by *Technological changes/developments,* which moves up from eighth in 2018.

When looking by country, we see that most of the top 7 encouraging factors appear ranked in a similar way to the overall ranking. However, it is worth noting that *School/departmental senior management support* is ranked first in Scotland, compared to rankings of sixth in England and equal seventh in Wales.

Table 1.3b shows that five of the top 7 factors from the overall rankings appear in the top 7 for all types of institution, although the order varies. Pre-92 institutions ranked *Feedback from student's* first, while Post-92 and Other HE institutions ranked *Availability of TEL support staff first*. However, it should be noted that there is very little difference between the means of the factors ranked first and second for Pre-92 institutions. There are also differences in the items ranked seventh with Pre-92 institutions including *Availability of internal project funding* and Post-92 institutions ranking *Threshold/minimum/baseline standards* seventh.

Question 1.4: Are there any other factors in your institution that encourage the development of technology enhanced learning and the processes that promote it?

Table 1.4 captures the most referenced other factors encouraging the development of TEL that were identified by respondents. For this question there appeared to be some confusion between factors encouraging development of TEL and those enabling the use of TEL. Responses that articulated factors enabling the use of TEL were therefore discounted for this question.

Internal and external frameworks and strategies in support of TEL development was the most cited other factor by respondents such as OfS learning gains and

Other driving factor	Frequency
(Base: all respondents)	*(17)*
Enhancing the student experience	6
Institutional strategies	5
External influences	3
Data informed	1
Flexibility and inclusivity	1
Identifying students at risk	1

Table 1.4: *Other* factors that encourage TEL development

retention policies; new digital strategy; and new learning and teaching strategy. Respondents also highlighted the importance of *Partnership and collaboration* with students, professional services and other faculties.

Section 1: Factors encouraging development of Technology Enhanced Learning

Summary

Enhancing the quality of learning and teaching and *Improving student satisfaction e.g., NSS scores* remain the top two drivers for TEL development. Drivers relating to widening participation, inclusion and accessibility have become more prominent, with *Meeting the requirements of the Equality Act (2010)* entering the top 7 in fifth place, followed by the new item *Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018* in sixth.

Encouraging factors for TEL development, however, have seen less change, with only one new item, *Technological changes/developments,* entering the top 7 and the *Availability of TEL support staff* and *Feedback from students* retaining their rankings of first and second respectively.

Section 2: Strategic questions

Section 2 of the Survey assessed the importance of internal and external strategies in influencing the development of TEL tools and services. This section has been revised since the 2018 Survey – the question about TEL governance and its associated internal committees has been dropped. As in 2018, external strategy documents and reports were brought together for a second time (previously separate questions), and respondents were invited to identify the top three documents rather than select all.

Question 2.1: Which, if any, institutional strategies inform the development of technology enhanced learning in your institution?

Question 2.1 has been retained from previous Surveys, enabling a comparison across the years (see Table C2.1).

The *Teaching, Learning and Assessment Strategy* tops the list and remains the most cited strategy (84%) informing TEL development across institutional type and country categories.

The three Surveys 2012-16 had shown an increase in the importance given to *Student learning experience/student engagement strategy.* In 2018 these were offered as separate items, with *Student learning experience strategy* being cited by 39% of respondents and *Student engagement strategy* by 32% of respondents - in 2020 these have fallen to 34% and 21% respectively. Conversely, the biggest change in the top 6 is *Access/Widening Participation strategy* which has risen from 28% in 2018 to 50% in 2020; with the Post-92 institutions rating this strategy more highly (66%) than their Pre-92 counterparts (35%). The increasing emphasis on *Access/Widening Participation* is echoed in Question 1.1, where the biggest change within the overall top 7 drivers since 2018 is the increasing importance on those related to widening participation, inclusion, and accessibility.

Beyond the *Teaching, Learning and Assessment strategy*, which is cited by 34% more institutions than any other strategy, and the appearance of the *Access/Widening Participation strategy* further up the rankings, the responses indicate a general levelling off or decline in the influence of other strategies on TEL development. *Library/Learning Resources strategy* and *ICT strategy* have remained relatively consistent while *Corporate strategy* has fallen, although it remains in the top four. At the same time, we should note that Other HE institutions ranked *Library/Learning Resources strategy* much higher at 63%, possibly owing to the greater Learning Technology presence in the Library at these institutions. *Equality and Diversity strategy* was a new category introduced to the 2020 Survey and is ranked joint 5th. With regards to the different types of institution, notable differences are that Pre-92 institutions cited *Technology Enhanced Learning or e-learning strategy* much higher (46%) with a ranking of joint 2nd, compared to 24% in Post-92 institutions and a ranking of joint eleventh.

Qualitative responses to Question 2.1 indicate a range of broader “high-level” types, for example, University/academic strategy, to more specific focused examples, such as assessment and feedback, teaching platform and degree apprenticeships. University/academic strategy was also cited as an ‘other’ driving factor by five institutions in Question 1.2.

The two lowest ranking strategies deemed as informing TEL development in this year’s survey were the *Open Education strategy* (previously Open

Institutional strategy	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(86)*	*(37)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(2)*
Teaching, Learning and Assessment strategy	72	84%	84%	85%	75%	81%	100%	89%	100%
Access/Widening Participation strategy	43	50%	35%	66%	38%	50%	20%	67%	50%
Library/Learning Resources strategy	37	43%	32%	49%	63%	47%	20%	22%	50%
Corporate strategy	35	41%	30%	51%	38%	40%	40%	44%	50%
Information and Communication Technology (ICT) strategy	33	38%	46%	32%	38%	37%	20%	56%	50%
Equality and Diversity strategy*	33	38%	32%	46%	25%	40%	20%	33%	50%

Table 2.1: Institutional strategies that have informed TEL development – top six

External strategy documents or reports	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(85)*	*(36)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(1)*
ucisa: Survey of Technology Enhanced Learning for higher education, and associated case study reports (2016, 2018)	33	39%	42%	37%	38%	41%	0%	33%	100%
Jisc: Student digital experience insights 2017/2018/2019: the voice of 22,000 UK learners	31	37%	39%	29%	63%	27%	60%	89%	100%
Jisc: Digital Capability Framework (2015, 2017)	30	35%	31%	42%	25%	40%	20%	11%	0%
HeLF: UK HE VLE Baseline Survey (2018)*	19	22%	22%	24%	13%	26%	0%	11%	0%

Table 2.2: Three most useful external strategy documents in planning TEL – top four

Learning strategy) and the *Competition and Markets Authority (CMA) strategy,* this is similar to 2016 and 2018. Finally, Other HE institutions gave weight to *Staff Development strategy* and uniquely highlighted *Mobile Learning strategy* in their top 6.

Question 2.2: Which three external strategy documents or reports have been most useful in planning TEL in your institution?

As noted, Question 2.2 was updated in 2018 to combine two previously asked questions, as well as asking respondents to identify the top three strategy documents rather than select all that apply. The same approach was adopted for the 2020 survey.

Table 2.2 shows that the four most useful documents were provided by ucisa, Jisc and HeLF. Pre-92 and Post-92 institutions share the same top four, although the order of importance differs slightly.

Given the dynamic nature of the TEL field and continued emergence of new reports and strategies, longitudinal analysis is problematic. However, it is notable that the *ucisa TEL survey* and reports on digital capabilities/experience - specifically the *Jisc Student digital experience insights* that is picked up by all countries and institution types – remain prominent. In addition, the *HeLF: UK HE VLE Baseline Survey* is proving influential for English institutions, while the Scottish institutions rate *Lecture Capture in UK HE 2017: A HeLF Survey Report* as their second most useful external document (56%). It is interesting to note that in Question 4.4, with regards to systems used to measure the use of TEL tools and corresponding data collected, conducting audits against *Minimum standards* was cited by 26% of respondents, mainly Post-92 institutions; *VLE data* (57%) and *Lecture capture data* (19%). Finally, to note that *MOOCs and Open Education: Implications for Higher Education* was selected by just one respondent, a theme that emerges in Questions 1.1, 2.2, 3.4 and 4.1.

Question 2.3: What institutional policies, if any, link strategy and implementation of TEL tools?

Learning, Teaching and Assessment policies were again the most frequently cited policies linking institutional strategies and the implementation of TEL tools. At 62% this was down from the 70% recorded in 2016, but up slightly from the 59% in 2018, and it appears in the top five rankings across all institutional types and countries.

Lecture capture guidelines/policy, equal with *Learning, Teaching and Assessment policies* in 2018, has dropped off marginally to 58%. This is not the case for the Pre-92 institutions however, for whom *Lecture capture guidelines/policy* was ranked first compared to joint fourth for Post-92 institutions; this shows a broadening gap between the institution types since 2018, although it was slightly wider proportionately in 2016.

Institutional policies	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Base: All respondents		*(86)*	*(37)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(2)*
Learning, Teaching and Assessment policies	53	62%	57%	71%	38%	59%	60%	78%	100%
Lecture capture guidelines/policy	50	58%	76%	49%	25%	59%	100%	33%	50%
VLE usage policy (minimum requirements)	47	55%	43%	63%	63%	53%	80%	44%	100%
VLE guidelines/description of VLE service	39	45%	41%	49%	50%	46%	60%	33%	50%
Faculty or departmental/school plans	34	40%	38%	42%	38%	43%	20%	33%	0%

Table 2.3: Institutional policies which link strategy with implementation of TEL tools – top five

VLE usage policy (minimum requirements) is again ranked third and shows a slight decline in the percentage selected. The difference between Pre-92 (40%) and Post-92 institutions (80%) evident in 2018 has reduced in 2020 – Pre-92 institutions (43%) and Post-92 institutions (63%).

Faculty or departmental/school plans has slipped below *VLE guidelines/description of VLE service* for the first time, while *EMA policy* (38%) sits just outside the overall top five and is in the top five for Post-92 (51%) and Other HE institutions (50%), although not for the Pre-92 institutions (22%).

Summary

Learning, Teaching and Assessment policies continue to dominate, with the importance of the other policies generally remaining static or diminishing. However, widening participation and equality and diversity strategies are growing in significance for TEL.

In addition, *ucisa's Survey of Technology Enhanced Learning* remains key as an external strategy document.

Section 3: Technology Enhanced Learning currently in use

This section focuses on details of the TEL tools and services that are being used by institutions to support learning, teaching and assessment activities.

The question set on which types of learning are delivered by the main VLE was expanded this year to include *Degree apprenticeships*. Two new questions were added to establish whether institutions partner with online programme management companies and, if so, which services were outsourced, and which were provided in-house.

The question set on the review of institutional TEL services was also updated; with new items such as *Digital accessibility tools (e.g. Blackboard Ally)* being introduced, and some minor modifications to the definitions of existing items (such as *Synchronous collaborative tools (e.g. virtual classroom)* becoming *Collaborative tools (e.g. MS Teams)*).

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(94)*	*(39)*	*(44)*	*(11)*	*(78)*	*(5)*	*(9)*	*(2)*
Yes	94	100%	100%	100%	100%	100%	100%	100%	100%
No	0	0%	0%	0%	0%	0%	0%	0%	0%

Table 3.1: Institutional VLE currently in use

Responses	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a VLE)		*(94)*	*(39)*	*(44)*	*(11)*	*(78)*	*(5)*	*(9)*	*(2)*
1	41	44%	18%	57%	82%	46%	0%	44%	50%
2	26	28%	33%	27%	9%	26%	80%	22%	0%
3	20	21%	33%	14%	9%	21%	0%	33%	50%
4	5	5%	10%	2%	0%	5%	20%	0%	0%
5	2	2%	5%	0%	0%	3%	0%	0%	0%
Mean number of VLEs	1.95		2.51	1.61	1.27	1.92	2.40	1.89	2.00

Table 3.2: Number of institutional VLEs currently in use

A new question on planned pilots/implementations has been introduced this year, with the questions on mobile devices piloted last year being retired for the 2020 survey, together with the question on non-centrally supported TEL tools. Questions on the ucisa VLE toolkit are also new for this year.

Question 3.1: Is there a VLE currently in use in your institution?

Table 3.1 highlights that all respondents reported that they had at least one VLE in use at their institution.

Question 3.2: Which VLE(s) is/are currently used in your institution?

This is a long-standing question item, appearing in Surveys dating back to 2001.

Table 3.2 shows that, as reported in 2018, 44% of institutions use only one VLE system, while 71% of institutions have two or less VLEs - down slightly from 75% in 2018. There is an increase in the proportion of institutions using three VLES, up from 15% in 2018 to 21% in 2020, while the proportion of institutions using four or five VLEs is broadly similar to 2018. The range of VLE usage is one less than in 2018, with five platforms the maximum reported – in two Pre-92 English institutions.

The mean across the sector is 1.95 VLEs with Pre-92 institutions having the highest mean of 2.51, Post-92 institutions 1.61 and Other HE institutions 1.27. These figures follow a similar pattern to those reported in 2018.

Table 3.2a highlights the most common platforms in use across the sector, with the full results presented in Table A3.2a. Table 3.2a (i) presents the longitudinal data for the top five platforms dating back to 2010, with the full set of longitudinal results available in Table C3.2 in Appendix C.

The percentage of institutions using *Moodle* continues to rise from 55% in 2018 to 59% in 2020. *Blackboard Learn* has dropped from 43% to 32%, continuing a downward trend from the high of 49% recorded in 2014. However, 9% of institutions now report using *Blackboard Ultra* (a newer version of *Blackboard Learn*) - this is a rise from 3% in 2018 and gives a combined figure for *Blackboard Learn* and *Blackboard Ultra* of 40%. The move to *Blackboard Ultra* is one that can be expected to continue given that the vendor plans to withdraw full support for non-SaaS deployment options from 2023.

There is a slight drop in the proportion of institutions using *FutureLearn*, from 30% in 2018 to 27% in 2020, with Pre-92 institutions remaining the main users, although the proportion of Pre-92 institutions using it has dropped from 53% in 2018 to 49% in 2020. In contrast, there is a small rise in the number of Post-92 institutions using the platform, from 7% in 2018 to 11% in 2020.

Use of *Canvas* continues to rise, from 16% in 2018 to 22% in 2020 and *SharePoint* returns to the top five after being in 7th position in 2018, with 10% of institutions using this product compared to 6% in 2018. Although outside of the top five, an interesting development is the growth in use of cloud-based platforms, with the proportion of institutions using *Brightspace* doubling from 3% (n=3) to 6% (n=6) and the use of *Blackboard Ultra* which has grown from 3% (n=3) in 2018 to 9% (n=8) in 2020.

Of the other commercial platforms that are in use, Virtual College, Administrate, Google Classroom, Insendi and OneFile were all mentioned. Moodle via

Top five VLEs	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a VLE)		*(94)*	*(39)*	*(44)*	*(11)*	*(78)*	*(5)*	*(9)*	*(2)*
Moodle	55	59%	64%	48%	82%	62%	40%	44%	50%
Blackboard Learn	30	32%	31%	36%	18%	30%	80%	22%	50%
FutureLearn	25	27%	49%	11%	9%	28%	20%	22%	0%
Canvas (by Instructure)	21	22%	33%	16%	9%	21%	40%	22%	50%
SharePoint	9	10%	13%	9%	0%	6%	20%	22%	50%

Table 3.2a: VLEs currently used – top five

	2020	2018	2016	2014	2012	2010
Moodle	59%	55%	53%	62%	58%	55%
Blackboard Learn	32%	43%	46%	49%	38%	9%
FutureLearn	27%	30%	24%	5%	-	-
Canvas (by Instructure)	22%	16%	7%	2%	-	-
SharePoint	10%	6%	5%	12%	6%	13%

Table 3.2a (i): VLEs currently used – top five (longitudinal)

eThink was also specified as an 'other' commercial platform. For MOOC platforms, Blackboard Course Sites (a free version of Blackboard) and Open edX were specified and finally Drupal, Modvise Man Sys [sic], 2U and two bespoke products were all given as examples of other VLEs in use. Joule (by Moodlerooms), with one entry in the 2018 survey, does not appear in the responses for 2020.

Question 3.3: Out of the above which is the main VLE in use across your institution?

Table 3.3 highlights the most common *main* VLE platforms in use across the sector, with the full results presented in Table A3.3. Table 3.3(i) presents the longitudinal data for the top four *main* VLE platforms dating

Top four main VLEs	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a VLE)		(94)	(39)	(44)	(11)	(78)	(5)	(9)	(2)
Moodle	46	49%	49%	41%	82%	53%	20%	44%	0%
Blackboard Learn	28	30%	28%	36%	9%	30%	60%	11%	50%
Canvas (by Instructure)	12	13%	18%	9%	9%	12%	0%	22%	50%
Brightspace (by D2L)	4	4%	0%	9%	0%	4%	0%	11%	0%

Table 3.3: The *main* VLE in use – top four

	2020	2018	2016	2014	2012	2010	2008
Moodle	49%	46%	43%	39%	31%	23%	11%
Blackboard Learn	30%	42%	45%	49%	39%	9%	-
Canvas (by Instructure)	13%	8%	2%	1%	-	-	-
Brightspace (by Desire2Learn)	4%	2%	2%	2%	1%	1%	1%

Table 3.3 (i): The *main* VLE in use – top four (longitudinal)

back to 2008, with the full set of longitudinal results available in Table C3.3 in Appendix C.

Moodle continues to be the leading main institutional platform in use, up from 46% in 2018 to 49% in 2020. Overall, *Moodle* and *Blackboard Learn* remain the main institutional platforms, as reported since 2012 (see Table C3.3) and Table 3.3(i) shows that they have a combined percentage of use of 79%, down from 87% in 2018. The drop in 2020 is largely due to a fall in *Blackboard Learn* as the main VLE from 42% to 30%, continuing a downward trajectory since its high of 49% in 2014. However, it should be recognised that the newer version of *Blackboard (Ultra)* is a new entry in 2020 with an additional 3% (n=3) of

institutions reporting it is their main VLE and gives a combined figure for *Blackboard Learn* and *Blackboard Ultra* of 33%.

The dominance of *Moodle* and *Blackboard* as the main VLE is re-enforced with the third and fourth placed products having just 13% and 4% of the market share respectively. The rise in the proportion of institutions using *Canvas* as their main institutional VLE reported in 2018 continues, increasing from 8% (n=8) in 2018 to 13% (n=12) in 2020. Another cloud-based platform, *Brightspace*, has twice as many institutions reporting it as their main VLE - rising from 2% (n=2) in 2018 to 4% (n=4) in 2020.
Sakai and Joule (by Moodlerooms) which were cited in the 2018 survey (both 1%) are not referenced in 2020. See Table C3.3 for a breakdown of results by main institutional platform over the years.

Question 3.4: Is the main VLE used for each of the following or not?

Question 3.4 was introduced for the first time in the 2016 Survey, with the intention of learning more about the role of the main institutional VLE in supporting different modes of course delivery, ranging from support for blended learning for campus-based courses through to open only online course delivery. Table 3.4(i) confirms that the main VLE platform is used by all institutions that are engaged in blended learning course delivery.

Distance learning continues to be prevalent across the sector, with 88% of responding institutions delivering courses of this type, compared to 87% in 2018. The main VLE continues to support this activity at 75% of responding institutions in 2020 (77% in 2018). Of the 13 institutions opting to use a different platform, four institutions use Moodle, four use Canvas, three use Coursera, one uses FutureLearn and one uses edX.

Open online learning activities are generally far less developed across the sector than blended and distance learning. The picture is largely unchanged from the last Survey and this context is indeed consistent with the findings from other questions in the Survey. Question 1.1 on driving factors for developing TEL found *Improving access to learning through the provision of open education resources* and *Improving access to learning through the provision of open education courses (e.g. MOOCs)* represent the two lowest ranking factors. Only one respondent to Question 2.1 cited *Open Education* strategies as informing the development of TEL and in Question 4.1 *Open online boundary courses* and *Open online courses for the public* were not delivered by 67% and 48% of responding institutions, respectively.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a main VLE)		*(94)*	*(39)*	*(44)*	*(11)*	*(78)*	*(5)*	*(9)*	*(2)*
Yes	92	98%	97%	100%	91%	97%	100%	100%	100%
No, another VLE (mainly) used	0	0%	0%	0%	0%	0%	0%	0%	0%
No, mode not supported using VLE across institution	0	0%	0%	0%	0%	0%	0%	0%	0%
No, mode not supported across institution	2	2%	3%	0%	9%	3%	0%	0%	0%

Table 3.4 (i): The *main* VLE and blended learning (campus-based courses)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Base: All respondents with a main VLE		*(94)*	*(39)*	*(44)*	*(11)*	*(78)*	*(5)*	*(9)*	*(2)*
Yes	70	75%	72%	84%	46%	72%	80%	89%	100%
No, another VLE (mainly) used	13	14%	23%	9%	0%	14%	20%	11%	0%
No, mode not supported using VLE across institution	0	0%	0%	0%	0%	0%	0%	0%	0%
No, mode not supported across institution	11	12%	5%	7%	55%	14%	0%	0%	0%

Table 3.4 (ii): The *main* VLE and distance learning

Table 3.4(iii) shows that 54% of institutions are not engaged in any form of open online delivery. Overall, 11% of responding institutions use their main VLE platform for open online learning with 30% opting to use a different delivery platform to support this activity. Unsurprisingly, where this type of learning is delivered by an 'other' VLE system, dedicated MOOC platforms are predominantly used with 19 institutions using FutureLearn's platform, three using Blackboard Open Education and two using Coursera. Other platforms that are referenced include Blackboard Course Sites, Moodle, BrightSpace and Iversity (n=1).

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a main VLE)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes	10	11%	5%	16%	9%	10%	0%	11%	50%
No, another VLE (mainly) used	28	30%	49%	21%	0%	30%	40%	33%	0%
No, mode not supported using VLE across institution	5	5%	10%	0%	9%	5%	0%	11%	0%
No, mode not supported across institution	50	54%	36%	63%	82%	55%	60%	44%	50%

Table 3.4 (iii): The *main* VLE and open online learning

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a main VLE)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes	58	62%	56%	79%	18%	64%	60%	56%	50%
No, another VLE (mainly) used	1	1%	0%	2%	0%	1%	0%	0%	0%
No, mode not supported using VLE across institution	2	2%	3%	2%	0%	1%	0%	0%	50%
No, mode not supported across institution	32	34%	41%	16%	82%	34%	40%	44%	0%

Table 3.4 (iv): The *main* VLE and Degree Apprenticeships

A question on degree apprenticeships was added to the 2020 survey to understand the use of VLEs in the delivery of this type of learning following the introduction of degree apprenticeships in 2015.

Degree apprenticeships are delivered at two-thirds of responding institutions (62%) and the majority use their main VLE to support this activity. Overall, 84% of Post-92 institutions reported they deliver Degree Apprenticeships, compared to 59% of Post-92 and 18% (n=2) of Other HE institutions.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a main VLE)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Institutionally-hosted and managed	33	36%	39%	28%	55%	38%	20%	33%	0%
Institutionally-managed but hosted by a third party	21	23%	28%	19%	18%	23%	40%	11%	0%
Cloud-based Software as a Service (SaaS) multi-tenant service	39	42%	33%	54%	27%	39%	40%	56%	100 %

Table 3.5: Hosting results for *main* institutional VLE

Question 3.5: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

This question aimed to determine the extent to which VLE provision is being outsourced by higher education institutions. Table 3.5 reveals that the percentage of *Institutionally-hosted and managed* main VLE services is continuing to decline from 67% in 2014 to 36% in 2020 - a drop of 12 percentage points from 2018. Other HE institutions do not follow this trend however, with 55% (n=6) reporting that their main VLE was *Institutionally-hosted and managed* in 2020 compared to 33% in 2018.

A fall is now also evident in the number of institutions that have VLE services hosted by

Top six main VLEs Row percentages shown	Institutionally-hosted & managed		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service	
(Base: All respondents with main VLE)	No	%	No	%	No	%
Moodle (46)	25	54%	17	37%	4	9%
Blackboard Learn (27)	7	26%	4	15%	16	59%
Canvas (by Instructure) (12)	0	0%	0	0%	12	100%
Brightspace (by D2L) (4)	0	0%	0	0%	4	100%
Blackboard Ultra (3)	0	0%	0	0%	3	100%
Other VLE – developed in-house (1)	1	100%	0	0%	0	0%

Table 3.5 (i): Hosting results per platform for *main* institutional VLE

a third party, from 38% in 2018 to 23% in 2020. In 2018 it was reported that the proportion of institutions opting for a SaaS service had doubled since 2016, although the figures remained low. In 2020, an even greater increase is recorded with the percentage of institutions opting for SaaS rising to 42%, triple the 14% reported in 2018. Post-92 institutions report the highest use of SaaS at 54%, compared to one-third of Pre-92 and 27% of Other HE institutions.

Table 3.5(i) provides a breakdown of results per platform, performed through a cross-tabulation of data for the main institutional VLE (Table 3.3) and how the platform is technically managed (Table 3.5). The results show that the institutions

using *Canvas*, *Brightspace* and *Blackboard Ultra* are based exclusively on *SaaS* services, but there has been very limited adoption of cloud-based versions of *Moodle* (9%), the leading main institutional VLE platform.

Table C3.5(i) in Appendix C compares 2020 hosting results with the picture reported in previous years and reveals that there has been a large increase in the percentage of *Blackboard* institutions using SaaS; with 59% of *Blackboard Learn* customers now on SaaS compared to just 5% in 2018. A move to SaaS is also reflected in the increased customer base for products such as *Canvas*, *Brightspace* and *Blackboard Ultra*; however, the reported hosting options for *Moodle* are similar to the figures reported in 2018.

Question 3.6: Who is the external provider that hosts your (main) VLE?

Question 3.6 invited respondents using an externally-hosted service for their main institutional VLE to provide details of their service provider. Note that the format of this question was changed from an open-response question in 2016 to a pre-coded list of options in 2018.

Table 3.6 shows the range of external providers hosting the main institutional VLE platforms and Table 3.6(i) presents a cross-tabulation of data comparing external provider (Question 3.6) with main institutional VLE (Question 3.3) - revealing which platforms external providers are hosting.

The number of institutions using the services of *Blackboard Managed Hosting* to host *Blackboard Learn* has dropped from 100% in 2018 to 95%, with one institution indicating that they are hosted by Blackboard SaaS environment (hosted on AWS). *CoSector* continues to be the main host for *Moodle*, although it has dropped from 80% in 2018 to 67% in 2020. A total of six (29%) other hosts for *Moodle* were identified, an increase on the 15% reported in 2018, and these included Catalyst (n=2), Overt software (n=1), eThink (n=1) and Titus Learning (n=1). The other external provider listed for *Brightspace* was D2L who host all instances of Brightspace reported.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents using external provider to host main VLE)		*(60)*	*(24)*	*(31)*	*(5)*	*(48)*	*(4)*	*(6)*	*(2)*
Blackboard Managed Hosting	22	37%	33%	45%	0%	35%	75%	17%	50%
CoSector (previously ULCC)	14	23%	29%	23%	0%	27%	25%	0%	0%
Instructure	12	20%	29%	13%	20%	19%	0%	33%	50%
Synergy Learning	1	2%	0%	3%	0%	0%	0%	17%	0%
Other external provider	11	18%	8%	16%	80%	19%	0%	33%	0%

Table 3.6: External hosting provider for *main* institutional VLE

External hosting provider	Blackboard Learn		Bright space (by D2L)		Canvas		Blackboard Ultra		Moodle		*Total*
	No.	%	No.	%	No.	%	No.	%	No.	%	
(Base: All respondents with externally-hosted main VLE)		*(20)*		*(4)*		*(12)*		*(3)*		*(21)*	*(60)*
Blackboard Managed Hosting	19	95%	0-	0%	0	0%	3	100%	0	0%	22
CoSector (previously ULCC)	0	0%	0	0%	0	0%	0	0%	14	67%	14
Instructure	0	0%	0	0%	12	100%	0	0%	0	0%	12
Synergy Learning	0	0%	0	0%	0	0%	0	0%	1	5%	1
Other external provider	1	5%	4	100%	0	0%	0	0%	6	29%	11

Table 3.6 (i): Cross-tabulation of External hosting provider and *main* institutional VLE

Question 3.7: Does your institution currently outsource its provision of any of the following? Provision refers to an institutional service being hosted by another organisation.

Questions 3.7 to 3.11 focused on the types of institutional TEL services which are outsourced (Question 3.7) or under consideration for outsourcing (Question 3.10), how they are outsourced (Question 3.8) and whether institutions are looking to bring services back in-house (Question 3.9).

Table 3.7 reveals that *Lecture capture platforms* continue to be the most commonly outsourced TEL service (54%), rising from 46% in the 2018 Survey. Outsourced *VLE platforms for blended learning* and *fully online courses* have risen since 2018, from 32% to 38% and 25% to 36% respectively. However, there has been a fall in the outsourcing of *VLE platforms for open online courses* from 27% in 2018 to 17% in 2020. Other notable changes include a rise in the outsourcing of *Learning analytics* - from 9% to 15%, and a fall in this support method for *Media streaming* from 33% in 2018 to 26% in 2020.

Table 3.8: How the institutional services identified in Question 3.7 are currently outsourced

This question aimed to identify the type of outsourcing used for the institutional services listed in Question 3.7. The data shows *e-portfolio* and *VLE platforms supporting blended learning courses* and *fully online courses* are now also predominantly delivered by SaaS, joining *Lecture capture platforms*, *Digital repositories* and *Media streaming* which continue to be mostly delivered by SaaS as first reported in 2018. All services have seen a growth in SaaS delivery apart from *VLE platform supporting open online courses* which has dropped to 44% from 61% in 2018. *VLE platforms supporting blended learning courses* sees the largest rise in delivery by SaaS, 24 percentage points higher than in 2018. There appears to be a shift in the balance of outsourcing activity from 2018 with SaaS delivery now more prevalent in general.

Question 3.9: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally-managed?

This question invited respondents to consider whether they would bring any outsourced TEL services back 'in-house', reverting to an institutionally-managed service model. Table 3.9 clearly shows that this is not a likely development, with only a small number of institutions currently considering bringing back services to an institutionally-managed service model.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Lecture capture platform	50	54%	59%	54%	36%	57%	60%	22%	50%
E-portfolio	36	39%	36%	47%	18%	39%	60%	33%	0%
VLE platform – supporting the delivery of blended learning courses	35	38%	36%	44%	18%	38%	40%	22%	100%
VLE platform – supporting the delivery of fully online courses	33	36%	36%	42%	9%	36%	40%	11%	100%
Digital repositories (e.g. Google Drive, Google Docs)	29	31%	26%	40%	18%	34%	20%	22%	0%
Media streaming	24	26%	26%	28%	18%	26%	20%	33%	0%
VLE platform – supporting the delivery of open online courses	16	17%	18%	21%	0%	18%	0%	11%	50%
Learning analytics	14	15%	8%	26%	0%	14%	40%	11%	0%
No outsourced provision	16	17%	21%	9%	36%	17%	20%	22%	0%

Table 3.7: Institutional services that are currently outsourced

Response Row percentages shown, based on numbers in brackets	Institutionally-managed but hosted by a third party		Cloud-based Software as a Service (SaaS) multi-tenant service		Don't know	
	No.	%	No.	%	No.	%
Lecture capture platform (50)	9	18%	41	82%	0	0%
E-portfolio (36)	14	39%	22	61%	0	0%
VLE platform – supporting the delivery of blended learning courses (35)	13	37%	22	63%	0	0%
VLE platform – supporting the delivery of fully online courses (33)	14	42%	19	58%	0	0%
Digital repositories (e.g. Google Drive, Google Docs) (29)	7	24%	22	76%	0	0%
Media streaming (24)	8	33%	16	67%	0	0%
VLE platform – supporting the delivery of open online courses (16)	8	50%	7	44%	1	6%
Learning analytics (14)	7	50%	7	50%	0	0%

Table 3.8: How the institutional services identified in Question 3.7 are currently outsourced

Response	Total	
	No	%
(Base: All respondents that currently outsource some provision)		*(77)*
VLE platform – supporting the delivery of fully online courses	3	4%
VLE platform – supporting the delivery of blended learning courses	2	3%
Lecture capture platform	1	1%
E-portfolio	1	1%
Digital repositories (e.g. Google Drive, Google Docs)	1	1%
Media streaming	1	1%
VLE platform – supporting the delivery of open online courses	1	1%
Learning analytics	0	0%
Don't know	1	1%
None being considered for bringing back in-house	69	90%

Table 3.9: Services that are currently outsourced are under consideration for bringing back in to be institutionally-managed.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes	29	31%	33%	28%	36%	34%	20%	22%	9%
None being considered for outsourcing	57	61%	62%	63%	55%	58%	80%	67%	100%
Don't know	7	8%	5%	9%	9%	8%	0%	11%	0%

Table 3.10: Formally considering the outsourcing of some or all of their provision

Question 3.10: Is your institution formally considering the outsourcing of some or all of your provision for any of the following? Provision refers to an institutional service being hosted by another organisation?

Question 3.10 invited respondents to confirm whether they were considering outsourcing the provision of any of their existing institutionally-managed TEL services. Overall, 31% of respondents confirmed that they were considering such a development, a drop from 46% in 2018.

Top five services	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
VLE platform – supporting the delivery of blended learning courses	10	11%	10%	12%	9%	12%	20%	0%	0%
Lecture capture platform	9	10%	8%	12%	9%	10%	0%	11%	0%
Media streaming	8	9%	5%	14%	0%	10%	0%	0%	0%
Learning analytics	6	7%	8%	5%	9%	7%	0%	11%	0%
VLE platform – supporting the delivery of fully online courses	5	5%	3%	7%	9%	7%	0%	0%	0%

Table 3.10 (a): Services being formally considered for outsourcing – top five

Following on from Table 3.10, Table 3.10 (a) identifies the services that are being considered for outsourcing. The results show that the leading candidate for outsourcing is the *VLE platform supporting blended learning courses*, followed by the *Lecture capture platform*. Although the numbers are quite small, consideration of outsourced VLE provision for blended learning reflects the prevailing trend in VLE service management, with the move away from institutionally-hosted and managed services in this domain, as shown in Table 3.5.

Top five services Row percentages shown	Institutionally-managed but hosted by a third party		Cloud-based Software as a Service (SaaS) multi-tenant service		Don't know/ options still being considered	
(Base: All respondents considering service for outsourcing)	No.	%	No.	%	No.	%
VLE platform – supporting the delivery of blended learning courses (10)	4	40%	6	60%	3	30%
Lecture capture platform (9)	2	18%	5	46%	4	36%
Media streaming (8)	1	13%	6	75%	1	13%
Learning analytics (6)	3	50%	0	0%	3	50%
VLE platform – supporting the delivery of fully online courses (5)	2	40%	4	80%	1	20%

Table 3.11: Options being considered for outsourcing of top five services

Question 3.11: What option(s) are being considered for the outsourcing of this provision?

This question aimed to identify the type of outsourcing being considered for the institutional services listed in Question 3.10, and respondents were able to select more than one answer. The data shows that SaaS is the primary method of outsourcing being considered for all candidate services, apart from *Learning analytics* where 50% (n=3) of respondents are considering *Institutionally managed but hosted by a third party* and 50% (n=3) are unsure.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes, do partner for one or more aspects	32	34%	46%	30%	9%	35%	40%	22%	50%
No, do not partner for any aspect	46	50%	46%	56%	36%	46%	60%	78%	50%
Do not have fully online/distance learning provision	13	14%	8%	9%	55%	17%	0%	0%	0%
Don't know	2	2%	0%	5%	0%	3%	0%	0%	0%

Table 3.12: Whether institution partners with online programme management company

Question 3.12: Does your institution partner with an online programme management company or similar for any aspect of your fully online/distance learning provision?

This is a new question in the 2020 Survey and was introduced to understand how many institutions work with online programme management companies to deliver their fully online/distance learning provision. Overall, 34% of institutions report having a partner for this provision, with 46% of Pre-92 institutions reporting working with a partner compared to 30% of Post-92 and 9% of Other HE institutions.

Question 3.13: Which of the following services are outsourced and which are done in-house?

This is a new question in the 2020 Survey which follows on from Question 3.12, and respondents were asked to specify whether services are outsourced or done in-house. It should be noted that only one option could be selected which may affect the results for institutions who use multiple methods.

Table 3.13 demonstrates that outsourcing of services is greater than in-house provision for *Market and demand analysis* (50% outsourced) and M*arketing and recruitment* (56% outsourced). For *Marketing and demand analysis*, Pearson (n=4), FutureLearn (n=2) and Get Smarter/2U (n=2) were the most cited companies, and no other company was specified by more than one responding institution. For *Marketing and recruitment*, Pearson (n=5) and Get Smarter/2U (n=2) were the only companies with more than one entry.

In-house provision is reported as notably more common than outsourcing for A*cademic staff training and support* (72%), O*nline tutors* (59%) and *Enrolment management* (50%). *Academic staff training and support* is provided mostly by TEL and Learning/Teaching units and *Online tutors* are predominantly based in Faculties/Departments. The picture is more varied for *Enrolment management* with Registry and Admissions getting most references (n=2 each).

For *Content design and development,* the split between in-house and outsourced provision is more even, with Pearson (n=4) and Get Smarter/2U (n=2) the only companies mentioned more than once. In terms of in-house support, *Content design and development* is primarily provided by Faculties/Departments (n=4) and TEL Units (n=3).

Response *Row percentages shown*	Outsourced		In-house		Don't know/don't have	
(Base: All respondents that partner, n = 32)	No.	%	No.	%	No.	%
Market and demand analysis	16	50%	8	25%	8	25%
Marketing and recruitment	18	56%	9	28%	5	16%
Enrolment management	11	34%	16	50%	5	16%
Content design and development	13	41%	14	44%	5	16%
Academic staff training and support	6	19%	23	72%	3	9%
Technology solutions (eg VLE)	13	41%	17	53%	2	6%
Online tutors	5	16%	19	59%	8	25%
Student support and retention	15	47%	12	38%	5	16%

Table 3.13: How specific services are provided

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes, and do collaborate as a result	9	10%	13%	5%	18%	8%	20%	22%	0%
Yes, currently under consideration so no decision reached	6	7%	10%	5%	0%	7%	20%	0%	0%
Yes, did consider but decided not to collaborate	0	0%	0%	0%	0%	0%	0%	0%	0%
No, have not considered	69	74%	67%	79%	82%	78%	60%	56%	50 %
Don't know	9	10%	10%	12%	0%	8%	0%	22%	50 %

Table 3.14: Considered collaboration with other HE institutions

Question 3.14: Has your institution formally considered collaboration with other HE institutions in the delivery of technology enhanced learning services or resources to staff? Please include institutions both in the UK and abroad.

Table 3.14 summarises the returns for Question 3.14, which invited respondents to confirm whether they had considered collaboration with other HE institutions in the delivery of TEL services. As in previous surveys, most institutions (74%) have not considered or are not currently collaborating with other HE institutions.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that considered collaboration with other HE institutions)		*(15)*	*(9)*	*(4)*	*(2)*	*(11)*	*(2)*	*(2)*	*(0)*
Designing and sharing course resources	6	40%	56%	0%	50%	46%	50%	0%	0%
Joint course collaboration, blended learning (fly out faculty, teach in situ)	6	40%	44%	50%	0%	46%	0%	50%	0%
Joint course delivery, fully online	4	27%	22%	25%	50%	27%	0%	50%	0%
Other idea for collaboration	4	27%	22%	50%	0%	18%	50%	50%	0%

Table 3.15: Nature of collaboration with other HE institutions

Question 3.15: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

Table 3.15 highlights that, of those respondents reporting they already collaborate or are considering it, *Designing and sharing course resources* and *Joint course collaboration* were the most common forms of collaboration reported, both 40% (n=6). Other ideas for collaboration included learning analytics; VLE hosting/provision for other institutions; online communities; and procurement of tools and platforms, which were each selected by one respondent.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes, and do collaborate as a result	15	16%	23%	14%	0%	14%	20%	33%	0%
Yes, currently under consideration so no decision reached	9	10%	15%	7%	0%	10%	20%	0%	0%
Yes, did consider but decided not to collaborate	4	4%	3%	7%	0%	5%	0%	0%	0%
No, have not considered	51	55%	41%	61%	82%	57%	20%	56%	50%
Don't know	14	15%	18%	12%	18%	13%	40%	11%	50%

Table 3.16: Considered collaboration with commercial partners

Question 3.16: Has your institution formally considered collaboration with commercial partners in the delivery of TEL services or resources to staff? Please include partners both in the UK and abroad.

Table 3.16 shows that more than half of respondents (55%) have not considered collaborating with commercial partners, a slight increase on the 49% reported in 2018. However, as in 2018, figures indicate that the combined number of institutions that collaborate or are currently considering doing so with commercial partners (26%) is greater than the number considering collaborations with HE institutions (16%), as reported in Table 3.14.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that considered collaboration with commercial partners)		*(28)*	*(16)*	*(12)*	*(0)*	*(23)*	*(2)*	*(3)*	*(0)*
Fully online/distance learning	27	96%	94%	100%	0%	96%	100%	100%	0%
Design and delivery of open learning	3	11%	19%	0%	0%	13%	0%	0%	0%
Degree apprenticeships	0	0%	0%	0%	0%	0%	0%	0%	0%
Other idea for collaboration	0	0%	0%	0%	0%	0%	0%	0%	0%

Table 3.17: Nature of collaboration with commercial partners

Question 3.17: What (do you collaborate/are you considering collaborating/did you consider collaborating) on

Respondents considering collaborating with commercial partners in the delivery of TEL services were presented with pre-coded response options to help identify the nature of the collaboration. Table 3.17 summarises the results, revealing that, as in 2018, collaboration in *Fully online/distance learning* is notably the most common form of activity (96%), this is followed by collaboration in the *Design and delivery of open learning*, although it is some way behind (11%; n=3). This year, in contrast with 2018, none of the responding institutions indicated that they were collaborating, or considering collaborating, with commercial partners for *Degree apprenticeships*.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes	65	70%	69%	70%	73%	69%	100%	67%	50%
No	28	30%	31%	30%	27%	31%	0%	33%	50%

Table 3.18: Institutional review of TEL facility or system in last two years

Question 3.18: Have you undertaken a review of a major institutional TEL facility or system in the last two years?

For the next set of questions (3.18 – 3.26), participants were invited to report on any TEL facility or system that they had reviewed in the last two years or are planning to review in the *next* two years, with Question 3.26 posing this new question relating to planned reviews. Questions 3.23 and 3.24 are also new to the survey for this year and both relate to the new ucisa VLE Toolkit.

A record high of 70% of responding institutions reported that some form of TEL review had been conducted in the last two years, surpassing the previous highest result of 62% in 2012 (when this question was first added to the Survey). TEL review activity

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have undertaken a review)		*(65)*	*(27)*	*(30)*	*(8)*	*(53)*	*(5)*	*(6)*	*(1)*
VLE	50	77%	78%	73%	88%	76%	100%	67%	100%
Lecture capture	28	43%	52%	37%	38%	38%	60%	83%	0%
Digital accessibility tools*	24	37%	44%	37%	13%	40%	60%	0%	0%
E-portfolio	19	29%	33%	27%	25%	36%	0%	0%	0%
Polling tools*	15	23%	33%	20%	0%	21%	60%	17%	0%

Table 3.19: TEL facilities or systems that have been reviewed in the last two years – top five

is now evenly spread across the institutional types, with Pre-92 institutions up to 69% (from 45% in 2018) and Post-92 institutions up to 70% (from 44% in 2018). An increase in reviews is also evident from English institutions (up to 69% from 46% in 2018), and Welsh institutions (up to 100% (n=5) from 14% in 2018).

Question 3.19: Which major TEL facilities or systems have you reviewed in the last two years?

VLE reviews remain the most conducted, retaining the top position since the 2016 Survey (when this question was introduced). *Lecture capture* also retains the second spot for the third survey in a row, with the overall percentage dropping slightly to 43% in 2020 from 47% in both

Main institutional VLE	Conducted review in last two years		
	Number reviewing their VLE	Main VLE total (3.3)	%
Moodle	25	46	54%
Blackboard Learn	17	28	61%
Canvas (by Instructure)	3	12	25%
Brightspace (by D2L)	3	4	75%
Blackboard Ultra	2	3	67%

Table 3.19 (i): Cross tabulation of '*main* institutional VLE' with 'VLE review conducted in the last two years'

2016 and 2018. The drop is attributable to both Pre-92 (from 57% in 2018 to 52% in 2020) and Post-92 institutions (from 47% in 2018 to 37% in 2020).

Four new response items appear in this question for 2020 – *Digital accessibility tools* and *Polling tools* land straight into the top five (placing 3rd and 5th with 37% and 23% respectively). Also new and entering at the lower half of the table (see Table A3.19 in Appendix A) is *Webinar platform* (which enters at joint 7th with *Learning analytics* at 20%), and *Collaborative tools* (which enters at joint 6th).

Table 3.19 (i) provides a breakdown of results per platform, performed through a cross-tabulation of data for main

institutional VLE (Table 3.3) and whether a review of the VLE has taken place in the last two years (Table 3.19). Care needs to be taken in interpreting the data from this table. The reviews will not necessarily have taken place for the platforms listed in Table 3.19(i) – in some cases they will have been for predecessor systems. Following on from 2018, when it was shown that the outcomes of five institutional VLE reviews had resulted in the adoption of *Canvas* as the main VLE, *Canvas* users have reported the lowest level of evaluation activity in 2020 (25%) - compared to levels of more than 50% in the remaining top five platforms.

Question 3.20: Please write the outcome of the review on these TEL facilities or systems

Table 3.20(i) below summarises the outcomes of the VLE reviews that were reported in this year's Survey and Table C3.20 in Appendix C presents a longitudinal picture of VLE review outcomes looking back to 2012. Responses this year show that upgrading the existing VLE has been the most common outcome, which possibly indicates a stabilisation from 2018 where one in four reviews resulted in a decision to switch platform (although the 9 ongoing reviews may well reveal a different story in the future). Overall, the same number of institutions decided to stay with their current VLE (n=9) as to switch to a new one/consolidate multiple into a new one in 2020. We also see our first example of a move from one external hosting provider to another – coupled with the switch to external hosting (n=7), this could be the first sign of a competitive market in the making.

Table 3.20(i): Outcomes of the VLE review

(Base: All respondents)	Frequency *(50)*
Continue with the same VLE and upgrade to latest version • Moodle • Upgrade not specified • Blackboard	15 (6) (6) (3)
Review process not yet completed	9
Continue with the same VLE • Moodle • Blackboard Learn	9 (5) (4)
Switch to a different VLE • From Blackboard to Brightspace (by Desire2Learn) • From Blackboard to Canvas (by Instructure) • From Sakai to Canvas • From not specified to Canvas (by Instructure) • From not specified to Blackboard Ultra • Consolidating multiple VLE platforms into single platform (Canvas) • From not specified to new VLE (not specified)	9 (3) (1) (1) (1) (1) (1) (1)
Switch to external hosting for same VLE • Move to Blackboard Managed Hosting (for Blackboard Learn) • Move to external hosting provider (not specified) • Move to external hosting provider (for Moodle)	7 (2) (3) (2)
Switch external hosting provider • (Moodle) Move from CoSector to Titus Learning	1 (1)

(Base: All respondents)	*Frequency (26)*
New system implementation/Pilot • **Panopto** • **Planet eStream** • **Not specified** • **New policy updates**	12 (6) (2) (2) (2)
In Progress	7
Stay with current system • **Panopto**	2 (2)
Change of system • **From not specified to Panopto** • **Not specified**	2 (1) (1)

Table 3.20(ii): Outcomes of the Lecture Capture review

Tables 3.20(ii) – (xi) summarise the outcomes from the TEL systems that have been reviewed. Note that not all respondents provided details of the outcome of the review (possibly because it had not been completed at the time of the Survey), with the figures in the tables and in Appendix A based on those providing details of the outcome.

A selection of the tables for the leading tools (n>=10) are presented here and the full set of results are available in Tables A3.20a – xiv. Table 3.20(ii) shows that *Lecture capture* reviews have mostly focused on the implementation or piloting of new systems, as was the case in 2018, with half of the reviews resulting in the implementation of Panopto.

(Base: All respondents)	Frequency *(24)*
New system implementation • **Implemented Blackboard Ally** • **Implemented Blackboard Ally and Ally for Websites** • **Implemented Blackboard Ally and ReadSpeaker (in VLE)** • **Implemented SensusAccess**	21 (17) (2) (1) (1)
In Progress	2
Offering staff guidance and training only	1

Table 3.20 (iii): Outcomes of the Digital Accessibility tools review*

Table 3.20(iii) shows the surge in demand for a *Digital accessibility* solution (one of the four newly added response items for 2020), with Blackboard Ally being selected by 95% of institutions. *Collaborative tools* (a new response item for 2020) is presented in Table 3.20(vi) where we see that 67% of institutions (n=8) have implemented Office 365. *Polling tools* also appears as a response item for the first time this year and Table 3.20(v) shows that new implementations are the most common review outcome, with Mentimeter being the most popular solution to implement. *Webinar platform* - the fourth and final new item for 2020 – shows a diverse approach across all institutions, with no clear pattern emerging at this stage.

(Base: All respondents)	Frequency *(19)*
In progress	7
Continue with current system • **PebblePad** • **MyProgress** • **MyKnowledgeMap** • **Expanding role of current system (not specified)**	6 (3) (1) (1) (1)
Change/introduction of system • **Implement PebblePad** • **Pilot of OneNote** • **Implemented PebblePad as 2nd e-portfolio system (for specific needs of one degree programme)**	4 (2) (1) (1)
Upgrade current system • **Mahara** • **Not specified**	2 (1) (1)

Table 3.20 (iv): Outcomes of the e-portfolio review

(Base: All respondents)	Frequency *(15)*
New system implementation/pilot • **Mentimeter implemented** • **Piloting VeVox** • **Trialling Mentimeter and Socrative**	5 (3) (1) (1)
In progress	4
Switch to a different system • **From TurningPoint to Ombea** • **From not specified to SaaS (not specified)** • **From not specified to VeVox**	3 (1) (1) (1)
Recommend use of a range of tools	2
Continue with current system • **Mentimeter**	1 (1)

Table 3.20 (v): Outcomes of the Polling tools review*

(Base: All respondents)	Frequency *(12)*
New system implementation • Office365 (including Teams) • Implementation of Office 365 and Zoom	8 (7) (1)
In progress • Review not specified • Review of Office 365 and Teams	2 (1) (1)
Upgrade existing system • Blackboard Collaborate Ultra	1 (1)
Continue with current system • Cisco Webex	1 (1)

Table 3.20 (vi): Outcomes of the Collaborative tools review*

(Base: All respondents)	Frequency *(14)*
EMA solution via VLE	5
In progress	4
Pilot/investigating WISEFlow	2
EMA Project not specified	2
Moving from in-house to WiseFlow	1

Table 3.20 (vii): Outcomes of the EMA review

(Base: All respondents)	Frequency (14)
In progress	7
Move system • Moved from Helix server to MS Stream • Moved from Helix server to Planet eStream • Moved from Kaltura to Panopto • Changed supplier (not specified)	4 (1) (1) (1) (1)
New system implementation • Panopto • Kaltura	3 (2) (1)

Table 3.20 (viii): Outcomes of the Media streaming review

(Base: All respondents)	Frequency *(13)*
Review ongoing	5
Jisc pilot project	4
Use of Intelliboard (with Moodle)	1
Decision not to progress	1
Partner implementation of Enterprise Data Warehouse and apps/dashboard developed in house	1
Signed up to Jisc Analytics and also developed in house	1

Table 3.20 (ix): Outcomes of the Learning Analytics review

(Base: All respondents)	Frequency *(13)*
Switch to a different system • From Skype to Zoom • From Adobe Connect to Blackboard Collaborate • From Adobe Connect toBigBlueButton • From Webex to Zoom and MS Teams • Addition of Zoom to compliment Blackboard Collaborate	5 (1) (1) (1) (1) (1)
Continue with the same system • BigBlueButton • Cisco Webex • Adobe Connect	4 (2) (1) (1)
In progress	3
Adopted a devolved platform selection strategy	1

Table 3.20 (x): Outcomes of the Webinar platform review*

Response	Total		Type			Country			
	No	*%*	*Pre-92*	*Post-92*	*Other*	*Eng*	*Wal*	*Scot*	*NI*
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Planning a review in the next year	27	29%	33%	26%	27%	29%	40%	22%	50%
Planning a review in the next two years	31	33%	36%	30%	36%	33%	60%	33%	0%
Not planning a review in the next two years	35	38%	31%	44%	36%	39%	0%	44%	50%

Table 3.21: Institutional review of TEL facility or system in next two years

Question 3.21: Are you planning to undertake a review of a major institutional TEL facility or system within the next two years?

Table 3.21 shows that 62% of responding institutions are planning to conduct TEL reviews within the next two years, which is down marginally from 65% in 2018. Question 3.22 goes on to identify what systems are planned for review.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents planning a review)		*(58)*	*(27)*	*(24)*	*(7)*	*(47)*	*(5)*	*(5)*	*(1)*
VLE	37	64%	59%	67%	71%	66%	80%	40%	0%
Lecture capture	17	29%	41%	25%	0%	19%	80%	60%	100%
E-portfolio	17	29%	26%	29%	43%	30%	60%	0%	0%
Digital accessibility tools*	16	28%	30%	33%	0%	23%	40%	40%	100%
E-assessment	15	26%	41%	17%	0%	23%	20%	60%	0%

Table 3.22: TEL facilities or systems to be reviewed in the next two years – top five

Main institutional VLE	VLE review to be conducted in next two years		
	Number planning to review their VLE	Main VLE total (3.3)	%
Moodle	23	46	50%
Blackboard Learn	10	28	36%
Canvas (by Instructure)	2	12	17%
Brightspace (by D2L)	0	4	0%
Blackboard Ultra	1	3	33%

Table 3.22 (i): Cross tabulation of 'main institutional VLE' with 'VLE review to be conducted in the next two years'

Question 3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

The *VLE* remains the most common system to be the focus of a forthcoming review (64%), with *Lecture capture* now joined by *e-portfolio* in second position (29%), closely followed by *Digital accessibility tools* with 28% (new for 2020). The data appears to be more polarised than in 2018, with a wide gap between *VLE* and the remaining facilities and systems, which have a tight grouping across second to eighth position (see Table A3.22 in Appendix A for the full table).

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Was not aware of the Toolkit before completing this survey	19	20%	10%	26%	36%	20%	20%	33%	0%
Aware of the Toolkit, but have not looked at it	27	29%	31%	28%	27%	27%	20%	44%	50%
Aware of the Toolkit and have looked at it	38	41%	46%	37%	36%	43%	60%	11%	50%
Have already used the Toolkit to review our VLE(s)	9	10%	13%	9%	0%	10%	0%	11%	0%
Have not used the Toolkit yet, but will be using it to review our VLE(s)	0	0%	0%	0%	0%	0%	0%	0%	0%

Table 3.23: Awareness and use of ucisa VLE Review Toolkit

Question 3.23: As you may be aware, ucisa have recently launched a VLE Review Toolkit, more information about which can be found at: http://vle.ucisa.ac.uk/

Which one of the following best describes your awareness and use of the toolkit?

This question is new to the Survey for this year, following the launch of ucisa's VLE Review toolkit in June 2019. Overall, 41% of respondents were *Aware of the Toolkit and have looked at it*, while 29% were *Aware of the Toolkit, but have not looked at it* and 20% were *not aware of the Toolkit before completing this Survey*.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(47)*	*(23)*	*(20)*	*(4)*	*(41)*	*(3)*	*(2)*	*(1)*
Yes	10	21%	26%	20%	0%	17%	67%	50%	0%
No	37	79%	74%	80%	100%	83%	33%	50%	100%

Table 3.24: Other technology reviewed with ucisa VLE Toolkit

Question 3.24: Have you used or are you planning to use the Toolkit to review any other technology?

Question 3.24 is also new for this year, and Table 3.24 shows that 21% of respondents reported that they have used or plan to use the ucisa toolkit to review other technology.

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Question 3.25 invited respondents to identify the range of TEL tools that are centrally provided for students. This question has been used in previous Surveys dating back to 2008. Two items have been modified in order to more accurately reflect recent developments in synchronous/asynchronous systems and practices – *Synchronous collaborative tools (e.g. virtual classroom)* now presents as *Collaborative tools (e.g. MS Teams)*, and *Webinar* has now become *Webinar/virtual classroom*.

Table 3.25 shows the top 12 centrally-supported tools most commonly used by students. The table is generally consistent with the 2018 responses, and the majority of tools retain very similar positions. However, there have been some notable shifts since the last TEL Survey. *Webinar/virtual classroom* tools makes the biggest positive jump, entering the top 12 in joint 8th place (up 6 from 2018). This seems to be particularly attributable to both Pre-92 and Post-92 institutions, which both rise around 20 percentage points from 2018, compared to only a 6-percentage point rise from the Other HE institutions. Sharing 8th place is *Reading list management software*, which is the joint-second biggest improver moving up from 12th in 2018. *Collaborative tools (e.g. MS Teams)* also moves up four places, now in 12th place from 16th in 2018.

Table A3.25 in Appendix A captures the full set of results for this question and Table C3.25 in Appendix C presents the longitudinal picture dating back to 2008. *Lecture capture tools* retain 6th place again this year, and continues its constant upwards trajectory, now at 81% (up from 75% in 2018). This is its fourth survey in a row to report growth – a statistic that has yet to be rivalled. There has been a notable increase in the provision of *Lecture capture tools* from the Other HE institutions, which reported only 20% in 2018 (now 64%). Both the *Summative* and *Formative e-assessment tools* have seen growth from 2018 in the Pre-92 and Post-92 institutions, with the rate of adoption being slightly higher on both counts from the Pre-92 institutions.

In addition to indicating the types of tools that are centrally-supported, respondents were invited to identify the specific tools that they are using. A selection of the tables for the leading tools (n>=10) is presented below and the full set of results are available in Tables A3.25a–aa. Please note that the percentage scores are calculated based on the total number of respondents for the question, rather than the total population for the Survey.

The results in Table 3.25a show that *Moodle* is still the most common VLE platform, holding its position from 2018. *Blackboard Learn* retains the second

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Virtual Learning Environment (VLE)	85	91%	87%	93%	100%	92%	80%	89%	100%
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	81	87%	92%	91%	55%	88%	100%	67%	100%
Document sharing tool (e.g. Google Docs, Office 365)	80	86%	85%	88%	82%	87%	100%	67%	100%
Asynchronous communication tools (e.g. discussion forums)	79	84%	90%	84%	64%	87%	100%	56%	100%
Formative e-assessment tool (e.g. quizzes)	76	82%	92%	84%	36%	84%	100%	44%	100%
Lecture capture tools	75	81%	90%	77%	64%	81%	100%	67%	100%
Summative e-assessment tools (e.g. quizzes)	71	76%	85%	79%	36%	78%	100%	44%	100%
Reading list management software	67	72%	77%	77%	36%	73%	80%	56%	100%
Webinar/virtual classroom	67	72%	82%	72%	36%	71%	100%	56%	100%
E-portfolio	66	71%	62%	81%	64%	73%	60%	67%	50%
Electronic Management of Assignments (EMA)	62	67%	67%	72%	46%	66%	100%	44%	100%
Collaborative tools (e.g. MS Teams)	58	62%	64%	61%	64%	62%	80%	44%	100%

Table 3.25: Centrally-supported software tools used by students – top 12

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported VLE)		*(84)*	*(34)*	*(38)*	*(11)*	*(69)*	*(4)*	*(8)*	*(2)*
Moodle	46	55%	59%	45%	82%	58%	25%	50%	50%
Blackboard	23	27%	26%	34%	9%	26%	75%	13%	50%
Canvas	15	18%	26%	13%	9%	16%	25%	25%	50%

Table 3.25a: Centrally-supported virtual learning environment – top three

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported text matching tools)		*(80)*	*(36)*	*(38)*	*(6)*	*(67)*	*(5)*	*(6)*	*(2)*
Turnitin	78	98%	97%	100%	83%	97%	100%	100%	100%

Table 3.25b: Centrally-supported text matching tools – top solution

however, it has dropped from 43% in 2018 to 27% in 2020, with decreases across the institution types. In contrast, third place *Canvas* doubled its percentage from 2018, rising from 9% to 18%. These three VLEs also maintain this same order as the top solutions for *Asynchronous communication*, *Formative e-assessment* and *Summative e-assessment tools*.

Table 3.25j illustrates that *Mahara* and *PebblePad* continue to share the majority of the e-portfolio market, with *Mahara* maintaining the greater share from 2014 onwards. Looking forwards, the newly added *Collaborative tools (e.g. MS Teams)* (Table 3.25l) may be one to watch, with *MS Teams* already establishing a leading position in this opening year (69%).

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported document sharing tool)		*(79)*	*(33)*	*(37)*	*(9)*	*(66)*	*(5)*	*(6)*	*(2)*
Office 365	66	84%	82%	84%	89%	82%	100%	83%	100%
Google Docs	15	19%	24%	16%	11%	23%	0%	0%	0%

Table 3.25c: Centrally-supported document sharing tool – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported asynchronous communication tools)		*(78)*	*(35)*	*(36)*	*(7)*	*(66)*	*(5)*	*(5)*	*(2)*
Moodle	38	49%	49%	44%	71%	53%	20%	40%	0%
Blackboard	19	24%	20%	31%	14%	24%	60%	0%	0%
Canvas	9	12%	17%	8%	0%	12%	0%	20%	0%
MS Teams	9	12%	14%	11%	0%	12%	20%	0%	0%

Table 3.25d: Centrally-supported asynchronous communication tools – top four

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported formative e-assessment tool)		*(75)*	*(36)*	*(35)*	*(4)*	*(64)*	*(5)*	*(4)*	*(2)*
Moodle	35	47%	47%	43%	75%	50%	20%	50%	0%
Blackboard	22	29%	25%	34%	25%	28%	60%	0%	50%
Canvas	12	16%	22%	11%	0%	16%	0%	25%	50%

Table 3.25e: Centrally-supported formative e-assessment tool – top three

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported lecture capture tools)		*(75)*	*(35)*	*(33)*	*(7)*	*(62)*	*(5)*	*(6)*	*(2)*
Panopto	45	60%	60%	64%	43%	61%	80%	33%	50%
Echo360	13	17%	29%	9%	0%	19%	0%	17%	0%

Table 3.25f: Centrally-supported lecture capture tools – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported summative e-assessment tools)		*(71)*	*(33)*	*(34)*	*(4)*	*(60)*	*(5)*	*(4)*	*(2)*
Moodle	29	41%	39%	38%	75%	43%	20%	50%	0%
Blackboard	21	30%	24%	35%	25%	28%	60%	0%	50%
Canvas	11	15%	21%	12%	0%	15%	0%	25%	50%

Table 3.25g: Centrally-supported summative e-assessment tools – top three

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported reading list management software)		*(66)*	*(30)*	*(32)*	*(4)*	*(55)*	*(4)*	*(5)*	*(2)*
Talis (inc. Aspire, Elevate and Resource Lists)	41	62%	63%	66%	25%	67%	50%	40%	0%
Leganto (by ExLibris)	12	18%	30%	9%	0%	16%	50%	20%	0%

Table 3.25h: Centrally-supported reading list management software – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported webinar/virtual classroom)		*(67)*	*(32)*	*(31)*	*(4)*	*(55)*	*(5)*	*(5)*	*(2)*
Blackboard Collaborate	16	24%	16%	35%	0%	27%	20%	0%	0%
Adobe Connect	16	24%	31%	16%	25%	27%	0%	0%	50%
Zoom	15	22%	25%	16%	50%	22%	40%	20%	0%

Table 3.25i: Centrally-supported webinar/virtual classroom – top three

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported e-portfolio)		*(65)*	*(24)*	*(34)*	*(7)*	*(55)*	*(3)*	*(6)*	*(1)*
Mahara	32	49%	58%	44%	43%	49%	67%	50%	0%
Pebblepad	21	32%	29%	41%	0%	35%	33%	17%	0%

Table 3.25j: Centrally-supported e-portfolio – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported Electronic Management of Assignments)		(61)	(26)	(30)	(5)	(50)	(5)	(4)	(2)
Turnitin	35	57%	58%	63%	20%	56%	80%	50%	50%
Moodle	20	33%	27%	33%	60%	34%	20%	50%	0%
Blackboard	17	28%	23%	33%	20%	28%	40%	0%	50%
In-house	6	10%	12%	3%	40%	12%	0%	0%	0%
Canvas	6	10%	15%	7%	0%	8%	0%	25%	50%

Table 3.25k: Centrally-supported Electronic Management of Assignments* – top five

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported collaborative tools)		(58)	(25)	(26)	(7)	(48)	(4)	(4)	(2)
MS Teams	40	69%	80%	62%	57%	65%	100%	75%	100%

Table 3.25l: Centrally-supported collaborative tools (e.g. MS Teams) – top solution

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported mobile apps)		*(54)*	*(20)*	*(28)*	*(6)*	*(44)*	*(3)*	*(5)*	*(2)*
Blackboard	14	26%	15%	36%	17%	25%	67%	0%	50%
CampusM	11	20%	35%	14%	0%	25%	0%	0%	0%

Table 3.25m: Centrally-supported mobile apps – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported personal response systems)		*(55)*	*(26)*	*(27)*	*(2)*	*(47)*	*(2)*	*(4)*	*(2)*
TurningPoint (by Turning Technologies)	17	31%	42%	22%	0%	30%	50%	25%	50%
Mentimeter	13	24%	19%	30%	0%	19%	50%	50%	50%
Poll Everywhere	9	16%	15%	15%	50%	19%	0%	0%	0%
Vevox	6	11%	8%	11%	50%	13%	0%	0%	0%

Table 3.25n: Centrally-supported personal response systems – top four

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported media steaming system)		*(53)*	*(20)*	*(27)*	*(6)*	*(43)*	*(2)*	*(6)*	*(2)*
Panopto	19	36%	40%	30%	50%	35%	100%	17%	50%
Medial	10	19%	10%	30%	0%	19%	0%	33%	0%
Planet eStream	10	19%	5%	19%	67%	21%	0%	17%	0%
MS Stream	7	13%	20%	11%	0%	14%	50%	0%	0%
Kaltura	6	11%	15%	11%	0%	14%	0%	0%	0%

Table 3.25o: Centrally-supported media steaming system – top five

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported blog)		*(52)*	*(24)*	*(24)*	*(4)*	*(42)*	*(5)*	*(3)*	*(2)*
Blackboard	16	31%	29%	33%	25%	29%	60%	0%	50%
WordPress	16	31%	17%	46%	25%	36%	20%	0%	0%
Moodle	11	21%	25%	21%	0%	24%	20%	0%	0%
Campus Pack	5	10%	17%	4%	0%	7%	40%	0%	0%

Table 3.25p: Centrally-supported blog – top four

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported synchronous collaborative tools)		*(47)*	*(19)*	*(27)*	*(1)*	*(40)*	*(1)*	*(5)*	*(1)*
Blackboard Collaborate	13	28%	21%	33%	0%	33%	0%	0%	0%
Adobe Connect	12	26%	37%	19%	0%	30%	0%	0%	0%
Zoom	8	17%	26%	11%	0%	20%	0%	0%	0%
BigBlueButton	6	13%	16%	11%	0%	13%	0%	20%	0%
MS Teams	6	13%	11%	15%	0%	15%	0%	0%	0%

Table 3.25q: Centrally-supported synchronous collaborative tools (e.g. virtual classroom) – top five

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported wiki)		*(40)*	*(20)*	*(19)*	*(1)*	*(31)*	*(5)*	*(2)*	*(2)*
Blackboard	15	38%	25%	47%	100%	35%	60%	0%	50%
Moodle	15	38%	40%	37%	0%	42%	20%	50%	0%

Table 3.25r: Centrally-supported wiki – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported screen casting)		*(38)*	*(14)*	*(22)*	*(2)*	*(32)*	*(3)*	*(2)*	*(1)*
Panopto	12	32%	43%	23%	50%	28%	67%	0%	100%
Camtasia	4	11%	14%	0%	100%	9%	33%	0%	0%
Screencast-o-matic	4	11%	7%	14%	0%	13%	0%	0%	0%

Table 3.25s: Centrally-supported screen casting – top three

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported learning analytics tool)		*(27)*	*(7)*	*(20)*	*(0)*	*(24)*	*(3)*	*(0)*	*(0)*
In-house developed	7	26%	29%	25%	0%	25%	33%	0%	0%
Jisc	7	26%	43%	20%	0%	21%	67%	0%	0%

Table 3.25t: Centrally-supported learning analytics tool – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported digital/learning repository)		*(23)*	*(10)*	*(11)*	*(2)*	*(22)*	*(1)*	*(0)*	*(0)*
Blackboard	4	17%	20%	18%	0%	14%	100%	0%	0%
Moodle	3	13%	0%	18%	50%	14%	0%	0%	0%
ePrints	3	13%	10%	18%	0%	14%	0%	0%	0%
Canvas	3	13%	30%	0%	0%	14%	0%	0%	0%
Equella	3	13%	10%	18%	0%	14%	0%	0%	0%

Table 3.25u: Centrally-supported digital/learning repository – top five

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported podcasting)		*(21)*	*(13)*	*(7)*	*(1)*	*(16)*	*(3)*	*(1)*	*(1)*
Panopto	11	52%	54%	57%	0%	56%	67%	0%	0%

Table 3.25v: Centrally-supported podcasting – top solution

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported electronic essay/exams)		*(19)*	*(7)*	*(12)*	*(0)*	*(18)*	*(0)*	*(1)*	*(0)*
Blackboard	4	21%	14%	25%	0%	22%	0%	0%	0%
Moodle	3	16%	0%	25%	0%	11%	0%	100%	0%
Turnitin	2	11%	0%	17%	0%	11%	0%	0%	0%
Inspera (pilot)	2	11%	14%	8%	0%	11%	0%	0%	0%
Wiseflow	2	11%	0%	17%	0%	11%	0%	0%	0%

Table 3.25w: Centrally-supported electronic essay/exams – top five

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with other centrally-supported TEL tool)		*(18)*	*(6)*	*(11)*	*(1)*	*(18)*	*(0)*	*(0)*	*(0)*
Xerte	3	17%	33%	9%	0%	17%	0%	0%	0%

Table 3.25x: Other centrally-supported TEL tool – top solution

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported content management systems)		*(17)*	*(5)*	*(8)*	*(4)*	*(16)*	*(0)*	*(0)*	*(1)*
OneDrive	5	29%	40%	13%	50%	31%	0%	0%	0%
Blackboard	4	24%	40%	25%	0%	25%	0%	0%	0%

Table 3.25y: Centrally-supported content management systems – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported social networking)		*(13)*	*(6)*	*(7)*	*(0)*	*(10)*	*(2)*	*(1)*	*(0)*
Twitter	9	69%	67%	71%	0%	70%	50%	100%	0%
Facebook	5	38%	50%	29%	0%	30%	50%	100%	0%

Table 3.25z: Centrally-supported social networking – top two

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(83)*	*(36)*	*(37)*	*(10)*	*(70)*	*(4)*	*(8)*	*(1)*
Collaborative tools (e.g. MS Teams)	31	37%	39%	41%	20%	37%	50%	38%	0%
Learning analytics tools	29	35%	31%	46%	10%	31%	75%	38%	100%
Personal response systems (including handsets or web-based apps)	19	23%	36%	14%	10%	17%	50%	63%	0%
Electronic Management of Assignments (EMA)	17	21%	31%	16%	0%	20%	0%	38%	0%
Lecture capture tools	14	17%	14%	24%	0%	14%	25%	38%	0%
E-portfolio	13	16%	22%	11%	10%	13%	50%	25%	0%
Mobile apps	12	15%	22%	11%	0%	10%	50%	38%	0%
Webinar/virtual classroom	12	15%	14%	19%	0%	10%	75%	25%	0%
Document sharing tool (e.g. Google Docs, Office 365)	10	12%	14%	11%	10%	10%	0%	38%	0%
Summative e-assessment tools (e.g. quizzes)	10	12%	14%	14%	0%	9%	0%	50%	0%
Media streaming system	10	12%	8%	19%	0%	11%	0%	25%	0%
Reading list management software	10	12%	11%	16%	0%	11%	0%	25%	0%

Table 3.26: Centrally-supported software planning on implementing – top 12

Question 3.26: Which, if any, of the following TEL tools are you planning on implementing or piloting on a centrally-supported basis over the next two years to add to those already available?

Another new question for 2020 and Table 3.26 shows that *Collaborative tools (e.g. MS Teams)* (37%) and *Learning analytics tools* (35%) come out as the clear top two centrally-supported tools that institutions are planning on piloting in the next two years. *Personal Response Systems* (23%) and *EMA* (21%) take 3rd and 4th place respectively. In the bottom half of the table (see Table A3.26) in Appendix A), just 8% of responding institutions report that they do not have any plans to implement or pilot a new TEL tool. Both of the 'social' tools (*Social bookmarking* and *Social networking*) rank together at joint bottom and each were cited by just 2% (n=2) of responding institutions.

Summary

The main institutional VLE remains largely a choice between *Blackboard Learn* and *Moodle*, although a key change from 2018 is that *Moodle* is now clearly the leading main institutional VLE (49%). *Blackboard Learn* remains the second choice but has less of the market share at 30%, although it should be noted that Blackboard's newer product (*Blackboard Ultra*) is a new entry this year and was the main VLE at 3% (n=3) of responding institutions. We continue to see a rise in the number of institutions using *Canvas* as their main institutional VLE, as identified in 2018.

When considering all VLEs in use at institutions, *Moodle* also has the largest market share at 59% with *Blackboard Learn* falling to 32%. The rise of *FutureLearn* appears to have plateaued; and there is a slight drop in the proportion of institutions using *FutureLearn* in 2020. A notable development is the growth in the use of cloud-based platforms, with the percentage of institutions using *Canvas*, *Brightspace* and *Blackboard Ultra* continuing to rise.

The percentage of *Institutionally-hosted and managed* main VLE services has continued to decline. The main development since 2018 is a large increase in the numbers of institutions opting for a *cloud-based SaaS* VLE service (triple the level reported in 2018).

Lecture capture continues to be the most outsourced TEL service and has seen some growth since 2018, although overall there is a mixed picture regarding outsourcing. *VLE platforms for blended learning* and *fully online courses* and *Learning analytics* have seen a rise in outsourcing, while *VLE platforms for open online courses* and *Media streaming* have seen a fall in outsourcing.

A record high of 70% of institutions reported that some form of TEL review had been conducted in the last two years, up from 47% in 2018. *VLE* and *Lecture capture* reviews remain the two most common forms of activity, but the entry of *Digital accessibility tools* straight into third place with 37% is particularly noteworthy.

The top five centrally-supported software tools for students in use across the sector are almost identical to the order presented in 2018. The *VLE* and *Text matching tools* retain the top two positions, while *Document sharing tools* move up one place ahead of *Asynchronous communication tools* and *Formative e-assessment tools* move up from 8th in 2018 to 5th in 2020 - continuing the progression reported in 2018.

This year the Survey included a new question on planned implementation/pilots of TEL tools over the next two years, which may offer some insight in to the future direction of TEL in the UK HE sector. *Collaborative tools (e.g. MS Teams)* and *Learning analytics tools* are the top two tools for planned pilots.

Section 4: Course delivery and evaluation of Technology Enhanced Learning

Section 4 of the Survey has been designed to focus on how TEL tools are being used in institutions and how this use is being tracked and evaluated; complementing the focus, in Section 3, on what TEL tools are being used.

In this section the question set includes understanding types of courses being offered —blended, online and open— and whether disciplines are making greater or less use of TEL. The latter questions (4.6-4.10) have been updated for the 2020 survey, including lists of options for reasons for greater or less use. Respondents are also asked to identify the extent to which individual tools are being used across their institution, so helping understand the depth as well the breadth explored in Section 3. The remaining questions ask to what extent institutions are measuring both the use of TEL, for which a new set of questions (4.3-4.5) have been introduced for 2020, and how institutions are evaluating the impact of TEL on the student learning experience and on staff pedagogic practices.

Question 4.1: Does your institution offer any of the following types of courses?

This is the third survey to use this question format, which was updated in 2016 to use the more commonly understood categories of *blended*, *fully online* and *open* modes of delivery. The question invites respondents to indicate how TEL is being used for each mode of course delivery, estimating the extent to which this activity is taking place across their institution. The results are presented in Figure 4.1.

The categories of course delivery used in Figure 4.1 were adapted from the classification scheme employed in the 2013 European Universities Association Survey of e-learning in European higher education institutions. They are described as follows:

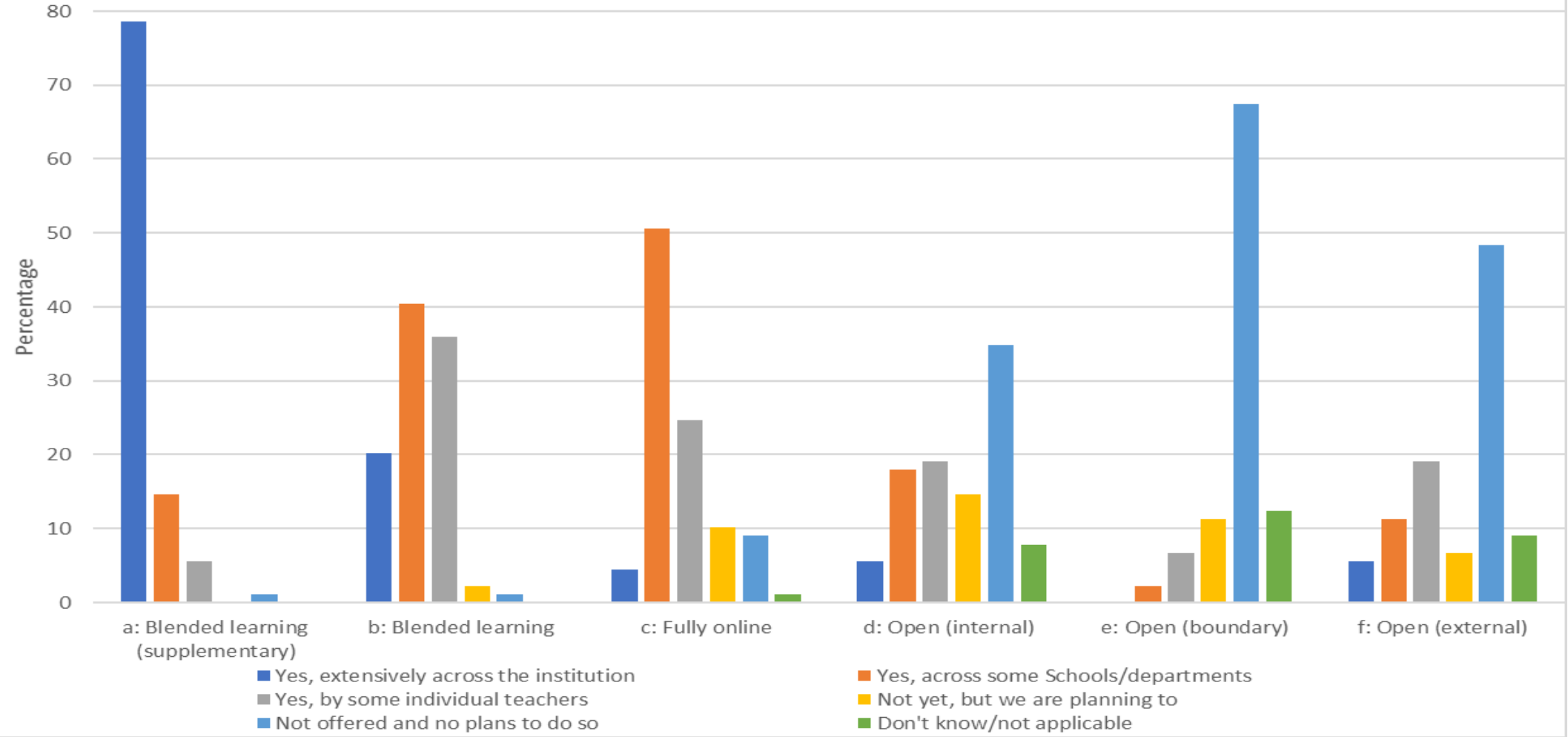
a) **Blended learning (supplementary)**: lecture notes and supplementary resources for courses studied in class are available;
b) **Blended learning**: parts of the course are studied in class and other parts require students to engage in active learning online (e.g. engaging in collaborative or assessed tasks);
c) **Fully online courses**;
d) **Open online learning courses for all students at your institution:** internal access only;
e) **Open online boundary courses**: free external access to the course materials for the public, but assessment restricted to students registered at your institution only;
f) **Open online learning courses for public:** free external access;
g) **Other** – free-text responses.

Blended learning (supplementary), focusing on the provision of lecture notes and supplementary resources to students, remains the most significant use of TEL. In this 2020 survey 79% of respondents reported this approach being used extensively across their institution - compared to 73% in 2018 and comparable with the 79% in 2016. Given that 15% of respondents indicate that this mode is also used *across some Schools/departments* the data shows that supplementary use of TEL continues to be dominant in the sector.

More active modes of *Blended learning* are used *extensively across the institution* in 20% of cases. The gap between Pre-92 and Post-92 institutions has narrowed, with Post-92 institutions at 24% and Pre-92 institutions 21%; the latter being an increase on the 10% reported in 2018. With respect to use *across some Schools/departments* the overall response rates are comparable with 2018 (40% in 2020, compared to 43% in 2018); however, there are some differences between the institution types with Post-92 institutions at 46% in 2020 (39% in 2018) and Pre-92 institutions at 37% (48% in 2018).

The third most common category, combining use

Figure 4.1: Proportion of all modules or units of study in the TEL environment in use



across the institution or more locally, was *Fully online courses*. The overall data for 2020 is comparable with 2018 (see Table C4.1c)*;* however, there is variation within the institution types. Use *across some Schools/departments* increased in Pre-92 institutions, up to 63% in 2020 from 48% in 2018, while Post-92 institutions have recorded a drop from 59% (2018) to 46% (2020). Conversely use *by some individual teachers* in Post-92 institutions increased to 34% and Pre-92 saw a small decrease from 27% (2018) to 21% (2020).

Cross referencing the results from this question with Question 1.1, *Supporting flexible/blended curriculum development* is ranked 7th as a driving factor for developing TEL. In addition, *Improving access to online/blended learning for campus-based students* is 12th and *Improving access to learning through the provision of open education courses (e.g. MOOCs)* 29th, last overall in the list of driving factors.

Evidence of engagement with *Open learning course delivery (categories d, e and f)* has seen some small decreases for *Open online boundary courses* and *Open online courses for public,* compared to the levels of 2018. The most common category in this cluster of open courses is now *Open online learning courses for all students at your institution (internal access only)*, with 43% of institutions having some degree of engagement. The sector level breakdown is comparable with responses from 2018, with 11% of Pre-92 institutions indicating extensive use across the institution compared to 2% of Post-92 institutions.

In 2018 the most popular open delivery format was *Open online courses for public* with 43% of institutions showing some level of activity. While there has been a small increase in extensive use, up to 6% from 3% (all from Pre-92 institutions) there has been a decrease overall in use at the different levels, down to 36%. This is largely as a result of a drop in use *across some Schools/departments* in Pre-92 institutions from 35% in 2018 to 16% in 2020 and in Post-92 institutions from 15% to 7%. Pre-92 institutions remain the most active, the only institution type for which *extensively across the institution* was selected, and with 58% offering some engagement overall compared to 22% in Post-92 institutions.

Engagement overall with *Open online boundary courses*, has seen a decline from 20% in 2018 to 9% in 2020, which is largely owing to the decline in use *across some Schools/departments* (down to 2% in 2020 from 12% in 2018) with use *by some individual teachers* remaining relatively stable (7% in 2020 compared to 8% in 2018). As in 2018, no institutions identified use as being *extensively across the institution.*

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	70	79%	79%	85%	50%	75%	100%	89%	100%
Yes, across some Schools / departments	13	15%	13%	10%	40%	18%	0%	0%	0%
Yes, by some individual teachers	5	6%	5%	5%	10%	6%	0%	11%	0%
Not yet, but we are planning to	0	0%	0%	0%	0%	0%	0%	0%	0%
Not offered and no plans to do so	1	1%	3%	0%	0%	1%	0%	0%	0%

Table 4.1a: Blended learning: lecture notes and supplementary resources for courses studied in class are available

Of the other types of course delivery that are supported by TEL across institutions, only three responses were received. Two referenced degree apprenticeship programmes and the other an experimental programme and short courses which are both outsourced.

Tables 4.1a – 4.1d show the results for the four most popular course delivery approaches using TEL, with the full results available in Tables A4.1a – A4.1g.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	18	20%	21%	24%	0%	18%	20%	22%	100%
Yes, across some Schools / departments	36	40%	37%	46%	30%	41%	40%	44%	0%
Yes, by some individual teachers	32	36%	37%	27%	70%	37%	40%	33%	0%
Not yet, but we are planning to	2	2%	3%	2%	0%	3%	0%	0%	0%
Not offered and no plans to do so	1	1%	3%	0%	0%	1%	0%	0%	0%

Table 4.1b: Blended learning: parts of the course are studied in class and other parts require students to engage in active learning online (e.g., engaging in collaborative or assessed tasks)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	4	5%	5%	5%	0%	6%	0%	0%	0%
Yes, across some Schools / departments	45	51%	63%	46%	20%	49%	60%	56%	50%
Yes, by some individual teachers	22	25%	21%	34%	0%	25%	40%	11%	50%
Not yet, but we are planning to	9	10%	8%	7%	30%	10%	0%	22%	0%
Not offered and no plans to do so	8	9%	0%	7%	50%	10%	0%	11%	0%
Don't know/not applicable	1	1%	3%	0%	0%	1%	0%	0%	0%

Table 4.1c: Fully online courses

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	5	6%	11%	2%	0%	7%	0%	0%	0%
Yes, across some Schools / departments	16	18%	21%	20%	0%	18%	20%	22%	0%
Yes, by some individual teachers	17	19%	21%	20%	10%	16%	0%	44%	50%
Not yet, but we are planning to	13	15%	16%	12%	20%	16%	0%	11%	0%
Not offered and no plans to do so	31	35%	26%	39%	50%	34%	60%	22%	50%
Don't know/not applicable	7	8%	5%	7%	20%	8%	20%	0%	0%

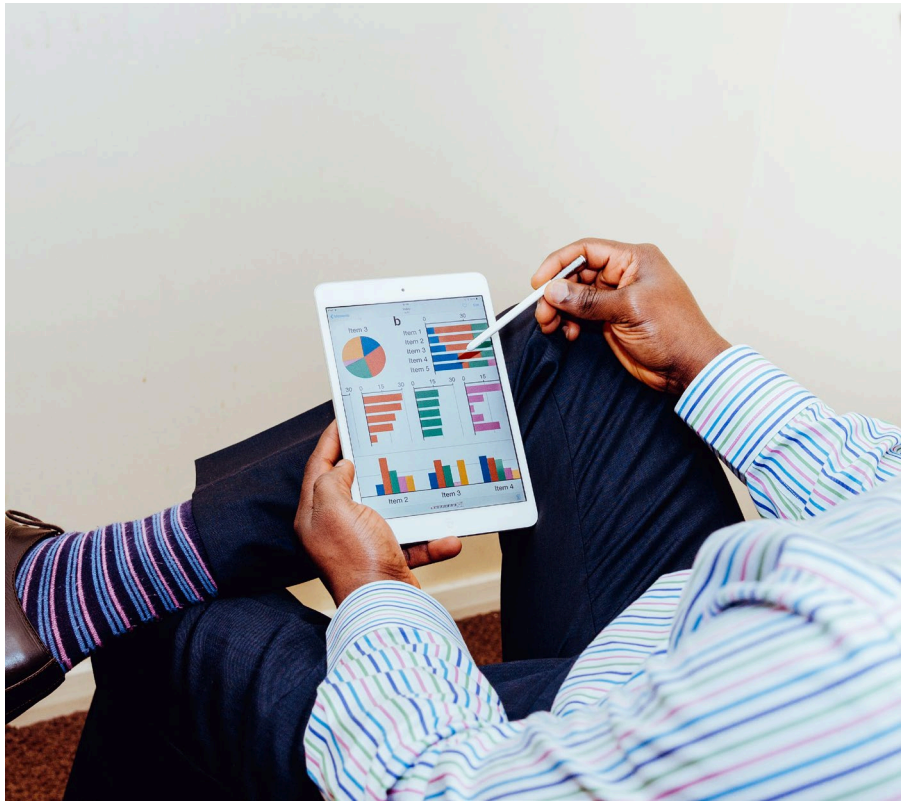
Table 4.1d: Open online learning courses for all students at your institution (internal access only)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	42	47%	42%	59%	20%	51%	40%	22%	50%
No	47	53%	58%	42%	80%	49%	60%	78%	50%

Table 4.3: Institutional measurement of use of TEL tools

Question 4.3: Does the institution measure the use of TEL tools across the institution, looking for any variation in take-up by or other relevant factors?

Questions 4.3-4.5 were new for the 2020 survey, to get an indication of the extent to which use of TEL tools is measured across the sector. The questions reflect the increasing interest in the use of analytics data and seek to understand the extent to which this is happening, how data is being collected and to what purpose it is being employed. Responses to Question 4.3 revealed a relatively even split overall between institutions who are measuring use of TEL (47%), with those that are not (53%). Post-92 institutions are more actively engaged in measuring the use of TEL, with 59% responding positively, compared to 42% of Pre-92 and 20% of Other HE institutions.



Question 4.4 How do you measure the use of TEL tools? What systems do you use to do this and what data is collected?

Questions Making use of *Systems data* and logs featured highly in the responses from the 42 institutions that provided written responses to this question. The open nature of the question meant that some respondents indicated general use of *Systems data* while others were more specific in referencing the system, with *VLE*, *Lecture capture* (mostly by Pre-92 institutions) and *Assessment* related systems most frequently cited. Table 4.4 provides a summary of the number of responses. All responses referencing a specific tool have been included in the overall category *Systems data*, so please note that *VLE*, *Lecture capture* and *Assessment* responses are a subset of the *Systems data* total.

Conducting audits against *Minimum standards* was mentioned by 26% of respondents, predominantly Post-92 institutions. In addition, 21% of respondents highlighted different *Analytic* tools including Google analytics, Eesysoft and StREAM, with respondents also indicating that they were measuring more than usage data. Student surveys, including NSS, were mentioned as a means of gathering student feedback by 14% of respondents, with the use of Blackboard Ally to produce reports assessing accessibility also mentioned by three responding institutions, and three respondents reported use of Jisc Surveys.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have provided details of How they Measure the use of TEL tools)		*(42)*	*(16)*	*(24)*	*(2)*	*(37)*	*(2)*	*(2)*	*(1)*
Systems data	31	74%	81%	71%	50%	73%	100%	50%	100%
VLE data	24	57%	63%	54%	50%	57%	50%	50%	100%
Minimum standards	11	26%	6%	33%	100%	24%	50%	50%	0%
Analytics	9	21%	19%	21%	50%	19%	0%	50%	100%
Lecture capture data	8	19%	38%	8%	50%	19%	50%	0%	0%
Surveys	6	14%	19%	13%	0%	16%	0%	0%	0%
Assessment data	5	12%	19%	8%	0%	8%	100%	0%	0%

Table 4.4 How do you measure the use of TEL tools? What systems do you use to do this and what data is collected?

Question 4.5 What use is made of the resultant data?

Table 4.5 provides a breakdown of the analysis of the written responses for how the data collected in measuring the use of TEL tools was applied. Reporting at *School/ Course level* (40%) and *University level* (29%) were the most cited. The level of associated detail varied, but responses indicate that data is reported to University level committees and senior managers, used to inform writing of annual reports, used as part of RAG (Red/Amber/Green) rating processes, as part of regular audits and to check compliance with institutional policy. On a related theme, 12% of respondents (all Post-92 institutions) identified informing strategy or policy as a use of the data, including informing institutional minimum requirements. Data was also used to support the *Business case* for continuing with, and use of, TEL tools (19%), institutional minimum requirements. Data was also used to support the *Business case* for continuing with, and use of, TEL tools (19%), while monitoring *Student engagement* was cited in 12% of cases and includes identifying students requiring additional support, monitoring use of tools such as lecture capture and monitoring progression.

Use of the data as a means of identifying how the use of TEL can be encouraged and supported was also a theme in the responses. Within this broad theme it was possible to identify specific uses, these included: *Sharing good practice* which was identified by 17% of respondents, with data being used to identify case studies and practice for wider dissemination; *Informing support requirements* (26%), either through identifying courses that needed support, project ideas or gaps in support for specific tools; and, to help *Identify professional development needs* (14%).

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have provided details of use made of the data collected)		*(42)*	*(16)*	*(24)*	*(2)*	*(37)*	*(2)*	*(2)*	*(1)*
School/Course level reporting	17	40%	38%	46%	0%	38%	100%	0%	100%
University level reporting	12	29%	31%	29%	0%	30%	50%	0%	0%
Informing support requirements	11	26%	69%	8%	50%	24%	50%	50%	0%
Business case	8	19%	25%	17%	0%	22%	0%	0%	0%
Sharing good practice	7	17%	13%	17%	50%	19%	0%	0%	0%
Identifying professional development needs	6	14%	25%	8%	0%	16%	0%	0%	0%
Student engagement	5	12%	13%	13%	0%	11%	0%	50%	0%
Informing policy/strategy	5	12%	0%	21%	0%	14%	0%	0%	0%

Table 4.5: What use is made of the data collected?

Question 4.6: Are there any particular subject areas that make more extensive use of technology enhanced learning tools than your institutional norm?

Question 4.6 (Question 4.3 in 2018) invited respondents to confirm whether there are any disciplines within their institution which make more extensive use of TEL tools, above and beyond the institutional norm for technology usage.

The general trend from 2014-2018 was a decline in the proportion of institutions indicating that some subjects made more extensive use of TEL than their institutional norm (down from 71% in 2014 to 50% in 2018), with a slight increase reported in 2020 (56%). A confirmatory response remains higher in Pre-92 institutions (63%), with a large increase, up to 54% in 2020 from 41% in 2018, in Post-92 institutions.

In the 2018 Survey an open question was used to gather responses as to why particular subjects made more extensive use of TEL. The responses were collated under the headings:

- Driven by needs of students, increased course uptake and backed up by local strategies
- Provision of dedicated support
- Subject driven
- Use of specific technology
- Staff competencies/student literacy/enthusiasm and confidence
- Standardisation.

In 2020 Question 4.7 was added as a quantitative question, giving respondents options, informed by responses from previous surveys. This change of format allows the responses to be quantified. The most common options chosen were *Subject TEL champions* (64%), *Discipline factors* (55%), *Local management support/encouragement* (48%) and *Local TEL staff* (44%).

Question 4.7: Why do particular subjects make more extensive use of TEL than your institutional norm?

Table 4.7 shows the full responses and highlights that there are some differences between the institution types, with 50% of Post-92 institutions indicating that *Student expectations* impact on why some subjects make more extensive use of TEL tools, compared to 33% of Pre-92 institutions. In contrast, Pre-92 institutions are more likely to think that *Subject Tel champions* and *Local Tel staff* influence the level of take-up of TEL tools by different subjects compared to Post-92 institutions.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	50	56%	63%	54%	40%	55%	100%	44%	50%
No	39	44%	37%	46%	60%	45%	0%	56%	50%

Table 4.6: Subjects that make *more extensive* use of technology enhanced learning tools than the institutional norm

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with subjects that make more extensive use of TEL tools)		*(50)*	*(24)*	*(22)*	*(4)*	*(40)*	*(5)*	*(4)*	*(1)*
Subject TEL champions	32	64%	71%	59%	50%	65%	60%	50%	100%
Discipline factors	27	55%	54%	55%	50%	60%	40%	25%	0%
Local management support/encouragement for TEL tools	24	48%	54%	41%	50%	48%	40%	50%	100%
Local TEL staff	22	44%	58%	36%	0%	43%	20%	75%	100%
Student expectations	19	38%	33%	50%	0%	35%	60%	25%	100%
Employer/industry requirements	18	36%	38%	32%	50%	35%	40%	25%	100%
Projects encouraging use	15	30%	38%	18%	50%	28%	20%	50%	100%
Teaching, Learning and Assessment strategy	11	22%	25%	23%	0%	23%	20%	0%	100%
Funding	7	14%	21%	9%	0%	10%	40%	25%	0%
Other reason	7	14%	4%	18%	50%	18%	0%	0%	0%

Table 4.7: Reasons why some subject areas make *more extensive* use of technology enhanced learning tools than the institutional norm

Question 4.8: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

The proportion of institutions indicating that there were subject areas that make less extensive use of TEL tools had, as with Question 4.6, been showing a decline over the past surveys; from 52% in 2014 to 35% in 2018. However, 2020 has seen this trend reversed, with 56% of respondents indicating that some subjects make less extensive use of TEL tools, largely owing to an increase from 27% in 2018 to 63% in 2020 at Pre-92 institutions.

Overall, it would appear that there is a lack of consistency across institutions in the level of uptake of TEL tools, with 92% of institutions indicating that particular subject areas make more extensive use of TEL tools, also reporting that there were subject areas that make less extensive use of them.

Question 4.9: Why do particular subjects make less extensive use of TEL than your institutional norm?

Question 4.9, added as a quantitative question in 2020, giving respondents options informed by responses from previous surveys, provides an insight as to the reasons why some subject areas make less extensive use of TEL.

As this was an open question in 2018 the responses were clustered under the following headings:

- Traditional pedagogic approaches
- Focus on specific classroom-based technologies or alternative technologies
- Lack of Strategy/Support
- Staff skills.

In 2020 the most common reasons were identified as *Lack of subject TEL champions* (54%), *Lack of local management support/encouragement* (54%), *Discipline factors* (54%) and *Lack of local TEL staff* (34%). The breakdown between Pre-92 and Post-92 institutions is reflective of the responses to why some discipline make more use of TEL (Question 4.7). Pre-92 institutions again rate factors such *as Lack of TEL champions, Lack of local management support/encouragement* and *Lack of local TEL staff* more highly than Post-92 institutions. *Discipline factors* are rated higher in Post-92 institutions as is, marginally, *Lack of student expectations*, though this latter point was only raised by 16% of institutions overall.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	50	56%	63%	54%	40%	56%	100%	44%	0%
No	39	44%	37%	46%	60%	44%	0%	56%	100%

Table 4.8: Subjects that make less extensive use of technology enhanced learning tools than the institutional norm.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with subjects that make less extensive use of TEL tools)		*(50)*	*(24)*	*(22)*	*(4)*	*(41)*	*(5)*	*(4)*	*(0)*
Lack of subject TEL champions	27	54%	71%	41%	25%	49%	60%	100%	0%
Lack of local management support/encouragement for TEL tools	27	54%	71%	41%	25%	61%	40%	0%	0%
Discipline factors	27	54%	46%	64%	50%	56%	60%	25%	0%
Lack of local TEL staff	17	34%	46%	27%	0%	29%	60%	50%	0%
No projects encouraging use	12	24%	25%	27%	0%	24%	40%	0%	0%
Lack of student expectations	8	16%	13%	18%	25%	15%	20%	25%	0%
Lack of funding	7	14%	17%	14%	0%	17%	0%	0%	0%
Lack of Teaching, Learning and Assessment strategy	6	12%	21%	5%	0%	15%	0%	0%	0%
Lack of employer/industry requirements	4	8%	8%	5%	25%	5%	20%	25%	0%
Other reason	12	24%	21%	18%	75%	22%	40%	25%	0%

Table 4.9: Reasons why some subject areas make *less extensive* use of technology enhanced learning tools than the institutional norm

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have provided details of steps being taken to encourage more use of TEL)		*(38)*	*(20)*	*(14)*	*(4)*	*(31)*	*(5)*	*(2)*	*(0)*
How TEL is supported	18	47%	40%	57%	25%	52%	20%	50%	0%
Strategy/policy/targets	16	42%	50%	29%	0%	39%	60%	50%	0%
Staff development	9	24%	25%	21%	25%	19%	40%	50%	0%
Projects	6	16%	25%	7%	0%	13%	40%	0%	0%
Sharing practice	5	13%	5%	21%	25%	16%	0%	0%	0%
TEL champions	5	13%	20%	0%	25%	16%	0%	0%	0%

Table 4.10: Broad conclusions of steps being taken to encourage such subjects to make more use of TEL tools

Category	Sample Comments
How TEL is supported	• Establishing partners from central TEL team to work more closely • Learning technology support has been centralised with a view to provide equitable support across the University • We are adopting a single university approach to TEL staff • More local support • Targeting support with faculty through working in collaboration with local leadership.
Strategy/policy/targets	• All departments have been asked to write an active learning strategy and it is likely that this will lead to more uptake of TEL • New digital vision and governance to promote consistent experience • Developing digital learning academic development plan • Steps are being taken to encourage a baseline of use across all discipline areas for the range of TEL tools.
Staff development	• We have implemented a digital skills for academics course to improve digital literacy and widened the training offer for both professional and academic staff
Projects	• Establishing funding scheme for small projects • Central TEL Projects
Sharing practice	• Forums, sharing of good practice, working with School TEL champions
TEL Champions	• Creation of Champions, good practice groups.

Table 4.10a: Qualitative comments provided by respondents in support of the broad conclusions of steps being taken to encourage such subjects to make more use of TEL tools

TEL tool	Proportion of courses using TEL tool							
(Base: All respondents, 89) Row percentages	100%	75%-99%	50%-74%	25%-49%	5%-24%	1%-4%	0%	Don't Know
Virtual Learning Environment (VLE)	61%	34%	3%	0%	0%	0%	0%	2%
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	19%	51%	16%	6%	1%	1%	3%	3%
Reading list management software	17%	37%	15%	7%	2%	3%	12%	7%
Electronic Management of Assignments (EMA)	17%	40%	10%	3%	7%	5%	6%	12%
Lecture capture tools	7%	18%	14%	19%	20%	9%	8%	6%
Formative e-assessment tool (e.g.quizzes	1%	10%	20%	30%	24%	6%	3%	6%
Document sharing tool (e.g. Google Docs, Office 365)	9%	10%	10%	14%	24%	9%	5%	20%
Asynchronous communication tools (e.g. discussion forums)	0%	14%	15%	29%	26%	6%	1%	10%
Digital/learning repository	7%	10%	6%	10%	10%	15%	17%	26%
Summative e-assessment tools (eg quizzes)	2%	7%	12%	16%	39%	15%	2%	7%

Table 4.11: Percentage of courses using TEL tools – top ten

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

This question aims to track the extent of TEL usage in courses across institutions; it uses a list of tools which has been updated and based on responses from participants.

Table 4.11 captures the leading TEL tools which are being used by institutions to support teaching and learning practices. The top 10 tools listed in this table are those with the highest proportion of usage in 50% or more of courses.

Data for this question requires some circumspection, as the results are estimates of the proportion of courses using TEL tools within responding institutions.

TEL tool	Year	Proportion of courses using TEL tool							
(Base: All respondents, 94)		100%	75%-99%	50%-74%	25%- 49%	5%-24%	1%-4%	0%	Don't Know
Virtual Learning Environment (VLE)	2018	42	50	2	1	1	1	0	3
	2020	61	34	3	0	0	0	0	2
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	2018	13	52	17	6	2	2	1	6
	2020	19	51	16	6	1	1	3	3
Electronic Management of Assignments (EMA)*	2018	18	44	7	9	4	1	5	12
	2020	17	40	10	3	7	5	6	12
Reading list management software	2018	16	28	13	12	5	1	13	13
	2020	17	37	15	7	2	3	12	7
Lecture capture tools	2018	5	18	11	17	23	10	9	7
	2020	7	18	14	19	20	9	8	6
Formative e-assessment tool (e.g.quizzes	2018	1	7	16	28	28	5	0	15
	2020	1	10	20	30	24	6	3	6
Document sharing tool (e.g. Google Docs, Office 365)	2018	2	9	14	11	16	20	0	29
	2020	9	10	10	14	24	9	5	20
Asynchronous communication tools (e.g. discussion forums)	2018	2	5	16	26	34	3	0	14
	2020	0	14	15	29	26	6	1	10

Figure 4.11: Percentage of courses using TEL tools (Heat Map)

TEL tool	Year	Proportion of courses using TEL tool							
(Base: All respondents, 94)		100%	75%-99%	50%-74%	25%- 49%	5%-24%	1%-4%	0%	Don't Know
Digital/learning repository	2018	6	14	3	9	9	15	14	31
	2020	7	10	6	10	10	15	17	26
Content management systems	2018	6	13	4	10	9	12	12	35
	2020	9	6	1	7	10	11	18	38
Learning analytics tools	2018	4	4	4	9	7	19	28	25
	2020	5	3	3	2	17	23	24	24
Summative e-assessment tools (eg quizzes)	2018	0	4	10	19	29	17	4	17
	2020	2	7	12	16	39	15	2	7
Mobile apps	2018	6	5	10	6	20	20	6	26
	2020	2	9	8	15	15	16	9	27
Media streaming system	2018	1	4	5	20	33	14	5	17
	2020	2	6	8	19	25	7	12	21
E-portfolio	2018	1	3	4	7	43	22	9	11
	2020	2	1	8	16	36	23	10	5
Electronic essay exams	2018	1	3	4	10	9	23	31	19
	2020	0	5	2	3	19	21	28	21
Blog	2018	0	1	5	15	37	18	1	22
	2020	1	1	3	11	38	29	2	14

Figure 4.11 continued: Percentage of courses using TEL tools (Heat Map)

TEL tool	Year	Proportion of courses using TEL tool							
(Base: All respondents, 94)		100%	75%-99%	50%-74%	25%- 49%	5%-24%	1%-4%	0%	Don't Know
Screen casting	2018	1	0	4	12	25	30	2	27
	2020	0	0	10	12	29	19	5	25
Social networking	2018	1	0	3	17	26	20	1	32
	2020	0	0	2	8	28	18	3	40
Synchronous collaborative tools (e.g. virtual classroom)	2018	1	0	1	11	26	34	5	22
	2020	1	0	3	12	33	28	10	12
Personal response systems (including handsets or web-based apps)	2018	0	3	1	25	31	20	4	16
	2020	0	2	6	17	36	12	11	16
Webinar	2018	1	0	3	7	26	34	4	26
	2020	0	2	3	10	38	23	7	17
Podcasting	2018	0	1	5	6	15	35	5	32
	2020	0	2	1	5	20	39	9	24
Social bookmarking/content curation tools	2018	0	0	2	11	14	26	6	42
	2020	0	0	1	5	18	25	10	42
Wiki	2018	1	0	1	4	23	45	3	22
	2020	0	0	0	5	18	51	8	19

Figure 4.11 continued: Percentage of courses using TEL tools (Heat Map)

Response	Q3.25 Centrally supported software tools used by Students	Q 4.11 Percentage of institutions indicating over 50% of courses are using tool
	%	%
(Base: All respondents)	*(93)*	*(94)*
Virtual Learning Environment (VLE)	91%	98%
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	87%	85%
Document sharing tool (e.g. Google Docs, Office 365)	86%	29%
Asynchronous communication tools (e.g. discussion forums)	85%	28%
Formative e-assessment tool (e.g. quizzes)	82%	31%
Lecture capture tools	81%	38%
Summative e-assessment tools (e.g. quizzes)	76%	21%
Reading list management software	72%	69%
Webinar	72%	6%
E-portfolio	71%	11%
Electronic Management of Assignments (EMA)	67%	67%
Synchronous Collaborative tools	62%	4%

Table 4.11a: Table comparing Table 3.25 vs Table 4.11: Centrally-supported software tools used by students – top 12 vs Percentage of courses using TEL tools

Tables 4.11a-e illustrate the five tools that are most extensively used across institutions (those cases where they are used in more than 50% of courses). Please note that the total number of responses received for each tool does vary. The full set of results for each item is available in Appendix A (Tables A4.11a–y). For a full longitudinal comparison of results across previous surveys, please view Table C4.11.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	54	61%	63%	59%	60%	64%	20%	56%	50%
75% - 99%	30	34%	34%	37%	20%	32%	80%	22%	50%
50% - 74%	3	3%	3%	2%	10%	4%	0%	0%	0%
25% - 49%	0	0%	0%	0%	0%	0%	0%	0%	0%
5% - 24%	0	0%	0%	0%	0%	0%	0%	0%	0%
1% - 4%	0	0%	0%	0%	0%	0%	0%	0%	0%
0%	0	0%	0%	0%	0%	0%	0%	0%	0%
Don't know	2	2%	0%	2%	10%	0%	0%	22%	0%

Table 4.11a Virtual Learning Environment (VLE)

Tables 4.11a-e highlight variation in use between types of institution. Use of *VLEs* and *Text matching tools*, which are the most pervasive tools across the sector show comparable use in Pre-92 and Post-92 institutions. *Reading list management software* is used more extensively by Post-92 institutions, with 22% indicating use across all courses, compared to 8% in Pre-92 institutions. Post-92 institutions also show slightly more extensive use of *EMA* (20%), compared to Pre-92 institutions (13%). *Lecture capture tools* are used more by Pre-92 institutions, with 61% indicating use in over 50% of courses, compared to 24% in Post-92 institutions.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	17	19%	21%	22%	0%	21%	0%	22%	0%
75% - 99%	45	51%	53%	59%	10%	51%	80%	33%	50%
50% - 74%	14	16%	18%	15%	10%	15%	20%	11%	50%
25% - 49%	5	6%	0%	5%	30%	6%	0%	11%	0%
5% - 24%	1	1%	3%	0%	0%	1%	0%	0%	0%
1% - 4%	1	1%	3%	0%	0%	1%	0%	0%	0%
0%	3	3%	0%	0%	30%	4%	0%	0%	0%
Don't know	3	3%	3%	0%	20%	1%	0%	22%	0%

Table 4.11b: Text matching tools (e.g. SafeAssign, Turnitin, Urkund)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	15	17%	8%	22%	30%	18%	0%	22%	0%
75% - 99%	33	37%	40%	44%	0%	37%	60%	22%	50%
50% - 74%	13	15%	18%	12%	10%	14%	20%	22%	0%
25% - 49%	6	7%	11%	5%	0%	7%	0%	11%	0%
5% - 24%	2	2%	0%	5%	0%	1%	0%	11%	0%
1% - 4%	3	3%	8%	0%	0%	4%	0%	0%	0%
0%	11	12%	5%	12%	40%	12%	20%	11%	0%
Don't know	6	7%	11%	0%	20%	7%	0%	0%	50%

Table 4.11c: Reading list management software

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	15	17%	13%	20%	20%	19%	0%	11%	0%
75% - 99%	36	40%	45%	46%	0%	40%	80%	22%	50%
50% - 74%	9	10%	13%	7%	10%	10%	20%	11%	0%
25% - 49%	3	3%	3%	2%	10%	3%	0%	0%	50%
5% - 24%	6	7%	5%	7%	10%	8%	0%	0%	0%
1% - 4%	4	5%	3%	7%	0%	6%	0%	0%	0%
0%	5	6%	8%	2%	10%	6%	0%	11%	0%
Don't know	11	12%	11%	7%	40%	10%	0%	44%	0%

Table 4.11d: Electronic Management of Assignments (EMA)

Table 4.11e: Lecture capture tools

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	6	7%	13%	0%	10%	8%	0%	0%	0%
75% - 99%	16	18%	34%	7%	0%	16%	60%	11%	0%
50% - 74%	12	14%	13%	17%	0%	15%	0%	11%	0%
25% - 49%	17	19%	13%	27%	10%	19%	0%	22%	50%
5% - 24%	18	20%	18%	20%	30%	18%	40%	22%	50%
1% - 4%	8	9%	0%	17%	10%	10%	0%	11%	0%
0%	7	8%	5%	7%	20%	8%	0%	11%	0%
Don't know	5	6%	3%	5%	20%	6%	0%	11%	0%

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	40	45%	53%	42%	30%	49%	20%	22%	50%
No institutional evaluation, but individual departments/schools have evaluated	12	14%	13%	15%	10%	11%	40%	11%	50%
No evaluation	37	42%	34%	44%	60%	40%	40%	67%	0%

Table 4.12: Evaluation of the impact of TEL on the student learning experience across the institution as a whole over the past two years

Question 4.12: Has the institution evaluated the impact of TEL on the student learning experience across the institution as a whole over the past two years? This can include particular aspects of TEL across the institution.

Questions 4.12-4.21 sought to investigate the extent to which the sector is evaluating the impact of TEL, both in terms of the effect on the student learning experience and its influence on pedagogic practices. First introduced in 2012, the question set has evolved in the light of the data collected in previous Surveys, using pre-coded response options to reflect commonly referenced evaluation themes.

Questions 4.12-4.21 sought to investigate the extent to which the sector is evaluating

the impact of TEL, both in terms of the effect on the student learning experience and its influence on pedagogic practices. First introduced in 2012, the question set has evolved in the light of the data collected in previous Surveys, using pre-coded response options to reflect commonly referenced evaluation themes.

Question 4.13: What types of evaluations have individual departments/schools undertaken over the past two years? Please write in some examples

Twelve institutions provided information on the types of evaluation undertaken and these included lecture capture, module evaluations, project and TEL initiative evaluations. There were examples of more specific evaluations such as using focus groups to develop standardised VLE templates and use of video with an alternative delivery style.

Evaluation of TEL projects and initiatives was mentioned equally by Pre-92 and Post-92 institutions, with lecture capture cited more by Pre-92 institutions, as might be expected given their higher level of use, while module evaluations and student feedback were only cited by Post-92 institutions.

Question 4.14: What aspects of the impact of technology enhanced learning on the student learning experience have you evaluated over the past two years?

This question was updated for 2020 with *Accessibility of learning and teaching resources* added as an option. A *General review of TEL services* remains the most common aspect that is evaluated, although it has fallen from 70% of those undertaking evaluations in 2018 to 58% in 2020. *Accessibility of learning and teaching resources* was the second highest response, reflecting the increasing interest in this area with legislative changes and replaces *E-assessment* in the top five. *Adoption of lecture capture*, *Student digital fluency/capability* and *EMA* remain the other items most commonly cited as in 2018.

There was variation between Pre-92 and Post-92 institutions, with evaluation of the *Adoption of lecture capture* higher in Pre-92 institutions (50% compared to 35% in Post-92 institutions), reflecting the higher level of usage as reported in Table 4.11e. Pre-92 institutions were also more likely to be evaluating *Student digital fluency/capability*, a reversal of the pattern seen in 2018, with 40% of Pre-92 institutions evaluating it in 2020, compared to 45% in 2018, while for Post-92 institutions it dropped from 75% (2018) to 29% (2020).

Accessibility of learning and teaching resources was evaluated more by Post-92 institutions (59%) compared to Pre-92 institutions (35%), while *EMA* was evaluated more by Post-92 institutions (47%) than Pre-92 institutions (20%).

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		(40)	(20)	(17)	(3)	(36)	(1)	(2)	(1)
General review of TEL services	23	58%	55%	59%	67%	58%	100%	50%	0%
Accessibility of learning and teaching resources*	20	50%	35%	59%	100%	56%	0%	0%	0%
Take up/usage/adoption by students of lecture capture	17	43%	50%	35%	33%	44%	0%	50%	0%
Student digital fluency/capability	15	38%	40%	29%	67%	39%	0%	50%	0%
Electronic Management of Assignments (EMA)	13	33%	20%	47%	33%	36%	0%	0%	0%
Use of learning analytics in supporting students	7	18%	15%	24%	0%	19%	0%	0%	0%
Mobile learning	6	15%	15%	18%	0%	17%	0%	0%	0%
E-assessment	5	13%	5%	18%	33%	14%	0%	0%	0%
Effectiveness of flipped learning	4	10%	5%	12%	33%	11%	0%	0%	0%
Other aspect evaluated	8	20%	25%	18%	0%	19%	0%	0%	100%

Table 4.14: What aspects of the impact of technology enhanced learning on the student learning experience have you evaluated over the past two years?

Table 4.15: Details of how the impact of TEL tools and systems on the student learning experience has been measured, when and for what purpose

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(40)*	*(20)*	*(17)*	*(3)*	*(36)*	*(1)*	*(2)*	*(1)*
Survey	**29**	**73%**	**70%**	**77%**	**67%**	**69%**	**100%**	**100%**	**100%**
Usage figures e.g. system logs/reports	21	53%	65%	41%	33%	56%	0%	50%	0%
Interview/focus group	21	53%	60%	47%	33%	56%	0%	50%	0%
As part of a module or course evaluation	12	30%	20%	41%	33%	31%	0%	50%	0%
Benchmarking e.g. Jisc Digital Experience Tracker	11	28%	35%	24%	0%	28%	0%	50%	0%
Learning analytics	8	20%	10%	35%	0%	22%	0%	0%	0%
Crowd-sourcing feedback from users via social media	0	0%	0%	0%	0%	0%	0%	0%	0%
Other method	5	13%	10%	12%	33%	14%	0%	0%	0%

How impact was measured:

Question 4.15: How has the impact been measured, when, and for what purpose?

Surveys, *Usage figures* and *Interview/focus groups* remain the top three mechanisms for measuring impact, with Pre-92 institutions making greater use of *Usage figures* and *Interview/focus groups* than Post-92 institutions. While noting the low number of responses, the data does suggest that Post-92 institutions are using *Module or course evaluations* and *Learning analytics* more than Pre-92 institutions. It is interesting to note the drop in use of *Benchmarking* from 48% in 2018 to 28% in 2020, following a marked increase in 2018 and possibly suggests a re-assessment of the value of this as a measure.

Section 4: Course delivery and evaluation of Technology Enhanced Learning

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(40)*	*(20)*	*(17)*	*(3)*	*(36)*	*(1)*	*(2)*	*(1)*
When impact was measured:									
Annually	**20**	**50%**	**45%**	**53%**	**67%**	**47%**	**100%**	**50%**	**100%**
Continuously measuring	8	20%	15%	29%	0%	22%	0%	0%	0%
Each term/semester	6	15%	0%	29%	33%	17%	0%	0%	0%
Summer	1	3%	0%	6%	0%	3%	0%	0%	0%
Other timing	15	38%	50%	29%	0%	39%	0%	50%	0%
Purpose for which impact was measured:									
Assess student satisfaction with TEL approach	**35**	**88%**	**80%**	**94%**	**100%**	**89%**	**100%**	**100%**	**0%**
Determine take-up and usage of TEL tool(s) across institution (adoption)	25	63%	65%	59%	67%	67%	0%	0%	0%
Assess value for money of TEL tool(s) (e.g. review of licensing costs)	16	40%	30%	47%	67%	44%	0%	0%	0%
Assess value of TEL in relation to student performance (learning analytics)	7	18%	10%	29%	0%	19%	0%	0%	0%
Other purpose	9	23%	25%	18%	33%	22%	0%	0%	100%

Assess Student satisfaction and to *Determine take-up and usage of TEL tools* remain the two most common purposes for measuring the use of TEL, while evaluation to *Assess the Value for money of TEL tools* increases to 40% across the sector, with a higher proportion in Post-92 institutions (47%) compared to Pre-92 institutions (30%). This is consistent with responses elsewhere in the Survey (Question 1.1) which shows that *Improving student satisfaction e.g. NSS scores* and *Meeting student expectations* are key driving factors for TEL development. The number of institutions whose purpose for evaluation is to *Assess value of TEL in relation to student performance (learning analytics)* remains low; and has shown a decline from the up-turn evidenced in 2018, with 18% citing it as a purpose in 2020 compared to 25% in 2018.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact and provided details of outcome)		*(23)*	*(12)*	*(10)*	*(1)*	*(21)*	*(1)*	*(1)*	*(0)*
Organisation of services and tools	10	43%	67%	20%	0%	48%	100%	0%	0%
Student satisfaction	10	43%	42%	50%	0%	43%	0%	100%	0%
Consistency	6	26%	33%	20%	0%	24%	100%	100%	0%
Usage	5	22%	17%	30%	100%	24%	0%	0%	0%

Table 4.16: Broad conclusions from the evaluations undertaken into the impact of TEL on the student learning experience

Question 4.16: And what have these evaluations revealed? Please describe the broad conclusions from the evaluations and, if any have been published, provide the appropriate references or links.

Twenty-three respondents provided details on the broad conclusions from the evaluations undertaken. In 2018 the themes that were identified in response to this question included *Organisation of services and tools*, *Student usage*, *Lecture capture*, *Consistency*, *Staff digital capabilities* and *Student satisfaction*. The 2020 responses show four main themes emerging from evaluation activity: *Organisation of services and tools*, *Student satisfaction*, *Consistency* and *Usage*.

Category	Sample Comments
Organisation of services and tools	• Recommendation to establish a central TEL team and appoint Head of Digital Education • The outcomes have informed the redesign of the VLE for the academic year 2019-20. Approaches to student support and staff training were also influenced by the outcomes. • … this led to a change in how we set up our modules for the start of the new academic year, including a new module template and a blank course copy rather than copying old materials over into the new academic year.
Student satisfaction	• Student feedback on learning spaces has shown the areas they are satisfied/dissatisfied with and informed the re-design of learning spaces. • Students appear to be satisfied with our TEL approach, as revealed by the JISC Digital Experience Survey benchmarks. • Broad satisfaction with TEL provision, but frustration at inconsistency of use by academic staff
Consistency	• Consistency important and wanted improvements in the VLE provision. This lead to a change in how we set up our modules for the start of the new academic year, including a new module template and a blank course copy rather than copying old materials over into the new academic year • Lack of consistency between courses and between modules a major problem. • Students want consistency in their VLE to easily find vital information, students want a single approach to assessment
Usage	• Staff were also overall satisfied, reporting that new system was up to 5 times faster to use then the old. A range of innovative practice was also identified as a result of the far more powerful and flexible tools for marking. • The continued move to [the new VLE] is broadly welcomed in the University and has seen an increase in the use of the VLE

Table 4.16a: Qualitative comments provided by respondents in support of the broad conclusions on TEL impact studies on the student learning experience

Table 4.15 shows that *Assessing student satisfaction* (88%) and *Determining take-up and usage of TEL tools* (63%) were the most common reasons for undertaking evaluations. The responses to Question 4.16 provide an insight into how the evaluations are informing practice and Table 4.16 shows the breakdown of responses against the four main themes that emerged, with Table 4.16a providing some examples.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(88)*	*(38)*	*(40)*	*(10)*	*(72)*	*(5)*	*(9)*	*(2)*
Yes	25	28%	37%	25%	10%	29%	40%	22%	0%
No institutional evaluation, but individual departments/schools have evaluated	10	11%	8%	18%	0%	11%	20%	0%	50%
No evaluation	53	60%	55%	58%	90%	60%	40%	78%	50%

Table 4.17: Evaluation of the impact of TEL on staff pedagogic practices across the institution as a whole over the past two years

Question 4.17: Has the institution evaluated the impact of TEL on staff pedagogic practices across the institution as a whole over the past two years? This can include particular aspects of TEL across the institution

The proportion of institutions evaluating the impact of TEL on staff pedagogic practices remains relatively low, and on a similar level to 2018, with 28% indicating institutional level evaluation in 2020, compared to 23% in 2018. The proportion of respondents undertaking evaluations by *individual departments/schools* are also on a similar level (11%) compared to 13% in 2018.

Within these overall figures there is variation between type of institution, with Pre-92 institutions reporting higher levels of institutional evaluation (37%) than Post-92 institutions (25%), while evaluations by *individual departments/schools* is higher in Post-92 institutions (18%) than Pre-92 institutions (8%).

Question 4.18: What types of evaluations have individual departments/schools undertaken over the past two years? Please write in some examples

Only eight institutions provided examples of the types of evaluation, with module/course evaluations cited four times and the NSS twice. All other examples were different and included: self-assessment of alignment to the Learning, Teaching and Assessment Strategy; staff feedback; project collaborations; school plans; and use of TEL with large classes.

Question 4.19: What aspects of staff pedagogic practices have you evaluated over the past two years?

Accessibility of learning and teaching resources was added as an option to this question in 2020 and was identified by 36% of those undertaking evaluations. In contrast to the evaluation of student learning (Table 4.14) the difference between Pre-92 and Post-92 institutions was small.

Overall, *Staff digital fluency/capability* (44%), *Take up/usage/adoption of lecture capture* (40%), a *General review of TEL services* (36%) and *EMA* (32%) were the other aspects most evaluated. These four aspects were also in the top five as in 2018, although there have been some changes, particularly for a *General review of TEL services* which was evaluated by 62% of respondents in 2018, compared to 36% in 2020. Differences between institution type are generally small except for *Staff digital fluency/capability*, which was evaluated by half of Post-92 institutions compared to 36% of Pre-92 institutions.

Question 4.20: How has the impact on pedagogic practices been measured, when and for what purpose?

Surveys and *Interviews/focus groups* are again the most popular methods for measuring the impact of TEL (Table 4.20); however, the proportion of respondents citing the use of *Interview/focus groups* has fallen from 71% in 2018 to 36% in 2020. *Annual measurement* of impact remains the most popular frequency of collecting impact data (48%) compared to 38% in 2018.

Assessing staff satisfaction (80%) and *Determining adoption of TEL tools across an institution* (76%) were the most common reported purposes for conducting pedagogic evaluation. This has been the case since 2016, although the 2020 survey is the first time *Assessing staff satisfaction* has been cited most, with little difference between Pre-92 and Post-92 institutions. It is noted that for the reason *Assess value of TEL in relation to student performance (learning analytics)*, which was reported by 28% of responding institutions overall, the response from Pre-92 institutions was 7% compared to 50% in Post-92 institutions.

Table 4.20: Details of how the impact of TEL tools and systems on the pedagogic practices has been measured, when and for what purpose

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(25)*	*(14)*	*(10)*	*(1)*	*(21)*	*(2)*	*(2)*	*(0)*
How impact was measured:									
Survey	**17**	**68%**	**64%**	**70%**	**100%**	**71%**	**50%**	**50%**	**-**
Interview/focus group	9	36%	43%	30%	0%	38%	50%	0%	-
Usage figures e.g. system logs/reports	8	32%	43%	20%	0%	33%	50%	0%	-
Benchmarking e.g. Jisc Digital Experience Tracker	6	24%	14%	40%	0%	24%	50%	0%	-
As part of a module or course evaluation	3	12%	0%	30%	0%	10%	0%	50%	-
Crowd-sourcing feedback from users via social media	1	4%	7%	0%	0%	5%	0%	0%	-
Learning analytics	1	4%	0%	10%	0%	5%	0%	0%	-
Other method	3	12%	21%	0%	0%	14%	0%	0%	-

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Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(25)*	*(14)*	*(10)*	*(1)*	*(21)*	*(2)*	*(2)*	*(0)*
When impact was measured:									
Annually	**12**	**48%**	**43%**	**50%**	**100%**	**52%**	**50%**	**0%**	**-**
Each term/semester	5	20%	7%	40%	0%	14%	50%	50%	-
Continuously measuring	5	20%	21%	20%	0%	19%	50%	0%	-
Summer	0	0%	0%	0%	0%	0%	0%	0%	-
Other timing	11	44%	50%	40%	0%	48%	0%	50%	-
Purpose for which impact was measured:									
Assess staff satisfaction with TEL approach	**20**	**80%**	**79%**	**80%**	**100%**	**81%**	**100%**	**50%**	**-**
Determine take-up and usage of TEL tool(s) across institution (adoption)	19	76%	71%	80%	100%	71%	100%	100%	-
Assess value for money	8	32%	29%	30%	100%	38%	0%	0%	-
Assess value of TEL in relation to student performance (learning analytics)	7	28%	7%	50%	100%	29%	50%	0%	-
Other purpose	6	24%	29%	20%	0%	29%	0%	0%	-

4.21: And what have these evaluations revealed? Please describe the broad conclusions from the evaluations and, if any have been published, provide the appropriate references or links.

Question 4.21 invited respondents to identify conclusions arising from the evaluations of the impact of TEL on pedagogic practices. Twenty-two institutions provided details and unsurprisingly they generally match the categories from Table 4.20 *Purpose for which impact was measured*. Table 4.21 provides illustrative comments against categories from Table 4.20: *Assess staff satisfaction with TEL approach, Determine take-up and usage of TEL tool(s) across institution (adoption)* and *Assess value for money.*

Accessibility has emerged throughout this section as a new area of interest and responses to Question 4.21 provide an insight into the evaluation activity. Responses included evidence of an audit that revealed variability in accessibility across Schools and surveys which showed high levels of staff motivation to learn and implement strategies to enhance the accessibility of their teaching.

Overall, as the comments below illustrate there are on-going concerns about the limited digital capabilities of staff, a desire for more consistency which is countered elsewhere by staff frustrations with institutional policies impacting on use of TEL.

Summary

The pattern of delivery modes (Blended, Online and Open) has remained broadly consistent at the sector level compared to the 2018 survey data, with *Blended learning (supplementary)* approaches remaining more prevalent than active modes of blended learning. Provision of *Fully online* courses also remains primarily a *School/department* or *Individual teacher* activity; however, the pattern of use between institution types did reflect changes, with increased use at *School/department* level in Pre-92 institutions and use by *Individual teacher* up in Post-92 institutions. *Open online learning courses for all students at your institution (internal access only)* is now the most common Open course category reflecting a drop in provision of *Open online courses for public* particularly at *School/department* level.

The number of institutions identifying discipline areas which make more or less extensive use of TEL has increased in both cases in the 2020 survey - halting a decline that has been seen since 2014. Reasons for why discipline areas make more extensive use of TEL are *Subject TEL champions* (64%), *Discipline factors* (55%), *Local management support/encouragement*

Assess staff satisfaction with TEL approach	• **Staff are not keen on institutional policies on how they should approach their use of the VLE** • **Dissatisfaction with existing VLE tools - particularly the ease of use.** • **Staff generally appreciate and use TEL within their practices.**
Determine take-up and usage of TEL tool(s) across institution (adoption)	• Requirement for consistency in course design. • Requirement for online audience response provision. • A range of usage (and often a lack of consistency). • Inconsistencies in digital literacy from Staff and Students • Staff need more development on digital capabilities. • There are signs that the usability of the new VLE, and the support from learning technologists available through the rollout, is encouraging greater use of the tools available • A range of innovative practice was found as a result of implementing new EMA facilities that provide far more powerful and flexible marking tools.
Assess value for money	• Staff reusing recordings for distance learners. • EMA: 75% rated online submission feedback and grading as better than paper based submission, feedback and grading

Table 4.21: Illustrative comments explaining what the evaluations have revealed

(48%) and *Local TEL staff* (44%). These factors are also reflected in the reasons why discipline areas make less extensive use of TEL: *Lack of subject TEL champions*, (54%), *Lack of local management support/encouragement* (54%), *Discipline factors* (54%) and *Lack of local TEL staff* (34%).

The extent to which tools are used across institutions should be treated with some circumspection. However, the responses do indicate that only four tools (*VLEs, Text-matching, Reading List Management software* and *EMA),* are used widely across institutions. As in 2018 these are the only tools used in over 50% of courses in the majority of institutions.

When cross referenced to Question 3.25, which identifies tools that are centrally provided in institutions, the data indicates that wide availability of tools across the sector does not always align with high levels of use. This is the case for tools such as *E-portfolios*, *Summative e-assessment*, *Webinar* and *Collaborative tools*.

Making comparisons across the sector, use of *VLEs*, *Text matching tools* and *EMA* show comparable use across Pre-92 and Post-92 institutions, while *Reading list management software* is used more across Post-92 institutions. Of other tools the data continues to show the greater levels of use of *Lecture capture tools* by Pre-92 institutions, with 61% indicating use in the majority of courses (over 50% of courses), compared to only 24% in Post-92 institutions.

Measuring the use of TEL tools across the institution, a new question for 2020, was undertaken by 47% of respondents. This was undertaken by a higher proportion of Post-92 institutions (59%) compared to Pre-92 institutions (42%). Interestingly evaluation activity on the impact of TEL on both the student learning experience and staff pedagogic practices, while remaining low across the sector, are higher in Pre-92 institutions.

Where evaluations on the impact of TEL on the student learning experience are taking place, providing a *General review of TEL services* (58%), *Accessibility of learning and teaching resources* (50%) and *Take up/usage/adoption by students of lecture capture* (43%) are the aspects most often focused on. To *Assess student satisfaction* remains the most common purpose for undertaking the evaluation.

The Accessibility option was new for 2020 in the evaluation questions. That it features relatively high in responses to both questions highlights the increased focus on this requirement in the sector currently.

Where the evaluation focuses on the impact of TEL on staff pedagogic practices, the aspects that have been evaluated most are *Staff digital fluency* (44%) and *Take up/usage/adoption by students of lecture capture* (40%). *Accessibility of learning and teaching resources*, a new option provided in the question set for 2020, was also chosen by 36% of respondents. The most cited aims of these evaluations were *Assessing staff satisfaction* (80%) and *Determining take-up of TEL tools and usage across an institution (adoption)* (76%).

Section 5: Support for technology enhanced learning tools

Section 5 focused on the support available for TEL within institutions, looking at the different types and locations of support units, the number of TEL support staff and how support units are changing over time.

Question 5.1: Which, if any, support units are there in your institution that provide support for TEL? Please include both centrally provided and local units.

Table 5.1 presents the top five responses for Question 5.1 and shows the percentage of institutions which have each of the support units listed. The full list is provided in Table A5.1.

In a change since the 2018 Survey, a *TEL unit* returns to being the most prevalent unit providing TEL support, having increased from 67% in 2018 to 73% in 2020. In contrast, *IT Support* and *Educational Development Units* have both decreased, with *Educational Development Units* remaining less prevalent in Other HE institutions, who have located the majority of their TEL support in *IT support* and *TEL units*.

Local support is continuing the downward trend since the 2014 Survey, from 60% in 2014 to 46% in 2020. *Distance/Online Learning Unit*s are found in 21% of institutions, predominantly Pre-92 institutions, which is comparable with the data from 2018. In all cases, the *Distance/Online Learning Unit* exists in addition to other support units, primarily an *IT support* unit or *TEL unit*.

Where respondents indicated that they had other support units, these included local support teams, content production/educational media teams, a learning and development centre and an online learning unit within a continuing education department.

Table 5.1b summarises the responses for Question 5.1, focusing on the mean number of support units per institution. The data shows that institutions provide TEL support via a range of units, with a mean of around three per institution, with Other HE institutions reporting a lower mean of around two units. Institutions with a *Distance/Online Learning Unit* have a mean of 4.52 support units.

As shown in Table C5.1b (Appendix C), the mean number of support units continues to fluctuate, with 2020 seeing a decrease from 3.26 in 2018 to 3.10 in 2020. This fluctuation appears to indicate that TEL support structures are still evolving across the sector, which is reflected in the responses to Question 5.4, with 79% of institutions changing their TEL staffing provision over the last two years and 37% of institutions indicating that they have undergone a restructure of their department or TEL provision.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(89)	(38)	(40)	(11)	(73)	(5)	(9)	(2)
TEL unit or equivalent	65	73%	76%	73%	64%	77%	40%	67%	50%
Information Technology support	59	66%	68%	65%	64%	62%	80%	100%	50%
Library	42	47%	45%	55%	27%	48%	40%	44%	50%
Educational Development Unit (EDU)	41	46%	61%	40%	18%	41%	100%	56%	50%
Local support	41	46%	61%	43%	9%	44%	60%	44%	100%

Table 5.1: Support units that provide support for technology enhanced learning – top five

Response	Mean	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)	(89)	(38)	(40)	(11)	(73)	(5)	(9)	(2)
Mean number of support units	3.10	3.61	2.98	1.82	3.04	3.60	3.33	3.00

Table 5.1b: Mean number of units providing support for TEL per institution

Question 5.2: How many staff supporting TEL are in the unit?

Table 5.2a displays the mean number of individual staff by staff type for each support unit for the sector as a whole. For a full breakdown by country and institution type see tables A5.2aa-ah.

Overall, the key locations within the institution for *Learning technologists* continue to be within *TEL units or equivalent* (6.58) and *Local support* units (6.89) with a steady increase in staff since 2016. There has also been a decline in the mean number of *Learning technologists* within *IT support* units since 2016. *IT support staff* supporting TEL are, unsurprisingly, most likely to be found within *IT Support* units (5.87).

Distance/Online Learning Units have seen an increase in the mean number of staff since 2018 when the response item was added. The results in Table A5.2af show some variation between institutions about the type of staff within these units. As with the 2018 Survey, Pre-92 institutions continue to have more *Learning technologists* working in *Distance/Online Learning units* (5.83) than Post-92 institutions (2.14). There has been a slight increase in the mean number of academic and administrative roles in *Distance/Online Learning Units* since 2018 (see Table C5.2a2). Post-92 institutions continue to report high mean numbers of *Other* types of staff in *Distance/Online Learning Units* (8.00 in 2020 and 6.83 in 2018). The Survey did not ask respondents to provide details about the roles of the other types of staff, but it is possible these staff have instructional design/development roles.

In addition to the number of staff supporting TEL, respondents were asked to provide the FTE of staff supporting TEL in each unit across all roles. The top five are provided in Table 5.2b, with the full data provided in Table A5.2b.

Distance/Online Learning Units have the highest mean FTE (9.82, up from 3.27 in 2018) showing continued investment in distance/online learning; however, this data is skewed by two institutions with very large distance learning teams (50+ FTE). Removing these two institutions from the analysis provides a revised mean of 3.03 staff FTE working in *Distance/Online Learning Units* which is more comparable with the 2018 mean.

The second highest mean staff FTE is found within *Local support* units (8.95), followed by *TEL units or equivalent* (8.91); both areas have seen an increase in mean FTE since 2018, with *TEL units* seeing the largest increase of the two (from 4.60 to 8.91).

Overall, 55% of institutions have 15 or fewer staff FTE supporting TEL within their institutions. There are an Increasing number of institutions with large distance

Response	IT support	TEL	EDU	Library	Local support	Distance/ Online	Other	Outsourced/ Specialist
(Base: All respondents)	*(59)*	*(65)*	*(41)*	*(42)*	*(41)*	*(19)*	*(4)*	*(5)*
Mean number of learning technologists	0.63	6.58	1.60	0.88	6.89	4.47	2.75	1.60
Mean number of IT support staff	5.87	0.62	0.12	0.55	1.38	0.21	0.00	0.80
Mean number of administrative staff	0.63	0.45	0.56	0.86	3.68	2.26	0.00	0.40
Mean number of academic staff	0.00	0.49	1.79	0.09	0.27	1.32	0.00	0.00
Mean number of other staff	0.27	0.62	0.95	4.30	0.27	3.26	3.50	0.60

Table 5.2a: Mean number of staff working in each unit

Response	Total		Type			Country			
	No	Mean	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Distance/Online Learning Unit	19	9.82	8.13	12.71	0.00	10.97	0.00	0.00	0.00
Local support	41	8.95	11.13	6.51	0.20	10.74	6.67	0.80	0.00
TEL unit or equivalent	65	8.91	10.85	8.91	0.86	9.96	4.30	1.43	4.00
Information Technology support	59	3.68	5.12	3.02	0.81	4.57	2.28	0.31	0.00
Library	42	3.55	3.63	3.95	0.23	3.99	4.75	0.05	0.00
Educational Development Unit (EDU)	41	2.86	3.19	2.69	0.50	3.02	2.22	1.16	10.00

Table 5.2b: Mean FTE of staff working in each unit

units or large numbers of local support staff. Three institutions reported having over 100 FTE supporting TEL, each showing a large increase in mean FTE reported since the 2018 Survey; two of these reported large distance learning teams which has accounted for the increase.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(89)	(38)	(40)	(11)	(73)	(5)	(9)	(2)
TEL unit or equivalent	58	65%	71%	60%	64%	69%	40%	56%	50%
Educational Development Unit (EDU)	12	14%	16%	15%	0%	10%	60%	11%	50%
Information Technology support	7	8%	3%	8%	27%	7%	0%	22%	0%
Library	3	3%	0%	8%	0%	4%	0%	0%	0%
Local support	3	3%	3%	5%	0%	4%	0%	0%	0%
No main unit	3	3%	5%	3%	0%	3%	0%	11%	0%

Table 5.3: Main unit that provides support for TEL – top four

Question 5.3: Which is the main unit in the institution that provides support for TEL?

TEL units or equivalent continue to be the main TEL support unit selected by almost two-thirds of institutions, an increase from 2018. As in 2018, 3% of institutions reported that their *Local support* units were the main support for TEL, perhaps showing a devolved organisational structure for TEL in these institutions. The proportion of institutions reporting having no main unit for TEL support reduced from 11% in 2018 to 3% in 2020.

Question 5.4: What changes in staffing provision for supporting TEL, if any, have been made over the last two years?

Table 5.4 shows that, aligned with previous years, the vast majority (79%) of institutions are continuing to make changes to TEL staffing provision, on a similar level to the 81% reported in 2018. A noticeable reduction can be seen amongst Other HE institutions with 55% reporting changes had been made, compared to 78% in 2018.

Table 5.4a summarises the responses for those institutions where changes in staffing provision have been made and the table shows the top five categories. Table A5.4a shows the full list.

An *Increase in the number of staff* remains the top change made to staffing provision, maintaining the 40% reported in 2018. This *Increase in the number of staff* was the case in 55% of Pre-92 institutions compared to 25% in Post-92 institutions. A *Change of existing roles/incorporation of other duties* increases in popularity, from 3rd most popular (30%) in 2018 to joint top with 40% in 2020. This is closely followed by a *Restructure of department(s)/TEL provision* which is on a similar level to 2018 (38% in 2018 and 37% in 2020).

Responses from those institutions indicating 'other' changes in staffing provision include the ending of temporary contracts/maternity cover not being filled, institutional restructures and reviews and staff being recruited at lower grade/on fixed term contracts.

Cross-referencing the responses to Question 5.4 with Question 1.3 regarding encouraging factors for the development of TEL, 24 institutions who ranked *Availability of TEL support staff* as *Very important* reported an *Increase in the number of staff* in the last two years, which shows the impact of that factor on TEL staffing. However, 13 institutions reported a reduction in the number of TEL staff, despite considering TEL support staff as a key encouraging factor.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Changes made	70	79%	87%	78%	55%	78%	80%	89%	50%
No changes made	19	21%	13%	23%	46%	22%	20%	11%	50%

Table 5.4: Whether changes in staffing provision for supporting TEL have been made over the last two years

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		(89)	(38)	(40)	(11)	(73)	(5)	(9)	(2)
Increase in the number of staff	36	40%	55%	25%	46%	40%	40%	44%	50%
Change of existing roles/incorporation of other duties	36	40%	37%	48%	27%	40%	40%	44%	50%
Restructure of department(s)/TEL provision	33	37%	42%	40%	9%	38%	40%	33%	0%
Reduction in the number of staff	22	25%	21%	35%	0%	26%	40%	11%	0%
No changes in staffing provision	19	21%	13%	23%	46%	22%	20%	11%	50%

Table 5.4a: Changes made in staffing provision for supporting TEL over the last two years – top five.

Question 5.5: Why have these changes been made?

Question 5.5 asked respondents to provide reasons for the changes that had been identified in Question 5.4. A number of reasons were given for the changes in staff provision over the past two years including:

- Institutional/departmental restructuring and the creation or expansion of **centralised TEL Teams** to bring disparate provision together and improve consistency.
- Increased **technology portfolio** to support specific projects and/or new technologies e.g. a new VLE, implementing EMA, expansion of multimedia services, Lecture Capture or Blackboard Ally.
- Expansion of the role of the TEL teams to include **new areas of focus** e.g. expanded CPD provision, digital capabilities, fully online/distance delivery, programme design or active blended learning.
- To **generally increase the provision** of TEL for the institution to fill previous gaps and become closer to sectoral norms.
- Mergers, restructures, efficiency savings and budget constraints resulting in **staff roles being reduced or not replaced** following staff departures.

Question 5.6: Do you foresee changes in the staffing provision for supporting TEL in the near future?

Table 5.6 shows that the vast majority (84%) of responding institutions foresee changes in their TEL staffing provision in the near future. This is a moderate increase from 2018 where 77% foresaw changes. Generally, this increase is comparable to 2018, apart from Scotland which sees a reduction from 92% in 2018 to 78% in 2020.

Table 5.6a summarises the returns for those institutions that foresee changes in staffing provision and the table shows the top five responses. Table A5.6a provides the full list.

Of those institutions that foresee a change to TEL staffing in the near future, the most common prediction (38%) is an *Increase in the number of staff* – up on 34% reported in 2018. In a change to 2018, this growth is primarily expected in Post-92 institutions, increasing from 24% to 35%.

The top five responses for those institutions foreseeing staffing changes remains the same for 2018 and 2020. However, *Change of existing roles/incorporation of other duties* jumps from 4th to 2nd on the list, increasing from 23% in 2018 to 29% in 2020. This jump relates to an increase from 17% in 2018 to 40% in 2020 for Post-92 institutions.

Two institutions reported other foreseen changes in staffing provision, with one reporting an institutional acknowledgement of the need for more staff, but budget constraints are impacting recruitment, and the other citing the potential for staffing changes based on the development of an online team for the institution.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Changes foreseen	75	84%	92%	80%	73%	85%	80%	78%	100%
No changes foreseen	14	16%	8%	20%	27%	15%	20%	22%	0%

Table 5.6: Whether changes in staffing provision for supporting TEL are foreseen in the near future

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Increase in the number of staff	34	38%	47%	35%	18%	41%	20%	33%	0%
Change of existing roles/incorporation of other duties	26	29%	21%	40%	18%	32%	0%	33%	0%
Anticipate change, but unsure as to how it might change	25	28%	26%	28%	36%	27%	40%	22%	50%
Restructure of department(s)/TEL provision	23	26%	32%	25%	9%	27%	20%	11%	50%
Currently reviewing staffing provision	14	16%	24%	13%	0%	16%	20%	11%	0%
Recruitment delay/freeze	8	9%	8%	10%	9%	10%	0%	11%	0%
Reduction in the number of staff	4	6%	5%	3%	9%	4%	20%	0%	0%
Other change in the future	2	2%	3%	3%	0%	3%	0%	0%	0%

Table A5.6a: Foreseen changes in staffing provision for supporting TEL in the near future

Section 5:
Support for technology enhanced learning tools

Summary

The mean number of units providing support for TEL has decreased slightly since the 2018 Survey, although it continues to fluctuate around a mean of three units. TEL support continues to evolve and this is reflected by the changes in TEL staffing provision with 37% of respondents reporting some form of restructure of their department(s) or TEL provision.

The 2020 findings also suggest a continued period of growth in TEL staffing, with 40% of respondents reporting an increase in the number of staff in the past two years. This is also reflected in the increase in mean FTE of staff and the presence of three institutions with over 100 FTE supporting TEL. This trend looks set to continue with the majority of institutions foreseeing further changes, primarily relating to increasing numbers of staff.

The number of *Distance/Online Learning Units* remains relatively stable, however there has been a significant increase in the number of FTE staff supporting TEL within these units.

Section 6:
Looking to the future…

Section 6 asked questions relating to the barriers to the development of TEL and asked respondents about new and emerging trends in their institution's use of TEL tools and services.

Question 6.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years?

Table 6.1 summarises the responses for Question 6.1 and shows the top five rankings of the 18 barriers presented in the Survey. The full data is in Table A6.1; longitudinal analysis is presented in Table C6.1. Four of the lowest ranked barriers over time were removed from the 2020 survey to reduce the response options from 22 to 18; these included '*lack of student engagement' and 'lack of institutional support for open learning'.*

Since the 2005 Survey, *Lack of time* has maintained its position as the top barrier (Figure 6.1). The response items in the top six have not changed since 2018, however, some positions have shifted. While *Institutional culture* maintains fourth place, *Departmental/school culture* has fallen from second in 2018 to sixth in 2020 and *Lack of internal sources of funding to support development* has moved back up to third from sixth.

Lack of academic staff commitment has dropped one place to fifth, however the mean of 3.06 has not changed since 2018. *Lack of academic staff knowledge* has continued its rise and now sits in second place, up from sixth in 2016. As seen in Figure 6.1, the importance of this barrier has fluctuated over time, with its increasing importance since 2016 possibly attributed to the introduction of yet more new tools and technologies or the changing TEL landscape. A record high of 70% of responding institutions reported undertaking a review of an institutional TEL facility or system in the past two years (Table 3.18); this has often resulted in the introduction of a new system or an upgrade to an existing system which may put additional pressure on staff to keep up to date.

Considering the differences between the institutional types, both *Institutional culture* and *Departmental/school culture* are less of a barrier for Post-92 institutions where the mean for both items is less than three, compared with a mean of over three for both Pre-92 and Other HE institutions; however, both items still sit in the top six for Post-92 institutions.

Considering regional differences, Scottish institutions ranked *Lack of academic staff development opportunities* in third place, much higher than the sector rank of eleventh, while *Lack of support staff* is ranked equal fifth – compared to a ranking of eigth across the sector.

Barrier	Rank	Mean	Type			Country			
			Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(88)	(37)	(40)	(11)	(72)	(5)	(9)	(2)
Lack of time	1	3.60	3.73	3.60	3.18	3.64	3.80	3.33	3.00
Lack of academic staff knowledge	2	3.11	3.08	3.08	3.36	3.15	3.40	2.67	3.00
Lack of internal sources of funding to support development	3	3.10	3.16	3.15	2.73	3.13	3.20	2.67	4.00
Institutional culture	4	3.08	3.30	2.83	3.27	3.06	3.20	3.00	4.00
Lack of academic staff commitment	5	3.06	3.16	3.05	2.73	3.06	3.60	2.67	3.50

Table 6.1: Ranked potential barriers to any (further) development of processes to promote and support technology enhanced learning tools - top five.

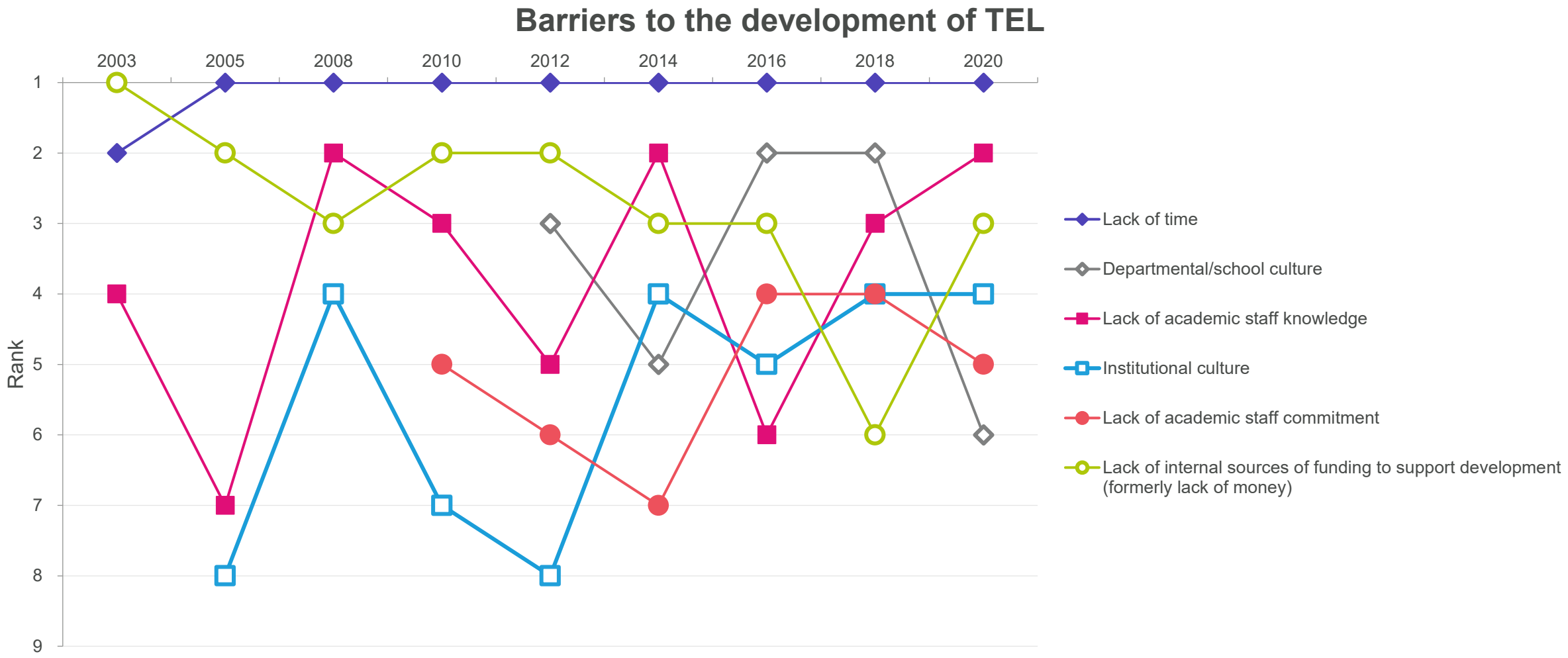

Figure 6.1: Longitudinal view of the barriers to the development of TEL.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(89)	(38)	(40)	(11)	(73)	(5)	(9)	(2)
Yes	67	75%	74%	78%	73%	77%	100%	44%	100%
No	22	25%	26%	23%	27%	23%	0%	56%	0%

Table 6.2 Whether there are any recent and prospective developments in technology that have started to make new demands upon institutions in terms of the support required by users.

Question 6.2: Have any recent and prospective developments in technology started to make new demands upon you in terms of the support required by users?

Question 6.2 asked respondents whether there were any developments making new demands upon institutions in terms of the support required by users; with three-quarters indicating that there were. Scottish institutions were less likely to report new developments making new demands with only 44% doing so. Respondents were then invited to identify up to three important developments (Question 6.3).

Question 6.3: Please write in details of up to three developments that are starting to make new demands upon you in terms of the support required by users – those you think are most important.

As in previous Surveys, this was an open question and respondents were invited to provide up to three responses. The responses, many of which were multi-part, were then categorised. The top five demands are given in Table 6.3. For a full breakdown by country and institution type see Table A6.3.

The percentages are calculated as a proportion of the number of respondents. Where possible items have been grouped based on categories used in previous Surveys, but where necessary new categories have been added or combined. As a result of this, some longitudinal analysis is possible and is given in Table C6.3.

The most notable change over 2018 is the increasing proportion of respondents indicating that *Accessibility* and/or *Office 365 (including Teams)* are making new demands so that they are now placed first and second, respectively. *Accessibility* has increased from 5% in 2018 to 43% in 2020 - clearly showing the impact of the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018, while *Office 365 (including Teams)* moves up from 8% in 2018 to 27% in 2020. This reflects the responses for Question 3.20, where 67% of those institutions undertaking a review of their *Collaborative tools* have implemented Office 365 and the responses for Question 3.25 where Microsoft Teams has also established a leading position as the main centrally-supported *Collaborative tool* (69%).

Electronic Management of Assessment and *Lecture capture* retain positions in the top five developments, but both have decreased since the 2018 Survey and were cited by 18% and 16% of respondents respectively in 2020. *Learning Analytics* also remains in the top five with a similar percentage to the 2018 Survey (18% in 2020 compared to 20% in 2018).

Surprisingly, *Degree apprenticeships* have not had the impact that was anticipated in the 2018 Survey and remain at around 7%. Multimedia leaves the list of demands for the first time since the question was introduced to the Survey in 2010.

There are only minor differences amongst the institutional types and countries with the most notable being *Electronic Management of Assessment*, which is not cited by any of the Other HE institutions in 2020. *Accessibility* is the main concern for all institution types, although it appears to be causing more of a demand for Pre-92 institutions (54%) compared to Post-92 (32%) and Other HE institutions (38%). This correlates to Question 4.14, where a

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see demands)		(67)	(28)	(31)	(8)	(56)	(5)	(4)	(2)
Accessibility (in relation to the EU accessibility directive)	29	43%	54%	32%	38%	39%	60%	75%	0%
Office 365 (inc. Teams)	18	27%	32%	19%	38%	30%	0%	25%	0%
Electronic Management of Assessment (e-submission, e-marking, e-feedback)	12	18%	21%	16%	0%	14%	60%	25%	0%
Learning Analytics	12	18%	11%	26%	13%	18%	0%	25%	0%
Lecture capture	11	16%	11%	23%	13%	14%	20%	25%	50%

Table 6.3: Recent and prospective developments in technology that are starting to make new demands in terms of the support required by users

higher percentage of Post-92 and Other HE institutions reported evaluating the *Accessibility of learning and teaching resources* and possibly indicates that they are further ahead than Pre-92 institutions in this area.

Office 365 (including Teams) is less of a concern for Post-92 institutions (19%) compared to Pre-92 (32%) and Other HE institutions (38%). As in 2018, *Learning Analytics* and *Lecture capture* are rated slightly higher by Post-92 institutions compared to Pre-92 institutions and *Learning Analytics* is not reported to be causing new demands for responding Welsh institutions.

Figure 6.3: Word cloud showing the developments making new demands.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base:All respondents)		(67)	(28)	(31)	(8)	(56)	(5)	(4)	(2)
Yes	54	81%	86%	87%	38%	79%	100%	75%	100%
No	13	19%	14%	13%	63%	21%	0%	25%	0%

Table 6.4: Whether institutions consider that the developments identified in Question 6.3 will pose support challenges over the next two to three years

Question 6.4: Do you see these developments posing any challenges over the next two to three years in terms of the support that will be required for staff and students?

Question 6.4 asked respondents to confirm whether the developments identified in Question 6.3 posed any challenges for support over the next two to three years. Only 38% of Other HE institutions reported challenges posed by the developments noted in Question 6.3. Respondents were then invited to provide information about those challenges (Question 6.5a) and how they would overcome them (Question 6.5b).

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table 6.5a gives the top five most commonly cited challenges posed by the developments noted in Question 6.3. For a full breakdown by country and institution type see Table A6.5a. As in previous Surveys, this was an open question and respondents were invited to provide up to three responses. Where possible, items have been grouped based on categories used in previous Surveys, but where necessary categories have been added or combined. As a result of this, some longitudinal analysis is possible (see Table C5.6a).

The 2020 Survey reveals several changes in the top five challenges from the 2018 Survey with *Accessibility* moving into the top spot, correlating to the responses to Question 6.3. This also reflects findings from other parts of the Survey, such as an increasing emphasis on the Equality Act (2010) and accessibility regulations as drivers for TEL development (Question 1.1), accessibility tools among the top three TEL tools reviewed over the last two years (Question 3.19) and the increase in evaluations of the *Accessibility of learning and teaching resources* (Question 4.14). Specific challenges presented by accessibility include making digital materials accessible, with specific reference to mathematical notation, captioning multimedia and dealing with third party content and systems.

Technical infrastructure moves to second place from sixth in 2018, with particular challenges noted around standardising technologies (specifically video conferencing platforms and use of Teams), investing in new services and dealing with ageing infrastructure.

Digital literacy/capability for staff and students moves into third place, however this seems to be only a challenge for English Pre-92 and Post-92 institutions. Typical challenges include supporting staff to embed digital literacies into their teaching and supporting staff and students to review and develop their digital skills in order to use technology more effectively and take advantages of the affordances and benefits of technology.

Figure 6.5a: Word cloud showing most commonly mentioned words for challenges.

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		(54)	(24)	(27)	(3)	(44)	(5)	(3)	(2)
Accessibility (making things accessible, captioning, mathematical notation, working with third parties)	20	37%	50%	22%	67%	32%	80%	67%	0%
Technical infrastructure – addressing growth, new technologies, understanding fit with existing tech	12	22%	29%	19%	0%	20%	60%	0%	0%
Digital literacy/capability	11	20%	17%	26%	0%	25%	0%	0%	0%
New modes of delivery (e.g. online/distance courses, active learning, blended learning, flipped classroom)	10	19%	13%	19%	67%	18%	20%	33%	0%
Lack of support staff/specialist skills/resources	10	19%	17%	22%	0%	18%	20%	0%	50%

Table 6.5a: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students.

Question 6.5b: How do you see these challenges being overcome?

Table 6.5b lists the most commonly cited solutions to the challenges identified in Question 6.5a. For a full breakdown by country and institution type see Table A6.5b. As for previous Surveys, this was an open question and respondents were invited to provide up to three responses. Where possible, items have been grouped based on categories used in previous Surveys, but where necessary categories have been added or combined. As a result of this, some longitudinal analysis is possible (see Table C6.5b).

Staff Development and *Investment* remain the top two ways of overcoming the challenges noted in Question 6.5a. A new entry this year is *New tools/services* which goes into fifth place and largely relates to the implementation of tools for accessibility. *Communities of practice*, in terms of sharing good practice, case studies and champions, moves out of the top five and was noted by only 7% of institutions, compared with 22% in 2018.

Summary

Lack of time remains the leading barrier to TEL development, consolidating its position at the top of the list which it has held since the 2005 Survey. *Lack of academic staff knowledge* moves up to second in 2020, from sixth in 2016, and is potentially linked to the changing TEL landscape in light of the TEL system reviews reported in Section 3.

Considering the developments making the most demand on TEL support teams, the top two contains two new entries of *Accessibility* and *Office 365 (including Teams)*, pushing the previous top two of *Electronic Management of Assessment* and *Lecture capture* down into third and fifth respectively. *Mobile technologies* continues its decline moving from 11% in 2018 to 6% in 2020. Multimedia is a notable loss from the list of developments, having been present since the 2010 Survey.

There have been several changes in the top five challenges facing institutions. *Accessibility* is a new entry and tops the table, reflecting the responses to Question 6.3 regarding new developments, with *Technical infrastructure* and *Digital literacy/capability* also in the top three. *Staff development* and *Investment* continue to be the primary ways of addressing these challenges. To respond to the challenge posed by *Accessibility*, institutions have reported introducing new tools or services, such as Blackboard Ally.

Figure 6.5b: Word cloud showing most commonly mentioned words for overcoming the challenges reported in Question 6.5a

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		(54)	(24)	(27)	(3)	(44)	(5)	(3)	(2)
Staff development (e.g. training courses)	18	33%	29%	33%	67%	34%	40%	33%	0%
Investment (time, money, resources, support staff)	18	33%	29%	37%	33%	36%	40%	0%	0%
Review and revise support provision (increased/improved/devolved/extended hours)	12	22%	25%	22%	0%	20%	20%	33%	50%
Internal collaboration/Joined-up approach	10	19%	17%	22%	0%	18%	20%	0%	50%
New tools/services (e.g. accessibility)	9	17%	21%	7%	67%	14%	20%	67%	0%

Table 6.5b: How institutions see the challenges identified in Question 6.5a being overcome.

Appendix A: Full 2020 Data

Where new response options have been added to established questions used in previous Surveys, they have been denoted with an asterisk at the end of the response option. New questions for the 2020 Survey are identified in the main text accompanying each section of the Report.

Appendix A

Rank 2020	Driving Factor	All	Type			Country			
			Pre-92	Post- 92	Other	Eng	Wal	Sco	NI
	(Base: All respondents)	*(92)*	*(39)*	*(43)*	*(10)*	*(76)*	*(5)*	*(9)*	*(2)*
1	Enhancing the quality of learning and teaching in general	3.75	3.85	3.70	3.60	3.75	3.60	3.78	4.00
2	Improving student satisfaction e.g. NSS scores	3.54	3.38	3.70	3.50	3.54	3.80	3.33	4.00
3	Widening participation/inclusiveness	3.48	3.46	3.51	3.40	3.49	3.60	3.22	4.00
4	Meeting student expectations in the use of technology	3.39	3.38	3.40	3.40	3.37	3.60	3.33	4.00
5	Meeting the requirements of the Equality Act (2010)[5]	3.37	3.33	3.42	3.30	3.39	3.60	3.00	3.50
6	Meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018	3.36	3.36	3.33	3.50	3.37	3.60	3.11	3.50
7	Supporting flexible/blended curriculum development	3.26	3.41	3.26	2.70	3.22	3.40	3.33	4.00
=8	Helping to create a common user experience	3.24	3.21	3.21	3.50	3.24	3.20	3.11	4.00
=8	Improving institutional reputation	3.24	3.15	3.28	3.40	3.24	3.40	3.11	3.50
10	Assisting and improving the retention of students	3.23	2.95	3.60	2.70	3.28	3.00	2.89	3.50
11	Supporting the development of digital literacy skills or digital capability for students and staff	3.22	3.08	3.35	3.20	3.22	3.20	3.00	4.00
12	Improving access to online/blended learning for campus-based students	3.17	3.36	3.16	2.50	3.16	3.00	3.22	4.00
13	Attracting home students	3.13	2.95	3.23	3.40	3.14	3.20	2.89	3.50
14	Attracting international (outside EU) students	3.08	3.08	3.07	3.10	3.09	3.00	2.89	3.50
15	Attracting new markets	3.07	3.00	3.14	3.00	3.12	2.60	2.78	3.50

Question 1.1: How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it into date?

Table A1.1: Driving factors for TEL development (mean values)

Appendix A

Rank 2020	Driving Factor	All	Type			Country			
			Pre-92	Post- 92	Other	Eng	Wal	Sco	NI
	(Base: All respondents)	(92)	(39)	(43)	(10)	(76)	(5)	(9)	(2)
16	Responding to the Teaching Excellence Framework (TEF)	3.05	3.03	3.09	3.00	3.24	3.20	1.78	1.50
17	Improving access to learning for international students	3.04	3.13	3.00	2.90	3.05	2.60	3.00	4.00
=19	Supporting students affected by the withdrawal of DSA provision (Disabled Students' Allowances)	3.03	2.97	3.12	2.90	3.00	4.00	2.67	3.50
=19	Improving administrative processes	3.03	2.95	3.02	3.40	3.08	3.20	2.56	3.00
=19	Addressing work-based learning – the employer / workforce development agenda and student employability skills	3.03	2.85	3.33	2.50	3.00	3.40	3.00	3.50
21	Creating or improving competitive advantage	3.02	2.95	3.02	3.30	3.00	3.00	3.11	3.50
22	Attracting EU students	3.00	3.05	2.91	3.20	3.01	3.00	2.78	3.50
23	Keeping abreast of educational developments	2.97	2.95	2.93	3.20	2.96	3.20	2.89	3.00
24	Improving access to learning for distance learners	2.91	3.15	3.00	1.60	2.87	3.00	3.00	4.00
25	Achieving cost/efficiency savings	2.88	2.72	3.02	2.90	2.92	3.20	2.33	3.00
26	Improving access to learning for part-time students	2.86	2.62	3.26	2.10	2.84	2.60	2.89	4.00
27	Developing a wider regional, national or international role for your institution	2.80	2.74	2.86	2.80	2.82	3.00	2.44	3.50
28	Improving access to learning through the provision of open education resources	1.58	1.77	1.49	1.20	1.54	1.60	1.67	2.50
29	Improving access to learning through the provision of open education courses (e.g. MOOCs)	1.51	2.03	1.14	1.10	1.55	1.00	1.56	1.00

Question 1.1: How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it into date?

Table A1.1 continued: Driving factors for TEL development (mean values)

Appendix A

Other driving factor	Frequency
(Base: all respondents)	(17)
Enhancing the student experience	6
Institutional strategies	5
External influences	3
Data informed	1
Flexibility and inclusivity	1
Identifying students at risk	1

Question 1.2: Are there any other driving factors in your institution?

Table A1.2: Other driving factors for TEL development

Appendix A

Rank 2020	Driving Factor	All	Type			Country			
			Pre-92	Post- 92	Other	Eng	Wal	Sco	NI
	(Base: All respondents)	*(91)*	*(39)*	*(42)*	*(10)*	*(75)*	*(5)*	*(9)*	*(2)*
1	Availability of technology enhanced learning support staff	3.51	3.54	3.60	3.00	3.49	3.80	3.56	3.00
2	Feedback from students	3.47	3.56	3.52	2.90	3.47	3.80	3.44	3.00
3	Availability and access to tools across the institution	3.31	3.28	3.48	2.70	3.31	3.60	3.22	3.00
4	Central university senior management support	3.25	3.46	3.19	2.70	3.23	3.80	3.44	2.00
5	Feedback from staff	3.23	3.41	3.21	2.60	3.20	3.60	3.33	3.00
6	School /departmental senior management support	3.14	3.36	3.00	2.90	3.08	3.40	3.67	2.50
7	Technological changes/developments	2.99	3.00	3.10	2.50	3.00	3.40	2.78	2.50
8	Availability of university committees and steering groups to guide development and policy	2.90	3.00	2.98	2.20	2.88	3.40	2.89	2.50
9	Availability of committed local champions	2.82	2.92	2.98	1.80	2.79	3.20	2.89	3.00
10	Availability of internal project funding	2.80	3.03	2.83	1.80	2.80	3.00	2.67	3.00
11	Threshold/minimum/baseline standards	2.71	2.49	3.02	2.30	2.67	3.00	2.89	3.00
12	Partnership with students on TEL projects (students as co-creators)	2.41	2.56	2.55	1.20	2.35	3.00	2.44	3.00

Question 1.3: How important, if at all are the following factors in encouraging the development of TEL and processes that promote it?

Table A1.3: Factors encouraging development of TEL (mean values)

Other factor identified	Frequency
(Base: all respondents)	*(19)*
Internal and external frameworks and strategies	6
Partnership and collaboration	5
Sharing of good online practice	1
Commercial partner knowledge and skills	1
Executive sponsorship	1
Increase in student numbers	1

Question 1.4: Are there any other factors in your institution that encourage the development of technology enhanced learning and processes that promote it?

Table A1.4: Factors that encourage TEL development

Appendix A

Institutional strategy	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(86)*	*(37)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(2)*
Teaching, Learning and Assessment strategy	72	84%	84%	85%	75%	81%	100%	89%	100%
Access/Widening Participation strategy	43	50%	35%	66%	38%	50%	20%	67%	50%
Library/Learning Resources strategy	37	43%	32%	49%	63%	47%	20%	22%	50%
Corporate strategy	35	41%	30%	51%	38%	40%	40%	44%	50%
Information and Communication Technology (ICT) strategy	33	38%	46%	32%	38%	37%	20%	56%	50%
Equality and Diversity strategy*	33	38%	32%	46%	25%	40%	20%	33%	50%
Technology Enhanced Learning or e-learning strategy	31	36%	46%	24%	50%	34%	20%	44%	100%
Digital strategy/eStrategy	30	35%	43%	32%	13%	33%	60%	33%	50%
Student learning experience strategy	29	34%	32%	39%	13%	34%	0%	56%	0%
Employability strategy	23	27%	24%	30%	25%	27%	20%	33%	0%
Estates strategy	22	26%	32%	22%	13%	24%	40%	33%	0%
Staff Development strategy	22	26%	22%	24%	50%	24%	20%	44%	0%
Digital Literacy/Digital Capability strategy	19	22%	19%	27%	13%	23%	0%	22%	50%
International strategy	19	22%	24%	22%	13%	19%	20%	33%	100%
Student engagement strategy	18	21%	19%	22%	25%	23%	0%	11%	50%

Question 2.1: Which, if any, institutional strategies inform the development of technology enhanced learning in your institution?

Table A2.1: Institutional strategies that have informed TEL development

Appendix A

Institutional strategy	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(86)*	*(37)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(2)*
Information and Learning Technology (ILT) strategy	18	21%	22%	22%	13%	17%	20%	33%	100%
Quality Enhancement strategy	17	20%	16%	22%	25%	21%	0%	22%	0%
Distance Learning strategy	10	12%	14%	10%	13%	10%	0%	11%	100%
Human Resources strategy	7	8%	3%	12%	13%	10%	0%	0%	0%
Information strategy	6	7%	8%	7%	0%	9%	0%	0%	0%
Marketing strategy	4	5%	5%	5%	0%	4%	0%	11%	0%
Mobile Learning strategy	4	5%	0%	2%	38%	6%	0%	0%	0%
Competition and Markets Authority (CMA) strategy	2	2%	3%	2%	0%	1%	0%	11%	0%
Open Education Strategy#	1	1%	3%	0%	0%	0%	0%	11%	0%
Other institutional strategy	11	13%	14%	15%	0%	16%	0%	0%	0%
Not considered in any institutional strategy documents	0	0%	0%	0%	0%	0%	0%	0%	0%

 # this was previously referred to as 'Open Learning Strategy'

Question 2.1: Which, if any, institutional strategies inform the development of technology enhanced learning in your institution?

Table A2.1 continued: Institutional strategies that have informed TEL development

Appendix A

External strategy documents or reports	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(85)*	*(36)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(1)*
ucisa: Survey of Technology Enhanced Learning for higher education, and associated case study reports (2016, 2018)	33	39%	42%	37%	38%	41%	0%	33%	100%
Jisc: Student digital experience insights 2017/2018/2019: the voice of 22,000 UK learners	31	37%	39%	29%	63%	27%	60%	89%	100%
Jisc: Digital Capability Framework (2015, 2017)	30	35%	31%	42%	25%	40%	20%	11%	0%
HeIF: UK HE VLE Baseline Survey (2018)*	19	22%	22%	24%	13%	26%	0%	11%	0%
HeLF Lecture Capture in UK HE 2017: A HeLF Survey Report	16	19%	19%	20%	13%	16%	0%	56%	0%
NMC Horizon Report (2015 & 2017) Higher Education Edition	12	14%	8%	22%	0%	13%	20%	22%	0%
ucisa: Digital Capabilities Survey Report (2015, 2017)	11	13%	17%	7%	25%	13%	20%	11%	0%
Jisc: Enhancing the student digital experience: a strategic approach (2014)	10	12%	8%	15%	13%	13%	0%	11%	0%
Jisc: Developing organisational approaches to digital capability (2017)	8	9%	11%	7%	13%	7%	40%	11%	0%
Augar Review of Post-18 Education and Funding (2019)*	6	7%	6%	10%	0%	9%	0%	0%	0%
HEFCE: Review of the National Student Survey (2014)	6	7%	6%	7%	13%	9%	0%	0%	0%
HeLF: Electronic Management of Assessment Survey Report (2013)	6	7%	0%	15%	0%	6%	0%	11%	100%
Changing the Learning Landscape Report (2012-14)	5	6%	6%	7%	0%	7%	0%	0%	0%

Question 2.2: Which <u>three</u> external strategy documents or reports have been most useful in planning TEL in your institution?

Table A2.2: Three most useful external strategy documents in planning TEL

Appendix A

External strategy documents or reports	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(85)*	*(36)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(1)*
The Open University: Innovation Pedagogy Report (2014)	5	6%	11%	2%	0%	6%	0%	11%	0%
HEPI: Rebooting learning for the digital age: What next for technology-enhanced higher education? (2017)	4	5%	6%	2%	13%	6%	0%	0%	0%
Jisc NUS roadmap for supporting students to improve their digital experience at university and college (2019)#	4	5%	0%	10%	0%	4%	20%	0%	0%
HeLF: UK HE Research on Learning Analytics (2015 & 2017)	3	4%	6%	0%	13%	4%	0%	0%	0%
Jisc: Code of practice for learning analytics (2015)	3	4%	8%	0%	0%	3%	20%	0%	0%
HEFCW: Revised Enhancing Learning and Teaching through Technology (ELTT) strategy (2014)	2	2%	6%	0%	0%	0%	40%	0%	0%
HeLF: UK HE Digital Exams (2018)*	2	2%	6%	0%	0%	3%	0%	0%	0%
HEFCE: E-learning strategy (2005 & 2009)	1	1%	3%	0%	0%	1%	0%	0%	0%
MOOCs and Open Education: *Implications for Higher Education* (2013)	1	1%	3%	0%	0%	1%	0%	0%	0%
EUA: E-learning in European Higher Education Institutions (2014)	0	0%	0%	0%	0%	0%	0%	0%	0%
Jisc: Developing successful student- staff partnerships (2015)	0	0%	0%	0%	0%	0%	0%	0%	0%
Other external strategy document or report	4	5%	3%	2%	25%	6%	0%	0%	0%
No external strategy documents or reports have been useful in planning TEL	5	6%	8%	5%	0%	6%	20%	0%	0%

Question 2.2: Which three external strategy documents or reports have been most useful in planning TEL in your institution?

Table A2.2 continued: Three most useful external strategy documents in planning TEL

this was previously referred to as 'Jisc/NUS Benchmarking tool – the student digital experience (2015)'

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Institutional policies	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Base: All respondents		*(86)*	*(37)*	*(41)*	*(8)*	*(70)*	*(5)*	*(9)*	*(2)*
Learning, Teaching and Assessment policies	53	62%	57%	71%	38%	59%	60%	78%	100%
Lecture capture guidelines/policy	50	58%	76%	49%	25%	59%	100%	33%	50%
VLE usage policy (minimum requirements)	47	55%	43%	63%	63%	53%	80%	44%	100%
VLE guidelines/description of VLE service	39	45%	41%	49%	50%	46%	60%	33%	50%
Faculty or departmental/school plans	34	40%	38%	42%	38%	43%	20%	33%	0%
Electronic Management of Assignments (EMA) policy	33	38%	22%	51%	50%	40%	20%	33%	50%
Inclusive learning and teaching policy*	28	33%	32%	39%	0%	29%	60%	44%	50%
TEL or e-learning strategy/action plan/framework	25	29%	35%	20%	50%	33%	20%	11%	0%
E-assessment policy	13	15%	14%	17%	13%	16%	20%	11%	0%
Mobile policy (i.e. institutional policy on mobile usage in support of teaching and learning)	3	4%	3%	2%	13%	4%	0%	0%	0%
Other institutional policy	2	2%	3%	2%	0%	3%	0%	0%	0%
There are no institutional policies that link strategy and implementation	3	4%	5%	0%	13%	3%	0%	11%	0%

Question 2.3: What institutional policies, if any, link strategy and implementation of TEL tools?

Table A2.3: Institutional policies which link strategy with implementation of TEL tools

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Response	Total		Type			Country			
	No	*%*	*Pre-92*	*Post-92*	*Other*	*Eng*	*Wal*	*Scot*	*NI*
(Base: All respondents)		*(94)*	*(39)*	*(44)*	*(11)*	*(78)*	*(5)*	*(9)*	*(2)*
Yes	94	100%	100%	100%	100%	100%	100%	100%	100%
No	0	0%	0%	0%	0%	0%	0%	0%	0%

Question 3.1: Is there a VLE currently in use in your institution?

Table A3.1: Institutional VLE currently in use

Responses	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a VLE)		(94)	(39)	(44)	(11)	(78)	(5)	(9)	(2)
1	41	44%	18%	57%	82%	46%	0%	44%	50%
2	26	28%	33%	27%	9%	26%	80%	22%	0%
3	20	21%	33%	14%	9%	21%	0%	33%	50%
4	5	5%	10%	2%	0%	5%	20%	0%	0%
5	2	2%	5%	0%	0%	3%	0%	0%	0%
Mean number of VLEs	1.95		2.51	1.61	1.27	1.92	2.40	1.89	2.00

Question 3.2: Which VLE(s) is/are currently used in your institution

Table A3.2: Number of institutional VLEs currently in use

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Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a VLE)		(94)	(39)	(44)	(11)	(78)	(5)	(9)	(2)
Moodle	55	59%	64%	48%	82%	62%	40%	44%	50%
Blackboard Learn	30	32%	31%	36%	18%	30%	80%	22%	50%
FutureLearn	25	27%	49%	11%	9%	28%	20%	22%	0%
Canvas (by Instructure)	21	22%	33%	16%	9%	21%	40%	22%	50%
SharePoint	9	10%	13%	9%	0%	6%	20%	22%	50%
Blackboard Ultra	8	9%	8%	11%	0%	9%	20%	0%	0%
Open Education (by Blackboard)	7	7%	5%	11%	0%	9%	0%	0%	0%
Brightspace (by D2L)	6	6%	3%	11%	0%	6%	0%	11%	0%
Coursera	5	5%	13%	0%	0%	5%	0%	11%	0%
Other VLE – developed in-house	5	5%	8%	5%	0%	5%	0%	11%	0%
Other commercial VLE	5	5%	8%	2%	9%	5%	0%	11%	0%
edX	3	3%	8%	0%	0%	4%	0%	0%	0%
Other MOOC platform	2	2%	5%	0%	0%	1%	20%	0%	0%
Inversity	1	1%	3%	0%	0%	0%	0%	11%	0%
Sakai	1	1%	3%	0%	0%	1%	0%	0%	0%

Question 3.2: Which VLE(s) is/are currently used in your institution

Table A3.2a: VLEs currently used

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a VLE)		(94)	(39)	(44)	(11)	(78)	(5)	(9)	(2)
Moodle	46	49%	49%	41%	82%	53%	20%	44%	0%
Blackboard Learn	28	30%	28%	36%	9%	30%	60%	11%	50%
Canvas (by Instructure)	12	13%	18%	9%	9%	12%	0%	22%	50%
Brightspace (by D2L)	4	4%	0%	9%	0%	4%	0%	11%	0%
Blackboard Ultra	3	3%	3%	5%	0%	3%	20%	0%	0%
Other VLE - developed in-house	1	1%	3%	0%	0%	0%	0%	11%	0%

Question 3.3: Out of the above which is the main VLE in use across your institution?

Table A3.3: The *main* VLE in use

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Base: All respondents with a main VLE		(94)	(39)	(44)	(11)	(78)	(5)	(9)	(2)
Yes	92	98%	97%	100%	91%	97%	100%	100%	100%
No, another VLE (mainly) used	0	0%	0%	0%	0%	0%	0%	0%	0%
No, mode not supported using VLE across institution	0	0%	0%	0%	0%	0%	0%	0%	0%
No, mode not supported across institution	2	2%	3%	0%	9%	3%	0%	0%	0%

Question 3.4: Is the main VLE used for each of the following or not?

Table A3.4 (i): The *main* VLE and blended learning (campus-based courses)

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Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Base: All respondents with a main VLE		(94)	(39)	(44)	(11)	(78)	(5)	(9)	(2)
Yes	70	75%	72%	84%	46%	72%	80%	89%	100%
No, another VLE (mainly) used	13	14%	23%	9%	0%	14%	20%	11%	0%
No, mode not supported using VLE across institution	0	0%	0%	0%	0%	0%	0%	0%	0%
No, mode not supported across institution	11	12%	5%	7%	55%	14%	0%	0%	0%

Question 3.4: Is the main VLE used for each of the following or not?

Table A3.4 (ii): The *main* VLE and distance learning

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents using other VLE for distance learning)		(13)	(9)	(4)	(0)	(11)	(1)	(1)	(0)
Canvas	4	31%	11%	75%	0%	27%	100%	0%	0%
Moodle	4	31%	44%	0%	0%	27%	0%	100%	0%
Coursera	3	23%	33%	0%	0%	27%	0%	0%	0%
EdX	1	8%	11%	0%	0%	9%	0%	0%	0%
FutureLearn	1	8%	0%	25%	0%	9%	0%	0%	0%

Table A3.4 (ii) (a): The *other* VLE used for distance learning

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Base: All respondents with a main VLE		(94)	(39)	(44)	(11)	(78)	(5)	(9)	(2)
Yes	70	75%	72%	84%	46%	72%	80%	89%	100%
No, another VLE (mainly) used	13	14%	23%	9%	0%	14%	20%	11%	0%
No, mode not supported using VLE across institution	0	0%	0%	0%	0%	0%	0%	0%	0%
No, mode not supported across institution	11	12%	5%	7%	55%	14%	0%	0%	0%

Question 3.4: Is the main VLE used for each of the following or not?

Table A3.4 (iii): The *main* VLE and open online learning

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents using other VLE(s) for open learning)		*(28)*	*(19)*	*(9)*	*(0)*	*(23)*	*(2)*	*(3)*	*(0)*
FutureLearn	19	68%	79%	44%	0%	74%	50%	33%	0%
Blackboard Open Education	3	11%	0%	33%	0%	13%	0%	0%	0%
Coursera	2	7%	11%	0%	0%	9%	0%	0%	0%
Blackboard Course Sites	1	4%	5%	0%	0%	0%	50%	0%	0%
Brightspace	1	4%	0%	11%	0%	4%	0%	0%	0%
Iversity	1	4%	5%	0%	0%	0%	0%	33%	0%
Moodle	1	4%	5%	0%	0%	4%	0%	0%	0%
Not known	1	4%	0%	11%	0%	0%	0%	33%	0%

Table A3.4 (iii) (a): The *other* VLE used for open online learning

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a main VLE)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes	58	62%	56%	79%	18%	64%	60%	56%	50%
No, another VLE (mainly) used	1	1%	0%	2%	0%	1%	0%	0%	0%
No, mode not supported using VLE across institution	2	2%	3%	2%	0%	1%	0%	0%	50%
No, mode not supported across institution	32	34%	41%	16%	82%	34%	40%	44%	0%

Question 3.4: Is the main VLE used for each of the following or not?

Table A3.4 (iv): The *main* VLE and Degree Apprenticeships

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents using other VLE(s) for open learning)		(1)	(0)	(1)	(0)	(1)	(0)	(0)	(0)
OneFile	1	100 %	0%	100%	0%	100%	0%	0%	0%

Table A3.4 (iii) (a): The *other* VLE used for Degree Apprenticeships

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with a main VLE)		(93)	(39)	(43)	(11)	(77)	(5)	(9)	(2)
Institutionally-hosted and managed	33	36%	39%	28%	55%	38%	20%	33%	0%
Institutionally-managed but hosted by a third party	21	23%	28%	19%	18%	23%	40%	11%	0%
Cloud-based Software as a Service (SaaS) multi-tenant service	39	42%	33%	54%	27%	39%	40%	56%	100%

Question 3.5: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

Table A3.5: Hosting results for *main* institutional VLE

Response Row percentages shown	Institutionally-hosted & managed		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service		Total
(Base: All respondents with main VLE)	No	%	No	%	No	%	(93)
Moodle	25	54%	17	37%	4	9%	46
Blackboard Learn	7	26%	4	15%	16	59%	27
Canvas (by Instructure)	0	0%	0	0%	12	100%	12
Brightspace (by D2L)	0	0%	0	0%	4	100%	4
Blackboard Ultra	0	0%	0	0%	3	100%	3
Other VLE - developed in-house	1	100%	0	0%	0	0%	1

Table A3.5 (i): Hosting results per platform for *main* institutional VLE

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents using external provider to host main VLE)		(60)	(24)	(31)	(5)	(48)	(4)	(6)	(2)
Blackboard Managed Hosting	22	37%	33%	45%	0%	35%	75%	17%	50%
CoSector (previously ULCC)	14	23%	29%	23%	0%	27%	25%	0%	0%
Instructure	12	20%	29%	13%	20%	19%	0%	33%	50%
Synergy Learning	1	2%	0%	3%	0%	0%	0%	17%	0%
Other external provider	11	18%	8%	16%	80%	19%	0%	33%	0%

Question 3.6: Who is the external provider that hosts your (main) VLE?

Table A3.6: External hosting provider for *main* institutional VLE

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(93)	(39)	(43)	(11)	(77)	(5)	(9)	(2)
Lecture capture platform	50	54%	59%	54%	36%	57%	60%	22%	50%
E-portfolio	36	39%	36%	47%	18%	39%	60%	33%	0%
VLE platform – supporting the delivery of blended learning courses	35	38%	36%	44%	18%	38%	40%	22%	100%
VLE platform – supporting the delivery of fully online courses	33	36%	36%	42%	9%	36%	40%	11%	100%
Digital repositories (e.g. Google Drive, Google Docs)	29	31%	26%	40%	18%	34%	20%	22%	0%
Media streaming	24	26%	26%	28%	18%	26%	20%	33%	0%
VLE platform – supporting the delivery of open online courses	16	17%	18%	21%	0%	18%	0%	11%	50%
Learning analytics	14	15%	8%	26%	0%	14%	40%	11%	0%
No outsourced provision	16	17%	21%	9%	36%	17%	20%	22%	0%

Question 3.7: Does your institution currently outsource its provision of any of the following? Provision refers to an institutional service being hosted by another organisation

Table A3.7: Institutional services that are currently outsourced

Response Row percentages shown	Institutionally-managed but hosted by a third party		Cloud-based Software as a Service (SaaS) multi-tenant service		Don't know	
(Base: All respondents outsourcing service)	No.	Total	No.	Total	No.	Total
Lecture capture platform (n=50)	9	18%	41	82%	0	0%
E-portfolio (n=36)	14	39%	22	61%	0	0%
VLE platform – supporting the delivery of blended learning courses (n=35)	13	37%	22	63%	0	0%
VLE platform – supporting the delivery of fully online courses (n=33)	14	42%	19	58%	0	0%
Digital repositories (e.g. Google Drive, Google Docs) (n=29)	7	24%	22	76%	0	0%
Media streaming (n=24)	8	33%	16	67%	0	0%
VLE platform – supporting the delivery of open online courses (n=16)	8	50%	7	44%	1	6%
Learning analytics (n=14)	7	50%	7	50%	0	0%

Question 3.8: How is the provision of these services currently outsourced?

Table A3.8: How the institutional services identified in Question 3.7 are currently outsourced

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		(50)	(23)	(23)	(4)	(44)	(3)	(2)	(0)
Institutionally-managed, hosted by other organisation	9	18%	13%	26%	0%	16%	33%	50%	0%
SaaS multi-tenant service	41	82%	87%	74%	100%	84%	67%	50%	100%

Question 3.8: How is the provision of these services currently outsourced?

Table A3.8 (i): Type of outsourcing for Lecture capture platform

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		(29)	(10)	(17)	(2)	(26)	(1)	(2)	(0)
Institutionally-managed, hosted by other organisation	7	24%	10%	29%	50%	23%	0%	50%	0%
SaaS multi-tenant service	22	76%	90%	71%	50%	77%	100%	50%	0%

Table A3.8 (ii): Type of outsourcing for Digital repositories (e.g. Google Drive, Google Docs)

Appendix A: Full 2020 Data

Question 3.8: How is the provision of these services currently outsourced?

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		(36)	(14)	(20)	(2)	(30)	(3)	(3)	(0)
Institutionally-managed, hosted by other organisation	14	39%	29%	50%	0%	37%	67%	33%	0%
SaaS multi-tenant service	22	61%	71%	50%	100%	63%	33%	67%	0%

Table A3.8 (iii): Type of outsourcing for e-portfolio

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		(24)	(10)	(12)	(2)	(20)	(1)	(3)	(0)
Institutionally-managed, hosted by other organisation	8	33%	30%	33%	50%	35%	0%	33%	0%
SaaS multi-tenant service	16	67%	70%	67%	50%	65%	100%	67%	0%

Table A3.8 (iv): Type of outsourcing for Media streaming*

Question 3.8: How is the provision of these services currently outsourced?

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		*(35)*	*(14)*	*(19)*	*(2)*	*(28)*	*(2)*	*(1)*	*(2)*
Institutionally-managed, hosted by other organisation	13	37%	36%	42%	0%	41%	50%	0%	0%
SaaS multi-tenant service	22	63%	64%	58%	100%	59%	50%	100%	100%

Table A3.8 (v): Type of outsourcing for VLE platform – supporting the delivery of blended learning courses

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		*(16)*	*(7)*	*(9)*	*(0)*	*(14)*	*(0)*	*(1)*	*(1)*
Institutionally-managed, hosted by other organisation	8	50%	29%	67%	0%	57%	0%	0%	0%
SaaS multi-tenant service	7	44%	57%	33%	0%	43%	0%	0%	100%
Don't know	1	6%	14%	0%	0%	0%	0%	100%	0%

Table A3.8 (vi): Type of outsourcing for VLE platform – supporting the delivery of open online courses

Question 3.8: How is the provision of these services currently outsourced?

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		(33)	*(14)*	*(18)*	*(1)*	*(28)*	*(2)*	*(1)*	*(2)*
Institutionally-managed, hosted by other organisation	14	42%	50%	39%	0%	50%	0%	0%	0%
SaaS multi-tenant service	19	58%	50%	61%	100%	50%	100%	100%	100%

Table A3.8 (vii): Type of outsourcing for VLE platform – supporting the delivery of fully online courses

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced provision)		*(14)*	*(3)*	*(11)*	*(0)*	*(11)*	*(2)*	*(1)*	*(0)*
Institutionally-managed, hosted by other organisation	7	50%	67%	46%	0%	55%	50%	0%	0%
SaaS multi-tenant service	7	50%	33%	55%	0%	45%	50%	100%	0%

Table A3.8 (viii): Type of outsourcing for Learning analytics

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that currently outsource some provision)		*(77)*	*(31)*	*(39)*	*(7)*	*(64)*	*(4)*	*(7)*	*(2)*
VLE platform – supporting the delivery of fully online courses	3	4%	3%	5%	0%	5%	0%	0%	0%
VLE platform – supporting the delivery of blended learning courses	2	3%	3%	3%	0%	3%	0%	0%	0%
Lecture capture platform	1	1%	3%	0%	0%	2%	0%	0%	0%
E-portfolio	1	1%	3%	0%	0%	2%	0%	0%	0%
Digital repositories (e.g. Google Drive, Google Docs)	1	1%	0%	3%	0%	2%	0%	0%	0%
Media streaming	1	1%	0%	3%	0%	2%	0%	0%	0%
VLE platform – supporting the delivery of open online courses	1	1%	3%	0%	0%	2%	0%	0%	0%
Learning analytics	0	0%	0%	0%	0%	0%	0%	0%	0%
Don't know	1	1%	0%	0%	14%	2%	0%	0%	0%
None being considered for bringing back in-house	69	90%	90%	90%	86%	88%	100%	100%	100%

Question 3.9: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally-managed?

Table A3.9: Services that are currently outsourced that are under consideration for bringing back in to be institutionally-managed

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes	29	31%	33%	28%	36%	34%	20%	22%	9%
None being considered for outsourcing	57	61%	62%	63%	55%	58%	80%	67%	100%
Don't know	7	8%	5%	9%	9%	8%	0%	11%	0%

Question 3.10: Is your institution formally considering the outsourcing of some or all of your provision for any of the following? Provision refers to an institutional service being hosted by another organisation?

Table A3.10: Formally considering the outsourcing of some or all of their provision

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(93)	(39)	(43)	(11)	(77)	(5)	(9)	(2)
VLE platform – supporting the delivery of blended learning courses	10	11%	10%	12%	9%	12%	20%	0%	0%
Lecture capture platform	9	10%	8%	12%	9%	10%	0%	11%	0%
Media streaming	8	8%	5%	14%	0%	10%	0%	0%	0%
Learning analytics	6	7%	8%	5%	9%	7%	0%	11%	0%
VLE platform – supporting the delivery of fully online courses	5	5%	3%	7%	9%	7%	0%	0%	0%
E-portfolio	5	5%	8%	2%	9%	7%	0%	0%	0%
VLE platform – supporting the delivery of open online courses	3	3%	3%	2%	9%	4%	0%	0%	0%
Digital repositories (e.g. Google Drive, Google Docs)	1	1%	0%	0%	9%	1%	0%	0%	0%
Don't know	7	8%	5%	9%	9%	8%	0%	11%	0%
None being considered for outsourcing	57	61%	62%	63%	55%	58%	80%	67%	100%

Question 3.10: Is your institution formally considering the outsourcing of some or all of your provision for any of the following? Provision refers to an institutional service being hosted by another organisation?

Table A3.10 (a): Services being formally considered for outsourcing

Response Row percentages shown	Institutionally-managed but hosted by a third party		Cloud-based Software as a Service (SaaS) multi-tenant service		Don't know/ options still being considered	
(Base: All respondents considering service for outsourcing)	No.	Total	No.	Total	No.	Total
VLE platform – supporting the delivery of blended learning courses (10)	4	40%	6	60%	3	30%
Lecture capture platform (9)	2	18%	5	46%	4	36%
Media streaming (8)	1	13%	6	75%	1	13%
Learning analytics (6)	3	50%	0	0%	3	50%
VLE platform – supporting the delivery of fully online courses (5)	2	40%	4	80%	1	20%
E-portfolio (n=5)	1	20%	3	60%	3	60%
VLE platform – supporting the delivery of open online courses (n=3)	1	33%	3	100%	1	33%
Digital repositories (e.g. Google Drive, Google Docs) (n=1)	0	0%	0	0%	1	100%

Question 3.11: What option(s) are being considered for the outsourcing of this provision?

Table A3.11: Options being considered for outsourcing

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(93)	(39)	(43)	(11)	(77)	(5)	(9)	(2)
Yes, do partner for one or more aspects	32	34%	46%	30%	9%	35%	40%	22%	50%
No, do not partner for any aspect	46	50%	46%	56%	36%	46%	60%	78%	50%
Do not have fully online/distance learning provision	13	14%	8%	9%	55%	17%	0%	0%	0%
Don't know	2	2%	0%	5%	0%	2%	0%	0%	0%

Question 3.12: Does your institution partner with an online programme management company or similar for any aspect of your fully online/distance learning provision?

Table A3.12: Whether institution partners with online programme management company

Response Row percentages shown	Outsourced		In-house		Don't know/don't have	
(Base: All respondents that partner, n = 32)	No.	Total	No.	Total	No.	Total
Market and demand analysis	16	50%	8	25%	8	25%
Marketing and recruitment	18	56%	9	28%	5	16%
Enrolment management	11	34%	16	50%	5	16%
Content design and development	13	41%	14	44%	5	16%
Academic staff training and support	6	19%	23	72%	3	9%
Technology solutions (eg VLE)	13	41%	17	53%	2	6%
Online tutors	5	16%	19	59%	8	25%
Student support and retention	15	47%	12	38%	5	16%

Question 3.13: Which of the following services are outsourced and which are done in-house?

Table A3.13: How specific services are provided

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes, and do collaborate as a result	9	10%	13%	5%	18%	8%	20%	22%	0%
Yes, currently under consideration so no decision reached	6	7%	10%	5%	0%	7%	20%	0%	0%
Yes, did consider but decided not to collaborate	0	0%	0%	0%	0%	0%	0%	0%	0%
No, have not considered	69	74%	67%	79%	82%	78%	60%	56%	50%

Question 3.14: Has your institution formally considered collaboration with other HE institutions in the delivery of technology enhanced learning services or resources to staff? Please include institutions both in the UK and abroad.

Table A3.14: Considered collaboration with other HE institutions

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that considered collaboration with other HE institutions)		*(15)*	*(9)*	*(4)*	*(2)*	*(11)*	*(2)*	*(2)*	*(0)*
Designing and sharing course resources	6	40%	56%	0%	50%	46%	50%	0%	0%
Joint course collaboration, blended learning (fly out faculty, teach in situ)	6	40%	44%	50%	0%	46%	0%	50%	0%
Joint course delivery, fully online	4	27%	22%	25%	50%	27%	0%	50%	0%
Other idea for collaboration	4	27%	22%	50%	0%	18%	50%	50%	0%

Question 3.15: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

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Table A3.15: Nature of collaboration with other HE institutions

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes, and do collaborate as a result	15	16%	23%	14%	0%	14%	20%	33%	0%
Yes, currently under consideration so no decision reached	9	10%	15%	7%	0%	10%	20%	0%	0%
Yes, did consider but decided not to collaborate	4	4%	3%	7%	0%	5%	0%	0%	0%
No, have not considered	51	55%	41%	61%	82%	57%	20%	56%	50%
Don't know	14	15%	18%	12%	18%	13%	40%	11%	50%

Question 3.16: Has your institution formally considered collaboration with commercial partners in the delivery of TEL services or resources to staff? Please include partners both in the UK and abroad.

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Table A3.16: Considered collaboration with commercial partners

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that considered collaboration with commercial partners)		*(28)*	*(16)*	*(12)*	*(0)*	*(23)*	*(2)*	*(3)*	*(0)*
Fully online/distance learning	27	96%	94%	100%	0%	96%	100%	100%	0%
Design and delivery of open learning	3	11%	19%	0%	0%	13%	0%	0%	0%
Degree apprenticeships	0	0%	0%	0%	0%	0%	0%	0%	0%
Other idea for collaboration	0	0%	0%	0%	0%	0%	0%	0%	0%

Question 3.17: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

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Table A3.17: Nature of collaboration with commercial partners

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Yes	65	70%	69%	70%	73%	69%	100%	67%	50%
No	28	30%	31%	30%	27%	31%	0%	33%	50%

Question 3.18: Have you undertaken a review of a major institutional TEL facility or system in the last two years?

Table A3.18: Institutional review of TEL facility or system in last two years

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have undertaken a review)		*(65)*	*(27)*	*(30)*	*(8)*	*(53)*	*(5)*	*(6)*	*(1)*
VLE	50	77%	78%	73%	88%	76%	100%	67%	100%
Lecture capture	28	43%	52%	37%	38%	38%	60%	83%	0%
Digital accessibility tools*	24	37%	44%	37%	13%	40%	60%	0%	0%
E-portfolio	19	29%	33%	27%	25%	36%	0%	0%	0%
Polling tools*	15	23%	33%	20%	0%	21%	60%	17%	0%
Collaborative tools*	14	22%	19%	27%	13%	21%	20%	33%	0%
Electronic Management of Assignments (EMA)	14	22%	19%	27%	13%	26%	0%	0%	0%
Media streaming	14	22%	22%	23%	13%	21%	20%	33%	0%
Learning analytics	13	20%	30%	17%	0%	13%	80%	33%	0%
Webinar platform*	13	20%	33%	10%	13%	21%	20%	17%	0%
E-assessment	10	15%	26%	10%	0%	13%	40%	0%	100%
MOOC platform	8	12%	26%	0%	13%	9%	40%	0%	100%
Other facility or system	3	5%	0%	7%	13%	6%	0%	0%	0%
Mobile learning	2	3%	7%	0%	0%	4%	0%	0%	0%

Question 3.19: Which major TEL facilities or systems have you reviewed in the last two years?

Table A3.19: TEL facilities or systems that have been reviewed in the last two years

Appendix A: Full 2020 Data

Main institutional VLE	Conducted review in last two years		
	Number reviewing their VLE	Main VLE total (3.3)	%
Moodle	25	46	54%
Blackboard Learn	17	28	61%
Canvas (by Instructure)	3	12	25%
Brightspace (by D2L)	3	4	75%
Blackboard Ultra	2	3	67%

Question 3.19: Which major TEL facilities or systems have you reviewed in the last two years?

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Table A3.19 (i): Cross tabulation of '*main* institutional VLE' with 'VLE review conducted in the last two years

Appendix A: Full 2020 Data

Outcomes	Frequency
Continue with the same VLE and upgrade to latest version • Moodle • Upgrade not specified • Blackboard	15 (6) (6) (3)
Review process not yet completed	9
Continue with the same VLE • Moodle • Blackboard Learn	9 (5) (4)
Switch to a different VLE • From Blackboard to Brightspace (by Desire2Learn) • From Blackboard to Canvas (by Instructure) • From Sakai to Canvas • From not specified to Canvas (by Instructure) • From not specified to Blackboard Ultra • Consolidating multiple VLE platforms into single platform (Canvas) • From not specified to new VLE (not specified)	9 (3) (1) (1) (1) (1) (1) (1)
Switch to external hosting for same VLE • Move to Blackboard Managed Hosting (for Blackboard Learn) • Move to external hosting provider (not specified) • Move to external hosting provider (for Moodle)	7 (2) (3) (2)
Switch external hosting provider • (Moodle) Move from CoSector to Titus Learning	1 (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (i): Outcomes of the VLE review

Note: n=50 for Table 3.20 (i)

Outcomes	Frequency
New system implementation/Pilot • Panopto • Planet eStream • Not specified • New policy updates	12 (6) (2) (2) (2)
In Progress	7
Stay with current system • Panopto	2 (2)
Change of system • From not specified to Panopto • Not specified	2 (1) (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (ii): Outcomes of the Lecture Capture review

Note: n=26 for Table 3.20 (ii)

Outcomes	Frequency
New system implementation • Implemented Blackboard Ally • Implemented Blackboard Ally and Ally for Websites • Implemented Blackboard Ally and ReadSpeaker (in VLE) • Implemented SensusAccess	21 (17) (2) (1) (1)
In Progress	2
Offering staff guidance and training only	1

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (iii): Outcomes of the Digital Accessibility tools review*

Note: n=24 for Table 3.20 (iii)

Outcomes	Frequency
In progress	7
Continue with current system • PebblePad • MyProgress • MyKnowledgeMap • Expanding role of current system (not specified)	6 (3) (1) (1) (1)
Change/introduction of system • Implement PebblePad • Pilot of OneNote • Implemented PebblePad as 2nd e-portfolio system (for specific needs of one degree programme)	4 (2) (1) (1)
Upgrade current system • Mahara • Not specified	2 (1) (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (iv): Outcomes of the e-portfolio review

Note: n=19 for Table 3.20 (iv)

Outcomes	Frequency
New system implementation/pilot • Mentimeter implemented • Piloting VeVox • Trialling Mentimeter and Socrative	5 (3) (1) (1)
In progress	4
Switch to a different system • From TurningPoint to Ombea • From not specified to SaaS (not specified) • From not specified to VeVox	3 (1) (1) (1)
Recommend use of a range of tools	2
Continue with current system • Mentimeter	1 (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (v): Outcomes of the Polling tools review*

Note: n=15 for Table 3.20 (v)

Outcomes	Frequency
New system implementation • Office365 (including Teams) • Implementation of Office 365 and Zoom	8 (7) (1)
In progress • Review not specified • Review of Office 365 and Teams	2 (1) (1)
Upgrade existing system • Blackboard Collaborate Ultra	1 (1)
Continue with current system • Cisco Webex	1 (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (vi): Outcomes of the Collaborative tools review

Note: n=12 for Table 3.20 (vi)

Outcomes	Frequency
EMA solution via VLE	5
In progress	4
Pilot/investigating WISEFlow	2
EMA Project not specified	2
Moving from in-house to WiseFlow	1

Table 3.20 (vii): Outcomes of the EMA review

Note: n=14 for Table 3.20 (vii)

Outcomes	Frequency
In progress	7
Move system • Moved from Helix server to MS Stream • Moved from Helix server to Planet eStream • Moved from Kaltura to Panopto • Changed supplier (not specified)	4 (1) (1) (1) (1)
New system implementation • Panopto • Kaltura	3 (2) (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (viii): Outcomes of the Media streaming review

Note: n=14 for Table 3.20 (viii)

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Outcomes	Frequency
In progress	7
Move system • Moved from Helix server to MS Stream • Moved from Helix server to Planet eStream • Moved from Kaltura to Panopto • Changed supplier (not specified)	4 (1) (1) (1) (1)
New system implementation • Panopto • Kaltura	3 (2) (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (viii): Outcomes of the Media streaming review

Note: n=14 for Table 3.20 (viii)

Outcomes	Frequency
Review ongoing	5
Jisc pilot project	4
Use of Intelliboard (with Moodle)	1
Decision not to progress	1
Partner implementation of Enterprise Data Warehouse and apps/dashboard developed in house	1
Signed up to Jisc Analytics and also developed in house	1

Table 3.20 (ix): Outcomes of the Learning Analytics review

Note: n=13 for Table 3.20 (ix)

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Outcomes	Frequency
Switch to a different system • From Skype to Zoom • From Adobe Connect to Blackboard Collaborate • From Adobe Connect toBigBlueButton • From Webex to Zoom and MS Teams • Addition of Zoom to compliment Blackboard Collaborate	5 (1) (1) (1) (1) (1)
Continue with the same system • BigBlueButton • Cisco Webex • Adobe Connect	4 (2) (1) (1)
In progress	3
Adopted a devolved platform selection strategy	1

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (x): Outcomes of the Webinar platform review*

Note: n=13 for Table 3.20 (x)

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Outcomes	Frequency
In progress	6
New system implementation/pilot • BTL • Investigating Wiseflow • Piloting use of Questionmark, Inspera and Wiseflow	3 (1) (1) (1)
Switch to a different system • Moving from Questionmark to Blackboard	1 (1)

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (xi): Outcomes of the e-assessment review

Note: n=10 for Table 3.20 (xi)

Outcomes	Frequency
Development planning and implementation of MOOCs • Awaiting outcome • FutureLearn	5 (4) (1)
Continue with current provider • FutureLearn • Blackboard	2 (1) (1)
Switch MOOC Platform • From FutureLearn to not specified	1 (1)

Table 3.20 (xii): Outcomes of the MOOC platform review

Note: n=8 for Table 3.20 (xii)

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Outcomes	Frequency
Moved to Explorance from Evasys	1
Development of modular ecosystem of tools	1
Moved from TurnItIn to Urkund due to rising costs of the former	1

Question 3.20: Please write the outcome of the review on these TEL facilities or systems.

Table 3.20 (xiii): Other

Note: n=3 for Table 3.20 (xiii)

Outcomes	Frequency
Moodle mobile app purchased	1
Moodle mobile app developed	1

Table 3.20 (xiv): Outcomes of the Mobile Learning review

Note: n=2 for Table 3.20 (xiv)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Planning a review in the next year	27	29%	33%	26%	27%	29%	40%	22%	50%
Planning a review in the next two years	31	33%	36%	30%	36%	33%	60%	33%	0%
Not planning a review in the next two years	35	38%	31%	44%	36%	39%	0%	44%	50%

Question 3.21: Are you planning to undertake a review of a major institutional TEL facility or system within the next two years?

Table A3.21: Institutional review of TEL facility or system in next two years

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents planning a review)		*(58)*	*(27)*	*(24)*	*(7)*	*(47)*	*(5)*	*(5)*	*(1)*
VLE	37	64%	59%	67%	71%	66%	80%	40%	0%
Lecture capture	17	29%	41%	25%	0%	19%	80%	60%	100%
E-portfolio	17	29%	26%	29%	43%	30%	60%	0%	0%
Digital accessibility tools*	16	28%	30%	33%	0%	23%	40%	40%	100%
E-assessment	15	26%	41%	17%	0%	23%	20%	60%	0%
Electronic Management of Assignments (EMA)	14	24%	26%	25%	14%	23%	40%	20%	0%
Collaborative tools*	13	22%	15%	25%	43%	15%	20%	80%	100%
Polling tools*	12	21%	33%	13%	0%	15%	60%	40%	0%
Learning analytics	11	19%	19%	25%	0%	15%	60%	20%	0%
Media streaming	11	19%	4%	33%	29%	17%	0%	60%	0%
Webinar platform*	9	16%	15%	17%	14%	13%	40%	20%	0%
Other facility or system	5	9%	4%	8%	29%	11%	0%	0%	0%
MOOC platform	2	3%	7%	0%	0%	2%	20%	0%	0%
Mobile learning	2	3%	4%	0%	14%	2%	0%	20%	0%

Question 3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

Table A3.22: TEL facilities or systems to be reviewed in the next two years

Main institutional VLE	VLE review to be conducted in next two years		
	Number planning to review their VLE	Main VLE total (3.3)	%
Moodle	23	46	50%
Blackboard Learn	10	28	36%
Canvas (by Instructure)	2	12	17%
Brightspace (by D2L)	0	4	0%
Blackboard Ultra	1	3	33%

Question 3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

Table A3.22 (i): Cross tabulation of 'main institutional VLE' with 'VLE review to be conducted in the next two years'

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Was not aware of the Toolkit before completing this survey	19	20%	10%	26%	36%	20%	20%	33%	0%
Aware of the Toolkit, but have not looked at it	27	29%	31%	28%	27%	27%	20%	44%	50%
Aware of the Toolkit and have looked at it	38	41%	46%	37%	36%	43%	60%	11%	50%
Have already used the Toolkit to review our VLE(s)	9	10%	13%	9%	0%	10%	0%	11%	0%
Have not used the Toolkit yet, but will be using it to review our VLE(s)	0	0%	0%	0%	0%	0%	0%	0%	0%

Question 3.23: As you may be aware, ucisa have recently launched a VLE Review Toolkit, more information about which can be found at: vle.ucisa.ac.uk/

Table A3.23: Awareness and use of ucisa VLE Review Toolkit

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents aware of/already used Toolkit)		*(47)*	*(23)*	*(20)*	*(4)*	*(41)*	*(3)*	*(2)*	*(1)*
Yes	10	21%	26%	20%	0%	17%	67%	50%	0%
No	37	79%	74%	80%	100%	83%	33%	50%	100%

Question 3.24: Have you used or are you planning to use the Toolkit to review any other technology?

Table A3.24: Other technology reviewed with ucisa VLE Toolkit

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Virtual Learning Environment (VLE)	85	91%	87%	93%	100%	92%	80%	89%	100%
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	81	87%	92%	91%	55%	88%	100%	67%	100%
Document sharing tool (e.g. Google Docs, Office 365)	80	86%	85%	88%	82%	87%	100%	67%	100%
Asynchronous communication tools (e.g. discussion forums)	78	84%	90%	84%	64%	86%	100%	56%	100%
Formative e-assessment tool (e.g. quizzes)	76	82%	92%	84%	36%	84%	100%	44%	100%
Lecture capture tools	75	81%	90%	77%	64%	81%	100%	67%	100%
Summative e-assessment tools (e.g. quizzes)	71	76%	85%	79%	36%	78%	100%	44%	100%
Reading list management software	67	72%	77%	77%	36%	73%	80%	56%	100%
Webinar/virtual classroom	67	72%	82%	72%	36%	71%	100%	56%	100%
E-portfolio	66	71%	62%	81%	64%	73%	60%	67%	50%
Electronic Management of Assignments (EMA)	62	67%	67%	72%	46%	66%	100%	44%	100%
Collaborative tools	58	62%	64%	61%	64%	62%	80%	44%	100%
Mobile apps	55	59%	51%	67%	55%	58%	60%	56%	100%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25: Centrally-supported software tools used by students

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(93)*	*(39)*	*(43)*	*(11)*	*(77)*	*(5)*	*(9)*	*(2)*
Personal response systems (including handsets or web-based apps)	55	59%	67%	63%	18%	61%	40%	44%	100%
Media streaming system	54	58%	51%	65%	55%	57%	40%	67%	100%
Blog	53	57%	62%	58%	36%	56%	100%	33%	100%
Synchronous collaborative tools	47	51%	49%	63%	9%	52%	20%	56%	50%
Wiki	41	44%	51%	47%	9%	42%	100%	22%	100%
Screen casting	37	40%	36%	51%	9%	40%	60%	22%	50%
Learning analytics tools	27	29%	18%	47%	0%	31%	60%	0%	0%
Digital/learning repository	23	25%	26%	26%	18%	29%	20%	0%	0%
Podcasting	21	23%	33%	16%	9%	21%	60%	11%	50%
Electronic essay exams	19	20%	18%	28%	0%	23%	0%	11%	0%
Other centrally-supported TEL tool	19	20%	18%	26%	9%	23%	20%	0%	0%
Content management systems	17	18%	13%	19%	36%	21%	0%	0%	50%
Social networking	13	14%	15%	16%	0%	13%	40%	11%	0%
Social bookmarking/content curation tools	3	3%	5%	2%	0%	4%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25 continued: Centrally-supported software tools used by students

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported VLE)		*(83)*	*(34)*	*(38)*	*(11)*	*(69)*	*(4)*	*(8)*	*(2)*
Moodle	46	55%	59%	45%	82%	58%	25%	50%	50%
Blackboard	23	27%	26%	34%	9%	26%	75%	13%	50%
Canvas	15	18%	26%	13%	9%	16%	25%	25%	50%
Brightspace	4	5%	0%	11%	0%	4%	0%	13%	0%
FutureLearn	4	5%	6%	5%	0%	4%	0%	13%	0%
SharePoint	2	2%	6%	0%	0%	1%	0%	0%	50%
Blackboard Ultra	1	1%	0%	3%	0%	1%	0%	0%	0%
Coursera	1	1%	3%	0%	0%	1%	0%	0%	0%
Edx	1	1%	3%	0%	0%	1%	0%	0%	0%
LAMS	1	1%	3%	0%	0%	1%	0%	0%	0%
Mobius	1	1%	3%	0%	0%	1%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25a: Centrally-supported virtual learning environment

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported text matching tools)		*(80)*	*(36)*	*(38)*	*(6)*	*(67)*	*(5)*	*(6)*	*(2)*
Turnitin	78	98%	97%	100%	83%	97%	100%	100%	100%
SafeAssign	5	6%	6%	5%	17%	6%	20%	0%	0%
Urkund	3	4%	3%	3%	17%	4%	0%	0%	0%

Table A3.25b: Centrally-supported text matching tools

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported document sharing tool)		*(79)*	*(33)*	*(37)*	*(9)*	*(66)*	*(5)*	*(6)*	*(2)*
Office 365	66	84%	82%	84%	89%	82%	100%	83%	100%
Google Docs	15	19%	24%	16%	11%	23%	0%	0%	0%
One Drive	5	6%	6%	5%	11%	6%	0%	17%	0%
SharePoint	2	3%	3%	3%	0%	3%	0%	0%	0%
MS Teams	1	1%	3%	0%	0%	2%	0%	0%	0%
BrightSpace	1	1%	0%	3%	0%	2%	0%	0%	0%
Office (not specified)	1	1%	3%	0%	0%	2%	0%	0%	0%
Overleaf	1	1%	3%	0%	0%	2%	0%	0%	0%

Table A3.25c: Centrally-supported document sharing tool

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported asynchronous communication tools)		*(78)*	*(35)*	*(36)*	*(7)*	*(66)*	*(5)*	*(5)*	*(2)*
Moodle	38	49%	49%	44%	71%	53%	20%	40%	0%
Blackboard	19	24%	20%	31%	14%	24%	60%	0%	0%
Canvas	9	12%	17%	8%	0%	12%	0%	20%	0%
MS Teams	9	12%	14%	11%	0%	12%	20%	0%	0%
Brightspace (by DesireLearn)	3	4%	0%	8%	0%	5%	0%	0%	0%
Forums (unnamed)	3	4%	3%	3%	14%	3%	0%	0%	50%
VLE (unnamed)	3	4%	9%	0%	0%	2%	20%	20%	0%
Padlet	3	4%	6%	3%	0%	5%	0%	0%	0%
Google Groups	2	3%	3%	3%	0%	3%	0%	0%	0%
Range of tools	2	3%	3%	0%	14%	0%	0%	20%	50%
Aula	1	1%	0%	3%	0%	2%	0%	0%	0%
Blackboard Ultra	1	1%	0%	3%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25d: Centrally-supported asynchronous communication tools

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported asynchronous communication tools)		*(78)*	*(35)*	*(36)*	*(7)*	*(66)*	*(5)*	*(5)*	*(2)*
Campus Pack	1	1%	3%	0%	0%	0%	20%	0%	0%
Google Communities	1	1%	3%	0%	0%	2%	0%	0%	0%
In house developed	1	1%	0%	3%	0%	2%	0%	0%	0%
FutureLearn	1	1%	0%	3%	0%	2%	0%	0%	0%
Mahara	1	1%	0%	3%	0%	0%	0%	20%	0%
SharePoint	1	1%	0%	3%	0%	2%	0%	0%	0%
Campus Pack	1	1%	3%	0%	0%	0%	20%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25d continued: Centrally-supported asynchronous communication tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported formative e-assessment tool)		*(75)*	*(36)*	*(35)*	*(4)*	*(64)*	*(5)*	*(4)*	*(2)*
Moodle	35	47%	47%	43%	75%	50%	20%	50%	0%
Blackboard	22	29%	25%	34%	25%	28%	60%	0%	50%
Canvas	12	16%	22%	11%	0%	16%	0%	25%	50%
Questionmark	4	5%	6%	6%	0%	5%	0%	0%	50%
BrightSpace	3	4%	0%	9%	0%	5%	0%	0%	0%
VLE (not specified)	3	4%	8%	0%	0%	2%	20%	25%	0%
Mentimeter	3	4%	3%	6%	0%	5%	0%	0%	0%
Poll Everywhere	3	4%	3%	6%	0%	5%	0%	0%	0%
Turnitin	3	4%	0%	9%	0%	5%	0%	0%	0%
H5P	3	4%	6%	3%	0%	3%	0%	25%	0%
Office 365	2	3%	0%	3%	25%	3%	0%	0%	0%
Practique	2	3%	6%	0%	0%	3%	0%	0%	0%
TopHat	2	3%	3%	3%	0%	3%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25e: Centrally-supported formative e-assessment tool

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported formative e-assessment tool)		*(75)*	*(36)*	*(35)*	*(4)*	*(64)*	*(5)*	*(4)*	*(2)*
Xerte	1	1%	3%	0%	0%	0%	20%	0%	0%
Respondus	1	1%	0%	3%	0%	2%	0%	0%	0%
Wiseflow	1	1%	3%	0%	0%	2%	0%	0%	0%
MS Forms	1	1%	3%	0%	0%	2%	0%	0%	0%
Blackboard Ultra	1	1%	0%	3%	0%	2%	0%	0%	0%
Mahara	1	1%	0%	3%	0%	0%	0%	25%	0%
Kahoot	1	1%	0%	3%	0%	2%	0%	0%	0%
My knowledge Map	1	1%	3%	0%	0%	2%	0%	0%	0%
Echo 360	1	1%	3%	0%	0%	2%	0%	0%	0%
ROGO	1	1%	3%	0%	0%	2%	0%	0%	0%
Inspira	1	1%	3%	0%	0%	2%	0%	0%	0%
Articulate	1	1%	0%	0%	25%	2%	0%	0%	0%
PebblePad	1	1%	0%	3%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25e continued: Centrally-supported formative e-assessment tool

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported lecture capture tools)		*(75)*	*(35)*	*(33)*	*(7)*	*(62)*	*(5)*	*(6)*	*(2)*
Panopto	45	60%	60%	64%	43%	61%	80%	33%	50%
Echo360	13	17%	29%	9%	0%	19%	0%	17%	0%
Planet eStream	5	7%	3%	3%	43%	5%	20%	17%	0%
MediaSite	3	4%	6%	3%	0%	3%	0%	0%	50%
Medial	2	3%	0%	6%	0%	2%	0%	17%	0%
Open Cast	1	1%	3%	0%	0%	2%	0%	0%	0%
Collaborate Ultra	1	1%	3%	0%	0%	2%	0%	0%	0%
not specified	1	1%	0%	0%	14%	2%	0%	0%	0%
GoToMeeting	1	1%	0%	3%	0%	0%	0%	17%	0%
Swivl	1	1%	0%	3%	0%	2%	0%	0%	0%
Kaltura	1	1%	0%	3%	0%	2%	0%	0%	0%
Camtasia	1	1%	0%	3%	0%	2%	0%	0%	0%
Open Source (not specified)	1	1%	0%	3%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25f: Centrally-supported lecture capture tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported summative e-assessment tools)		*(71)*	*(33)*	*(34)*	*(4)*	*(60)*	*(5)*	*(4)*	*(2)*
Moodle	29	41%	39%	38%	75%	43%	20%	50%	0%
Blackboard	21	30%	24%	35%	25%	28%	60%	0%	50%
Canvas	11	15%	21%	12%	0%	15%	0%	25%	50%
QuestionMark	6	8%	9%	9%	0%	7%	20%	0%	50%
Turnitin	5	7%	6%	9%	0%	8%	0%	0%	0%
BrightSpace	2	3%	0%	6%	0%	3%	0%	0%	0%
VLE	2	3%	6%	0%	0%	0%	20%	25%	0%
Speedwell	2	3%	0%	6%	0%	3%	0%	0%	0%
Wiseflow	2	3%	3%	3%	0%	3%	0%	0%	0%
Practique	2	3%	6%	0%	0%	3%	0%	0%	0%
BTL	1	1%	3%	0%	0%	0%	20%	0%	0%
Mobius	1	1%	3%	0%	0%	0%	20%	0%	0%
Office 365 Forms	1	1%	0%	0%	25%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25g: Centrally-supported summative e-assessment tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported summative e-assessment tools)		*(71)*	*(33)*	*(34)*	*(4)*	*(60)*	*(5)*	*(4)*	*(2)*
h5p	1	1%	0%	3%	0%	0%	0%	25%	0%
Mahara	1	1%	0%	3%	0%	0%	0%	25%	0%
Respondus lockdown browser	1	1%	0%	3%	0%	2%	0%	0%	0%
My Knowledge Map	1	1%	3%	0%	0%	2%	0%	0%	0%
ROGO	1	1%	3%	0%	0%	2%	0%	0%	0%
Inspira	1	1%	3%	0%	0%	2%	0%	0%	0%
form squared	1	1%	0%	3%	0%	2%	0%	0%	0%
PebblePad	1	1%	0%	3%	0%	2%	0%	0%	0%
Dewis	1	1%	0%	3%	0%	2%	0%	0%	0%
Panopto	1	1%	0%	3%	0%	0%	20%	0%	0%
Blackboard Ultra	1	1%	0%	3%	0%	2%	0%	0%	0%
Various	1	1%	3%	0%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25g continued: Centrally-supported summative e-assessment tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported reading list management software)		*(66)*	*(30)*	*(32)*	*(4)*	*(55)*	*(4)*	*(5)*	*(2)*
Talis (inc. Aspire, Elevate and Resource Lists)	41	62%	63%	66%	25%	67%	50%	40%	0%
Leganto (by ExLibris)	12	18%	30%	9%	0%	16%	50%	20%	0%
Keylinks	3	5%	0%	6%	25%	4%	0%	20%	0%
Ebsco (inc. Curriculum Builder)	2	3%	0%	3%	25%	2%	0%	20%	0%
Endnote	2	3%	7%	0%	0%	4%	0%	0%	0%
In house	2	3%	3%	3%	0%	2%	0%	0%	50%
not specified	2	3%	0%	3%	25%	2%	0%	0%	50%
Kortext	1	2%	0%	3%	0%	2%	0%	0%	0%
BibliU	1	2%	0%	3%	0%	2%	0%	0%	0%
ExLibris (not specified)	1	2%	0%	3%	0%	2%	0%	0%	0%
Canvas	1	2%	3%	0%	0%	0%	0%	0%	50%
Refworks	1	2%	0%	3%	0%	2%	0%	0%	0%
iTrent	1	2%	0%	3%	0%	2%	0%	0%	0%
Springshare Libguides	1	2%	0%	3%	0%	2%	0%	0%	0%
PaperPile	1	2%	3%	0%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25h: Centrally-supported reading list management software

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported webinar)		*(67)*	*(32)*	*(31)*	*(4)*	*(55)*	*(5)*	*(5)*	*(2)*
Blackboard Collaborate	16	24%	16%	35%	0%	27%	20%	0%	0%
Adobe Connect	16	24%	31%	16%	25%	27%	0%	0%	50%
Zoom	15	22%	25%	16%	50%	22%	40%	20%	0%
Big Blue Button	11	16%	22%	13%	0%	16%	20%	20%	0%
MS Teams	7	10%	6%	16%	0%	11%	20%	0%	0%
Blackboard Collaborate Ultra	6	9%	13%	3%	25%	5%	20%	20%	50%
Cisco Webex	4	6%	3%	10%	0%	5%	0%	20%	0%
GoTomeeting	3	4%	0%	10%	0%	4%	0%	20%	0%
Skype for Business	3	4%	6%	3%	0%	2%	40%	0%	0%
Skype	2	3%	0%	6%	0%	4%	0%	0%	0%
Panopto	2	3%	3%	3%	0%	2%	20%	0%	0%
Vscene	2	3%	0%	6%	0%	2%	20%	0%	0%
Bongo	1	1%	0%	3%	0%	2%	0%	0%	0%
Starleaf	1	1%	3%	0%	0%	2%	0%	0%	0%
BrightSpace	1	1%	0%	3%	0%	2%	0%	0%	0%
Google Hangouts	1	1%	3%	0%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25i: Centrally-supported webinar

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported e-portfolio)		*(65)*	*(24)*	*(34)*	*(7)*	*(55)*	*(3)*	*(6)*	*(1)*
Mahara	32	49%	58%	44%	43%	49%	67%	50%	0%
Pebblepad	21	32%	29%	41%	0%	35%	33%	17%	0%
Blackboard	3	5%	0%	6%	14%	5%	0%	0%	0%
MyProgress	3	5%	8%	3%	0%	5%	0%	0%	0%
OneFile	3	5%	8%	3%	0%	5%	0%	0%	0%
in house	2	3%	4%	3%	0%	4%	0%	0%	0%
Office 365	2	3%	0%	6%	0%	4%	0%	0%	0%
OneNote	2	3%	0%	6%	0%	2%	33%	0%	0%
Smart Assessor	2	3%	0%	3%	14%	4%	0%	0%	0%
Adobe Portfolio	1	2%	0%	3%	0%	2%	0%	0%	0%
Brightspace	1	2%	0%	3%	0%	2%	0%	0%	0%
Campus Pack	1	2%	4%	0%	0%	0%	33%	0%	0%
Campus Press	1	2%	0%	3%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25j: Centrally-supported e-portfolio

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported e-portfolio)		*(65)*	*(24)*	*(34)*	*(7)*	*(55)*	*(3)*	*(6)*	*(1)*
Canvas	1	2%	4%	0%	0%	0%	0%	0%	100%
Edublog	1	2%	0%	3%	0%	2%	0%	0%	0%
Google Sites	1	2%	0%	3%	0%	2%	0%	0%	0%
Kaizen	1	2%	4%	0%	0%	2%	0%	0%	0%
MyShowcase	1	2%	0%	3%	0%	2%	0%	0%	0%
Portfolium	1	2%	0%	0%	14%	0%	0%	17%	0%
Sharepoint	1	2%	0%	0%	14%	2%	0%	0%	0%
wordpress	1	2%	0%	0%	14%	0%	0%	17%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25j continued: Centrally-supported e-portfolio

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported collaborative tools)		*(58)*	*(25)*	*(26)*	*(7)*	*(48)*	*(4)*	*(4)*	*(2)*
MS Teams	40	69%	80%	62%	57%	65%	100%	75%	100%
Office 365	5	9%	0%	12%	29%	10%	0%	0%	0%
Blackboard	5	9%	4%	12%	14%	10%	0%	0%	0%
Google Hangouts	3	5%	8%	4%	0%	6%	0%	0%	0%
Not specified	2	3%	4%	0%	14%	0%	0%	50%	0%
Padlet	3	5%	0%	12%	0%	6%	0%	0%	0%
Blackboard Collaborate ultra	2	3%	4%	4%	0%	0%	25%	0%	50%
Skype	2	3%	8%	0%	0%	4%	0%	0%	0%
Moodle	2	3%	8%	0%	0%	4%	0%	0%	0%
Aula	2	3%	0%	8%	0%	4%	0%	0%	0%
Slack	2	3%	4%	4%	0%	2%	0%	0%	50%
Blackboard Collaborate	1	2%	0%	4%	0%	2%	0%	0%	0%
Adobe Connect	1	2%	4%	0%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25l: Centrally-supported collaborative tools (e.g. MS Teams)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported collaborative tools)		*(58)*	*(25)*	*(26)*	*(7)*	*(48)*	*(4)*	*(4)*	*(2)*
BigBlueButton	1	2%	0%	4%	0%	2%	0%	0%	0%
Skype for Business	1	2%	0%	4%	0%	2%	0%	0%	0%
Google Drive	1	2%	4%	0%	0%	2%	0%	0%	0%
Google Docs	1	2%	4%	0%	0%	2%	0%	0%	0%
Zoom	1	2%	4%	0%	0%	2%	0%	0%	0%
Bongo	1	2%	0%	4%	0%	2%	0%	0%	0%
Trello	1	2%	4%	0%	0%	2%	0%	0%	0%
BrightSpace	1	2%	0%	4%	0%	2%	0%	0%	0%
G Suite Applications	1	2%	4%	0%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25l continued: Centrally-supported collaborative tools (e.g. MS Teams)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported mobile apps)		*(54)*	*(20)*	*(28)*	*(6)*	*(44)*	*(3)*	*(5)*	*(2)*
Blackboard	14	26%	15%	36%	17%	25%	67%	0%	50%
CampusM	11	20%	35%	14%	0%	25%	0%	0%	0%
In house	9	17%	15%	18%	17%	16%	33%	20%	0%
Canvas	8	15%	20%	11%	17%	11%	33%	40%	0%
Moodle	8	15%	25%	11%	0%	16%	0%	20%	0%
Not specified	7	13%	10%	18%	0%	9%	0%	40%	50%
MyDay	6	11%	5%	11%	33%	9%	33%	20%	0%
PebblePad	4	7%	5%	11%	0%	7%	33%	0%	0%
Turnitin	3	6%	0%	11%	0%	7%	0%	0%	0%
panopto	3	6%	0%	11%	0%	7%	0%	0%	0%
Brightspace	2	4%	0%	7%	0%	5%	0%	0%	0%
Office 365	2	4%	0%	4%	17%	5%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25m: Centrally-supported mobile apps

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported mobile apps)		*(54)*	*(20)*	*(28)*	*(6)*	*(44)*	*(3)*	*(5)*	*(2)*
PollEverywhere	1	2%	0%	4%	0%	2%	0%	0%	0%
Teams	1	2%	0%	4%	0%	2%	0%	0%	0%
Aula	1	2%	0%	4%	0%	2%	0%	0%	0%
Modolabs	1	2%	0%	4%	0%	2%	0%	0%	0%
Udemy	1	2%	0%	0%	17%	2%	0%	0%	0%
SEATS	1	2%	0%	4%	0%	2%	0%	0%	0%
CollabCo	1	2%	0%	4%	0%	2%	0%	0%	0%
LinkedIn for Learning	1	2%	0%	4%	0%	2%	0%	0%	0%
Abintegro	1	2%	0%	4%	0%	2%	0%	0%	0%
Ellucian Mobile	1	2%	0%	4%	0%	2%	0%	0%	0%
E-portfolio (not specified)	1	2%	0%	4%	0%	2%	0%	0%	0%
Collabco	1	2%	0%	4%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25m continued: Centrally-supported mobile apps

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported personal response systems)		*(55)*	*(26)*	*(27)*	*(2)*	*(47)*	*(2)*	*(4)*	*(2)*
TurningPoint (by Turning Technologies)	17	31%	42%	22%	0%	30%	50%	25%	50%
Mentimeter	13	24%	19%	30%	0%	19%	50%	50%	50%
Poll Everywhere	9	16%	15%	15%	50%	19%	0%	0%	0%
Vevox	6	11%	8%	11%	50%	13%	0%	0%	0%
Socrative	4	7%	0%	15%	0%	6%	0%	25%	0%
Kahoot	3	5%	0%	11%	0%	4%	0%	25%	0%
NearPod	3	5%	0%	11%	0%	4%	0%	0%	50%
Top Hat	2	4%	4%	4%	0%	4%	0%	0%	0%
in house	2	4%	4%	4%	0%	2%	0%	25%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25n: Centrally-supported personal response systems

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported personal response systems)		*(55)*	*(26)*	*(27)*	*(2)*	*(47)*	*(2)*	*(4)*	*(2)*
Slido	2	4%	0%	7%	0%	4%	0%	0%	0%
MS Forms	1	2%	4%	0%	0%	2%	0%	0%	0%
Quizdom	1	2%	0%	4%	0%	2%	0%	0%	0%
Zeetings	1	2%	0%	4%	0%	2%	0%	0%	0%
Moodle	1	2%	0%	4%	0%	0%	0%	25%	0%
Handsets (not specified)	1	2%	0%	4%	0%	2%	0%	0%	0%
Ombea	1	2%	4%	0%	0%	2%	0%	0%	0%
Not specified	1	2%	0%	4%	0%	2%	0%	0%	0%
ResponseWare (by Turning Technologies)	1	2%	4%	0%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25n continued: Centrally-supported personal response systems

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported media steaming system)		*(53)*	*(20)*	*(27)*	*(6)*	*(43)*	*(2)*	*(6)*	*(2)*
Panopto	19	36%	40%	30%	50%	35%	100%	17%	50%
Medial	10	19%	10%	30%	0%	19%	0%	33%	0%
Planet eStream	10	19%	5%	19%	67%	21%	0%	17%	0%
MS Stream	7	13%	20%	11%	0%	14%	50%	0%	0%
Kaltura	6	11%	15%	11%	0%	14%	0%	0%	0%
BoB	3	6%	5%	7%	0%	7%	0%	0%	0%
MediaSite	2	4%	10%	0%	0%	2%	0%	0%	50%
YouTube	2	4%	0%	7%	0%	2%	0%	17%	0%
Vimeo	2	4%	0%	7%	0%	2%	0%	17%	0%
self-hosted (Ensemble/Wowza installations)	1	2%	5%	0%	0%	2%	0%	0%	0%
TripplePlay	1	2%	0%	4%	0%	0%	0%	17%	0%
Helix server	1	2%	5%	0%	0%	2%	0%	0%	0%
Media lab	1	2%	5%	0%	0%	2%	0%	0%	0%
Echo360	1	2%	5%	0%	0%	2%	0%	0%	0%
Office 365	1	2%	5%	0%	0%	2%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25o: Centrally-supported media steaming system

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported synchronous collaborative tools)		*(47)*	*(19)*	*(27)*	*(1)*	*(40)*	*(1)*	*(5)*	*(1)*
Blackboard Collaborate	13	28%	21%	33%	0%	33%	0%	0%	0%
Adobe Connect	12	26%	37%	19%	0%	30%	0%	0%	0%
Zoom	8	17%	26%	11%	0%	20%	0%	0%	0%
BigBlueButton	6	13%	16%	11%	0%	13%	0%	20%	0%
MS Teams	6	13%	11%	15%	0%	15%	0%	0%	0%
Cisco Webex	4	9%	5%	11%	0%	8%	0%	20%	0%
Blackboard Collaborate Ultra	4	9%	11%	7%	0%	3%	100%	20%	100%
Canvas	1	2%	0%	4%	0%	3%	0%	0%	0%
Bongo	1	2%	0%	4%	0%	3%	0%	0%	0%
Padlet	1	2%	0%	0%	100%	0%	0%	20%	0%
Skype	1	2%	0%	4%	0%	3%	0%	0%	0%
NewRow	1	2%	0%	4%	0%	3%	0%	0%	0%
GoToMeeting	1	2%	0%	4%	0%	0%	0%	20%	0%
Brightspace	1	2%	0%	4%	0%	3%	0%	0%	0%
Google Hangouts	1	2%	5%	0%	0%	3%	0%	0%	0%
Skype for Business	1	2%	0%	4%	0%	3%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25q: Centrally-supported synchronous collaborative tools (e.g. virtual classroom)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported wiki)		*(40)*	*(20)*	*(19)*	*(1)*	*(31)*	*(5)*	*(2)*	*(2)*
Blackboard	15	38%	25%	47%	100%	35%	60%	0%	50%
Moodle	15	38%	40%	37%	0%	42%	20%	50%	0%
Campus Pack	4	10%	15%	5%	0%	6%	40%	0%	0%
Confluence (by Atlassian)	4	10%	20%	0%	0%	13%	0%	0%	0%
Canvas	3	8%	5%	11%	0%	10%	0%	0%	0%
Office 365	2	5%	0%	11%	0%	6%	0%	0%	0%
OU Wiki	2	5%	5%	5%	0%	3%	20%	0%	0%
WordPress	1	3%	5%	0%	0%	0%	0%	0%	50%
VLE (not specified)	1	3%	5%	0%	0%	0%	0%	50%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25r: Centrally-supported wiki

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported screen casting)		*(38)*	*(14)*	*(22)*	*(2)*	*(32)*	*(3)*	*(2)*	*(1)*
Panopto	12	32%	43%	23%	50%	28%	67%	0%	100%
Camtasia	4	11%	14%	0%	100%	9%	33%	0%	0%
Screencast-o-matic	4	11%	7%	14%	0%	13%	0%	0%	0%
Echo360	3	8%	14%	5%	0%	9%	0%	0%	0%
Kaltura	3	8%	14%	5%	0%	9%	0%	0%	0%
Blackboard Collaborate (inc. Ultra)	2	5%	7%	5%	0%	3%	33%	0%	0%
Medial	2	5%	0%	9%	0%	3%	0%	50%	0%
PowerPoint	2	5%	7%	5%	0%	6%	0%	0%	0%
Skype/Skype for Business	2	5%	0%	9%	0%	6%	0%	0%	0%
Adobe Connect	2	5%	0%	9%	0%	6%	0%	0%	0%
Snagit	1	3%	7%	0%	0%	3%	0%	0%	0%
Quicktime	1	3%	0%	0%	50%	3%	0%	0%	0%
VIA	1	3%	0%	5%	0%	3%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25s: Centrally-supported screen casting

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported screen casting)		*(38)*	*(14)*	*(22)*	*(2)*	*(32)*	*(3)*	*(2)*	*(1)*
Flashback	1	3%	0%	5%	0%	3%	0%	0%	0%
Canvas Studio	1	3%	7%	0%	0%	0%	33%	0%	0%
Barco	1	3%	0%	5%	0%	3%	0%	0%	0%
Planet eStream	1	3%	0%	5%	0%	3%	0%	0%	0%
Relay (by TechSmith)	1	3%	0%	5%	0%	3%	0%	0%	0%
Fuse	1	3%	0%	5%	0%	3%	0%	0%	0%
CamStudio	1	3%	0%	5%	0%	3%	0%	0%	0%
Google Hangouts	1	3%	7%	0%	0%	3%	0%	0%	0%
zoom	1	3%	7%	0%	0%	0%	0%	50%	0%
mirroring360	1	3%	7%	0%	0%	3%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25s: Centrally-supported screen casting

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported learning analytics tool)		*(27)*	*(7)*	*(20)*	*(0)*	*(24)*	*(3)*	*(0)*	*(0)*
In-house developed	7	26%	29%	25%	0%	25%	33%	0%	0%
JISC	7	26%	43%	20%	0%	21%	67%	0%	0%
Stream (by Solution Path)	3	11%	0%	15%	0%	13%	0%	0%	0%
Blackboard	3	11%	0%	15%	0%	13%	0%	0%	0%
Canvas	2	7%	14%	5%	0%	8%	0%	0%	0%
Brightspace	2	7%	0%	10%	0%	8%	0%	0%	0%
Moodle	2	7%	14%	5%	0%	8%	0%	0%	0%
Civitas	2	7%	0%	10%	0%	8%	0%	0%	0%
DTP by SolutionPath	2	7%	0%	10%	0%	8%	0%	0%	0%
Eesysoft	1	4%	0%	5%	0%	4%	0%	0%	0%
Google analytics	1	4%	14%	0%	0%	4%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25t: Centrally-supported learning analytics tool

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported learning analytics tool)		*(27)*	*(7)*	*(20)*	*(0)*	*(24)*	*(3)*	*(0)*	*(0)*
SEATS	1	4%	0%	5%	0%	4%	0%	0%	0%
SAS not specified	1	4%	14%	0%	0%	4%	0%	0%	0%
Study Goal App	1	4%	0%	5%	0%	4%	0%	0%	0%
Domo	1	4%	0%	5%	0%	4%	0%	0%	0%
Not specified	0	0%	0%	0%	0%	0%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25t continued: Centrally-supported learning analytics tool

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported digital/learning repository)		*(23)*	*(10)*	*(11)*	*(2)*	*(22)*	*(1)*	*(0)*	*(0)*
Blackboard	4	17%	20%	18%	0%	14%	100%	0%	0%
Moodle	3	13%	0%	18%	50%	14%	0%	0%	0%
ePrints	3	13%	10%	18%	0%	14%	0%	0%	0%
Canvas	3	13%	30%	0%	0%	14%	0%	0%	0%
Equella	3	13%	10%	18%	0%	14%	0%	0%	0%
SharePoint	1	4%	0%	9%	0%	5%	0%	0%	0%
BrightSpace	1	4%	0%	9%	0%	5%	0%	0%	0%
TERMINALFOUR	1	4%	0%	9%	0%	5%	0%	0%	0%
Hydra	1	4%	10%	0%	0%	5%	0%	0%	0%
Kaltura	1	4%	10%	0%	0%	5%	0%	0%	0%
Box of Broadcasts	1	4%	10%	0%	0%	5%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25u: Centrally-supported digital/learning repository

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported digital/learning repository)		*(23)*	*(10)*	*(11)*	*(2)*	*(22)*	*(1)*	*(0)*	*(0)*
Talis	1	4%	10%	0%	0%	5%	0%	0%	0%
Library e-Resources	1	4%	10%	0%	0%	5%	0%	0%	0%
Google Drive	1	4%	10%	0%	0%	5%	0%	0%	0%
eShare	1	4%	0%	9%	0%	5%	0%	0%	0%
Not specified	1	4%	10%	0%	0%	5%	0%	0%	0%
LinkedIn Learning	1	4%	0%	0%	50%	5%	0%	0%	0%
One Drive	1	4%	0%	9%	0%	5%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25u continued: Centrally-supported digital/learning repository

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported podcasting)		*(21)*	*(13)*	*(7)*	*(1)*	*(16)*	*(3)*	*(1)*	*(1)*
Panopto	11	52%	54%	57%	0%	56%	67%	0%	0%
SoundCloud	3	14%	15%	14%	0%	13%	0%	100%	0%
guidelines only	2	10%	0%	14%	100%	6%	33%	0%	0%
not specified	2	10%	15%	0%	0%	6%	0%	0%	100%
Campuspack	1	5%	8%	0%	0%	6%	0%	0%	0%
Brightspace	1	5%	0%	14%	0%	6%	0%	0%	0%
audacity	1	5%	0%	14%	0%	6%	0%	0%	0%
in house	1	5%	8%	0%	0%	6%	0%	0%	0%
iTunes U	1	5%	0%	14%	0%	6%	0%	0%	0%
Anchor	1	5%	8%	0%	0%	6%	0%	0%	0%
Spotify	1	5%	8%	0%	0%	6%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25v: Centrally-supported podcasting

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with other centrally-supported TEL tool)		*(18)*	*(6)*	*(11)*	*(1)*	*(18)*	*(0)*	*(0)*	*(0)*
Xerte	3	17%	33%	9%	0%	17%	0%	0%	0%
in-house developed	2	11%	17%	9%	0%	11%	0%	0%	0%
Blackboard Ally	2	11%	17%	9%	0%	11%	0%	0%	0%
LinkedIn Learning	2	11%	0%	18%	0%	11%	0%	0%	0%
Padlet	2	11%	17%	9%	0%	11%	0%	0%	0%
Qualtrics	2	11%	17%	9%	0%	11%	0%	0%	0%
WebPA	2	11%	17%	9%	0%	11%	0%	0%	0%
Actionbound	1	6%	0%	9%	0%	6%	0%	0%	0%
Box of Broadcasts	1	6%	0%	9%	0%	6%	0%	0%	0%
EduBlogs	1	6%	0%	9%	0%	6%	0%	0%	0%
H5P	1	6%	17%	0%	0%	6%	0%	0%	0%
Co-Tutor	1	6%	17%	0%	0%	6%	0%	0%	0%
LimeSurvey	1	6%	0%	9%	0%	6%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25x: Other centrally-supported TEL tool

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with other centrally-supported TEL tool)		*(18)*	*(6)*	*(11)*	*(1)*	*(18)*	*(0)*	*(0)*	*(0)*
Maytas	1	6%	0%	9%	0%	6%	0%	0%	0%
OpenScienceLaboratory	1	6%	17%	0%	0%	6%	0%	0%	0%
PebblePad	1	6%	0%	9%	0%	6%	0%	0%	0%
Poll Everywhere	1	6%	0%	9%	0%	6%	0%	0%	0%
Socrative	1	6%	0%	9%	0%	6%	0%	0%	0%
Photoshop	1	6%	0%	0%	100%	6%	0%	0%	0%
Turnitin	1	6%	0%	9%	0%	6%	0%	0%	0%
Wordpress	1	6%	0%	9%	0%	6%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25x: Other centrally-supported TEL tool

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported content management systems)		*(17)*	*(5)*	*(8)*	*(4)*	*(16)*	*(0)*	*(0)*	*(1)*
OneDrive	5	29%	40%	13%	50%	31%	0%	0%	0%
Blackboard	4	24%	40%	25%	0%	25%	0%	0%	0%
SharePoint	2	12%	20%	13%	0%	13%	0%	0%	0%
Moodle	2	12%	0%	13%	25%	13%	0%	0%	0%
In house developed	2	12%	20%	0%	25%	13%	0%	0%	0%
Sitecore	1	6%	0%	13%	0%	6%	0%	0%	0%
CampusPress	1	6%	0%	13%	0%	6%	0%	0%	0%
Team / G Drive	1	6%	20%	0%	0%	6%	0%	0%	0%
LibApps	1	6%	0%	13%	0%	6%	0%	0%	0%
Plone	1	6%	20%	0%	0%	6%	0%	0%	0%
Brightspace	1	6%	0%	13%	0%	6%	0%	0%	0%
Squix	1	6%	0%	13%	0%	0%	0%	0%	100%
Canvas	1	6%	20%	0%	0%	6%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25y: Centrally-supported content management systems

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported social networking)		*(13)*	*(6)*	*(7)*	*(0)*	*(10)*	*(2)*	*(1)*	*(0)*
Twitter	9	69%	67%	71%	0%	70%	50%	100%	0%
Facebook	5	38%	50%	29%	0%	30%	50%	100%	0%
Yammer	1	8%	17%	0%	0%	0%	50%	0%	0%
Snapchat	1	8%	17%	0%	0%	0%	50%	0%	0%
YouTube	1	8%	0%	14%	0%	10%	0%	0%	0%
Not specified	1	8%	0%	14%	0%	10%	0%	0%	0%
MS Teams	1	8%	0%	14%	0%	0%	0%	100%	0%
Mahara	1	8%	0%	14%	0%	0%	0%	100%	0%
WhatsApp	1	8%	17%	0%	0%	10%	0%	0%	0%
LinkedIn	1	8%	17%	0%	0%	10%	0%	0%	0%
Google Communities	1	8%	17%	0%	0%	10%	0%	0%	0%
Guidance only	1	8%	0%	14%	0%	0%	50%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25z: Centrally-supported social networking

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with centrally-supported social bookmarking/content curation tools)		*(3)*	*(2)*	*(1)*	*(0)*	*(3)*	*(0)*	*(0)*	*(0)*
H5P	1	33%	50%	0%	0%	33%	0%	0%	0%
Menderley	1	33%	0%	100%	0%	33%	0%	0%	0%
Refworks	1	33%	0%	100%	0%	33%	0%	0%	0%
Panopto	1	33%	50%	0%	0%	33%	0%	0%	0%
Paperfile	1	33%	50%	0%	0%	33%	0%	0%	0%

Question 3.25: Which centrally-supported TEL tools are used by students in your institution?

Table A3.25aa: Centrally-supported social bookmarking/content curation tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(83)*	*(36)*	*(37)*	*(10)*	*(70)*	*(4)*	*(8)*	*(1)*
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	8	10%	6%	14%	10%	7%	25%	25%	0%
Formative e-assessment tool (e.g. quizzes)	7	8%	11%	8%	0%	6%	0%	38%	0%
Podcasting	7	8%	14%	5%	0%	7%	0%	25%	0%
Screen casting	7	8%	11%	8%	0%	7%	0%	25%	0%
Blog	5	6%	3%	11%	0%	6%	0%	13%	0%
Content management systems	4	5%	8%	3%	0%	3%	25%	13%	0%
Wiki	4	5%	3%	8%	0%	3%	0%	25%	0%
Asynchronous communication tools (e.g. discussion forums)	3	4%	3%	5%	0%	1%	0%	25%	0%
Digital/learning repository	3	4%	6%	3%	0%	3%	0%	13%	0%
Social bookmarking/content curation tools	2	2%	3%	3%	0%	1%	0%	13%	0%
Social networking	2	2%	3%	3%	0%	1%	0%	13%	0%
Other centrally-supported TEL tool	11	13%	11%	11%	30%	14%	0%	13%	0%
None	7	8%	3%	11%	20%	10%	0%	0%	0%

*Question 3.26: Which, if any, of the following TEL tools are you planning on implementing or piloting on a centrally-supported basis over the next two years to add to those already available?**

Table A3.26: Centrally-supported software planning on implementing

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(83)*	*(36)*	*(37)*	*(10)*	*(70)*	*(4)*	*(8)*	*(1)*
Collaborative tools	31	37%	39%	41%	20%	37%	50%	38%	0%
Learning analytics tools	29	35%	31%	46%	10%	31%	75%	38%	100%
Personal response systems (including handsets or web-based apps)	19	23%	36%	14%	10%	17%	50%	63%	0%
Electronic Management of Assignments (EMA)	17	21%	31%	16%	0%	20%	0%	38%	0%
Lecture capture tools	14	17%	14%	24%	0%	14%	25%	38%	0%
E-portfolio	13	16%	22%	11%	10%	13%	50%	25%	0%
Mobile apps	12	15%	22%	11%	0%	10%	50%	38%	0%
Webinar/virtual classroom	12	15%	14%	19%	0%	10%	75%	25%	0%
Document sharing tool (e.g. Google Docs, Office 365)	10	12%	14%	11%	10%	10%	0%	38%	0%
Summative e-assessment tools (e.g. quizzes)	10	12%	14%	14%	0%	9%	0%	50%	0%
Media streaming system	10	12%	8%	19%	0%	11%	0%	25%	0%
Reading list management software	10	12%	11%	16%	0%	11%	0%	25%	0%
Electronic essay exams	9	11%	11%	14%	0%	10%	0%	25%	0%

*Question 3.26: Which, if any, of the following TEL tools are you planning on implementing or piloting on a centrally-supported basis over the next two years to add to those already available?**

Table A3.26: Centrally-supported software planning on implementing

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	70	79%	79%	85%	50%	75%	100%	89%	100%
Yes, across some Schools / departments	13	15%	13%	10%	40%	18%	0%	0%	0%
Yes, by some individual teachers	5	6%	5%	5%	10%	6%	0%	11%	0%
Not yet, but we are planning to	0	0%	0%	0%	0%	0%	0%	0%	0%
Not offered and no plans to do so	1	1%	3%	0%	0%	1%	0%	0%	0%

Question 4.1: Does your institution offer any of the following types of courses?

Table A4.1a: Blended learning: lecture notes and supplementary resources for courses studied in class are available

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	18	20%	21%	24%	0%	18%	20%	22%	100%
Yes, across some Schools / departments	36	40%	37%	46%	30%	41%	40%	44%	0%
Yes, by some individual teachers	32	36%	37%	27%	70%	37%	40%	33%	0%
Not yet, but we are planning to	2	2%	3%	2%	0%	3%	0%	0%	0%
Not offered and no plans to do so	1	1%	3%	0%	0%	1%	0%	0%	0%

Question 4.1: Does your institution offer any of the following types of courses?

Table A4.1b: Blended learning: parts of the course are studied in class and other parts require students to engage in active learning online (e.g. engaging in collaborative or assessed tasks)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	4	5%	5%	5%	0%	6%	0%	0%	0%
Yes, across some Schools / departments	45	51%	63%	46%	20%	49%	60%	56%	50%
Yes, by some individual teachers	22	25%	21%	34%	0%	25%	40%	11%	50%
Not yet, but we are planning to	9	10%	8%	7%	30%	10%	0%	22%	0%
Not offered and no plans to do so	8	9%	0%	7%	50%	10%	0%	11%	0%
Don't know/not applicable	1	1%	3%	0%	0%	1%	0%	0%	0%

Question 4.1: Does your institution offer any of the following types of courses?

Table A4.1c: Fully online courses

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	5	6%	11%	2%	0%	7%	0%	0%	0%
Yes, across some Schools / departments	16	18%	21%	20%	0%	18%	20%	22%	0%
Yes, by some individual teachers	17	19%	21%	20%	10%	16%	0%	44%	50%
Not yet, but we are planning to	13	15%	16%	12%	20%	16%	0%	11%	0%
Not offered and no plans to do so	31	35%	26%	39%	50%	34%	60%	22%	50%
Don't know/not applicable	7	8%	5%	7%	20%	8%	20%	0%	0%

Question 4.1: Does your institution offer any of the following types of courses?

Table A4.1d: Open online learning courses for all students at your institution (internal access only)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	0	0%	0%	0%	0%	0%	0%	0%	0%
Yes, across some Schools / departments	2	2%	3%	2%	0%	3%	0%	0%	0%
Yes, by some individual teachers	6	7%	8%	7%	0%	7%	0%	11%	0%
Not yet, but we are planning to	10	11%	18%	5%	10%	12%	0%	11%	0%
Not offered and no plans to do so	60	67%	61%	71%	80%	67%	80%	56%	100%
Don't know/not applicable	11	12%	11%	15%	10%	11%	20%	22%	0%

Question 4.1: Does your institution offer any of the following types of courses?

Table A4.1e: Open online boundary courses: free external access to the course materials for the public, but assessment restricted to students registered at your institution only

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	5	6%	13%	0%	0%	7%	0%	0%	0%
Yes, across some Schools / departments	10	11%	16%	7%	10%	12%	0%	11%	0%
Yes, by some individual teachers	17	19%	29%	15%	0%	16%	20%	44%	0%
Not yet, but we are planning to	6	7%	5%	7%	10%	8%	0%	0%	0%
Not offered and no plans to do so	43	48%	26%	61%	80%	45%	80%	44%	100%
Don't know/not applicable	8	9%	11%	10%	0%	11%	0%	0%	0%

Question 4.1: Does your institution offer any of the following types of courses?

Table A4.1f: Open online learning courses for public (free external access)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes, extensively across the institution	0	0%	0%	0%	0%	0%	0%	0%	0%
Yes, across some Schools / departments	4	5%	5%	5%	0%	6%	0%	0%	0%
Yes, by some individual teachers	1	1%	3%	0%	0%	0%	20%	0%	0%
Not yet, but we are planning to	0	0%	0%	0%	0%	0%	0%	0%	0%
Not offered and no plans to do so	6	7%	0%	10%	20%	7%	0%	11%	0%
Don't know/not applicable	21	24%	21%	27%	20%	22%	40%	22%	50%

Question 4.1: Does your institution offer any of the following types of courses?

Table A4.1g: Other programme or course

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		(89)	(38)	(41)	(10)	(73)	(5)	(9)	(2)
Yes	42	47%	42%	59%	20%	51%	40%	22%	50%
No	47	53%	58%	42%	80%	49%	60%	78%	50%

Question 4.3: Does the institution measure the use of TEL tools across the institution, looking for any variation in take-up by or other relevant factors?

Table A4.3: Institutional measurement of use of TEL tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	50	56%	63%	54%	40%	55%	100%	44%	50%
No	39	44%	37%	46%	60%	45%	0%	56%	50%

Question 4.6: Are there any particular subject areas that make more extensive use of technology enhanced learning tools than your institutional norm?

Table A4.6: Subjects that make more extensive use of technology enhanced learning tools than the institutional norm

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with subjects that make more extensive use of TEL tools)		*(50)*	*(24)*	*(22)*	*(4)*	*(40)*	*(5)*	*(4)*	*(1)*
Subject TEL champions	32	64%	71%	59%	50%	65%	60%	50%	100%
Discipline factors	27	55%	54%	55%	50%	60%	40%	25%	0%
Local management support/encouragement for TEL tools	24	48%	54%	41%	50%	48%	40%	50%	100%
Local TEL staff	22	44%	58%	36%	0%	43%	20%	75%	100%
Student expectations	19	38%	33%	50%	0%	35%	60%	25%	100%
Employer/industry requirements	18	36%	38%	32%	50%	35%	40%	25%	100%
Projects encouraging use	15	30%	38%	18%	50%	28%	20%	50%	100%
Teaching, Learning and Assessment strategy	11	22%	25%	23%	0%	23%	20%	0%	100%
Funding	7	14%	21%	9%	0%	10%	40%	25%	0%
Other reason	7	14%	4%	18%	50%	18%	0%	0%	0%

Question 4.7: Why do particular subjects make more extensive use of TEL than your institutional norm?

Table A4.7: Reasons why some subject areas make more extensive use of technology enhanced learning tools than the institutional norm

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	50	56%	63%	54%	40%	56%	100%	44%	0%
No	39	44%	37%	46%	60%	44%	0%	56%	100%

Question 4.8: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

Table A4.8: Subjects that make less extensive use of technology enhanced learning tools than the institutional norm

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with subjects that make less extensive use of TEL tools)		*(50)*	*(24)*	*(22)*	*(4)*	*(41)*	*(5)*	*(4)*	*(0)*
Lack of subject TEL champions	27	54%	71%	41%	25%	49%	60%	100%	0%
Lack of local management support/encouragement for TEL tools	27	54%	71%	41%	25%	61%	40%	0%	0%
Discipline factors	27	54%	46%	64%	50%	56%	60%	25%	0%
Lack of local TEL staff	17	34%	46%	27%	0%	29%	60%	50%	0%
No projects encouraging use	12	24%	25%	27%	0%	24%	40%	0%	0%
Lack of student expectations	8	16%	13%	18%	25%	15%	20%	25%	0%
Lack of funding	7	14%	17%	14%	0%	17%	0%	0%	0%
Lack of Teaching, Learning and Assessment strategy	6	12%	21%	5%	0%	15%	0%	0%	0%
Lack of employer/industry requirements	4	8%	8%	5%	25%	5%	20%	25%	0%
Other reason	12	24%	21%	18%	75%	22%	40%	25%	0%

Question 4.9: Why do particular subjects make less extensive use of TEL than your institutional norm?

Table A4.9: Reasons why some subject areas make less extensive use of technology enhanced learning tools than the institutional norm

Appendix A: Full 2020 Data

TEL tool	Proportion of courses using TEL tool							
(Base: All respondents, 89) Row percentages	100%	75%-99%	50%-74%	25%- 49%	5%-24%	1%-4%	0%	Don't Know
Asynchronous communication tools (e.g. discussion forums)	0%	14%	15%	29%	26%	6%	1%	10%
Blog	1%	1%	3%	11%	38%	29%	2%	14%
Content management systems	9%	6%	1%	7%	10%	11%	18%	38%
Digital/learning repository	7%	10%	6%	10%	10%	15%	17%	26%
Document sharing tool (e.g. Google Docs, Office 365)	9%	10%	10%	14%	24%	9%	5%	20%
Electronic essay exams	0%	5%	2%	3%	19%	21%	28%	21%
E-portfolio	2%	1%	8%	16%	36%	23%	10%	5%
Electronic Management of Assignments (EMA)	17%	40%	10%	3%	7%	5%	6%	12%
Formative e-assessment tool (e.g. quizzes	1%	10%	20%	30%	24%	6%	3%	6%
Summative e-assessment tools (eg quizzes)	2%	7%	12%	16%	39%	15%	2%	7%
Learning analytics tools	5%	3%	3%	2%	17%	23%	24%	24%
Lecture capture tools	7%	18%	14%	19%	20%	9%	8%	6%
Media streaming system	2%	6%	8%	19%	25%	7%	12%	21%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11: Percentage of courses using TEL tools

Appendix A: Full 2020 Data

TEL tool	Proportion of courses using TEL tool							
(Base: All respondents, 89) Row percentages	100%	75%-99%	50%-74%	25%- 49%	5%-24%	1%-4%	0%	Don't Know
Mobile apps	2%	9%	8%	15%	15%	16%	9%	27%
Personal response systems (including handsets or web-based apps)	0%	2%	6%	17%	36%	12%	11%	16%
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	19%	51%	16%	6%	1%	1%	3%	3%
Podcasting	0%	2%	1%	5%	20%	39%	9%	24%
Reading list management software	17%	37%	15%	7%	2%	3%	12%	7%
Screen casting	0%	0%	10%	12%	29%	19%	5%	25%
Social bookmarking/content curation tools	0%	0%	1%	5%	18%	25%	10%	42%
Social networking	0%	0%	2%	8%	28%	18%	3%	40%
Synchronous collaborative tools (e.g. virtual classroom)	1%	0%	3%	12%	33%	28%	10%	12%
Virtual Learning Environment (VLE)	61%	34%	3%	0%	0%	0%	0%	2%
Webinar	0%	2%	3%	10%	38%	23%	7%	17%
Wiki	0%	0%	0%	5%	18%	51%	8%	19%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11 continued: Percentage of courses using TEL tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	12	14%	5%	22%	10%	14%	0%	22%	0%
50% - 74%	13	15%	11%	17%	20%	14%	0%	33%	0%
25% - 49%	26	29%	50%	15%	10%	29%	60%	11%	50%
5% - 24%	23	26%	21%	29%	30%	27%	0%	22%	50%
1% - 4%	5	6%	3%	7%	10%	7%	0%	0%	0%
0%	1	1%	0%	2%	0%	1%	0%	0%	0%
Don't know	9	10%	11%	7%	20%	8%	40%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11a: Asynchronous communication tools (e.g. discussion forums)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	1	1%	0%	2%	0%	0%	0%	0%	50%
75% - 99%	1	1%	3%	0%	0%	1%	0%	0%	0%
50% - 74%	3	3%	3%	5%	0%	4%	0%	0%	0%
25% - 49%	10	11%	11%	12%	10%	11%	0%	22%	0%
5% - 24%	34	38%	40%	42%	20%	38%	60%	33%	0%
1% - 4%	26	29%	32%	27%	30%	33%	0%	11%	50%
0%	2	2%	0%	2%	10%	3%	0%	0%	0%
Don't know	12	14%	13%	10%	30%	10%	40%	33%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11b: Blog

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	8	9%	5%	12%	10%	11%	0%	0%	0%
75% - 99%	5	6%	3%	7%	10%	7%	0%	0%	0%
50% - 74%	1	1%	0%	2%	0%	0%	0%	11%	0%
25% - 49%	6	7%	11%	2%	10%	8%	0%	0%	0%
5% - 24%	9	10%	8%	10%	20%	10%	0%	11%	50%
1% - 4%	10	11%	13%	10%	10%	11%	20%	11%	0%
0%	16	18%	18%	17%	20%	19%	20%	11%	0%
Don't know	34	38%	42%	39%	20%	34%	60%	56%	50%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11c: Content management systems

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	6	7%	5%	10%	0%	8%	0%	0%	0%
75% - 99%	9	10%	11%	10%	10%	10%	0%	22%	0%
50% - 74%	5	6%	5%	5%	10%	6%	0%	11%	0%
25% - 49%	9	10%	13%	10%	0%	11%	0%	0%	50%
5% - 24%	9	10%	8%	15%	0%	11%	0%	0%	50%
1% - 4%	13	15%	13%	17%	10%	12%	20%	33%	0%
0%	15	17%	16%	12%	40%	18%	20%	11%	0%
Don't know	23	26%	29%	22%	30%	25%	60%	22%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11d: Digital/learning repository

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	8	9%	8%	12%	0%	11%	0%	0%	0%
75% - 99%	9	10%	5%	15%	10%	10%	0%	22%	0%
50% - 74%	9	10%	16%	5%	10%	11%	0%	0%	50%
25% - 49%	12	14%	16%	15%	0%	12%	40%	11%	0%
5% - 24%	21	24%	18%	27%	30%	25%	0%	33%	0%
1% - 4%	8	9%	11%	5%	20%	7%	20%	22%	0%
0%	4	5%	3%	5%	10%	4%	0%	0%	50%
Don't know	18	20%	24%	17%	20%	21%	40%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11e: Document sharing tool (e.g. Google Docs, Office 365)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	4	5%	0%	7%	10%	5%	0%	0%	0%
50% - 74%	2	2%	0%	5%	0%	1%	0%	11%	0%
25% - 49%	3	3%	5%	2%	0%	4%	0%	0%	0%
5% - 24%	17	19%	18%	20%	20%	21%	0%	11%	50%
1% - 4%	19	21%	26%	20%	10%	22%	40%	11%	0%
0%	25	28%	26%	27%	40%	26%	40%	44%	0%
Don't know	19	21%	24%	20%	20%	21%	20%	22%	50%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11f: Electronic essay exams

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	2	2%	0%	2%	10%	1%	0%	0%	50%
75% - 99%	1	1%	3%	0%	0%	1%	0%	0%	0%
50% - 74%	7	8%	5%	12%	0%	7%	0%	22%	0%
25% - 49%	14	16%	5%	24%	20%	18%	0%	11%	0%
5% - 24%	32	36%	32%	46%	10%	37%	40%	33%	0%
1% - 4%	20	23%	40%	10%	10%	23%	20%	11%	50%
0%	9	10%	13%	5%	20%	10%	20%	11%	0%
Don't know	4	5%	3%	0%	30%	3%	20%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11g: E-portfolio

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	15	17%	13%	20%	20%	19%	0%	11%	0%
75% - 99%	36	40%	45%	46%	0%	40%	80%	22%	50%
50% - 74%	9	10%	13%	7%	10%	10%	20%	11%	0%
25% - 49%	3	3%	3%	2%	10%	3%	0%	0%	50%
5% - 24%	6	7%	5%	7%	10%	8%	0%	0%	0%
1% - 4%	4	5%	3%	7%	0%	6%	0%	0%	0%
0%	5	6%	8%	2%	10%	6%	0%	11%	0%
Don't know	11	12%	11%	7%	40%	10%	0%	44%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11h: Electronic Management of Assignments (EMA)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	1	1%	3%	0%	0%	1%	0%	0%	0%
75% - 99%	9	10%	11%	12%	0%	8%	0%	22%	50%
50% - 74%	18	20%	18%	24%	10%	21%	20%	22%	0%
25% - 49%	27	30%	40%	27%	10%	32%	40%	11%	50%
5% - 24%	21	24%	21%	32%	0%	25%	20%	22%	0%
1% - 4%	5	6%	3%	2%	30%	7%	0%	0%	0%
0%	3	3%	3%	0%	20%	3%	0%	11%	0%
Don't know	5	6%	3%	2%	30%	4%	20%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11i: Formative e-assessment tools

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	2	2%	3%	2%	0%	3%	0%	0%	0%
75% - 99%	6	7%	8%	7%	0%	6%	0%	11%	50%
50% - 74%	11	12%	13%	12%	10%	12%	20%	11%	0%
25% - 49%	14	16%	13%	19%	10%	16%	0%	11%	50%
5% - 24%	35	39%	42%	46%	0%	40%	60%	33%	0%
1% - 4%	13	15%	13%	10%	40%	16%	0%	11%	0%
0%	2	2%	3%	0%	10%	1%	0%	11%	0%
Don't know	6	7%	5%	2%	30%	6%	20%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11j: Summative e-assessment tool

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	2	2%	3%	2%	0%	3%	0%	0%	0%
75% - 99%	6	7%	8%	7%	0%	6%	0%	11%	50%
50% - 74%	11	12%	13%	12%	10%	12%	20%	11%	0%
25% - 49%	14	16%	13%	19%	10%	16%	0%	11%	50%
5% - 24%	35	39%	42%	46%	0%	40%	60%	33%	0%
1% - 4%	13	15%	13%	10%	40%	16%	0%	11%	0%
0%	2	2%	3%	0%	10%	1%	0%	11%	0%
Don't know	6	7%	5%	2%	30%	6%	20%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11k: Learning analytics tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	6	7%	13%	0%	10%	8%	0%	0%	0%
75% - 99%	16	18%	34%	7%	0%	16%	60%	11%	0%
50% - 74%	12	14%	13%	17%	0%	15%	0%	11%	0%
25% - 49%	17	19%	13%	27%	10%	19%	0%	22%	50%
5% - 24%	18	20%	18%	20%	30%	18%	40%	22%	50%
1% - 4%	8	9%	0%	17%	10%	10%	0%	11%	0%
0%	7	8%	5%	7%	20%	8%	0%	11%	0%
Don't know	5	6%	3%	5%	20%	6%	0%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11l: Lecture capture tools

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	2	2%	3%	0%	10%	3%	0%	0%	0%
75% - 99%	5	6%	3%	7%	10%	7%	0%	0%	0%
50% - 74%	7	8%	5%	12%	0%	8%	0%	11%	0%
25% - 49%	17	19%	24%	20%	0%	19%	0%	22%	50%
5% - 24%	22	25%	24%	22%	40%	26%	20%	22%	0%
1% - 4%	6	7%	5%	10%	0%	8%	0%	0%	0%
0%	11	12%	16%	10%	10%	12%	20%	11%	0%
Don't know	19	21%	21%	20%	30%	16%	60%	33%	50%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11m: Media streaming system

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	2	2%	3%	2%	0%	1%	0%	11%	0%
75% - 99%	8	9%	16%	5%	0%	7%	0%	22%	50%
50% - 74%	7	8%	8%	7%	10%	8%	0%	11%	0%
25% - 49%	13	15%	5%	22%	20%	16%	0%	0%	50%
5% - 24%	13	15%	16%	17%	0%	16%	0%	11%	0%
1% - 4%	14	16%	13%	22%	0%	16%	20%	11%	0%
0%	8	9%	8%	2%	40%	10%	0%	11%	0%
Don't know	24	27%	32%	22%	30%	25%	80%	22%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11n: Mobile apps

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	2	2%	5%	0%	0%	3%	0%	0%	0%
50% - 74%	5	6%	5%	5%	10%	7%	0%	0%	0%
25% - 49%	15	17%	26%	12%	0%	18%	0%	11%	50%
5% - 24%	32	36%	37%	42%	10%	33%	40%	56%	50%
1% - 4%	11	12%	8%	20%	0%	12%	20%	11%	0%
0%	10	11%	8%	7%	40%	14%	0%	0%	0%
Don't know	14	16%	11%	15%	40%	40%	40%	22%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11o: Personal response systems (including handsets or web-based apps)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	17	19%	21%	22%	0%	21%	0%	22%	0%
75% - 99%	45	51%	53%	59%	10%	51%	80%	33%	50%
50% - 74%	14	16%	18%	15%	10%	15%	20%	11%	50%
25% - 49%	5	6%	0%	5%	30%	6%	0%	11%	0%
5% - 24%	1	1%	3%	0%	0%	1%	0%	0%	0%
1% - 4%	1	1%	3%	0%	0%	1%	0%	0%	0%
0%	3	3%	0%	0%	30%	3%	0%	0%	0%
Don't know	3	3%	3%	0%	20%	1%	0%	22%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11p: Text matching tools (e.g. SafeAssign, Turnitin, Urkund)

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	2	2%	5%	0%	0%	0%	20%	11%	0%
50% - 74%	1	1%	3%	0%	0%	1%	0%	0%	0%
25% - 49%	4	5%	3%	7%	0%	4%	0%	11%	0%
5% - 24%	18	20%	21%	17%	30%	21%	20%	11%	50%
1% - 4%	35	39%	42%	42%	20%	44%	20%	11%	50%
0%	8	9%	8%	7%	20%	8%	0%	22%	0%
Don't know	21	24%	18%	27%	30%	22%	40%	33%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11q: Podcasting

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	15	17%	8%	22%	30%	18%	0%	22%	0%
75% - 99%	33	37%	40%	44%	0%	37%	60%	22%	50%
50% - 74%	13	15%	18%	12%	10%	14%	20%	22%	0%
25% - 49%	6	7%	11%	5%	0%	7%	0%	11%	0%
5% - 24%	2	2%	0%	5%	0%	1%	0%	11%	0%
1% - 4%	3	3%	8%	0%	0%	4%	0%	0%	0%
0%	11	12%	5%	12%	40%	12%	20%	11%	0%
Don't know	6	7%	11%	0%	20%	7%	0%	0%	50%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11r: Reading list management software

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	0	0%	0%	0%	0%	0%	0%	0%	0%
50% - 74%	9	10%	5%	12%	20%	10%	0%	22%	0%
25% - 49%	11	12%	11%	17%	0%	10%	0%	22%	100%
5% - 24%	26	29%	32%	32%	10%	30%	40%	22%	0%
1% - 4%	17	19%	24%	15%	20%	19%	20%	22%	0%
0%	4	5%	3%	2%	20%	6%	0%	0%	0%
Don't know	22	25%	26%	22%	30%	26%	40%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11s Screen casting

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	0	0%	0%	0%	0%	0%	0%	0%	0%
50% - 74%	1	1%	0%	0%	10%	1%	0%	0%	0%
25% - 49%	4	5%	3%	7%	0%	3%	0%	22%	0%
5% - 24%	16	18%	21%	15%	20%	22%	0%	0%	0%
1% - 4%	22	25%	26%	29%	0%	26%	0%	22%	50%
0%	9	10%	8%	7%	30%	8%	20%	22%	0%
Don't know	37	42%	42%	42%	40%	40%	80%	33%	50%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11t Social bookmarking/content curation tools

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	0	0%	0%	0%	0%	0%	0%	0%	0%
50% - 74%	2	2%	3%	2%	0%	3%	0%	0%	0%
25% - 49%	7	8%	3%	15%	0%	7%	0%	22%	0%
5% - 24%	25	28%	29%	27%	30%	33%	20%	0%	0%
1% - 4%	16	18%	21%	17%	10%	15%	0%	33%	100%
0%	3	3%	3%	2%	10%	3%	0%	11%	0%
Don't know	36	40%	42%	37%	50%	40%	80%	33%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11u Social networking

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	54	61%	63%	59%	60%	64%	20%	56%	50%
75% - 99%	30	34%	34%	37%	20%	32%	80%	22%	50%
50% - 74%	3	3%	3%	2%	10%	4%	0%	0%	0%
25% - 49%	0	0%	0%	0%	0%	0%	0%	0%	0%
5% - 24%	0	0%	0%	0%	0%	0%	0%	0%	0%
1% - 4%	0	0%	0%	0%	0%	0%	0%	0%	0%
0%	0	0%	0%	0%	0%	0%	0%	0%	0%
Don't know	2	2%	0%	2%	10%	0%	0%	22%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11w Virtual Learning Environment (VLE)

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	2	2%	3%	2%	0%	1%	0%	11%	0%
50% - 74%	3	3%	0%	7%	0%	4%	0%	0%	0%
25% - 49%	9	10%	21%	3%	0%	12%	0%	0%	0%
5% - 24%	34	38%	34%	44%	30%	38%	0%	44%	100%
1% - 4%	20	23%	21%	27%	10%	23%	40%	11%	0%
0%	6	7%	5%	2%	30%	7%	0%	11%	0%
Don't know	15	17%	16%	15%	30%	14%	60%	22%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11x Webinar

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	0	0%	0%	0%	0%	0%	0%	0%	0%
50% - 74%	0	0%	0%	0%	0%	0%	0%	0%	0%
25% - 49%	4	5%	8%	2%	0%	5%	0%	0%	0%
5% - 24%	16	18%	18%	20%	10%	16%	20%	33%	0%
1% - 4%	45	51%	53%	54%	30%	52%	20%	44%	100%
0%	7	8%	3%	7%	30%	8%	0%	11%	0%
Don't know	17	19%	18%	17%	30%	18%	60%	11%	0%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following TEL tools?

Table A4.11y Wiki

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	40	45%	53%	42%	30%	49%	20%	22%	50%
No institutional evaluation, but individual departments/schools have evaluated	12	14%	13%	15%	10%	11%	40%	11%	50%
No evaluation	37	42%	34%	44%	60%	40%	40%	67%	0%

Question 4.12: Has the institution evaluated the impact of TEL on the student learning experience across the institution as a whole over the past two years? This can include particular aspects of TEL across the institution.

Table A4.12: Evaluation of the impact of TEL on the student learning experience across the institution as a whole over the past two years

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(41)*	*(10)*	*(73)*	*(5)*	*(9)*	*(2)*
100%	0	0%	0%	0%	0%	0%	0%	0%	0%
75% - 99%	0	0%	0%	0%	0%	0%	0%	0%	0%
50% - 74%	0	0%	0%	0%	0%	0%	0%	0%	0%
25% - 49%	4	5%	8%	2%	0%	5%	0%	0%	0%
5% - 24%	16	18%	18%	20%	10%	16%	20%	33%	0%
1% - 4%	45	51%	53%	54%	30%	52%	20%	44%	100%
0%	7	8%	3%	7%	30%	8%	0%	11%	0%
Don't know	17	19%	18%	17%	30%	18%	60%	11%	0%

Question 4.14: What aspects of the impact of technology enhanced learning on the student learning experience have you evaluated over the past two years?

Table A4.14: What aspects of the impact of technology enhanced learning on the student learning experience have you evaluated over the past two years?

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(40)*	*(20)*	*(17)*	*(3)*	*(36)*	*(1)*	*(2)*	*(1)*
How impact was measured:									
Survey	29	73%	70%	77%	67%	69%	100%	100%	100%
Usage figures e.g. system logs/reports	21	53%	65%	41%	33%	56%	0%	50%	0%
Interview/focus group	21	53%	60%	47%	33%	56%	0%	50%	0%
As part of a module or course evaluation	12	30%	20%	41%	33%	31%	0%	50%	0%
Benchmarking e.g. Jisc Digital Experience Tracker	11	28%	35%	24%	0%	28%	0%	50%	0%
Learning analytics	8	20%	10%	35%	0%	22%	0%	0%	0%
Crowd-sourcing feedback from users via social media	0	0%	0%	0%	0%	0%	0%	0%	0%
Other method	5	13%	10%	12%	33%	14%	0%	0%	0%

Question 4.15: How has the impact has been measured, when, and for what purpose?

Table A4.15: Details of how the impact of TEL tools and systems on the student learning experience has been measured, when and for what purpose

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(40)*	*(20)*	*(17)*	*(3)*	*(36)*	*(1)*	*(2)*	*(1)*
When impact was measured:									
Annually	20	50%	45%	53%	67%	47%	100%	50%	100%
Continuously measuring	8	20%	15%	29%	0%	22%	0%	0%	0%
Each term/semester	6	15%	0%	29%	33%	17%	0%	0%	0%
Summer	1	3%	0%	6%	0%	3%	0%	0%	0%
Other timing	15	38%	50%	29%	0%	39%	0%	50%	0%
Purpose for which impact was measured:									
Assess student satisfaction with TEL approach	35	88%	80%	94%	100%	89%	100%	100%	0%
Determine take-up and usage of TEL tool(s) across institution (adoption)	25	63%	65%	59%	67%	67%	0%	50%	0%
Assess value for money of TEL tool(s) (e.g. review of licensing costs)	16	40%	30%	47%	67%	44%	0%	0%	0%
Assess value of TEL in relation to student performance (learning analytics)	7	18%	10%	29%	0%	19%	0%	0%	0%
Other purpose	9	23%	25%	18%	33%	22%	0%	0%	100%

Question 4.15: How has the impact has been measured, when, and for what purpose?

Table A4.15 continued: Details of how the impact of TEL tools and systems on the student learning experience has been measured, when and for what purpose

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact and provided details of outcome)		(23)	(12)	(10)	(1)	(21)	(1)	(1)	(0)
Organisation of services and tools	10	43%	67%	20%	0%	48%	100%	0%	0%
Student satisfaction	10	43%	42%	50%	0%	43%	0%	100%	0%
Consistency	6	26%	33%	20%	0%	24%	100%	100%	0%
Usage	5	22%	17%	30%	100%	24%	0%	0%	0%

Question 4.16: And what have these evaluations revealed? Please describe the broad conclusions from the evaluations and, if any have been published, provide the appropriate references or links.

Table A4.16: Broad conclusions from the evaluations undertaken into the impact of TEL on the student learning experience

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(88)*	*(38)*	*(40)*	*(10)*	*(72)*	*(5)*	*(9)*	*(2)*
Yes	25	28%	37%	25%	10%	29%	40%	22%	0%
No institutional evaluation, but individual departments/schools have evaluated	10	11%	8%	18%	0%	11%	20%	0%	50%
No evaluation	53	60%	55%	58%	90%	60%	40%	78%	50%

Question 4.17: Has the institution evaluated the impact of TEL on staff pedagogic practices across the institution as a whole over the past two years? This can include particular aspects of TEL across the institution

Table A4.17: Evaluation of the impact of TEL on staff pedagogic practices across the institution as a whole over the past two years

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(25)*	*(14)*	*(10)*	*(1)*	*(21)*	*(2)*	*(2)*	*(0)*
Staff digital fluency/capability	11	44%	36%	50%	100%	48%	50%	0%	-
Take up/usage/adoption by students of lecture capture	10	40%	43%	40%	0%	38%	50%	50%	-
General review of TEL services	9	36%	36%	40%	0%	33%	50%	50%	-
Accessibility of learning and teaching resources*	9	36%	36%	40%	0%	33%	50%	50%	-
Electronic Management of Assignments (EMA) including e-marking and e-feedback	8	32%	36%	30%	0%	33%	50%	0%	-
E-assessment	7	28%	29%	30%	0%	24%	50%	50%	-
Learning design*	6	24%	21%	20%	100%	24%	0%	50%	-
Use of learning analytics in supporting students	4	16%	14%	20%	0%	14%	50%	0%	-
Mobile learning	1	4%	7%	0%	0%	5%	0%	0%	-
Other aspect evaluated	5	20%	21%	20%	0%	24%	0%	0%	-

Question 4.19: What aspects of staff pedagogic practices have you evaluated over the past two years?

Table A4.19: Aspects of staff pedagogic practices that have been evaluated in the last two years

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(25)*	*(14)*	*(10)*	*(1)*	*(21)*	*(2)*	*(2)*	*(0)*
How impact was measured:									
Survey	17	68%	64%	70%	100%	71%	50%	50%	-
Interview/focus group	9	36%	43%	30%	0%	38%	50%	0%	-
Usage figures e.g. system logs/reports	8	32%	43%	20%	0%	33%	50%	0%	-
Benchmarking e.g. Jisc Digital Experience Tracker	6	24%	14%	40%	0%	24%	50%	0%	-
As part of a module or course evaluation	3	12%	0%	30%	0%	10%	0%	50%	-
Crowd-sourcing feedback from users via social media	1	4%	7%	0%	0%	5%	0%	0%	-
Learning analytics	1	4%	0%	10%	0%	5%	0%	0%	-
Other method	3	12%	21%	0%	0%	14%	0%	0%	-

Question 4.20: How has the impact on pedagogic practices been measured, when and for what purpose?

Table A4.20: Details of how the impact of TEL tools and systems on the pedagogic practices has been measured, when and for what purpose

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that have evaluated impact)		*(40)*	*(20)*	*(17)*	*(3)*	*(36)*	*(1)*	*(2)*	*(1)*
When impact was measured:									
Annually	12	48%	43%	50%	100%	52%	50%	0%	-
Each term/semester	5	20%	7%	40%	0%	14%	50%	50%	-
Continuously measuring	5	20%	21%	20%	0%	19%	50%	0%	-
Summer	0	0%	0%	0%	0%	0%	0%	0%	-
Other timing	11	44%	50%	40%	0%	48%	0%	50%	-
Purpose for which impact was measured:									
Assess staff satisfaction with TEL approach	20	80%	79%	80%	100%	81%	100%	50%	-
Determine take-up and usage of TEL tool(s) across institution (adoption)	19	76%	71%	80%	100%	71%	100%	100%	-
Assess value for money	8	32%	29%	30%	100%	38%	0%	0%	-
Assess value of TEL in relation to student performance (learning analytics)	7	28%	7%	50%	100%	29%	50%	0%	-
Other purpose	6	24%	29%	20%	0%	29%	0%	0%	-

Question 4.20: How has the impact on pedagogic practices been measured, when and for what purpose?

Table A4.20 continued: Details of how the impact of TEL tools and systems on the pedagogic practices has been measured, when and for what purpose

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Information Technology support	59	66%	68%	65%	64%	62%	80%	100%	50%
TEL unit or equivalent	65	73%	76%	73%	64%	77%	40%	67%	50%
Educational Development Unit (EDU)	41	46%	61%	40%	18%	41%	100%	56%	50%
Library	42	47%	45%	55%	27%	48%	40%	44%	50%
Local support	41	46%	61%	43%	9%	44%	60%	44%	100%
Distance/Online Learning Unit	19	21%	32%	18%	0%	23%	0%	22%	0%
Other support unit	4	5%	8%	3%	0%	6%	0%	0%	0%
Outsourced supplier or specialist	5	6%	11%	3%	0%	4%	40%	0%	0%
No support units	2	2%	0%	3%	9%	3%	0%	0%	0%

Question 5.1: First of all, which, if any, support units are there in your institution that provide support for TEL? Please include both centrally provided and local units.

Table A5.1: Support units that provide support for technology enhanced learning

Response	Total	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)	(89)	(38)	(40)	(11)	(73)	(5)	(9)	(2)
Mean number of support units	3.10	3.61	2.98	1.82	3.04	3.60	3.33	3.00

Table A5.1b: Mean number of units providing support for TEL per institution

Appendix A: Full 2020 Data

Question 5.2: How many staff supporting TEL are in the unit?

Response	Total	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with IT support unit)	*(59)*	*(26)*	*(26)*	*(7)*	*(45)*	*(4)*	*(9)*	*(1)*
Mean number of learning technologists	0.63	0.81	0.42	0.71	0.71	0.00	0.56	0.00
Mean number of IT support staff	5.87	8.54	3.96	3.07	6.91	2.50	2.84	0.00
Mean number of administrative staff	0.63	0.37	0.29	2.86	0.82	0.00	0.00	0.00
Mean number of academic staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mean number of other staff	0.27	0.23	0.38	0.00	0.36	0.00	0.00	0.00

Table A5.2aa: Mean number of staff working in Information Technology support unit

Response	Total	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with TEL unit)	(65)	(29)	(29)	(7)	(56)	(2)	(6)	(1)
Mean number of learning technologists	6.58	8.65	5.64	1.86	7.14	3.50	2.58	5.00
Mean number of IT support staff	0.62	0.62	0.38	1.57	0.71	0.00	0.00	0.00
Mean number of administrative staff	0.45	0.69	0.24	0.29	0.52	0.00	0.00	0.00
Mean number of academic staff	0.49	0.45	0.66	0.00	0.57	0.00	0.00	0.00
Mean number of other staff	0.62	0.81	0.55	0.14	0.67	1.00	0.17	0.00

Table A5.2ab: Mean number of staff working in TEL unit or equivalent

Question 5.2: How many staff supporting TEL are in the unit?

Response	Total	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with EDU)	*(41)*	*(23)*	*(16)*	*(2)*	*(30)*	*(5)*	*(5)*	*(1)*
Mean number of learning technologists	1.60	1.72	1.63	0.00	1.52	2.40	0.80	4.00
Mean number of IT support staff	0.12	0.17	0.06	0.00	0.17	0.00	0.00	0.00
Mean number of administrative staff	0.56	0.78	0.31	0.00	0.45	0.60	0.10	6.00
Mean number of academic staff	1.79	1.33	2.38	2.50	1.98	2.00	0.80	0.00
Mean number of other staff	0.95	1.30	0.56	0.00	0.93	2.20	0.00	0.00

Table A5.2ac: Mean number of staff working in Educational Development Unit

Response	Total	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with library)	*(42)*	*(17)*	*(22)*	*(3)*	*(35)*	*(2)*	*(4)*	*(1)*
Mean number of learning technologists	0.88	0.41	0.77	4.33	1.03	0.50	0.00	0.00
Mean number of IT support staff	0.55	0.47	0.59	0.67	0.66	0.00	0.00	0.00
Mean number of administrative staff	0.86	1.29	0.18	3.33	1.03	0.00	0.00	0.00
Mean number of academic staff	0.10	0.18	0.05	0.00	0.11	0.00	0.00	0.00
Mean number of other staff	4.30	2.12	6.39	1.33	4.64	5.50	1.75	0.00

Table A5.2ad: Mean number of staff working in library

Question 5.2: How many staff supporting TEL are in the unit?

Response	Total	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with other support units)	*(4)*	*(3)*	*(1)*	*(0)*	*(4)*	*(0)*	*(0)*	*(0)*
Mean number of learning technologists	2.75	3.67	0.00	0.00	2.75	0.00	0.00	0.00
Mean number of IT support staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mean number of administrative staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mean number of academic staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mean number of other staff	3.50	4.00	2.00	0.00	3.50	0.00	0.00	0.00

Table A5.2ag: Mean number of staff working in other support units

Response	Total	Type			Country			
		Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents with outsourced supplier or specialist)	*(5)*	*(4)*	*(1)*	*(0)*	*(3)*	*(2)*	*(0)*	*(0)*
Mean number of learning technologists	1.60	2.00	0.00	0.00	2.67	0.00	0.00	0.00
Mean number of IT support staff	0.80	1.00	0.00	0.00	1.00	0.50	0.00	0.00
Mean number of administrative staff	0.40	0.50	0.00	0.00	0.67	0.00	0.00	0.00
Mean number of academic staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Mean number of other staff	0.60	0.25	2.00	0.00	0.33	1.00	0.00	0.00

Table A5.2ah: Mean number of staff working for outsourced supplier or specialist

Appendix A: Full 2020 Data

Response	Mean		Type			Country			
	No	Mean	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
Distance/Online Learning Unit	19	9.82	8.13	12.71	0.00	10.97	0.00	0.00	0.00
Local support	41	8.95	11.13	6.51	0.20	10.74	6.67	0.80	0.00
TEL unit or equivalent	65	8.91	10.85	8.91	0.86	9.96	4.30	1.43	4.00
Other support unit	4	5.95	7.67	0.80	0.00	5.95	0.00	0.00	0.00
Information Technology support	59	3.68	5.12	3.02	0.81	4.57	2.28	0.31	0.00
Library	42	3.55	3.63	3.95	0.23	3.99	4.75	0.05	0.00
Educational Development Unit (EDU)	41	2.86	3.19	2.69	0.50	3.02	2.22	1.16	10.00
Outsourced supplier or specialist	5	2.24	2.75	0.20	0.00	3.33	0.60	0.57	0.00

Question 5.2: How many staff supporting TEL are in the unit?

Table A5.2b: Mean FTE of staff working in each unit

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
TEL unit or equivalent	58	65%	71%	60%	64%	69%	40%	56%	50%
Educational Development Unit (EDU)	12	14%	16%	15%	0%	10%	60%	11%	50%
Information Technology support	7	8%	3%	8%	27%	7%	0%	22%	0%
Library	3	3%	0%	8%	0%	4%	0%	0%	0%
Local support	3	3%	3%	5%	0%	4%	0%	0%	0%
No main unit	3	3%	5%	3%	0%	3%	0%	11%	0%
No TEL support units	2	2%	0%	3%	9%	3%	0%	0%	0%
Distance/Online Learning Unit	1	1%	3%	0%	0%	1%	0%	0%	0%
Other support unit	0	0%	0%	0%	0%	0%	0%	0%	0%
Outsourced supplier or specialist	0	0%	0%	0%	0%	0%	0%	0%	0%

Question 5.3: Which is the main unit in the institution that provides support for TEL?

Table A5.3: Main unit that provides support for TEL

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Changes made	70	79%	87%	78%	55%	78%	80%	89%	50%
No changes made	19	21%	13%	23%	46%	22%	20%	11%	50%

Question 5.4: What changes in staffing provision for supporting TEL, if any, have been made over the last two years?

Table A5.4: Whether changes in staffing provision for supporting TEL have been made over the last two years

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Increase in the number of staff	36	40%	55%	25%	46%	40%	40%	44%	50%
Change of existing roles/incorporation of other duties	36	40%	37%	48%	27%	40%	40%	44%	50%
Restructure of department(s)/TEL provision	33	37%	42%	40%	9%	38%	40%	33%	0%
Reduction in the number of staff	22	25%	21%	35%	0%	26%	40%	11%	0%
No changes in staffing provision	19	21%	13%	23%	46%	22%	20%	11%	50%
Recruitment delay/freeze	9	10%	11%	13%	0%	12%	0%	0%	0%
Other change in staffing provision	7	8%	13%	5%	0%	8%	0%	11%	0%

Table A5.4a: Changes made in staffing provision for supporting TEL over the last two years

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Changes foreseen	75	84%	92%	80%	73%	85%	80%	78%	100%
No changes foreseen	14	16%	8%	20%	27%	15%	20%	22%	0%

Question 5.4: What changes in staffing provision for supporting TEL, if any, have been made over the last two years?

Table 5.6: Whether changes in staffing provision for supporting TEL are foreseen in the near future

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: all respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Increase in the number of staff	34	38%	47%	35%	18%	41%	20%	33%	0%
Change of existing roles/incorporation of other duties	26	29%	21%	40%	18%	32%	0%	33%	0%
Anticipate change, but unsure as to how it might change	25	28%	26%	28%	36%	27%	40%	22%	50%
Restructure of department(s)/TEL provision	23	26%	32%	25%	9%	27%	20%	11%	50%
Currently reviewing staffing provision	14	16%	24%	13%	0%	16%	20%	11%	0%
Recruitment delay/freeze	8	9%	8%	10%	9%	10%	0%	11%	0%
Reduction in the number of staff	4	6%	5%	3%	9%	4%	20%	0%	0%
Other change in the future	2	2%	3%	3%	0%	3%	0%	0%	0%

Table A5.6a: Foreseen changes in staffing provision for supporting TEL in the near future

Appendix A: Full 2020 Data

Barrier	Rank	Mean	Type			Country			
			Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(88)*	*(37)*	*(40)*	*(11)*	*(72)*	*(5)*	*(9)*	*(2)*
Lack of time	1	3.60	3.73	3.60	3.18	3.64	3.80	3.33	3.00
Lack of academic staff knowledge	2	3.11	3.08	3.08	3.36	3.15	3.40	2.67	3.00
Lack of internal sources of funding to support development	3	3.10	3.16	3.15	2.73	3.13	3.20	2.67	4.00
Institutional culture	4	3.08	3.30	2.83	3.27	3.06	3.20	3.00	4.00
Lack of academic staff commitment	5	3.06	3.16	3.05	2.73	3.06	3.60	2.67	3.50
Departmental/school culture	6	3.02	3.11	2.93	3.09	3.07	3.20	2.44	3.50
Competing strategic initiatives	7	2.81	3.03	2.75	2.27	2.83	3.00	2.33	3.50
Lack of support staff	8	2.77	2.81	2.75	2.73	2.72	3.40	2.67	3.50
Lack of recognition for career development	9	2.74	3.00	2.68	2.09	2.72	3.40	2.22	4.00
Lack of incentives	10	2.64	2.81	2.48	2.64	2.69	2.60	2.00	3.50
Lack of academic staff development opportunities	11	2.59	2.59	2.60	2.55	2.57	2.40	2.78	3.00

Question 6.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years?

Table A6.1: Ranked potential barriers to any (further) development of processes to promote and support technology enhanced learning tools

Appendix A: Full 2020 Data

Barrier	Rank	Mean	Type			Country			
			Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(88)*	*(37)*	*(40)*	*(11)*	*(72)*	*(5)*	*(9)*	*(2)*
Organisational structure	12	2.50	2.62	2.43	2.36	2.53	2.60	2.11	3.00
Lack of strategy and leadership	13	2.47	2.43	2.60	2.09	2.54	2.20	1.89	3.00
Changing administrative processes	14	2.42	2.57	2.40	2.00	2.40	2.80	2.22	3.00
Inappropriate policies and procedures	15	2.19	2.24	2.28	1.73	2.28	1.60	1.67	3.00
Technical and infrastructure limitations (eg. wireless)	16	2.17	2.05	2.45	1.55	2.17	2.20	1.89	3.50
Lack of external sources of funding (e.g. Advance HE, OfS, Jisc, Research Councils, EU) to support project development	17	2.13	2.24	2.13	1.73	2.21	2.00	1.67	1.50
Other technical problems	18	1.51	1.81	1.25	1.45	1.43	2.00	1.78	2.00

Question 6.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years?

Table A6.1 continued: Ranked potential barriers to any (further) development of processes to promote and support technology enhanced learning tools

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(89)*	*(38)*	*(40)*	*(11)*	*(73)*	*(5)*	*(9)*	*(2)*
Yes	67	75%	74%	78%	73%	77%	100%	44%	100%
No	22	25%	26%	23%	27%	23%	0%	56%	0%

Question 6.2: Have any recent and prospective developments in technology started to make new demands upon you in terms of the support required by users?

Table A6.2: Whether there are any recent and prospective developments in technology that have started to make new demands upon institutions in terms of the support required by users

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see demands)		*(67)*	*(28)*	*(31)*	*(8)*	*(56)*	*(5)*	*(4)*	*(2)*
Accessibility (in relation to the EU accessibility directive)	29	43%	54%	32%	38%	39%	60%	75%	0%
Office 365 (inc. Teams)	18	27%	32%	19%	38%	30%	0%	25%	0%
Electronic Management of Assessment (e-submission, e-marking, e-feedback)	12	18%	21%	16%	0%	14%	60%	25%	0%
Learning Analytics	12	18%	11%	26%	13%	18%	0%	25%	0%
Lecture capture	11	16%	11%	23%	13%	14%	20%	25%	50%
VLE – new/change, embed, extend, customise, standards	10	15%	18%	13%	0%	13%	60%	0%	0%
Blended learning	7	10%	11%	10%	13%	11%	20%	0%	0%
Distance learning/Fully online courses	6	9%	4%	13%	13%	11%	0%	0%	0%
Digital literacy/capability	6	9%	4%	10%	25%	9%	0%	0%	0%
Degree apprenticeships	5	7%	11%	6%	0%	9%	0%	0%	0%
Mobile technologies/Bring your own device (support, access to systems/content)	4	6%	4%	6%	13%	7%	0%	0%	0%

Question 6.3: Please write in details of up to three developments that are starting to make new demands upon you in terms of the support required by users – those you think are most important.

Table A6.3: Recent and prospective developments in technology that are starting to make new demands in terms of the support required by users

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see demands)		*(67)*	*(28)*	*(31)*	*(8)*	*(56)*	*(5)*	*(4)*	*(2)*
Curriculum development/design	2	3%	0%	6%	0%	4%	0%	0%	0%
Creation of online resources for teaching	2	3%	0%	6%	0%	4%	0%	0%	0%
Interoperability/Integration of systems	1	1%	0%	3%	0%	2%	0%	0%	0%
Learning Spaces	1	1%	0%	3%	0%	2%	0%	0%	0%
E-portfolio	1	1%	4%	0%	0%	2%	0%	0%	0%
New pedagogies/modes of delivery (e.g. flipped classroom)	1	1%	4%	0%	0%	2%	0%	0%	0%
Development of policy	1	1%	0%	0%	13%	2%	0%	0%	0%
VR/AR	1	1%	0%	0%	13%	2%	0%	0%	0%
GDPR	1	1%	0%	3%	0%	2%	0%	0%	0%
Blogging software	1	1%	0%	3%	0%	2%	0%	0%	0%
LinkedIn Learning	1	1%	0%	0%	13%	2%	0%	0%	0%
New campus/schools	1	1%	0%	3%	0%	0%	0%	0%	50%

Question 6.3: Please write in details of up to three developments that are starting to make new demands upon you in terms of the support required by users – those you think are most important.

Table A6.3 continued: Recent and prospective developments in technology that are starting to make new demands in terms of the support required by users

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see demands)		*(67)*	*(28)*	*(31)*	*(8)*	*(56)*	*(5)*	*(4)*	*(2)*
Internationalisation	1	1%	0%	3%	0%	2%	0%	0%	0%
Reducing the attainment gap	1	1%	4%	0%	0%	2%	0%	0%	0%
AI/chatbots	1	1%	4%	0%	0%	2%	0%	0%	0%
Change in assessment practices	1	1%	0%	3%	0%	2%	0%	0%	0%
Security	1	1%	0%	0%	13%	2%	0%	0%	0%
Alignment with professional standards	1	1%	4%	0%	0%	2%	0%	0%	0%

Question 6.3: Please write in details of up to three developments that are starting to make new demands upon you in terms of the support required by users – those you think are most important.

Table A6.3 continued: Recent and prospective developments in technology that are starting to make new demands in terms of the support required by users

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents)		*(67)*	*(28)*	*(31)*	*(8)*	*(56)*	*(5)*	*(4)*	*(2)*
Yes	54	81%	86%	87%	38%	79%	100%	75%	100%
No	13	19%	14%	13%	63%	21%	0%	25%	0%

Question 6.4: Do you see these developments posing any challenges over the next two to three years in terms of the support that will be required for staff and students?

Table A6.4: Whether institutions consider that the developments identified in Question 6.3 will pose support challenges over the next two to three years.

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		*(54)*	*(24)*	*(27)*	*(3)*	*(44)*	*(5)*	*(3)*	*(2)*
Accessibility (making things accessible, captioning, mathematical notation, working with third parties)	20	37%	50%	22%	67%	32%	80%	67%	0%
Technical infrastructure – addressing growth, new technologies, understanding fit with existing tech	12	22%	29%	19%	0%	20%	60%	0%	0%
Digital literacy/capability	11	20%	17%	26%	0%	25%	0%	0%	0%
New modes of delivery (e.g. online/distance courses, active learning, blended learning, flipped classroom)	10	19%	13%	19%	67%	18%	20%	33%	0%
Lack of support staff/specialist skills/resources	10	19%	17%	22%	0%	18%	20%	0%	50%
Keeping up with emerging technologies/technology changes	7	13%	17%	7%	33%	14%	20%	0%	0%
Budgets/Funding/Financial constraints	7	13%	21%	7%	0%	11%	20%	0%	50%
Learning Analytics (inc. ethics, use of data, reporting)	6	11%	4%	19%	0%	14%	0%	0%	0%
Office 365/Teams	6	11%	4%	15%	33%	14%	0%	0%	0%
Staff development	6	11%	8%	15%	0%	9%	40%	0%	0%
Changing/developing teaching practice	4	7%	13%	4%	0%	7%	20%	0%	0%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table A6.5a: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		*(54)*	*(24)*	*(27)*	*(3)*	*(44)*	*(5)*	*(3)*	*(2)*
Degree apprenticeships	4	7%	13%	4%	0%	9%	0%	0%	0%
E-assessment (e-submission, e-marking, e-feedback)	3	6%	8%	4%	0%	2%	20%	33%	0%
Lecture capture/recording	3	6%	4%	7%	0%	5%	0%	33%	0%
VLE (change/extend/baseline)	3	6%	8%	4%	0%	2%	40%	0%	0%
Legal/policy issues (inc. IPR, copyright, data security, system contingency)	3	6%	4%	7%	0%	7%	0%	0%	0%
Keeping up with demand from staff/students	3	6%	13%	0%	0%	7%	0%	0%	0%
New approaches to teaching for specific disciplines	2	4%	0%	4%	33%	2%	0%	0%	50%
Increased/diverse support (inc. 24/7 support, support for remote students/staff)	2	4%	0%	7%	0%	2%	20%	0%	0%
Process change/improvement	2	4%	8%	0%	0%	2%	20%	0%	0%
Managing / meeting expectations	2	4%	8%	0%	0%	2%	20%	0%	0%
Culture change	2	4%	0%	7%	0%	2%	20%	0%	0%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table A6.5a continued: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		*(54)*	*(24)*	*(27)*	*(3)*	*(44)*	*(5)*	*(3)*	*(2)*
Interoperability/Integration	2	4%	8%	0%	0%	2%	0%	0%	50%
Multimedia (production, management, delivery storage)	2	4%	0%	7%	0%	5%	0%	0%	0%
Synchronous tools (e.g. virtual classroom)	2	4%	0%	7%	0%	5%	0%	0%	0%
Pedagogic support	2	4%	4%	4%	0%	2%	20%	0%	0%
External collaboration	2	4%	0%	7%	0%	2%	0%	0%	50%
E-exams	1	2%	0%	4%	0%	2%	0%	0%	0%
Learning spaces	1	2%	4%	0%	0%	2%	0%	0%	0%
New campus	1	2%	0%	4%	0%	0%	0%	0%	50%
Staff incentives	1	2%	0%	4%	0%	0%	20%	0%	0%
Readiness for change	1	2%	4%	0%	0%	2%	0%	0%	0%
Internal collaboration	1	2%	0%	4%	0%	2%	0%	0%	0%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table A6.5a continued: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		*(54)*	*(24)*	*(27)*	*(3)*	*(44)*	*(5)*	*(3)*	*(2)*
Lack of time	1	2%	0%	4%	0%	2%	0%	0%	0%
Workload management	1	2%	0%	4%	0%	2%	0%	0%	0%
Competing demands	1	2%	4%	0%	0%	2%	0%	0%	0%
Governance	1	2%	0%	4%	0%	2%	0%	0%	0%
Lack of consultation	1	2%	0%	4%	0%	2%	0%	0%	0%
Senior Leadership expectations	1	2%	4%	0%	0%	2%	0%	0%	0%
New strategy	1	2%	0%	4%	0%	2%	0%	0%	0%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table A6.5a continued: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		*(54)*	*(24)*	*(27)*	*(3)*	*(44)*	*(5)*	*(3)*	*(2)*
Staff development (e.g. training courses)	18	33%	29%	33%	67%	34%	40%	33%	0%
Investment (time, money, resources, support staff)	18	33%	29%	37%	33%	36%	40%	0%	0%
Review and revise support provision (increased/improved/devolved/extended hours)	12	22%	25%	22%	0%	20%	20%	33%	50%
Internal collaboration/Joined-up approach	10	19%	17%	22%	0%	18%	20%	0%	50%
New tools/services (e.g. accessibility)	9	17%	21%	7%	67%	14%	20%	67%	0%
Senior management leadership/commitment to TEL	7	13%	13%	11%	33%	9%	40%	33%	0%
Awareness-raising	7	13%	25%	4%	0%	14%	20%	0%	0%
Review/develop digital literacies/capabilities	6	11%	8%	15%	0%	9%	40%	0%	0%
Provision of guidance to staff/students (e.g. online resources)	6	11%	13%	11%	0%	11%	20%	0%	0%
Communication/consultation	5	9%	21%	0%	0%	7%	40%	0%	0%
Data (storing, awareness, data literacy)	5	9%	4%	15%	0%	11%	0%	0%	0%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table 6.5b: How institutions see the challenges identified in Question 6.5a being overcome

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		*(54)*	*(24)*	*(27)*	*(3)*	*(44)*	*(5)*	*(3)*	*(2)*
Institution-wide project/working group	5	9%	13%	7%	0%	7%	20%	33%	0%
Communities of practice - sharing good practice, success stories, case studies, champions	4	7%	13%	4%	0%	9%	0%	0%	0%
Change management	4	7%	4%	11%	0%	7%	20%	0%	0%
Focus on pedagogy, curriculum design/development, adapting teaching approach	3	6%	13%	0%	0%	5%	20%	0%	0%
Reprioritise work	3	6%	4%	7%	0%	5%	20%	0%	0%
Improve technical infrastructure (inc. wireless)	3	6%	4%	4%	33%	7%	0%	0%	0%
Pilot/phased roll out	3	6%	4%	7%	0%	7%	0%	0%	0%
Strategic planning	3	6%	8%	4%	0%	7%	0%	0%	0%
Working with sector on guidance/solutions/sharing practice	3	6%	8%	4%	0%	5%	20%	0%	0%
Mandatory training	2	4%	0%	4%	33%	2%	0%	33%	0%
Development of/integration with strategies/policies	2	4%	4%	4%	0%	5%	0%	0%	0%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table 6.5b continued: How institutions see the challenges identified in Question 6.5a being overcome

Appendix A: Full 2020 Data

Response	Total		Type			Country			
	No	%	Pre-92	Post-92	Other	Eng	Wal	Scot	NI
(Base: All respondents that see challenges over next 2-3 years)		*(54)*	*(24)*	*(27)*	*(3)*	*(44)*	*(5)*	*(3)*	*(2)*
Processes	2	4%	0%	7%	0%	5%	0%	0%	0%
Managing expectations	2	4%	8%	0%	0%	2%	20%	0%	0%
Interoperability/extending systems	2	4%	4%	4%	0%	5%	0%	0%	0%
Lobbying/working with suppliers	2	4%	8%	0%	0%	5%	0%	0%	0%
Updating learning spaces (e.g. new AV)	2	4%	4%	4%	0%	2%	0%	33%	0%
Reorganisation/restructure	1	2%	4%	0%	0%	0%	0%	0%	50%
Provision of incentives/rewards/recognition	1	2%	0%	4%	0%	0%	20%	0%	0%
Student interns	1	2%	0%	4%	0%	0%	0%	0%	50%
Buy-in from academic departments	1	2%	4%	0%	0%	2%	0%	0%	0%
Evaluation of impact	1	2%	4%	0%	0%	2%	0%	0%	0%
Embedding into practice	1	2%	0%	4%	0%	2%	0%	0%	0%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table 6.5b continued: How institutions see the challenges identified in Question 6.5a being overcome

Appendix B:

Specification of the questions from the 2020, 2018, 2016, 2014, 2012, 2010, 2008, 2005, 2003 and 2001 Surveys for which longitudinal analysis was used in this Report

Appendix B:

Table C1.1: How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it in your institution to date?

2020: Q1.1: Listed below are possible driving factors for developing TEL and the processes that promote it. How important, if at all, have each of these been in your institution to date?

2018: Q1.1: Listed below are possible driving factors for developing TEL and the processes that promote it. How important, if at all, have each of these been in your institution to date?

2016: Q1.1: Listed below are possible driving factors for developing TEL and the processes that promote it. How important, if at all, have each of these been in your institution to date?

2014: Q1.1 How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it in your institution to date?

2012: Q1.1 How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it in your institution to date?

2010: Q1.1 How important, if at all, have each of the following drivers been in your institution to date?

2008: Q1.1 How important, if at all, have each of the following drivers been in your institution to date?

2005: Q1.3 Listed below are possible driving factors for MLE development and the environments and processes that support *e*-learning. Which of those have been important in your institution to date? Please indicate the importance of each of these.

2003: Q1.4 Listed below are possible drivers that can encourage MLE development. Which have driven development of your MLE to date? Please indicate the importance of each of these in your institution.

Table C1.3: How important, if at all are the following factors in encouraging the development of TEL and processes that promote it?

2020: Q1.3: Listed below are possible factors that encourage the development of TEL and processes that promote it. How important, if at all, have each of these been in your institution over the past two years?

2018: Q1.3: Listed below are possible factors that encourage the development of TEL and processes that promote it. How important, if at all, have each of these been in your institution over the past two years?

2016: Q1.3: Listed below are possible factors that encourage the development of TEL and processes that promote it. How important, if at all, have each of these been in your institution over the past two years?

2014: Q1.3: How important, if at all are the following factors in encouraging the development of TEL and processes that promote it?

2012: Q1.3: How important, if at all are the following factors in encouraging the development of TEL and processes that promote it?

2010: Q1.3 How important, if at all, are the following factors in encouraging the development of TEL and processes that promote it?

2008: Q1.3 How important, if at all are the following factors in *encouraging* the development of TEL and processes that promote it?

2005: Q1.4 Listed below are possible *supporting factors* for MLE development and the environments and processes that support e-learning. Which of those have been important in your institution to date? Please indicate the importance of each of these in your institution.

2003: Q 1.4 Listed below are possible drivers that can encourage MLE development. Which have driven development of your MLE to date? Please indicate the importance of each of these in your institution.

Appendix B:

Table C2.1: Institutional strategies that have informed TEL development

2020: Q2.1: Which, if any, institutional strategies, inform the development of TEL in your institution?

2018: Q2.1: Which, if any institutional strategies, inform the development of technology enhanced learning in your institution?

2016: Q2.1: Which, if any institutional strategies, inform the development of technology enhanced learning in your institution?

2014: Q2.1: Which, if any institutional strategies, inform the development of technology enhanced learning in your institution?

2012: Q2.1: Which, if any institutional strategies, inform the development of technology enhanced learning in your institution?

2010: Q2.1: Which, if any institutional strategies, inform the development of technology enhanced learning in your institution?

2008: Q2.1 Which, if any, institutional strategies inform the development of technology enhanced learning in your institution?

2005: Q3.3 Which institutional strategies inform the development of processes to support e-learning in your institution? Please tick all that apply.

2003: Q3.6 Which institutional strategy documents consider development of your MLE? Please tick all that apply.

Table C2.2: Management of TEL governance within institutions

2018: Q2.2: How is TEL governance managed within your institution? Do you have any of the following committees / working groups with an institutional remit, looking at TEL activity across the institution?

2016: Q2.1d: How is TEL governance managed within your institution? Do you have any of the following committees / working groups with an institutional remit, looking at TEL activity across the institution?

Table C2.3: External strategy documents or report that have informed the development of TEL

2020: Q2.2: Which three external strategy documents or reports have been most useful in planning TEL in your institution?

2018: Q2.3: Which three external strategy documents or reports have been most useful in planning TEL in your institution?

Note that in 2018 the above question replaced two questions that were asked previously (one about external strategy documents and the other about external reports). So, the two previous questions were combined into one and only the top three most useful were asked for in 2018. The longitudinal analysis is therefore more difficult, but commentary has been added to the report where possible.

Old questions 2.2:

2016: Q2.2: Which, if any, external strategy documents inform the development of technology enhanced learning in your institution?

2014: Q2.2: Which, if any external strategy documents inform the development of technology enhanced learning in your institution?

2012: Q2.2: Which, if any external strategy documents inform the development of technology enhanced learning in your institution?

2010: Q2.2: Which, if any external strategy documents inform the development of technology enhanced learning in your institution?

2008: Q2.2 Which, if any, external strategy documents inform the development of technology enhanced learning in your institution?

2005: Q3.4 Which external strategy documents inform the development of processes to support e-learning in your institution? Please tick all that apply.

Old question 2.3

2016: Q2.3: Which, if any, external reports or documents inform the development of technology enhanced learning in your institution?

2014: Q2.3: Which, if any external reports or documents inform the development of technology enhanced learning in your institution?

2012: Q2.3: Which, if any external reports or documents inform the development of technology enhanced learning in your institution?

2010: Q2.3: Which, if any external reports or documents inform the development of technology enhanced learning in your institution?

Table C2.4: Institutional policies which link strategy with implementation of TEL tools

2020: Q2.3: What institutional policies, if any, link strategy and implementation of TEL tools? For example, VLE usage guidelines, faculty or school-based teaching and learning policies on usage of technology and online provision.

2018: Q2.4: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools? For example, VLE usage guidelines, faculty or school-based teaching and learning policies on usage of technology and online provision.

2016: Q2.5: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools? For example, VLE usage guidelines, faculty or school-based teaching and learning policies on usage of technology and online provision.

2014: Q2.5: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools? For example, VLE usage guidelines, faculty or school-based teaching and learning policies on usage of technology and online provision.

2012: Q2.5: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools? For example, VLE usage guidelines, faculty or school-based teaching and learning policies on usage of technology and online provision.

2010: Q3.2: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools?

2008: Q3.2: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools?

Appendix B:

Table C3.1: Institutional VLE currently in use

2020: Q3.1: Is there a VLE currently in use in your institution?

2018: Q3.1: Is there a VLE currently in use in your institution?

2016: Q3.1: Is there a VLE currently in use in your institution?

2014: Q3.1: Is there a VLE currently in use in your institution?

Table C3.2: VLEs currently used

2020: Q3.2: Which VLE(s), if any, is/are currently used in your institution? Please select all VLEs in use across your institution (including departmental VLEs)

2018: Q3.2: Which VLE(s), if any, is currently used in your institution? Please select all VLEs in use across your institution (including departmental VLEs)

2016: Q3.1a: Which VLE(s), if any, is currently used in your institution? Please select all VLEs in use across your institution (including departmental VLEs)

2014: Q3.1a: Which VLE(s), if any, is currently used in your institution? Please select all VLEs in use across your institution (including departmental VLEs)

2012: Q3.1a: What VLE, if any, is currently used in your institution?

2010: Q3.4: What VLE, if any, is currently used in your institution?

2008: Q3.4: What VLE, if any, is currently used in your institution?

2005: Q4.2: What VLE(s) are used in your institution? Please tick all that apply.

2003: Q4.2: What VLEs, commercial or in house, are used in your institution? Please tick all that apply.

2001: Q6: What virtual learning environments (VLEs) are used at your institution? Please tick all that apply and indicate how long they have been used.

Appendix B:

Table C3.3: The *main* VLE in use

2020: Q3.3: Out of the above, which is the main VLE in use across your institution

2018: Q3.3: Out of the above, which is the main VLE in use across your institution

2016: Q3.1b: Out of the above, which is the main VLE in use across your institution

2014: Q3.1b: Out of the above, which is the main VLE in use across your institution

2012: Q3.1b: What is the main VLE currently used in your institution?

2010: Q3.4c: What is the main VLE currently in use?

2008: Q3.4b: What is the main VLE currently in use?

Table C3.4: Use of main VLE

2020: Q3.4: Is the main VLE used for each of the following or not?

2018: Q3.4: Is the main VLE used for each of the following or not?

2013: Q3.4: Is the main VLE used for each of the following or not?

Appendix B:

Table C3.5b: Hosting results per platform for *main* institutional VLE

2020: Q3.5: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

2018: Q3.5: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

2016: Q3.2: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

2014: Q3.2: Thinking about the (main) VLE in use, is it locally managed or hosted by a third party?

2012: Q3.2: Thinking about the (main) VLE in use, is it locally managed or hosted by a third party?

Table C3.6: External provider that host (main) VLE

2020: Q3.6: Who is the external provider that hosts your (main) VLE?

2018: Q3.6: Who is the external provider that hosts your (main) VLE?

2016: Q3.2a: Who is the external provider that hosts your (main) VLE?

Appendix B:

Table C3.7: Whether currently outsource provision

2020: Q3.7: Does your institution currently outsource its provision of any of the following? Provision refers to an institutional service being hosted by another organisation.

2018: Q3.7: Does your institution currently outsource its provision of any of the following? Provision refers to an institutional service being hosted by another organisation.

2016: Q5.3a: Does your institution currently outsource its provision of any of the following? Provision refers to an institutional service being hosted by another organisation.

Table C3.8: How the institutional services identified in Question 3.7 are currently outsourced

2020: Q3.8: How is the provision of these services currently outsourced?

2018: Q3.8: How is the provision of these services currently outsourced?

2016: Q5.3b: How is the provision of these services currently outsourced?

Table C3.9: Services that are currently outsourced are under consideration for bringing back in to be institutionally managed.

2020: Q3.9: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally managed?

2018: Q3.9: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally managed?

2016: Q5.3c: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally managed?

Table C3.10: Services being formally considered for outsourcing

2020: Q3.9: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally managed?

2018: Q3.9: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally managed?

2016: Q5.3c: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally managed?

Table C3.11: Options being considered for outsourcing

2018: Q3.11: What option(s) are being considered for the outsourcing of this provision?

2016: Q5.3e: What option(s) are being considered for the outsourcing of this provision?

Appendix B:

Table C3.14: Whether considered collaboration with other HE institutions.

2020: Q3.14: Has your institution formally considered collaboration with other HE institutions in the delivery of technology enhanced learning services or resources to staff?

2018: Q3.12: Has your institution formally considered collaboration with other HE institutions in the delivery of technology enhanced learning services or resources to staff?

2014: Q5.4: Has your institution formally considered *collaboration with other HE institutions* in the delivery of technology enhanced learning services or resources to staff?

2012: Q5.4: Has your institution formally considered *collaboration with other HE institutions* in the delivery of technology enhanced learning services or resources to staff?

Table C3.15: Nature of (intended) collaboration

2020: Q3.15: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

2018: Q3.13: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

Table C3.16: Whether considered collaboration with commercial partners

2020: Q3.16: Has your institution formally considered collaboration with commercial partners in the delivery of TEL services or resources to staff? Please include partners both in the UK and abroad.

2018: Q3.14: Has your institution formally considered collaboration with commercial partners in the delivery of TEL services or resources to staff? Please include partners both in the UK and abroad.

Appendix B:

Table C3.17: Nature of (intended) collaboration

2020: Q3.17: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

2018: Q3.15: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

Table C3.18: Review of TEL facility/VLE in the last two years

2020: Q3.16: Has your institution undertaken a review of a major institutional TEL facility or system in the last two years?

2018: Q3.16: Has your institution undertaken a review of a major institutional TEL facility or system in the last two years?

2016: Q3.3a: Have you undertaken a review of a major institutional TEL facility or system in the last two years?

2014: Q3.3: Have you undertaken a review of the (main) institutional VLE in the last two years?

2012: Q3.3: Have you undertaken a review of the (main) institutional VLE in the last two years?

Table C3.19: TEL facilities or systems/VLE that have been reviewed in the last two years

2020: Q3.19: Which major TEL facilities or systems have been reviewed in the last two years?

2018: Q3.17: Which major TEL facilities or systems have been reviewed in the last two years?

2016: Q3.3a: Which major TEL facilities or systems have you reviewed in the last two years?

Appendix B:

Table C3.20: Outcomes of the VLE review

2020: Q3.20: Please write the outcome of the review on these TEL facilities or systems

2018: Q3.18: Please write the outcome of the review on these TEL facilities or systems

2016: Q3.3b: Please write the outcome of the review on these TEL facilities or systems

2014: Q3.5: What was the outcome, or likely outcome, of the review?

2012: Q3.5: What was the outcome, or likely outcome, of the review?

Table C3.21: Institutional review of TEL facility or system in next two years

2020: Q3.21: Are you planning to undertake a review of a major institutional TEL facility or system within the next two years?

2018: Q3.19: Are you planning to undertake a review of a major institutional TEL facility or system within the next two years?

2016: Q3.19: Are you planning to undertake a review of a major institutional TEL facility or system within the next two years?

2014: Q3.6: Are you planning to undertake a review of the (main) institutional VLE in the next two years?

2012: Q3.6: Are you planning to undertake a review of the (main) institutional VLE in the next two years?

Appendix B:

Table C3.22: TEL facilities or systems planning on reviewing in the next two years

2020: Q3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

2018: Q3.20: Which major TEL facilities or systems are you planning on reviewing in the next two years?

2014: Q3.6a: Which major TEL facilities or systems are you planning on reviewing in the next two years?

Table C3.25: Centrally-supported software tools used by students

2020: Q3.25: Which centrally-supported TEL tools are used by students in your institution?

2018: Q3.21: Which centrally-supported TEL tools are used by students in your institution?

2016: Q3.10: Which, if any, centrally supported technology enhanced software tools are used by students in your institution?

2014: Q3.10: Which, if any, centrally supported technology enhanced software tools are used by students in your institution?

2012: Q3.10: Which, if any, centrally supported technology enhanced software tools are used by students in your institution?

2010: Q3.7: Which, if any, centrally supported technology enhanced software tools are used by students in your institution?

2008: Q3.5: Which, if any, centrally supported technology enhanced learning software tools are used by students in your institution?

Appendix B:

Table C4.1: Types of online courses offered

2020: Q4.1: Does your institution offer any of the following types of programmes or courses?

2018: Q4.1: Does your institution offer any of the following types of programmes or courses?

2016: Q3.12b: Does your institution offer any of the following types of courses?

2014: Q3.12b: Does your institution offer any of the following types of courses?

Table C4.6: Institutions with subjects that make more extensive use of TEL tools than the institutional norm

2020: Q4.6: Are there any particular subject areas that make more extensive use of TEL tools than your institutional norm?

2018: Q4.3: Are there any particular subject areas that make more extensive use of TEL tools than your institutional norm?

2016: Q3.13: Are there any particular subject areas that make more extensive use of technology enhanced learning tools than your institutional norm?

2014: Q3.13: Are there any particular subject areas that make more extensive use of technology enhanced learning tools than your institutional norm?

2012: Q3.13: Are there any particular subject areas that make more extensive use of technology enhanced learning tools than your institutional norm?

2010: Q3.10: Are there any particular subject areas that make more extensive use of technology enhanced learning tools than your institutional norm?

2008: Q3.8: Are there any particular subject areas or departments that make more extensive use of technology enhanced learning tools than your institutional norm?

Table C4.8: Institutions with subjects that make less extensive use of technology enhanced learning tools than the institutional norm

2018: Q4.8: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

2018: Q4.6: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

2016: Q3.14: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

2014: Q3.14: Are there any particular subject areas that make *less extensive* use of technology enhanced learning tools than your institutional norm?

2012: Q3.14: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

2010: Q3.11: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

2008: Q3.9: Are there any particular subject areas or departments that make less extensive use of technology enhanced learning tools than your institutional norm?

Table C4.11: Proportion of courses using TEL tools

2020: Q4.11: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

2018: Q4.9: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

2016: Q3.15: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

2014: Q3.15: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

2012: Q3.16: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

2010: Q3.12: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

2008: Q3.10: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

Appendix B:

Table C4.13: Evaluations carried out by individual departments/schools over past two years

2020: Q4.13: What types of evaluations have individual departments/schools undertaken over the past two years?

2018: Q4.11: What types of evaluations have individual departments/schools undertaken over the past two years?

Table C4.14: Aspects of TEL evaluated

2020: Q4.14: What aspects of the impact of TEL on the student learning experience have been evaluated over the past two years?

2018: Q4.12: What aspects of the impact of TEL on the student learning experience have been evaluated over the past two years?

2016: Q3.20b: What aspects of the impact of technology enhanced learning on the student learning experience have you evaluated over the past two years?

Appendix B:

Table C4.15a: How the impact on student learning experience has been evaluated
Table C4.15b: When the impact on student learning experience has been evaluated
Table C4.15c: Purpose of the impact on student learning experience that has been evaluated

2020: Q4.15: How the impact has been measured, when and for what purpose?

2018: Q4.13: How the impact has been measured, when and for what purpose?

2016: Q3.21: How the impact has been measured, when, by whom, and for what purpose?

2014: Q3.21: *How* the impact has been measured, *when*, *by whom*, and for *what purpose*?

Table C4.17: Evaluation of the impact of TEL on pedagogic practices

2020: Q4.17: Has the institution evaluated the impact of TEL on staff pedagogic practices across the institution as a whole over the past two years?

2018: Q4.15: Has the institution evaluated the impact of TEL on staff pedagogic practices across the institution as a whole over the past two years?

2016: Q3.22: Have you evaluated the impact of technology enhanced learning on pedagogic practices across the institution as a whole over the past two years?

2014: Q3.22: Have you evaluated the impact of technology enhanced learning tools and systems on *pedagogic practices* across the institution as a whole?

2012: Q3.23: Have you evaluated the impact of technology enhanced learning tools and systems on pedagogic practices?

Appendix B:

Table C4.18: Evaluations carried out by individual departments/schools over past two years

2020: Q4.18: What types of evaluations have individual departments/schools undertaken over the past two years?

2018: Q4.11: What types of evaluations have individual departments/schools undertaken over the past two years?

Table C4.20a: How the impact on pedagogical practices has been evaluated
Table C4.20b: When the impact on pedagogical practices has been evaluated
Table C4.20c: Purpose of the evaluation on pedagogical practices

2020: Q4.20: How has the impact on pedagogic practices been measured, when, and for what purpose?

2018: Q4.18: How has the impact on pedagogic practices been measured, when, and for what purpose?

2016: Q3.23: How has the impact on pedagogic practices been measured, when, and for what purpose?

2014: Q3.23: *How has the impact has been measured, when, and for what purpose?*

Table C4.21: Broad conclusions from the evaluations undertaken into the impact of TEL on pedagogical *practices*

2018: Q4.21: And what have these evaluations revealed? Please describe the broad conclusions from the evaluations and, if any have been published, provide the appropriate references or links.

2018: Q4.19: And what have these evaluations revealed? Please describe the broad conclusions from the evaluations and, if any have been published, provide the appropriate references or links.

2016: Q3.23a: And what have these evaluations revealed? Please describe the broad conclusions from the evaluations and, if any have been published, provide the appropriate references or links.

2014: Q3.23a: And what have these evaluations revealed? Please describe the broad conclusions from the evaluations and, if any have been published, provide the appropriate references or links.

Table C5.1: Support units that provide support for technology enhanced learning
Table C5.1b: Number of units providing support for TEL per institution

2020: Q5.1: First of all, which, if any, support units are there in your institution that provide support for TEL? Please include both centrally provided and local units.

2018: Q5.1: First of all, which, if any, support units are there in your institution that provide support for TEL? Please include both centrally provided and local units.

2016: Q4.1: Which, if any, support units are there in your institution that provide support for technology enhanced learning? Please include both centrally provided and local units.

2012: Q4.1: Which, if any, support units are there in your institution that provide support for technology enhanced learning?

2010: Q4.1: Which, if any, support units are there in your institution that provide support for technology enhanced learning?

2008: Q4.1: Which, if any, support units are there in your institution that provide support for technology enhanced learning?

Table C5.2: Number of staff supporting TEL

2020: Q5.2: How many staff supporting TEL are in the unit?

2018: Q5.2: How many staff supporting TEL are in the unit?

2016: Q4.2: How many staff work in the unit?

Table C5.4: Whether changes in staffing provision have been made.
Table C5.4a: Changes made in staffing provision.

2020: Q5.4: What changes in staffing provision for supporting TEL, if any, have been made over the last two years?

2018: Q5.4: What changes in staffing provision for supporting TEL, if any, have been made over the last two years?

2016: Q4.4: What changes in staffing provision for technology enhanced learning tools, if any, have been made over the *last two years*?

2014: Q4.4: What changes in staffing provision for technology enhanced learning tools, if any, have been made over the *last two years* due to budgetary pressures or other reasons?

2012: Q4.4: What changes in staffing provision, if any, have been made over the last two years due to budgetary pressures or other reasons?

Table C5.6: Whether changes in staffing provision are foreseen in the near future
Table C5.6a: Foreseen changes in staffing provision in the near future.

2020: Q5.6: Do you foresee changes in the staffing provision for supporting TEL in the near future?

2018: Q5.6: Do you foresee changes in the staffing provision for supporting TEL in the near future?

2016: Q4.5: Do you foresee changes in the staffing provision in supporting staff and students in their use of technology enhanced learning tools in the near future?

2014: Q4.5: Do you foresee changes in the staffing provision in supporting staff and students in their use of technology enhanced learning tools in the near future?

2012: Q4.5: Do you foresee changes in the staffing provision in supporting staff and students in their use of technology enhanced learning tools in the near future?

Table C6.1: Ranked potential barriers to any (further) development of processes to promote and support TEL tools

2020: Q6.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years?

2018: Q6.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years?

2016: Q5.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years?

2014: Q5.1: Listed below are potential *barriers* to any (further) development of processes to promote and support technology enhanced learning tools. What, in your opinion, are the barriers in your institution to any (further) development to promote TEL tools over the coming years?

2012: Q5.1: What, in your opinion, are the barriers in your institution to any (further) development to promote TEL tools over the coming years?

2010: Q5.1: What, in your opinion, are the barriers in your institution to any (further) development to promote TEL tools over the coming years?

2008: Q5.1: What, in your opinion, are the barriers in your institution to any (further) development to promote TEL tools over the coming years?

2005: Q3.5 What, in your opinion, are the barriers to any (further) development of processes to support e-learning in your institution over the coming years?

2003: Q3.7 What, in your opinion, are the barriers to any (further) development of your (or any potential) MLE over the coming years?

Table C6.2: Whether there are any recent and prospective developments in technology that have started to make new demands upon institutions in terms of the support required by users.

2020: Q6.2: Have any recent and prospective developments in technology started to make new demands upon your institution in terms of the support required by users?

2018: Q6.2: Have any recent and prospective developments in technology started to make new demands upon your institution in terms of the support required by users?

2016: Q5.5: Have any recent and prospective developments in technology started to make new demands upon you in terms of the support required by users?

2014: Q5.5: Have any recent and prospective developments in technology started to make new demands upon you in terms of the support required by users?

Table C6.3: Recent and prospective developments in technology that are starting to make new demands terms of the support required by users

2020: Q6.3: Please write in 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 most important.

2018: Q6.3: Please write in 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 most important.

2016: Q5.5a: Please write in details of up to three developments that are starting to make new demands upon you in terms of the support required by users – those you think are most important.

2014: Q5.5a: Please write in details of up to three developments that are starting to make new demands upon you in terms of the support required by users – those you think are most important.

2012: Q5.5: What if any, recent and prospective developments in technology are starting to make new demands upon you in terms of the support required by users?

2010: Question 5.3: What if any, recent and prospective developments in technology are starting to make new demands upon you in terms of the support required by users?

Table C6.4: Whether institutions consider that the developments identified in question 6.3 will pose support challenges over the next two to three years.

2020: Q6.4: Do you see these developments posing any challenges over the next two to three years in terms of the support that will be required for staff and students?

2018: Q6.4: Do you see these developments posing any challenges over the next two to three years in terms of the support that will be required for staff and students?

2016: Q5.6: Do you see these developments posing any challenges over the next two to three years in terms of the support that will be required for staff and students?

2014: Q5.6: Do you see these developments posing any challenges over the next two to three years in terms of the support that will be required for staff and students?

Table C6.5: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students

2020: Q6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

2018: Q6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

2016: Q5.6a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

2014: Q5.6a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

2012: Q5.6: What challenges do you see these developments posing over the next two to three years in terms of support that will be required for staff and students?

2010: Q5.4: What challenges do you see these developments posing over the next two to three years in terms of support that will be required for staff and students?

Table C6.5b: How institutions see the challenges identified in question 5.6a being overcome.

2020: Q6.5b: Also, please write in how you see these challenges being overcome.

2018: Q6.5b: Also, please write in how you see these challenges being overcome.

2016: Q5.6a: Also, please write in how you see these challenges being overcome.

2014: Q5.6a: Also, please write in how you see these challenges being overcome.

2012: Q5.7: In general, how do you see these challenges being overcome?

2010: Q5.5: In general, how do you see these challenges being overcome?

Appendix C:

Longitudinal analysis between 2020, 2018, 2016, 2014, 2012, 2010, 2008, 2005 and 2003 surveys

Where new response options have been added to established questions used in previous Surveys, they have been denoted with an asterisk at the end of the response option in the table.

Appendix C:

Driving Factor	ALL								
	2020	2018	2016	2014	2012	2010	2008	2005	2003
Enhancing the quality of learning and teaching in general	1	1	1	1	1	1	1	1	1
Improving student satisfaction e.g. NSS scores	2	2	3	-	-	-	-	-	-
Widening participation/inclusiveness	3	5	10	9	8	5	4	7	4
Meeting student expectations in the use of technology	4	3	2	2	2	2	2	3	5
Meeting the requirements of the Equality Act (2010)[9]	5	11	18	16	16	8	10=	13	15
Meeting the requirements of the Public Sector Bodies (Websites and Mobile Applications) (No.2) Accessibility Regulations 2018*	6	-	-	-	-	-	-	-	-
Supporting flexible/blended curriculum development	7	8	8	-	-	-	-	-	-
Helping to create a common user experience	8=	7	4	5	5=	7	8	-	-
Improving institutional reputation	8=	9	-	-	-	-	-	-	-
Assisting and improving the retention of students	10	10	12	-	-	-	-	-	-
Supporting the development of digital literacy skills or digital capability for students and staff	11	6	7	-	-	-	-	-	-
Improving access to online/blended learning for campus-based students	12	4	5	-	-	-	-	-	-
Attracting home students	13	17	11	7	10=	16	9	10	10
Attracting international (outside EU) students	14	16	14	6	12	15	12	12	-
Attracting new markets	15	19	16	13	13	14	13=	9	9

Question 1.1: How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it in your institution to date?

Table C1.1: Driving factors for TEL development (rankings)

Appendix C:

Driving Factor	ALL								
	2020	2018	2016	2014	2012	2010	2008	2005	2003
Responding to the Teaching Excellence Framework (TEF)	16	12	-	-	-	-	-	-	-
Improving access to learning for international students	17	21	19	12	9	10	13	14	11=
Supporting students affected by the withdrawal of DSA provision (Disabled Students' Allowances)	19=	14	15	-	-	-	-	-	-
Improving administrative processes	19=	15	6	4	10=	13	10=	4	7
Addressing work-based learning – the employer / workforce development agenda and student employability skills	19=	22	21	15	17	12	-	-	-
Creating or improving competitive advantage	21	18	13	8	7	11	6	6	6
Attracting EU students	22	20	17	11	15	18	15	15	11=
Keeping abreast of educational developments	23	13	9	10	14	9	7	11	13
Improving access to learning for distance learners	24	24	20	14	4	6	-	-	-
Achieving cost/efficiency savings	25	23	22	19	18	20	20	16=	14
Improving access to learning for part-time students	26	26	23	17	5=	4	5	5	3
Developing a wider regional, national or international role for your institution	27	25	24	18	19	17	16	16=	17
Improving access to learning through the provision of open education resources	28	30	27	23	-	-	-	-	-
Improving access to learning through the provision of open education courses (e.g. MOOCs)	29	29	28	24	-	-	-	-	-

Question 1.1: How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it in your institution to date?

Table C1.1 continued: Driving factors for TEL development (rankings)

Appendix C:

Driving Factor	ALL								
	2020	2018	2016	2014	2012	2010	2008	2005	2003
The formation of other partnerships with external institutions/organisations	-	27	25	20	20	19	19	18	16
Helping to support joint/collaborative course developments with other institutions	-	28	26	22	22	21	17=	-	-
Improving access to learning for students off-campus	-	-	-	3	3	3	3	2	2
Assisting institutional view regarding learning styles	-	-	-	21	21	22	17=	-	-
Help to standardise across institution	-	-	-	-	-	-	-	8	8
Help to standardise institution with others	-	-	-	-	-	-	-	19	18

Question 1.1: How important, if at all, have each of the following driving factors been for developing TEL and the processes that promote it in your institution to date?

Table C1.1 continued: Driving factors for TEL development (rankings)

Appendix C:

Factor	2020	2018	2016	2014	2012	2010	2008	2005
Availability of technology enhanced learning support staff	1	1	1	2	1	1	-	-
Feedback from students	2	2	2	1	-	-	-	-
Availability and access to tools across the institution	3	6	3	3	4	2	-	-
Central university senior management support	4	3	5	4	2	3	-	-
Feedback from staff	5	5	-	-	-	-	-	-
School /departmental senior management support	6	4	4	5	3	4	-	-
Technological changes/developments	7	8	7	7	6	6	3	3
Availability of university committees and steering groups to guide development and policy	8	9	9	8	-	-	-	-
Availability of committed local champions	9	7	6	6	5	5	1	2
Availability of internal project funding	10	10	8	9	7	7	2	1
Threshold/minimum/baseline standards	11	11	-	-	-	-	-	-
Partnership with students on TEL projects (students as co-creators)	12	13	11	-	-	-	-	-
Availability and access to relevant user groups / online communities	-	12	10	10	-	-	-	-
Availability of relevant technical standards	-	14	12	12	9	9	5	5
Availability of external project funding (e.g. Jisc, HEA, HEFCE, HEFCW, SFC, DfE)	-	15	13	11	8	8	4	4

Question 1.3: How important, if at all are the following factors in encouraging the development of TEL and processes that promote it?

Table C1.3: Factors encouraging development of TEL (rankings)

Appendix C:

Institutional strategy	Total 2020	Total 2018	Total 2016	Total 2014	Total 2012	Total 2010	Total 2008	Total 2005	Total 2003
Teaching, Learning and Assessment strategy	84%	88%	91%	92%	93%	99%	100%	95%	64%
Access/Widening Participation strategy	50%	28%	30%	25%	28%	40%	54%	50%	-
Library/Learning Resources strategy	43%	42%	53%	47%	64%	75%	76%	74%	48%
Corporate strategy	41%	53%	56%	52%	67%	59%	70%	53%	-
Information and Communication Technology (ICT) strategy	38%	35%	48%	48%	56%	51%	46%	56%	45%
Equality and Diversity strategy*	38%								
Technology Enhanced Learning or e-learning strategy	36%	34%	48%	47%	43%	48%	76%	55%	37%
Digital strategy /eStrategy	35%	26%	20%	10%	1%	11%	11%	8%	-
Student Learning Experience strategy	34%	39%	58%	47%	44%	-	-	-	-
Employability strategy	27%	32%	38%	33%	-	-	-	-	-
Estates strategy	26%	33%	28%	22%	28%	26%	58%	24%	-
Staff Development Strategy	26%	26%							

Question 2.1: Which, if any, institutional strategies, inform the development of technology enhanced learning in your institution?

Table C2.1: Institutional strategies that have informed TEL development

Appendix C:

Institutional strategy	Total 2020	Total 2018	Total 2016	Total 2014	Total 2012	Total 2010	Total 2008	Total 2005	Total 2003
Digital Literacy/Digital Capability strategy	22%	24%	26%	15%	-	-	-	-	-
International strategy	22%	17%	25%	25%	-	-	-	-	-
Information and Learning Technology (ILT) strategy	21%	13%	30%	24%	25%	24%	41%	38%	32%
Student engagement strategy	21%	32%	-	-	-	-	-	-	-
Quality Enhancement strategy	20%	12%	32%	25%	35%	53%	58%	41%	-
Distance Learning strategy	12%	15%	23%	10%	12%	-	-	-	-
Human Resources strategy	8%	13%	10%	5%	9%	14%	28%	3%	-
Information strategy	7%	8%	15%	14%	18%	37%	45%	52%	46%
Mobile Learning strategy	5%	7%	18%	17%	19%	-	-	-	-
Marketing strategy	5%	13%	10%	9%	13%	14%	27%	23%	-
Competition and Markets Authority (CMA) strategy	2%	7%	4%	-	-	-	-	-	-
Open Education Strategy	1%	9%	10%	-	-	-	-	-	-

Question 2.1: Which, if any, institutional strategies, inform the development of technology enhanced learning in your institution?

Table C2.1: Institutional strategies that have informed TEL development

Appendix C:

External strategy documents or reports	Total	
	2020	2018
ucisa Survey of Technology Enhanced Learning for higher education, and associated case study reports (2016, 2018)	39%	37%
Jisc: Student digital experience insights 2017/2018/2019: the voice of 22,000 UK learners	37%	16%
Jisc: Digital Capability Framework (2015, 2017)	35%	39%
HeIF: UK HE VLE Baseline Survey (2018)*	22%	-
HeLF Lecture Capture in UK HE 2017: A HeLF Survey Report	19%	10%
NMC Horizon Report (2015 & 2017) Higher Education Edition	14%	21%
ucisa Digital Capabilities Survey Report (2015, 2017)	13%	8%
Jisc: Enhancing the student digital experience: a strategic approach (2014)	12%	7%
Jisc: Developing organisational approaches to digital capability (2017)	9%	19%
Augar Review of Post-18 Education and Funding (2019)*	7%	-
HEFCE: Review of the National Student Survey (2014)	7%	4%
HeLF: Electronic Management of Assessment Survey Report (2013)	7%	8%
Changing the Learning Landscape Report (2012-14)	6%	13%
The Open University: Innovation Pedagogy Report (2014)	6%	3%

Question 2.2: Which three external strategy documents or reports have been most useful in planning TEL in your institution?

Note that in 2018 the above question replaced two questions that were asked previously (one about external strategy documents and the other about external reports). So, the two previous questions were combined into one and only the top three most useful were asked for in 2018. The longitudinal analysis is therefore more difficult, but commentary has been added to the report where possible.

Data for 2020 and 2018 is opposite, followed by the two questions it replaced, up until 2016. Note that only the documents or reports asked about in 2020 are included in the table below.

Appendix C:

External strategy documents or reports	Total	
	2020	2018
HEPI: Rebooting learning for the digital age: What next for technology-enhanced higher education? (2017)	5%	15%
Jisc NUS roadmap for supporting students to improve their digital experience at university and college (2019)#	5%	6%
Jisc NUS roadmap for supporting students to improve their digital experience at university and college (2019)#	5%	6%
HeLF: UK HE Research on Learning Analytics (2015 & 2017)	4%	4%
Jisc: Code of practice for learning analytics (2015)	4%	9%
HEFCW: Revised Enhancing Learning and Teaching through Technology (ELTT) strategy (2014)	2%	2%
HeLF: UK HE Digital Exams (2018)*	2%	-
HEFCE: E-learning strategy (2005 & 2009)	1%	4%
MOOCs and Open Education: *Implications for Higher Education* (2013)	1%	2%
EUA: E-Learning in European Higher Education Institutions (2014)	0%	2%
Jisc: Developing successful student- staff partnerships (2015)	0%	2%
Other external strategy document or report	5%	17%
No external strategy documents or reports have been useful in planning TEL	6%	8%

Question 2.2: Which three external strategy documents or reports have been most useful in planning TEL in your institution? continued

Appendix C:

External strategy documents	Total 2016	Total 2014	Total 2012	Total 2010	Total 2008	Total 2005
JISC strategies	71%	56%	67%	80%	77%	24%
HEFCE e-learning strategy (2005 & 2009)	51%	58%	69%	80%	80%	50%
Strategies from professional bodies or agencies	29%	21%	32%	37%	34%	73%
Other HEFCE strategy documents	17%	21%	30%	34%	28%	68%
Enhancing Learning & Teaching through Technology: refreshing the HEFCW strategy 2011	16%	15%	24%	10%[10]	-	-
No external strategy documents inform development	11%	15%	7%	-	1%	0%
Joint Scottish Funding Councils e-learning Report	10%	3%	11%	15%	11%	27%
Department for Employment and Learning Northern Ireland (DELNI)	3%	1%	1%	1%	-	-
Other external strategy	9%	5%	4%	8%	18%	6%

Which, if any, external strategy documents inform the development of technology enhanced learning in your institution?

Table C2.3a: External strategy documents/reports that have informed the development of TEL

Appendix C:

External reports or documents	Total 2016	Total 2014	Total 2012	Total 2010
JISC: Developing Digital Literacies (2012)	73%	67%	-	-
ucisa Survey of Technology Enhanced Learning for higher education (2014 / 2012)	61%	71%	-	-
Changing the Learning Landscape Report (2012-14)	58%	-	-	-
Jisc: Enhancing the student digital experience: a strategic approach (2014)*	57%	-	-	-
JISC: Enhancing curriculum design with technology (2013)	56%	46%	-	-
HeLF: Electronic Management of Assessment Survey Report (2013)	47%	44%	-	-
NMC Horizon Report Higher Education Edition (2015)	45%	-	-	-
HeLF Learning Analytics report (2015)	36%	-	-	-
Jisc: Code of practice for learning analytics (2015)	36%	-	-	-
Jisc/NUS Benchmarking tool – the student digital experience (2015)*	36%	-	-	-
NUS Charter on Technology in HE (2011)	33%	42%	-	-
MOOCs and Open Education: Implications for Higher Education (2013)	30%	49%	-	-
HEFCE Review of the National Student Survey (2014)	30%	-	-	-
The Open University: Innovation Pedagogy Report (2014)	29%	-	-	-

Which, if any, external reports or documents inform the development of technology enhanced learning in your institution?

Table C2.3b continued: External reports or documents that have informed the development of TEL

Appendix C:

External reports or documents	Total 2016	Total 2014	Total 2012	Total 2010
BIS: Students at the Heart of the System (2011)	26%	-	-	-
Jisc: Developing successful student- staff partnerships (2015)*	26%	-	-	-
HEFCE's Strategic Statement: Opportunity, choice and excellence in higher education (2011)	21%	23%	31%	-
HeLF Tablet Survey Report (2014)	21%	-	-	-
Gibbs (2012) Implications of Dimensions of quality in a market environment	19%	27%	-	-
NUS report: Radical interventions in teaching and learning (2014)*	18%	-	-	-
Department for Business Innovation & Skills report on MOOCs (2013): 'The Maturing of the MOOC'	15%	29%	-	-
NUS connect: A Manifesto for Partnership (2015)	13%	-	-	-
HEFCE's Collaborate to Compete paper (2011)	11%	22%	31%	-
Department for Business and Skills FELTAG report (2014)	11%	-	-	-
HEPI-HEA Student Academic Experience Survey (2015)	10%	-	-	-
E-learning in European Higher Education Institutions: EUA report (2014)	8%	-	-	-
JISC: Learning in a digital age: Extending higher education opportunities for lifelong learning (2012)	-	59%	-	-
NUS's Student Perspectives on Technology report (2010)	-	59%	53%	-

Which, if any, external reports or documents inform the development of technology enhanced learning in your institution?

Table C2.3b continued: External reports or documents that have informed the development of TEL

Appendix C:

External reports or documents	Total 2016	Total 2014	Total 2012	Total 2010
NUS's Student Perspectives on Technology report (2010)	-	59%	53%	-
JISCinfoNET: Emerging Practice in a Digital Age (2011)	-	49%	60%	-
NMC Horizon Report Higher Education Edition (2013)	-	43%	-	-
Online Learning Task Force's Study of UK online learning (2010)	-	34%	44%	-
Effective Practice in a Digital Age (JISC, 2009)	-	-	65%	75%
HE in a Web 2.0 World (JISC, 2009)	-	-	51%	-
JISCinfoNET: Exploring Tangible Benefits of e-learning in HE (2008)	-	-	40%	67%
Leitch Review of Skills (2006)	-	-	26%	52%
Sir Ron Cooke's submission to DIUS: On-line Innovation in HE (2008)	-	-	24%	41%
Other external reports or documents	10%	11%	21%	33%
No external reports or documents inform development	4%	4%	12%	8%
Not answered	-	-	2%	2%

Which, if any, external reports or documents inform the development of technology enhanced learning in your institution?

Table C2.3b continued: External reports or documents that have informed the development of TEL

Appendix C:

Institutional policies	Total 2020	Total 2018	Total 2016	Total 2014	Total 2012	Total 2010	Total 2008
Learning, Teaching and Assessment policies	62%	59%	70%	68%	18%	36%	22%
Lecture capture guidelines/policy	58%	59%	44%	-	-	-	-
VLE usage policy (minimum requirements)	55%	58%	68%	58%	21%	-	-
VLE guidelines/description of VLE service	45%	41%	60%	47%	11%	-	-
Faculty or Departmental/school plans	40%	44%	62%	60%	20%	-	-
Electronic Management of Assignments policy	38%	36%	-	-	-	-	-
Inclusive Learning and Teaching policy *	33%	-	-	-	-	-	-
TEL or e-learning strategy/action plan	29%	37%	44%	45%	18%	20%	23%
E-assessment policy	15%	24%	-	-	-	-	
Mobile policy	4%	12%	-	-	-	-	-
E-assessment/e-submission policy #	-	-	50%	41%	15%	-	-
Other institutional policy	2%	8%	8%	18%	-	-	-
There are no institutional policies that link strategy and implementation	4%	6%	3%	4%	-	-	-

Question 2.3: What institutional policies, if any link strategy and implementation of technology enhanced learning tools?

Table C2.3: Institutional policies which link strategy with implementation of TEL tools

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Yes	100%	99%	100%	100%
No	0%	1%	0%	0%

Question 3.1: Is there a VLE currently in use in your institution

Table C3.1: Institutional VLE currently in use

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012	HE Total 2010	HE Total 2008	HE Total 2005	HE Total 2003	HE Total 2001
Moodle	59%	55%	53%	62%	58%	55%	55%	8%	-	-
Blackboard Learn	32%	43%	46%	49%	38%	9%	-	-	-	-
FutureLearn	27%	30%	24%	5%	-	-	-	-	-	-
Canvas (by Instructure)	22%	16%	7%	2%	-	-	-	-	-	-
SharePoint	10%	6%	5%	12%	6%	13%	-	-	-	-
Blackboard Ultra	9%	3%	-	-	-	-	-	-	-	-
Open Education (by Blackboard)	7%	9%	9%	-	-	-	-	-	-	-
Brightspace (by Desire2Learn)	6%	3%	2%	2%	2%	2%	5%	-	-	-
Coursera	5%	8%	6%	1%	-	-	-	-	-	-
Other VLE developed *in-house*	5%	6%	12%	12%	11%	15%	23%	38%	23%	11%
Other *commercial* VLE	5%	4%	2%	2%	6%	3%	4%	0%	-	-
edX	3%	4%	2%	0%	-	-	-	-	-	-
Other MOOC platform	2%	4%	6%	-	-	-	-	-	-	-
Inversity	1%	0%	-	-	-	-	-	-	-	-
Sakai	1%	2%	2%	2%	3%	3%	5%	-	-	-
Other intranet based – developed *in-house*	0%	3%	1%	3%	7%	2%	12%	17%	26%	-
Other *open source* VLE	0%	3%	2%	1%	2%	2%	4%	-	-	-
Joule (by Moodlerooms)	0%	1%	3%	-	-	-	-	-	-	-

Question 3.2: Which VLE(s), if any, is/are currently used in your institution?

Table C3.2: VLEs currently used

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012	HE Total 2010	HE Total 2008
Moodle	49%	46%	43%	39%	31%	23%	11%
Blackboard Learn	30%	42%	45%	49%	39%	9%	-
Canvas (by Instructure)	13%	8%	2%	1%	-	-	-
Brightspace (by Desire2Learn)	4%	2%	2%	2%	1%	1%	1%
Blackboard Ultra	3%	0%	-	-	-	-	-
Other VLE developed *in-house*	1%	1%	0%	0%	0%	0%	1%
Joule (by Moodlerooms)	0%	1%	1%	-	-	-	-
Sakai	0%	1%	1%	2%	2%	1%	1%
Blackboard Angel	0%	-	0%	0%	0%	1%	-
Blackboard Classic	0%	-	1%	0%	9%	25%	-
Blackboard WebCT	0%	-	0%	0%	9%	-	-
Other *commercial* VLE	0%	0%	0%	0%	1%	0%	1%
Other *open source* VLE	0%	0%	1%	0%	-	-	-
Pearson eCollege	0%	-	1%	1%	-	-	-
SharePoint	0%	0%	2%	1%	1%	3%	-
WebCT	0%	-	-	-	-	20%	23%

Question 3.3: Out of the above which is the main VLE in use across your institution?

Table C3.3: The *main* VLE in use

Appendix C:

Question 3.4: Is the main VLE used for each of the following or not?

	HE Total 2020	HE Total 2018	HE Total 2016
Yes	98%	96%	99%
No, Another VLE is used	0%	0%	0%
No, Mode of delivery not supported *using a VLE*	0%	0%	0%
No, Mode of delivery not supported.	2%	4%	1%

Table C3.4 (i): The *main* VLE and blended learning (campus-based courses)

	HE Total	HE Total	HE Total
Yes	75%	77%	86%
No, Another VLE is used	14%	10%	4%
No, Mode of delivery not supported *using a VLE*	0%	1%	1%
No, Mode of delivery not supported.	12%	12%	8%

Table C3.4 (ii): The main VLE and distance learning

	HE Total	HE Total	HE Total
Yes	11%	7%	17%
No, Another VLE is used	30%	38%	26%
No, Mode of delivery not supported *using a VLE*	5%	7%	12%
No, Mode of delivery not supported.	54%	48%	44%

Table C3.4 (iii): The *main* VLE and open online learning

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012
Institutionally-hosted and managed	36%	48%	57%	67%	80%
Institutionally-managed but hosted by third party	23%	38%	37%	33%	20%
Cloud-based Software as a Service / multi-tenant service	42%	14%	7%	-	-

Question 3.5: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

Table C3.5: Hosting results for main institutional VLE

Appendix C:

		Institutionally-hosted & managed		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service*		Total
	Year	No.	%	No.	%	No.	%	No.
Moodle	2020	25	54%	17	37%	4	9%	46
	2018	27	57%	17	36%	3	6%	47
	2016	28	60%	18	38%	1	2%	47
	2014	22	60%	15	40%	-	-	37
Blackboard Learn	2020	7	26%	4	15%	16	59%	27
	2018	20	47%	21	49%	2	5%	43
	2016	26	54%	20	42%	2	4%	48
	2014	32	70%	14	30%	-	-	46
Canvas (by Instructure)	2020	0	0%	0	0%	12	100%	12
	2018	0	0%	0	0%	8	100%	8
	2016	0	0%	0	0%	2	100%	2
	2014	0	0%	1	100%	-	-	1
Brightspace (by Desire2Learn)	2020	0	0%	0	0%	4	100%	4
	2018	1	50%	0	0%	1	50%	2
	2016	2	100%	0	0%	0	0%	2
	2014	2	100%	0	0%	-	-	2

Question 3.5: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

Table C3.5(i): Hosting results per platform for *main* institutional VLE

Appendix C:

		Institutionally-hosted & managed		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service*		Total
	Year	No.	%	No.	%	No.	%	No.
Blackboard Ultra	2020	0	0%	0	0%	3	100%	3
Other VLE – developed in-house	2020	1	100%	0	0%	0	0%	1
	2018	1	100%	0	0%	0	0%	1
	2016	0	0%	0	0%	0	0%	0
	2014	4	100%	0	0%	-	-	4

Question 3.5: Thinking about the (main) VLE in use, which of the following best describes how your platform is technically managed?

Table C3.5(i) continued: Hosting results per platform for *main* institutional VLE

Note: Cloud-based Software as a Service (SaaS) was not available as a response option in the 2014 Survey.

Canvas respondents therefore opted for the 'hosted by a third-party' option.

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
Blackboard Managed Hosting	37%	43%	53%
CoSector (previously ULCC)	23%	30%	37%
Instructure	20%	9%	5%
Synergy Learning	2%	0%	5%
Moodlerooms	-	2%	-
Webanywhere	-	2%	-
Other external provider	18%	13%	-

Note that the format of this question changed from an open-response question in 2016 to a pre-coded list of options in 2018

Question 3.6: Who is the external provider that hosts your (main) VLE?

Table C3.6: External provider that host (main) VLE

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
Lecture capture platform	54%	46%	23%
E-portfolio	39%	34%	35%
VLE platform – supporting the delivery of blended learning courses	38%	32%	33%
VLE platform – supporting the delivery of fully online courses	36%	25%	26%
Digital repositories (e.g. Google Drive, Google Docs)	31%	34%	10%
Media streaming	26%	33%	-
VLE platform – supporting the delivery of open online courses	17%	27%	21%
Learning analytics	15%	9%	-
No outsourced provision	17%	20%	19%
Don't know	0%	2%	3%
Student email	-	-	59%
Staff email	-	-	30%
Content creation	-	-	2%
Other	-	-	12%

Question 3.7: Does your institution currently outsource its provision of any of the following? Provision refers to an institutional service being hosted by another organisation.

Table C3.7: Whether currently outsource provision

Appendix C:

		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service		Don't know		Total
Row percentages shown	Year	No.	%	No.	%	No.	%	No.
Lecture capture platform	2020	9	18%	41	82%	0	0%	50
	2018	12	25%	35	73%	1	2%	48
	2016	13	57%	10	43%	0	0%	23
E-portfolio	2020	14	39%	22	61%	0	0%	36
	2018	19	54%	16	46%	0	0%	35
	2016	25	71%	10	29%	0	0%	35
VLE platform – supporting the delivery of blended learning courses	2020	13	37%	22	63%	0	0%	35
	2018	20	61%	13	39%	0	0%	33
	2016	24	73%	9	27%	0	0%	33
VLE platform – supporting the delivery of fully online courses	2020	14	42%	19	58%	0	0%	33
	2018	13	50%	12	46%	1	4%	26
	2016	18	69%	7	27%	1	4%	26
Digital repositories (e.g. Google Drive, Google Docs)	2020	7	24%	22	76%	0	0%	29
	2018	10	29%	25	71%	0	0%	35
	2016	8	80%	1	10%	1	10%	10
Media streaming	2020	8	33%	16	67%	0	0%	24
	2018	12	35%	21	62%	1	3%	34
	2016	-	-	-	-	-	-	-

Question 3.8: How is the provision of these services currently outsourced?

Table C3.8: How the institutional services identified in Question 3.7 are currently outsourced

Appendix C:

		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service		Don't know		Total
Row percentages shown	Year	No.	%	No.	%	No.	%	No.
VLE platform – supporting the delivery of open online courses	2020	8	50%	7	44%	1	6%	16
	2018	11	39%	17	61%	0	0%	28
	2016	10	48%	11	52%	0	0%	21
Learning analytics	2020	7	50%	7	50%	0	0%	14
	2018	4	44%	4	44%	1	12%	9
	2016	-	-	-	-	-	-	-
Student email	2020	-	-	-	-	-	-	-
	2018	-	-	-	-	-	-	-
	2016	14	24%	44	75%	1	2%	59
Staff email	2020	-	-	-	-	-	-	-
	2018	-	-	-	-	-	-	-
	2016	9	30%	21	70%	0	0%	30
Content creation	2020	-	-	-	-	-	-	-
	2018	-	-	-	-	-	-	-
	2016	2	100%	0	0%	0	0%	2
Other	2020	-	-	-	-	-	-	-
	2018	-	-	-	-	-	-	-
	2016	4	33%	7	58%	1	8%	12

Question 3.8: How is the provision of these services currently outsourced?

Table C3.8 continued: How the institutional services identified in Question 3.7 are currently outsourced

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
None being considered for bringing back in-house	90%	100%	92%
VLE platform – supporting the delivery of blended learning courses	3%	0%	4%
VLE platform – supporting the delivery of fully online courses	4%	0%	3%
VLE platform – supporting the delivery of open online courses	1%	0%	1%
Lecture capture platform	1%	0%	3%
Digital repositories (e.g. Google Drive, Google Docs)	1%	0%	-
E-portfolio	1%	0%	4%
Media streaming	1%	0%	-
Learning analytics	0%	0%	-
Don't know	1%	0%	4%
Student email	-	-	1%
Staff email	-	-	0%
Content creation	-	-	0%
Other	-	-	0%

Question 3.9: Which, if any, of the services that are currently outsourced are you considering bringing back in to be institutionally-managed?

Table C3.9: Services that are currently outsourced are under consideration for bringing back in to be institutionally-managed.

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
None being considered for outsourcing	61%	45%	40%
VLE platform – supporting the delivery of blended learning courses	11%	20%	39%
Lecture capture platform	10%	14%	31%
Media streaming	8%	10%	-
Learning analytics	7%	15%	-
VLE platform – supporting the delivery of fully online courses	5%	16%	39%
E-portfolio	5%	9%	20%
VLE platform – supporting the delivery of open online courses	3%	5%	29%
Digital repositories (e.g. Google Drive, Google Docs)	1%	4%	14%
Don't know	8%	9%	11%
Student email	-	-	16%
Staff email	-	-	47%
Content creation	-	-	24%

Question 3.10: Is your institution formally considering the outsourcing of some or all of your provision for any of the following? Provision refers to an institutional service being hosted by another organisation?

Table C3.10: Services being formally considered for outsourcing

Appendix C:

		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service		Don't know/options still being considered		Total
Row percentages shown	Year	No.	%	No.	%	No.	%	No.
VLE platform – supporting the delivery of blended learning courses	2020	4	40%	6	60%	3	30%	10
	2018	2	10%	10	48%	9	43%	21
	2016	10	43%	8	35%	5	22%	23
VLE platform – supporting the delivery of fully online courses	2020	2	40%	4	80%	1	20%	5
	2018	0	0%	10	59%	7	41%	17
	2016	7	29%	9	38%	8	33%	24
Learning analytics	2020	3	50%	0	0%	3	50%	6
	2018	1	6%	4	25%	11	69%	16
	2016	-	-	-	-	-	-	-
Lecture capture platform	2020	2	23%	5	56%	4	44%	9
	2018	1	6%	10	67%	4	27%	15
	2016	5	28%	6	33%	7	39%	18
Media streaming	2020	1	13%	6	75%	1	13%	8
	2018	2	20%	4	40%	4	40%	10
	2016	-	-	-	-	-	-	-

Question 3.11: What option(s) are being considered for the outsourcing of this provision?

Table C3.11: Options being considered for outsourcing

Appendix C:

		Institutionally-managed but hosted by third party		Cloud-based Software as a Service / multi-tenant service		Don't know/options still being considered		Total
Row percentages shown	Year	No.	%	No.	%	No.	%	No.
E-portfolio	2020	1	20%	3	60%	3	60%	5
	2018	1	11%	5	56%	3	33%	9
	2016	5	42%	5	42%	2	17%	12
VLE platform – supporting the delivery of open online courses	2020	1	33%	3	100%	1	33%	3
	2018	0	0%	3	60%	2	40%	5
	2016	4	24%	7	41%	6	35%	17
Digital repositories (e.g. Google Drive, Google Docs)	2020	0	0%	0	0%	1	100%	1
	2018	0	0%	3	75%	1	25%	4
	2016	3	27%	3	27%	5	45%	11
Student email	2020	-	-	-	-	-	-	
	2018	-	-	-	-	-	-	-
	2016	0	0%	6	75%	2	25%	8
Content creation	2020	-	-	-	-	-	-	-
	2018	-	-	-	-	-	-	-
	2016	0	0%	0	0%	12	100%	12

Question 3.11: What option(s) are being considered for the outsourcing of this provision?

Table C3.11 continued: Options being considered for outsourcing

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012
Yes, and do collaborate as a result	10%	7%	15%	20%	37%
Yes, currently under consideration so no decision reached	7%	6%	10%	-	-
Yes, did consider but decided not to collaborate	0%	5%	4%	11%	-
No, have not considered	74%	69%	61%	69%	63%
Don't know	10%	13%	10%	-	-

Question 3.14: Has your institution formally considered collaboration with other HE institutions in the delivery of technology enhanced learning services or resources to staff?

Table C3.14: Considered collaboration with other HE institutions

	HE Total 2020	HE Total 2018
Designing and sharing course resources	40%	44%
Joint course collaboration, blended learning (fly out faculty, teach in situ)	40%	28%
Joint course delivery, fully online	27%	22%
Other idea for collaboration	27%	39%

Question 3.15: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

Table C3.15: Nature of collaboration with other HE institutions

Appendix C:

	HE Total 2020	HE Total 2018
Yes, and do collaborate as a result	16%	17%
Yes, currently under consideration so no decision reached	10%	17%
Yes, did consider but decided not to collaborate	4%	4%
No, have not considered	55%	49%
Don't know	15%	13%

Question 3.16: Has your institution formally considered collaboration with commercial partners in the delivery of TEL services or resources to staff? Please include partners both in the UK and abroad.

Table C3.16: Considered collaboration with commercial partners

	HE Total 2020	HE Total 2018
Fully online/distance learning	96%	88%
Design and delivery of open learning	11%	25%
Degree apprenticeships	0%	13%
Other idea for collaboration	0%	5%

Question 3.17: What (do you collaborate/are you considering collaborating/did you consider collaborating) on?

Table C3.17: Nature of collaboration with other commercial partners

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012
Yes	70%	47%	44%	51%	62%
No	30%	53%	56%	49%	38%

Question 3.18: Has your institution undertaken a review of a major institutional TEL facility or system/VLE in the last two years?

Table C3.18: Review of TEL facility/VLE in the last two years

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
VLE	77%	82%	83%
Lecture capture	43%	47%	47%
Digital accessibility tools*	37%	-	-
E-portfolio	29%	27%	30%
Polling tools*	23%	-	-
Collaborative tools*	22%	-	-
Electronic Management of Assignments (EMA)	22%	18%	-
Media streaming	22%	18%	-
Learning analytics	20%	27%	26%
Webinar platform*	20%	-	-
E-assessment	15%	12%	35%
MOOC platform	12%	12%	16%
Mobile learning	3%	4%	12%
Other	5%	14%	14%

Question 3.19: Which major TEL facilities or systems have been reviewed in the last two years

Table C3.19: TEL facilities or systems that have been reviewed in the last two years

Appendix C:

Main institutional VLE		Conducted review in last two years		
	Year	No.	Main VLE total (3.3)	%
Blackboard Learn	2020	17	28	61%
	2018	16	43	37%
	2016	14	48	29%
	2014	27	46	59%
Moodle	2020	25	46	54%
	2018	15	47	32%
	2016	26	47	55%
	2014	13	37	35%
Canvas (by Instructure)	2020	3	12	25%
	2018	5	8	63%
	2016	2	2	100%
	2014	1	1	100%
BrightSpace (by D2L)	2020	3	*4*	75%
	2018	2	*2*	100%
Blackboard Ultra	2020	2	*3*	67%
Joule (by Moodlerooms)	2020	-	-	-
	2018	1	*1*	100%
	2016	1	*1*	100%

Question 3.19: Which major TEL facilities or systems have been reviewed in the last two years

Table C3.19(i): Cross tabulation of 'main institutional VLE' with 'TEL/VLE review conducted in the last two years'

Appendix C:

Main institutional VLE		Conducted review in last two years		
	Year	No.	Main VLE total (3.3)	%
Sakai	2020	-	-	-
	2018	1	*1*	100%
	2016	1	*1*	100%
	2014	1	*2*	50%
Blackboard Classic	2020	-	-	-
	2018	0	*0*	0%
	2016	1	*1*	100%
	2014	0	*0*	0%
SharePoint	2020	-	-	-
	2018	0	*0*	0%
	2016	1	*2*	50%
	2014	1	*1*	100%
Other *open source* VLE	2020	-	-	-
	2018	-	-	-
	2016	1	*1*	100%
	2014	0	*0*	0%

Question 3.19: Which major TEL facilities or systems have been reviewed in the last two years

Table C3.19(i) continued: Cross tabulation of 'main institutional VLE' with 'TEL/VLE review conducted in the last two years'

Appendix C:

Question 3.20: Please write the outcome of the review on these TEL facilities or systems

Table C3.20: Outcomes of the VLE review

Outcomes	Frequency				
	2020	2018	2016	2014	2012
Switch to a different VLE platform	**8**	**10**	**4**	**15**	**29**
• From Moodle to Canvas (by Instructure)	-	(2)	(2)	-	-
• From Sakai to Canvas (by Instructure)	(1)	(1)	(1)	-	-
• From Blackboard to Moodle	-	(0)	(1)	(4)	-
• From Blackboard WebCT to Moodle	-	-	-	(3)	(2)
• From Blackboard WebCT to Blackboard Learn	-	-	-	(3)	(12)
• From Blackboard WebCT to Desire2Learn	-	-	-	(1)	(10)
• From Blackboard WebCT to Canvas (by Instructure)	-	-	-	(1)	(1)
• From Blackboard WebCT to Pearson eCollege	-	-	-	(1)	-
• From Moodle to Blackboard	-	-	-	(1)	-
• From SharePoint to Moodle	-	(0)	(0)	(1)	-
• From VLE developed in-house to Moodle	-	(0)	(0)	(1)	-
• From Blackboard to Canvas (by Instructure)	-	(0)	(0)	(0)	(3)
• From Moodle to Brightspace (by Desire2Learn)	(1)	(2)	-	-	(1)
• From Blackboard to Brightspace (by Desire2Learn)	-	(2)	-	-	-
• From Pearson Learning Studio to Canvas (by Instructure)	(3)	(1)	-	-	-
• From not specified to Canvas (by Instructure)	(1)	(1)	-	-	-
• From not specified to Blackboard Ultra	(1)	(1)	-	-	-
• Not specified	(1)	-	-	-	-
Continue with the same VLE platform	**9**	**8**	**13**	**15**	**8**
• Blackboard Learn	(4)	(4)	(6)	(12)	
• Moodle	(5)	(3)	(5)	(1)	
• Canvas (by Instructure)		(0)	(1)	(0)	
• WordPress		(0)	(1)	-	
• Other VLE developed *in-house*		(0)	-	(2)	
• Brightspace (by Desire2Learn)		(1)			

Appendix C:

Outcomes	Frequency				
	2020	2018	2016	2014	2012
Continue with the same platform and upgrade to latest version • Moodle • Blackboard Learn • Sakai • Not specified	15 (6) (3) - (6)	7 (5) (2) (0)	9 (9) (0) (0)	9 (3) (5) (1)	17 (5) (12) -
Review process not yet complete • Blackboard Learn • Moodle • SharePoint • Not specified	9 (9)	4 (4) (0) (0)	9 (4) (4) (1)	2 (2) (0) (0)	5
Switch to external hosting for same VLE platform • Move to Blackboard Managed Hosting (for Blackboard Learn) • Move to external hosting provider (for Moodle) • Move to Moodlerooms (for Joule) • Move to external hosting provider (not specified)	7 (2) (2) - (3)	4 (3) - (1) (0)	6 (3) (2) (1) -	4 (3) (1) - -	5 (2) (3) - -
Continue with the same VLE platform and hosting provider • Stay with CoSector (for Moodle) • Stay with unnamed provider (for Moodle)		0	3 (2) (1)	0 (0) (0)	-
Move from multiple VLE platforms to one platform • From Blackboard and Moodle to Blackboard • Consolidating multiple VLE platforms into single platform (Canvas)	1 (1)	0	1 (1)	0 -	0 -
Switch external hosting provider • (Moodle) Move from CoSector to Titus Learning	1 (1)				
Establish closer integration between VLE and other TEL systems		0	0	0	3
Re-organisation of TEL support provision and governance		0	0	0	1

Question 3.20: Please write the outcome of the review on these TEL facilities or systems

Table C3.20 continued: Outcomes of the VLE review

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Planning a review in the next year	29%	37%	-	-
Planning a review in the next two years	33%	29%	45%	32%
Not planning a review in the next two years	38%	35%	55%	68%

Question 3.21: Is your institution planning to undertake a review of a major institutional TEL facility or system within the next two years?

Table C3.21: Institutional review of TEL facility or system in next two years

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
VLE	64%	65%	70%
Lecture capture	29%	46%	43%
E-portfolio	29%	29%	40%
Digital accessibility tools*	28%	-	-
E-assessment	26%	40%	52%
Electronic Management of Assignments (EMA)	24%	34%	-
Collaborative tools*	22%	-	-
Polling tools*	21%	-	-
Learning analytics	19%	37%	43%
Media streaming	19%	28%	-
Webinar platform*	16%	-	-
Mobile learning	3%	15%	21%
MOOC platform	3%	7%	12%
Other	9%	9%	12%

Question 3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

Table C3.22: TEL facilities or systems planning on reviewing in the next two years

Appendix C:

Main institutional VLE		Review to be conducted in next two years		
	Year	No.	Main VLE total (3.3)	%
Blackboard Learn	2020	10	28	36%
	2018	25	43	58%
	2016	24	48	50%
	2014	20	46	43%
Moodle	2020	23	46	50%
	2018	17	47	36%
	2016	16	47	34%
	2014	6	37	16%
Canvas (by Instructure)	2020	2	12	17%
	2018	1	8	13%
	2016	0	2	0%
	2014	0	1	0%
Brightspace (by Desire2Learn)	2020	0	4	0%
	2018	0	2	0%
	2016	2	2	100%
	2014	1	2	50%

Question 3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

Table C3.22(i): Cross tabulation of '*main* institutional VLE' with 'TEL/VLE review to be conducted in the next two years'

Appendix C:

Main institutional VLE		Review to be conducted in next two years		
	Year	No.	Main VLE total (3.3)	%
Blackboard Ultra	2020	1	3	33%
Other VLE developed *in house*	2020	-	-	-
	2018	1	*1*	100%
	2016	-	-	-
	2014	1	*4*	25%
Sakai	2020	-	-	-
	2018	1	*1*	100%
	2016	0	*1*	0%
	2014	2	*2*	100%
Blackboard Classic	2020	-	-	-
	2018	-	-	-
	2016	1	*1*	100%
Other *open source* VLE	2020	-	-	-
	2018	-	-	-
	2016	1	*1*	100%

Question 3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

Table C3.22(i) continued: Cross tabulation of '*main* institutional VLE' with 'TEL/VLE review to be conducted in the next two years'

Appendix C:

Main institutional VLE		Review to be conducted in next two years		
	Year	No.	Main VLE total (3.3)	%
Pearson eCollege	2020	-	-	-
	2018	-	-	-
	2016	1	*1*	100%
	2014	1	*1*	100%
SharePoint	2020	-	-	-
	2018	-	-	-
	2016	2	2	100%
	2014	0	*1*	0%

Question 3.22: Which major TEL facilities or systems are you planning on reviewing in the next two years?

Table C3.22(i) continued: Cross tabulation of '*main* institutional VLE' with 'TEL/VLE review to be conducted in the next two years'

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012	HE Total 2010	HE Total 2008
VLE	91%	94%	99%	95%	-	-	-
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	87%	89%	90%	95%	92%	92%	-
Document sharing tool (e.g. Google Docs, Office 365)	86%	81%	76%	45%	51%	-	-
Asynchronous communication tools (e.g. discussion forums)	84%	84%	85%	-	-	-	-
Formative e-assessment tool (e.g. quizzes)	82%	81%	87%	71%	79%	80%	-
Lecture capture tools	81%	75%	71%	63%	51%	-	-
Summative e-assessment tool (e.g. quizzes)	76%	71%	81%	-	-	-	-
Reading list management software	72%	64%	66%	55%	-	-	-
Webinar	72%	53%	60%	-	-	-	-
E-portfolio	71%	73%	74%	78%	76%	72%	68%
Electronic Management of Assignments (EMA)	67%	67%	-	-	-	-	-
Collaborative tools (e.g. MS Teams)*	62%	-	-	-	-	-	-
Mobile apps	59%	51%	62%	-	-	-	-
Personal response systems (including handsets or web-based apps)	59%	67%	67%	70%	-	-	-
Media streaming system	58%	63%	73%	65%	-	-	-

Question 3.25: Which, if any, centrally-supported technology enhanced learning software tools are used by students in your institution?

Table C3.25: Centrally-supported software tools used by students

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012	HE Total 2010	HE Total 2008
Blog	57%	68%	76%	73%	72%	74%	72%
Synchronous collaborative tools (e.g. virtual classroom)	51%	49%	55%	-	-	-	-
Wiki	44%	48%	63%	66%	74%	75%	64%
Screen casting	40%	43%	49%	31%	-	-	-
Learning analytics tools	29%	31%	19%	-	-	-	-
Digital/learning repository	25%	26%	34%	34%	-	-	-
Podcasting	23%	17%	35%	46%	62%	69%	69%
Electronic essay exams	20%	16%	14%	-	-	-	-
Other software tool	20%	19%	19%	30%	42%	44%	12%
Content management systems	18%	27%	32%	32%	40%	-	-
Social networking	14%	18%	25%	15%	33%	33%	-
Social bookmarking/content curation tools	3%	10%	6%	5%	9%	19%	28%
E-submission tools (assignment)	-	-	93%	85%	87%	89%	-

Question 3.25: Which, if any, centrally-supported technology enhanced learning software tools are used by students in your institution?

Table C3.25: Centrally-supported software tools used by students

Appendix C:

Question 4.1: Does your institution offer any of the following types of programmes or courses?

Table C4.1a: Blended learning: lecture notes and supplementary resources for courses studied in class are available

	HE Total 2020	HE Total 2018	HE Total 2016
Yes, extensively across the institution	79%	73%	79%
Yes, across some Schools / departments	15%	19%	13%
Yes, by some individual teachers	6%	7%	7%
Not yet, but we are planning to	0%	0%	0%
Not offered and no plans to do so	1%	1%	0%
Don't know/not applicable	0%	0%	1%

Table C4.1b: Blended learning: parts of the course are studied in class and other parts require students to engage in active learning online (e.g. engaging in collaborative or assessed tasks)

	HE Total 2020	HE Total 2018	HE Total 2016
Yes, extensively across the institution	20%	18%	19%
Yes, across some Schools / departments	40%	43%	46%
Yes, by some individual teachers	36%	35%	31%
Not yet, but we are planning to	2%	3%	1%
Not offered and no plans to do so	1%	1%	2%
Don't know/not applicable	0%	0%	1%

Appendix C:

Question 4.1: Does your institution offer any of the following types of programmes or courses?

Table C4.1c: Fully online courses

	HE Total 2020	HE Total 2018	HE Total 2016
Yes, extensively across the institution	5%	5%	8%
Yes, across some Schools / departments	51%	50%	46%
Yes, by some individual teachers	25%	24%	26%
Not yet, but we are planning to	10%	9%	13%
Not offered and no plans to do so	9%	10%	7%
Don't know/not applicable	1%	1%	0%

Table C4.1d: Open online learning courses for all students at your institution (internal access only)

	HE Total 2020	HE Total 2018	HE Total 2016
Yes, extensively across the institution	6%	4%	7%
Yes, across some Schools / departments	18%	19%	16%
Yes, by some individual teachers	19%	18%	18%
Not yet, but we are planning to	15%	19%	20%
Not offered and no plans to do so	35%	30%	28%
Don't know/not applicable	8%	9%	11%
Not answered	0%	1%	0%

Appendix C:

Question 4.1: Does your institution offer any of the following types of programmes or courses?

Table C4.1e: Open online boundary courses: free external access to the course materials for the public, but assessment restricted to students registered at your institution only

	HE Total 2020	HE Total 2018	HE Total 2016
Yes, extensively across the institution	0%	0%	2%
Yes, across some Schools / departments	2%	12%	4%
Yes, by some individual teachers	7%	8%	13%
Not yet, but we are planning to	11%	10%	15%
Not offered and no plans to do so	67%	56%	54%
Don't know/not applicable	12%	12%	11%
Not answered	0%	2%	2%

Table C4.1f: Open online learning courses for public (free external access)

	HE Total 2020	HE Total 2018	HE Total 2016
Yes, extensively across the institution	6%	3%	4%
Yes, across some Schools / departments	11%	24%	15%
Yes, by some individual teachers	19%	16%	19%
Not yet, but we are planning to	7%	9%	14%
Not offered and no plans to do so	48%	42%	40%
Don't know/not applicable	9%	6%	6%
Not answered	0%	0%	1%

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
Yes, extensively across the institution	0%	0%	0%
Yes, across some Schools / departments	5%	2%	5%
Yes, by some individual teachers	1%	1%	2%
Not yet, but we are planning to	0%	0%	1%
Not offered and no plans to do so	7%	5%	4%
Don't know/not applicable	24%	13%	18%
No other programmes or course	64%	79%	70%

Question 4.1: Does your institution offer any of the following types of programmes or courses?

Table C4.1g: Other programme or course

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Yes	56%	50%	57%	71%
No	44%	50%	43%	29%

Question 4.6: Are there any particular subject areas that make more extensive use of TEL tools than your institutional norm?

Table C4.6: Institutions with subjects that make *more extensive* use of technology enhanced learning tools than the institutional norm

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Yes	56%	35%	46%	52%
No	44%	65%	54%	48%

Question 4.8: Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

Table C4.8: Institutions with subjects that make *less extensive* use of technology enhanced learning tools than the institutional norm

Appendix C:

Tool	Year	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%
Asynchronous collaborative working tools (e.g. discussion forums)	2020	0%	14%	15%	29%	32%	1%
	2018	2%	5%	16%	26%	37%	0%
	2016	4%	10%	15%	25%	32%	3%
	2014	0%	7%	19%	29%	35%	0%
	2012	0%	7%	13%	36%	26%	0%
	2010	1%	10%	18%	29%	37%	0%
Blog	2020	1%	1%	3%	11%	67%	2%
	2018	0%	1%	5%	15%	55%	1%
Content management systems	2020	9%	6%	1%	7%	21%	18%
	2018	6%	13%	4%	10%	21%	12%
Digital/learning repository	2020	7%	10%	6%	10%	25%	17%
	2018	6%	14%	3%	9%	24%	14%
Document sharing tools (e.g. Google documents, Office 365)	2020	9%	10%	10%	14%	33%	5%
	2018	2%	9%	14%	11%	36%	0%
	2016	3%	6%	12%	10%	37%	2%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

In 2018 an additional response option was added, splitting 1-24% into 1-4% and 5%-24%. These options are given in Appendix A. For the longitudinal tables these two options have been combined.

Table C4.11: Proportion of courses using TEL tools

Appendix C:

Tool	Year	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%
E-submission tools (assignments)	2016	20%	38%	20%	8%	3%	2%
	2014	6%	34%	22%	9%	9%	4%
	2012	3%	16%	31%	18%	11%	2%
	2010	4%	12%	22%	25%	26%	4%
	2008	3%	8%	15%	30%	27%	4%
Electronic essay exams	2020	0%	5%	2%	3%	40%	28%
	2018	1%	3%	4%	10%	32%	31%
	2016	1%	6%	4%	2%	32%	32%
	2014	0%	1%	4%	6%	25%	40%
E-portfolio	2020	2%	1%	8%	16%	59%	10%
	2018	1%	3%	4%	7%	65%	9%
	2016	3%	0%	3%	16%	63%	6%
	2014	0%	1%	2%	13%	65%	5%
	2012	0%	0%	4%	10%	61%	6%
	2010	2%	3%	2%	15%	57%	8%
	2008	0%	7%	5%	16%	47%	7%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

In 2018 an additional response option was added, splitting 1-24% into 1-4% and 5%-24%. These options are given in Appendix A. For the longitudinal tables these two options have been combined.

Table C4.11 continued: Proportion of courses using TEL tools

Appendix C:

Tool	Year	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%
Electronic Management of Assignments (EMA)*	2020	17%	40%	10%	3%	12%	6%
	2018	18%	44%	7%	9%	5%	5%
Formative e-assessment (e.g. quizzes as part of course delivery)	2020	1%	10%	20%	30%	30%	3%
	2018	1%	7%	16%	28%	33%	0%
	2016	3%	4%	17%	33%	33%	1%
	2014	5%	1%	16%	16%	51%	0%
	2012	1%	2%	11%	21%	46%	0%
	2010	0%	4%	13%	18%	53%	2%
	2008	0%	4%	7%	24%	42%	8%
Summative e-assessment (e.g. defined response tests as part of course delivery)	2020	2%	7%	12%	16%	54%	2%
	2018	0%	4%	10%	19%	46%	4%
	2016	0%	3%	7%	25%	50%	4%
	2014	2%	5%	4%	13%	64%	4%
	2012	0%	1%	4%	10%	62%	5%
Learning analytics tools	2020	5%	3%	3%	2%	40%	24%
	2018	4%	4%	4%	9%	26%	28%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

In 2018 an additional response option was added, splitting 1-24% into 1-4% and 5%-24%. These options are given in Appendix A. For the longitudinal tables these two options have been combined.

Table C4.11 continued: Proportion of courses using TEL tools

Appendix C:

Tool	Year	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%
Text matching tools (e.g. SafeAssign, Turnitin, Urkund)	2020	19%	51%	16%	6%	2%	3%
	2018	13%	52%	17%	6%	4%	1%
	2016	16%	42%	19%	8%	5%	3%
	2014	5%	31%	34%	11%	14%	0%
	2012	2%	19%	25%	18%	17%	1%
	2010	1%	18%	22%	24%	21%	7%
Podcasting	2020	0%	2%	1%	5%	59%	9%
	2018	0%	1%	5%	6%	50%	5%
	2016	1%	3%	3%	5%	57%	12%
	2014	0%	0%	1%	7%	68%	6%
	2012	1%	0%	2%	4%	63%	6%
	2010	0%	0%	2%	10%	71%	7%
Reading list management software	2020	17%	37%	15%	7%	5%	12%
	2018	16%	28%	13%	12%	6%	13%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

In 2018 an additional response option was added, splitting 1-24% into 1-4% and 5%-24%. These options are given in Appendix A. For the longitudinal tables these two options have been combined.

Table C4.11 continued: Proportion of courses using TEL tools

Appendix C:

Tool	Year	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%
Screen casting	2020	0%	0%	10%	12%	48%	5%
	2018	1%	0%	4%	12%	55%	2%
	2016	1%	1%	4%	10%	57%	8%
	2014	0%	0%	1%	6%	65%	5%
Social bookmarking/content curation tools	2020	0%	0%	1%	5%	43%	10%
	2018	0%	0%	2%	11%	40%	6%
Social networking	2020	0%	0%	2%	8%	46%	3%
	2018	1%	0%	3%	17%	46%	1%
Synchronous Collaborative tools (e.g. virtual classroom)	2020	1%	0%	3%	12%	61%	10%
	2018	1%	0%	1%	11%	60%	5%
	2016	0%	2%	5%	4%	61%	13%
	2014	0%	0%	1%	1%	79%	10%
	2012	0%	0%	0%	8%	57%	13%
	2010	0%	0%	1%	1%	66%	18%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

In 2018 an additional response option was added, splitting 1-24% into 1-4% and 5%-24%. These options are given in Appendix A. For the longitudinal tables these two options have been combined.

Table C4.11 continued: Proportion of courses using TEL tools

Appendix C:

Tool	Year	100%	75% - 99%	50% - 74%	25% - 49%	1% - 24%	0%
Virtual Learning Environment	2020	61%	34%	3%	0%	0%	0%
	2018	42%	50%	2%	1%	2%	0%
Webinar	2020	0%	2%	3%	10%	61%	7%
	2018	1%	0%	3%	7%	60%	4%
Wiki	2020	0%	0%	0%	5%	69%	8%
	2018	1%	0%	1%	4%	68%	3%

Question 4.11: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

In 2018 an additional response option was added, splitting 1-24% into 1-4% and 5%-24%. These options are given in Appendix A. For the longitudinal tables these two options have been combined.

Table C4.11 continued: Proportion of courses using TEL tools

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012
Yes	45%	43%	40%	52%	61%
No institutional evaluation, but individual departments/ schools have evaluated	14%	12%	-	-	-
No	42%	45%	60%	48%	39%

Question 4.12: Has the institution evaluated the impact of TEL on the student learning experience across the institution as a whole over the past two years?

Table C4.12: Evaluation of the impact of TEL on student learning experience

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
General review of TEL services	58%	70%	-
Accessibility of learning and teaching resources*	50%	-	-
Take up/usage/adoption by students of lecture capture	43%	60%	30%
Student digital fluency/capability	38%	53%	-
Electronic Management of Assignments (EMA)	33%	35%	-
Use of learning analytics in supporting students	18%	15%	8%
Mobile learning	15%	15%	28%
E-assessment	13%	28%	43%
Effectiveness of flipped learning	10%	5%	20%
Other aspect evaluated	20%	20%	68%

Question 4.14: What aspects of the impact of TEL on the student learning experience have been evaluated over the past two years?

Table C4.14: Aspects of the impact of TEL on the student learning experience evaluated over the past two years

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Survey	73%	80%	35%	81%
Interview/focus group	53%	60%	26%	55%
Usage figures e.g. system logs/reports	53%	55%	-	-
As part of a module or course evaluation	30%	43%	24%	60%
Benchmarking e.g. Jisc Digital Experience Tracker	28%	48%	9%	19%
Learning analytics	20%	18%	-	-
Crowd-sourcing feedback from users via social media	0%	3%	0%	0%
Other method	13%	10%	6%	0%

Question 4.15: How has the impact has been measured, *when*, and for *what purpose?*

Table C4.15a: How the impact on student learning experience has been evaluated

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Annually	50%	60%	38%	60%
Each term/semester	15%	23%	28%	32%
Summer	3%	-	0%	6%
Continuously measuring*	20%	33%	-	-
Other timing	38%	20%	34%	0%

Table C4.15b: When has the impact on student learning experience been evaluated

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Assess student satisfaction with TEL approach	88%	75%	38%	-
Determine take-up and usage of TEL tool(s) across institution (adoption)	63%	73%	31%	83%
Assess value for money of TEL tool(s) (e.g. review of licensing costs)	40%	25%	-	-
Assess value of TEL in relation to student performance (learning analytics)	18%	25%	8%	32%
Other purpose	23%	18%	13%	51%

Question 4.15: How has the impact has been measured, *when*, and for *what purpose?*

Table C4.15c: Purpose of the impact on student learning experience that has been evaluated

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014	HE Total 2012
Yes	28%	23%	36%	30%	38%
No institutional evaluation, but individual departments/schools have evaluated	11%	13%	-	-	-
No	60%	64%	64%	70%	62%

Question 4.17: Has the institution evaluated the impact of TEL on staff pedagogic practices across the institution as a whole over the past two years?

Table C4.17: Evaluation of the impact of TEL on *pedagogic practices*

Appendix C:

	HE Total 2020	HE Total 2018	HE Total 2016
Staff digital fluency/capability	44%	48%	16%
Take up/usage/adoption of lecture capture	40%	33%	17%
General review of TEL services	36%	62%	-
Accessibility of learning and teaching resources*	36%	-	-
Electronic Management of Assignments (EMA)	32%	24%	-
E-assessment	28%	33%	21%
Learning design/Effectiveness of flipped learning	24%	14%	12%
Use of learning analytics in supporting students	16%	10%	1%
Mobile learning	4%	10%	6%
E-marking	-	-	18%
Other aspect evaluated	20%	19%	9%

Question 4.19: What aspects of staff pedagogic practices have you evaluated over the past two years?

Table C4.19: Aspects of staff pedagogic practices that have been evaluated in the last two years

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	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Survey	68%	76%	69%	55%
Interview/focus group	36%	71%	39%	60%
Usage figures e.g. system logs/reports	32%	48%	-	-
Benchmarking e.g. Jisc Digital Experience Tracker	24%	29%	11%	44%
As part of a module or course evaluation	12%	33%	28%	33%
Crowd-sourcing feedback from users via social media	4%	-	0%	0%
Learning analytics	4%	29%	-	-
Other method	12%	14%	6%	0%

Question 4.20: How has the impact has been measured, when, and for what purpose?

Table C4.20a: How has the impact on student learning experience been evaluated

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Question 4.20: How has the impact has been measured, when, and for what purpose?

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Annually	48%	38%	44%	44%
Each term/semester	20%	14%	19%	30%
Summer	0%	-	0%	7%
Continuously measuring*	20%	7%	-	-
Other timing	44%	9%	50%	0%

Table C4.20b: When the impact on pedagogical practices has been evaluated

	HE Total 2020	HE Total 2018	HE Total 2016	HE Total 2014
Annually	48%	38%	44%	44%
Each term/semester	20%	14%	19%	30%
Summer	0%	-	0%	7%
Continuously measuring*	20%	7%	-	-
Other timing	44%	9%	50%	0%

Table C4.20c: Purpose of the evaluation on pedagogical practices

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	2020	2018	2016	2014	2012	2010	2008
Information Technology Support	66%	74%	59%	73%	64%	81%	80%
Learning Technology Support Unit	-	-	68%	66%	49%	63%	67%
TEL unit or equivalent	73%	67%	-	-	-	-	-
Educational Development Unit	46%	54%	51%	51%	54%	65%	56%
Library	47%	45%	48%	60%	-	-	-
Local support (devolved to Faculty, School, Department)	46%	52%	55%	60%	48%	66%	-
Distance/Online Learning Unit	21%	23%	-	-	-	-	-
Other Support Unit	4%	8%	15%	13%	19%	23%	47%
Outsourced supplier or specialist	6%	4%	2%	9%	4%	7%	4%
No support units	2%	0%	0%	-	10%	-	-

Question 5.1: First of all, which, if any, support units are there in your institution that provide support for TEL? Please include both centrally provided and local units

Table C5.1: Support units that provide support for technology enhanced learning

Note: 'TEL unit or equivalent' was renamed in 2018 from 'Learning Technology Support Unit'.

Appendix C:

	2020	2018	2016	2014	2012	2010	2008
Information Technology Support	66%	74%	59%	73%	64%	81%	80%
Learning Technology Support Unit	-	-	68%	66%	49%	63%	67%
TEL unit or equivalent	73%	67%	-	-	-	-	-
Educational Development Unit	46%	54%	51%	51%	54%	65%	56%
Library	47%	45%	48%	60%	-	-	-
Local support (devolved to Faculty, School, Department)	46%	52%	55%	60%	48%	66%	-
Distance/Online Learning Unit	21%	23%	-	-	-	-	-
Other Support Unit	4%	8%	15%	13%	19%	23%	47%
Outsourced supplier or specialist	6%	4%	2%	9%	4%	7%	4%
No support units	2%	0%	0%	-	10%	-	-

Question 5.1: First of all, which, if any, support units are there in your institution that provide support for TEL? Please include both centrally provided and local units

Table C5.1b: Number of units providing support for TEL per institution

Note: 'TEL unit or equivalent' was renamed in 2018 from 'Learning Technology Support Unit'.

Appendix C:

Question 5.2: How many staff supporting TEL are in the unit?

	IT Support			TEL Unit			EDU			Library		
	2020	2018	2016	2020	2018	2016	2020	2018	2016	2020	2018	2016
Mean number of learning technologists	0.63	0.86	1.00	6.58	5.77	4.58	1.60	2.08	1.43	0.88	0.73	0.38
Mean number of IT support staff	5.87	5.54	9.60	0.62	0.53	0.55	0.12	0.15	0.02	0.55	0.94	0.77
Mean number of administrative staff	0.63	0.23	0.38	0.45	0.56	0.30	0.56	0.49	0.52	0.86	0.33	0.94
Mean number of academic staff	0.00	0.23	0.00	0.49	0.15	0.22	1.79	1.38	2.07	0.09	0.09	0.04
Mean number of other staff	0.27	0.86	0.93	0.62	0.48	1.50	0.95	2.08	1.32	4.30	0.73	3.48

Table C5.2a1: Mean number of staff working in each unit

Note: 'TEL unit or equivalent' was renamed in 2018 from 'Learning Technology Support Unit'.

	Local support			Distance/Online Learning unit			Other			Outsourced/ specialist		
	2020	2018	2016	2020	2018	2016	2020	2018	2016	2020	2018	2016
Mean number of learning technologists	6.89	6.58	5.14	4.47	2.57	-	2.75	0.95	4.93	1.60	0.50	0.50
Mean number of IT support staff	1.38	1.78	1.63	0.21	0.04	-	0.00	0.88	5.13	0.80	0.50	0.50
Mean number of administrative staff	3.68	0.88	0.74	2.26	1.17	-	0.00	0.00	0.33	0.40	0.00	0.00
Mean number of academic staff	0.27	0.71	1.98	1.32	0.04	-	0.00	0.25	1.33	0.00	0.00	0.00
Mean number of other staff	0.27	6.58	0.46	3.26	2.57	-	3.50	0.50	0.87	0.60	0.00	0.00

Table C5.2a2: Mean number of staff working in each unit

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FTE staff in each unit	2020 Mean	2018 Mean	2016 Mean
Information Technology support	3.68	2.74	3.20
TEL unit or equivalent*	8.91	4.60	4.73
Educational Development Unit (EDU)	2.86	2.93	2.72
Library	3.55	2.63	1.61
Local support	8.95	6.33	6.49
Distance/Online Learning Unit	9.82	3.27	-
Other support unit	5.95	2.20	10.63
Outsourced supplier or specialist	2.24	1.25	0.20

Note: 'TEL unit or equivalent' was renamed in 2018 from 'Learning Technology Support Unit'

Question 5.2: How many staff supporting TEL are in the unit?

Table C5.2b: Mean FTE of staff working in each unit

Appendix C:

Response	2020		2018	
	No	%	No	%
(Base: All respondents)		*(89)*		*(99)*
TEL unit or equivalent	58	65%	59	60%
Educational Development Unit (EDU)	12	14%	13	13%
Information Technology support	7	8%	10	10%
Local support	3	3%	3	3%
Library	3	3%	1	1%
Distance/Online Learning Unit	1	1%	0	0%
Other support unit	0	0%	2	2%
Outsourced supplier or specialist	0	0%	0	0%
No main unit	3	3%	11	11%
No TEL support unit	2	2%	0	0%

Question 5.3: Which is the main unit in the institution that provides support for TEL?

Table C5.3: Main unit that provides support for TEL

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	2020		2018		2016		2014		2012	
	No.	%	No.	%	No.	%	No.	%	No.	%
Changes made	70	79%	80	81%	81	83%	76	84%	46	55%
No changes made	19	21%	19	19%	17	17%	14	16%	37	45%

Question 5.4: What changes in staffing provision for supporting TEL, if any, have been made over the last two years?

Table C5.4: Whether changes in staffing provision have been made.

	2020		2018		2016		2014		2012	
	No.	%	No.	%	No.	%	No.	%	No.	%
Increase in number of staff	36	40%	40	40%	50	51%	34	38%	5	11%
Restructure of department(s)/TEL provision	33	37%	38	38%	41	42%	42	47%	10	22%
Change of existing roles/ incorporated other duties	36	40%	30	30%	30	31%	40	44%	6	13%
Reduction in number of staff	22	25%	22	22%	16	16%	17	19%	20	44%
Recruitment delay/freeze	9	10%	14	14%	14	14%	21	23%	3	7%
Other change in staffing provision	7	8%	6	6%	7	7%	-	-	-	-

Table C5.4a: Changes made in staffing provision.

Note: The 2012 Survey invited open responses to this question, and responses were classified using a cluster analysis approach, whereas for 2014 and 2016 the question design changed, and response items were pre-coded - leading to much higher levels of responses to this question.

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Question 5.6: Do you foresee changes in the staffing provision for supporting TEL in the near future?

Table C5.6: Whether changes in staffing provision are foreseen in the near future

	2020		2018		2016		2014		2012	
	No.	%	No.	%	No.	%	No.	%	No.	%
Changes made	75	84%	76	77%	77	79%	77	86%	52	61%
No changes made	14	16%	23	23%	21	21%	13	14%	33	39%

Table C5.6a: Foreseen changes in staffing provision in the near future.

	2020		2018		2016		2014		2012	
	No	%	No.	%	No.	%	No.	%	No.	%
Increase in number of staff	34	38%	34	34%	29	30%	38	42%	24	46%
Anticipate change but unsure as to what this might be.	25	28%	25	25%	32	33%	29	32%	11	21%
Restructure of department(s)/TEL provision	23	26%	24	24%	25	26%	27	30%	6	12%
Change of existing roles / incorporation of other duties	26	29%	23	23%	24	24%	30	33%	2	4%
Currently reviewing staffing provision	14	16%	13	13%	10	10%	15	17%	4	8%
Recruitment delay/freeze	8	9%	6	6%	6	6%	8	5%	-	-
Reduction in the number of staff	4	6%	5	5%	5	5%	2	1%	3	6%
Other change in the future	2	2%	2	2%	4	4%	4	2%	-	-

Note: The 2012 Survey invited open responses to this question, and responses were classified using a cluster analysis approach, whereas for 2014 and 2016 the question design changed and response items were pre-coded - leading to much higher levels of responses to this question.

Appendix C:

Extent to which….	Rank 2020	Rank 2018	Rank 2016	Rank 2014	Rank 2012	Rank 2010	Rank 2008	Rank 2005	Rank 2003
Lack of time	1	1	1	1	1	1	1	1	2
Lack of academic staff knowledge	2	3	6	2	5	3	2	7	4
Lack of internal sources of funding to support development	3	6	3	-	-	-	-	-	-
Institutional culture	4	4=	5	4	8	7	4	8	-
Lack of academic staff commitment	5	4=	4	7	6	5	-	-	-
Departmental/school culture	6	2	2	5	3	-	-	-	-
Competing strategic initiatives	7	9	9	9	-	-	-	-	-
Lack of support staff	8	8	8	10	9	8	5	3	5
Lack of recognition for career development	9	7	7	8	4	4	6	4	-
Lack of incentives	10	13	10	6	7	6	8	5	8=
Lack of academic staff development opportunities	11	10	12=	14	14	9	7	6	3
Organisational structure	12	11	15	13	10	12	10	11	7
Lack of strategy and leadership	13	14	16	11	13	13	12	10	-

Question 6.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years

Table C6.1: Ranked potential barriers to any (further) development of processes to promote and support TEL tools

Appendix C:

Extent to which….	Rank 2020	Rank 2018	Rank 2016	Rank 2014	Rank 2012	Rank 2010	Rank 2008	Rank 2005	Rank 2003
Changing administrative processes	14	12	11	12	11	11	11	9	-
Inappropriate policies and procedures	15	21	21	17	15	14	13	13	-
Technical and infrastructure limitations (e.g. wireless)	16	16=	14	-	-	-	-	-	-
Lack of external sources of funding (e.g. Advance HE, OfS, Jisc, Research Councils, EU) to support project development	17	15	12=	-	-	-	-	-	-
Other technical problems	18	16=	17	-	-	-	-	-	-

Question 6.1: Listed below are potential barriers to any (further) development of processes to promote and support TEL tools. What, in your opinion, might be the barriers in your institution over the coming years

Table C6.1 continued: Ranked potential barriers to any (further) development of processes to promote and support TEL tools

Note: The categories of *Lack of money* and *Technical problems* used in previous Surveys have been included in this table to enable longitudinal comparison with the revised categories noted in the main report.

This has been done by combining data from the new options for 2016 (e.g. combining data on lack of internal and external sources of funding from the 2016 Survey) to determine the ranking of the lack of money item).

	2020		2018		2016		2014	
	No.	%	No.	%	No.	%	No.	%
Yes	67	75%	65	65%	62	62%	72	81%
No	22	25%	35	35%	38	38%	17	19%

Question 6.2: Have any recent and prospective developments in technology started to make new demands upon your institution in terms of the support required by users?

Table C6.2: Whether there are any recent and prospective developments in technology that have started to make new demands upon institutions in terms of the support required by users.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accessibility (in relation to the EU accessibility directive)	29	43%	3	5%	4	6%	-	-	-	-	-	-
Office 365 (inc. Teams)	18	27%	5	8%	2	3%	-	-	-	-	-	-
Electronic Management of Assessment (e-submission, e-marking, e-feedback)	12	18%	28	43%	24	39%	24	34%	26	31%	18	23%
Learning Analytics	12	18%	13	20%	8	13%	6	8%	3	4%	-	-
Lecture capture	11	16%	28	43%	21	34%	26	37%	18	22%	13	16%
VLE – new/change, embed, extend, customise, standards	10	15%	16	25%	6	10%	10	14%	11	13%	12	16%
Blended learning	7	10%	4	6%	1	2%	-	-	-	-	-	-
Distance learning/Fully online courses	6	9%	9	14%	8	13%	2	3%	-	-	-	-
Digital literacy/capability	6	9%	5	8%	3	5%	4	6%	2	2%	-	-
Degree apprenticeships	5	7%	5	8%	-	-	-	-	-	-	-	-
Mobile technologies/Bring your own device (support, access to systems/content) - APPS	4	6%	7	11%	19	31%	32	45%	49	59%	18	23%
Keeping up with changing technologies	4	6%	-	-	-	-	-	-	-	-	-	-
Introduction of new systems	4	6%	-	-	-	-	-	-	-	-	-	-
Increased demand for support	3	4%	7	11%	2	3%	1	1%	2	2%	-	-
Real-time communication (e.g. Video conferencing/webinar software/live streaming)	3	4%	4	6%	4	6%	2	3%	8	10%	-	-

Question 6.3: Please write in details of up to three developments that are starting to make new demands upon your institution in terms of the support required by users – those you think are most important

Table C6.3: Recent and prospective developments in technology that are starting to make new demands terms of the support required by users.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Staff development	3	4%	3	5%	2	3%	2	3%	2	2%	6	8%
Collaboration/Partnerships	3	4%	1	2%	3	5%	1	1%	3	4%	1	1%
Meeting staff/student expectations	3	4%	1	2%	3	5%	2	3%	1	1%	-	-
Covid-19	3	4%	-	-	-	-	-	-	-	-	-	-
IT/Digital/Education Strategy	3	4%	-	-	-	-	-	-	-	-	-	-
Classroom interactivity (e.g. voting technologies)	2	3%	4	6%	2	3%	4	6%	3	4%	-	-
Digital Exams	2	3%	3	5%	-	-	-	-	-	-	-	-
Video assessment	2	3%	3	5%	-	-	-	-	-	-	-	-
Curriculum development/design	2	3%	2	3%	2	3%	1	1%	2	2%	-	-
Creation of online resources for teaching	2	3%	-	-	-	-	-	-	-	-	-	-
Interoperability/Integration of systems	1	1%	4	6%	1	2%	1	1%	4	5%	10	13%
Learning Spaces	1	1%	4	6%	3	5%	-	-	-	-	-	-
E-portfolio	1	1%	4	6%	5	8%	4	6%	9	11%	12	15%
New pedagogies/modes of delivery (e.g. flipped classroom)	1	1%	2	3%	4	6%	4	6%	-	-	-	-
Development of policy	1	1%	1	2%	3	5%	-	-	-	-	-	-

Question 6.3: Please write in details of up to three developments that are starting to make new demands upon your institution in terms of the support required by users – those you think are most important

Table C6.3 continued: Recent and prospective developments in technology that are starting to make new demands terms of the support required by users.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
VR/AR	1	1%	1	2%	-	-	-	-	-	-	-	-
GDPR	1	1%	-	-	-	-	-	-	-	-	-	-
Blogging software	1	1%	-	-	-	-	-	-	-	-	-	-
LinkedIn Learning	1	1%	-	-	-	-	-	-	-	-	-	-
New campus/schools	1	1%	-	-	-	-	-	-	-	-	-	-
Internationalisation	1	1%	-	-	-	-	-	-	-	-	-	-
Reducing the attainment gap	1	1%	-	-	-	-	-	-	-	-	-	-
AI/chatbots	1	1%	-	-	-	-	-	-	-	-	-	-
Change in assessment practices	1	1%	-	-	-	-	-	-	-	-	-	-
Security	1	1%	-	-	-	-	-	-	-	-	-	-
Alignment with professional standards	1	1%	-	-	-	-	-	-	-	-	-	-
Multi-media (use, provision, management, support)	-	-	8	12%	9	15%	8	11%	10	12%	18	23%

Question 6.3: Please write in details of up to three developments that are starting to make new demands upon your institution in terms of the support required by users – those you think are most important

Table C6.3 continued: Recent and prospective developments in technology that are starting to make new demands terms of the support required by users.

Appendix C:

	2020		2018		2016		2014	
	No.	%	No.	%	No.	%	No.	%
Yes	54	81%	51	78%	44	72%	59	82%
No	13	19%	14	22%	17	28%	13	18%

Question 6.4: Do you see these developments posing any challenges over the next two to three years in terms of the support that will be required for staff and students?

Table C6.4: Whether institutions consider that the developments identified in question 6.3 will pose support challenges over the next two to three years.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Accessibility (making things accessible, captioning, mathematical notation, working with third parties)	20	37%	-	-	-	-	-	-	-	-	-	-
Technical infrastructure – addressing growth, new technologies, understanding fit with existing tech	12	22%	7	14%	9	21%	7	12%	7	9%	14	18%
Digital literacy/capability	11	20%	7	14%	2	5%	7	12%	2	3%	-	-
New modes of delivery (e.g. online/distance courses, active learning, blended learning, flipped classroom)	10	19%	10	20%	5	12%	7	12%	-	-	-	-
Lack of support staff/specialist skills/resources	10	19%	8	16%	7	16%	19	32%	10	13%	-	-
Keeping up with emerging technologies/technology changes	7	13%	5	10%	3	7%	-	-	-	-	-	-
Budgets/Funding/Financial constraints	7	13%	3	6%	6	14%	6	10%	8	10%	-	-
Learning Analytics (inc. ethics, use of data, reporting)	6	11%	10	20%	4	9%	4	7%	8	10%	-	-
Office 365/Teams	6	11%	-	-	-	-	-	-	-	-	-	-
Staff development	6	11%	5	10%	15	35%	12	20%	19	24%	28	36%
Changing/developing teaching practice	4	7%	1	2%	-	-	-	-	-	-	-	-
Degree apprenticeships	4	7%	-	-	-	-	-	-	-	-	-	-
E-assessment (e-submission, e-marking, e-feedback)	3	6%	15	29%	10	23%	11	19%	12	15%	12	16%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table C6.5a: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lecture capture/recording	3	6%	8	16%	9	21%	10	17%	6	8%	-	-
VLE (change/extend/baseline)	3	6%	3	6%	1	2%	2	3%	5	6%	-	-
Legal/policy issues (inc. IPR, copyright, data security, system contingency)	3	6%	2	4%	5	12%	3	5%	14	18%	13	17%
Keeping up with demand from staff/students	3	6%	1	2%	-	-	-	-	-	-	-	-
New approaches to teaching for specific disciplines	2	4%	-	-	-	-	-	-	-	-	-	-
Increased/diverse support (inc. 24/7 support, support for remote students/staff)	2	4%	5	10%	4	9%	1	2%	-	-	-	-
Process change/improvement	2	4%	5	10%	-	-	-	-	-	-	-	-
Managing / meeting expectations	2	4%	4	8%	4	9%	1	2%	9	11%	4	5%
Culture change	2	4%	2	4%	3	7%	3	5%	3	4%	5	6%
Interoperability/Integration	2	4%	2	4%	2	5%	1	2%	2	3%	11	14%
Multimedia (production, management, delivery storage)	2	4%	2	4%	2	5%	2	3%	9	11%	3	4%
Synchronous tools (e.g. virtual classroom)	2	4%	2	4%	-	-	-	-	-	-	-	-
Pedagogic support	2	4%	1	2%	1	2%	-	-	-	-	-	-
External collaboration	2	4%	-	-	-	-	-	-	-	-	-	-
E-exams	1	2%	2	4%	-	-	-	-	-	-	-	-

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table C6.5a continued: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Learning spaces	1	2%	2	4%	1	2%	1	2%	-	-	-	-
New campus	1	2%	-	-	-	-	-	-	-	-	-	-
Staff incentives	1	2%	2	4%	3	7%	-	-	-	-	-	-
Readiness for change	1	2%	-	-	-	-	-	-	-	-	-	-
Internal collaboration	1	2%	1	2%	2	5%	-	-	-	-	-	-
Lack of time	1	2%	1	2%	2	5%	5	8%	2	3%	-	-
Workload management	1	2%	-	-	-	-	-	-	-	-	-	-
Competing demands	1	2%	-	-	-	-	-	-	-	-	-	-
Governance	1	2%	-	-	-	-	-	-	-	-	-	-
Lack of consultation	1	2%	-	-	-	-	-	-	-	-	-	-
Senior Leadership expectations	1	2%	-	-	-	-	-	-	-	-	-	-
New strategy	1	2%	-	-	-	-	-	-	-	-	-	-
Mobile technologies/learning, BYOD (support, creating content and compatibility with systems)	-	-	5	10%	7	16%	16	27%	23	29%	7	9%

Question 6.5a: Please write in the challenges you see these developments posing over the next two to three years in terms of the support that will be required for staff and students? Please write in details of up to three challenges – those you think are most important.

Table C6.5a continued: Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Staff development (e.g. training courses)	18	33%	16	31%	15	35%	15	25%	24	32%	31	40%
Investment (time, money, resources, support staff)	18	33%	12	24%	15	35%	16	27%	19	25%	28	34%
Review and revise support provision (increased/improved/devolved/extended hours)	12	22%	11	22%	8	19%	15	25%	6	8%	-	-
Internal collaboration/Joined-up approach	10	19%	5	10%	4	9%	4	7%	3	4%		
New tools/services (e.g. accessibility)	9	17%	-	-	-	-	-	-	-	-	-	-
Senior management leadership/commitment to TEL	7	13%	7	14%	4	9%	2	3%	4	5%	9	12%
Awareness-raising	7	13%	2	4%	1	2%	1	2%	5	7%	-	-
Review/develop digital literacies/capabilities	6	11%	6	12%	1	2%	2	3%	-	-	-	-
Provision of guidance to staff/students (e.g. online resources)	6	11%	5	10%	5	12%	3	5%	3	4%	-	-
Communication/consultation	5	9%	4	8%	-	-	-	-	-	-	-	-
Data (storing, awareness, data literacy)	5	9%	4	8%	-	-	-	-	-	-	-	-
Institution-wide project/working group	5	9%	-	-	-	-	-	-	-	-	-	-
Communities of practice - sharing good practice, success stories, case studies, champions	4	7%	11	22%	4	9%	3	5%	9	12%	13	17%

Question 6.5b: How do you see these challenges being overcome?

Table C6.5b: How institutions see the challenges identified in question 5.6a being overcome.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Change management	4	7%	2	4%	-	-	-	-	-	-	-	-
Focus on pedagogy, curriculum design/development, adapting teaching approach	3	6%	11	22%	-	-	-	-	-	-	-	-
Reprioritise work	3	6%	-	-	-	-	-	-	-	-	-	-
Improve technical infrastructure (inc. wireless)	3	6%	7	14%	13	30%	6	10%	-	-	4	5%
Pilot/phased roll out	3	6%	4	8%	-	-	-	-	-	-	-	-
Strategic planning	3	6%	-	-	-	-	-	-	-	-	-	-
Working with sector on guidance/solutions/sharing practice	3	6%	-	-	-	-	-	-	-	-	-	-
Mandatory training	2	4%	-	-	-	-	-	-	-	-	-	-
Development of/integration with strategies/policies	2	4%	10	20%	11	26%	11	19%	14	18%	24	31%
Processes	2	4%	6	12%	-	-	-	-	-	-	-	-
Managing expectations	2	4%	3	6%	1	2%	-	-	-	-	-	-
Interoperability/extending systems	2	4%	1	2%	3	7%	2	3%	4	5%	5	6%
Lobbying/working with suppliers	2	4%	1	2%	-	-	-	-	-	-	-	-

Question 6.5b: How do you see these challenges being overcome?

Table C6.5b continued: How institutions see the challenges identified in question 5.6a being overcome.

Appendix C:

	2020		2018		2016		2014		2012		2010	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Updating learning spaces (e.g. new AV)	2	4%	-	-	-	-	-	-	-	-	-	-
Reorganisation/restructure	1	2%	6	12%	2	5%	-	-	-	-	-	-
Provision of incentives/rewards/recognition	1	2%	3	6%	1	2%	-	-	-	-	-	-
Student interns	1	2%	-	-	-	-	-	-	-	-	-	-
Buy-in from academic departments	1	2%	-	-	-	-	-	-	-	-	-	-
Evaluation of impact	1	2%	-	-	-	-	-	-	-	-	-	-
Embedding into practice	1	2%	-	-	-	-	-	-	-	-	-	-
Improve skills and knowledge of support staff	-	-	4	8%	1	2%	-	-	-	-	-	-
Collaboration with external partners	-	-	3	6%	1	2%	-	-	-	-	-	-
Minimum requirements	-	-	3	6%	-	-	-	-	-	-	-	-
Improved access to mobile devices (e.g. loan devices)	-	-	3	6%	-	-	-	-	-	-	-	-

Question 6.5b: How do you see these challenges being overcome?

Table C6.5b continued: How institutions see the challenges identified in question 5.6a being overcome.

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Appendix A: continued

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Appendix A: continued

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Appendix A: continued

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Appendix A: continued

Appendix B: Specification of the questions from the 2020, 2018, 2016, 2014, 2012, 2010, 2008, 2005, 2003 and 2001 Surveys for which longitudinal analysis was used in this Report

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Appendix B: continued

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Appendix B: continued

Appendix C: Longitudinal analysis between 2020, 2018, 2016, 2014, 2012, 2010, 2008, 2005 and 2003 surveys

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Appendix C:

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Appendix C:

References

1. Jenkins, M., Walker, R. & and Voce, J. (2018). Building institutional cultures of innovation in technology enhanced learning: UCISA findings on current challenges and developments in UK higher education. In M. Campbell, J. Willems, C. Adachi, D. Blake, I. Doherty, S. Krishnan, S. Macfarlane, L. Ngo, M. O'Donnell, S. Palmer, L. Riddell, I. Story, H. Suri & J. Tai (Eds.), Open Oceans: Learning without borders. Proceedings ASCILITE 2018 Geelong (pp. 412-417) (back).

2. Latif, F., Voce, J., Walker, R. & Jolley, T. (2018). TEL Family Fortunes – we asked 99 institutions to name…. ALT-C 2018. 11-13 September, University of Manchester, UK. (back).

3. Voce, J. (2018). Challenges in supporting staff to make the best use of technology enhanced learning. *SEDA 23rd Annual Conference: Supporting staff to meet increasing challenges in Higher and Further Education*. 15-16 November, Birmingham, UK. (back).

4. For the full list of Universities UK members, please see: http://www.universitiesuk.ac.uk/about/Pages/member-institutions.aspx

5. For further details on UK higher education numbers, see the Education UK web page: http://www.educationuk.org/global/ articles/higher-education-universities-colleges/ (back)

6. The Study UK website indicates there are currently 165 higher education institutions: https://study-uk.britishcouncil.org/why-study/higher-standard-education (back)

7. This number excludes institutions which have recently merged or formed new institutional identities, which may have incorporated parts of their new organisation which did previously respond to Surveys. The figure may therefore be higher than seven institutions. (back)

8. The Disability Discrimination Act (1995) was replaced in the 2010 survey by the Equality Act (2010) as this legislation superseded the original act.(back)

9. The Disability Discrimination Act (1995) was replaced in the 2010 survey by the Equality Act (2010) as this legislation superseded the original act(back)

10. Percentage score for original HEFCW Technology Enhancement Strategy: '*Enhancing learning and teaching through technology: a strategy for higher education in Wales*' (HEFCW 2008) (back)

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