Digital Capabilities Group

ucisa

Digital Capabilities 2019

Survey Report

ucisa
13 Banbury Road
Oxford OX2 6NN
www.ucisa.ac.uk

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ucisa Digital Capabilities 2019 Survey Report

Gillian Fielding, Nick Smith, Jim Tyson, Julie Adams, Gareth Johns, Annette Webb, Lisa Gray, Peter Tinson, Fiona Maclean

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Executive Summary

The Digital Capabilities survey examines how UK universities are developing staff and students to perform efficiently and effectively in a digital environment. It examines strategy and practice and enables institutions to benchmark their status with the survey results. The 2019 survey, the third in the series, was carried out by ucisa's Digital Capabilities Group.

The response rate for the 2019 survey was lower than that for the previous survey. This is perhaps indicative of there being no central point of responsibility for digital capabilities in many institutions. This is borne out by some of the conclusions from the report which suggest that approaches to developing both staff and student digital capabilities are highly devolved with few institutions taking a top down approach to improving the capabilities of their staff and students. Where such initiatives exist, the survey report suggests that they are being stymied in many cases by a lack of funding, a lack of staff and by conflicting institutional priorities. There are two specific recommendations which relate to this. One (R5.35) that institutions investigate the perceived issues of (lack of) time and resources as barriers to the development of digital capabilities – are such barriers a reflection or consequence of other issues, such as a lack of priority, institutional commitment or senior leadership support? Most importantly the other recommendation is (R5.38) that senior leadership within institutions should pro-actively drive the digital capabilities agenda (including accessibility, inclusion and universal design) across all areas of their institution by appointing an executive with sole responsibility for this.

Where there has been progress, it has largely been to benefit the student body. Students and their perceived needs continues to be the most important driver for developing digital capabilities of both students and staff. Underpinning this driver are student expectations, employability and accessibility. Compliance with EU legislative changes in the Public Sector Bodies Accessibility Regulations is likely to be a major factor in implementing programmes to support students with disabilities but there is also an increased focus on accessibility overall, with growing recognition that assistive technologies can bring huge benefits all learner. The importance of accessibility is reflected by an increased number

of institutions including questions on accessibility as part of their procurement of IT systems and services, and by the growth in the range of tools available within institutions to support accessibility. The inclusion of accessibility in the procurement process was a recommendation in the 2017 survey, specifically tasking ucisa to produce guidance and standard phrases/questions. As such ucisa have now produced a VLE Review Toolkit which we would encourage instititions undertaking VLE reviews to utlise.

There continue to be some anomalies with the rationale for developing student capabilities. Although employability is seen as a major driver for the development the survey did not evidence engagement with the commercial sector to identify the skills needed by employers. Further, although there is recognition that students entering higher education are social network savvy rather than digitally capable, few institutions assess students on entry to establish where the gaps are in their knowledge. This suggests that there continues to be a mismatch between what students need and what employers require although this may be balanced by digital capabilities being embedded within the curriculum where perhaps there is closer alignment to the requirements of employers. Furthermore, it is not clear how institutions or individual students can effectively evidence their skills. The concept of the Higher Education Achievement Report (HEAR) was to evidence broader skills such as digital capabilities but, if HEAR is being used across the sector, there is little recognition of its use for recording digital capabilities.

The picture regarding staff digital capabilities continues to be confused. Whilst more institutions are identifying the gaps within their staff digital capabilities by using tools such as the Jisc Discovery Tool, there continues to be a lack of a coherent approach to developing staff digital capabilities, with little engagement with HR departments and ongoing professional development. That said, there is a significant increase in the proportion of institutions recognising staff achievement with respect to their digital capabilities.

Overall, the survey highlights that, with the exception of a handful of institutions, the approaches taken to developing digital capabilities within higher education institutions is somewhat piecemeal. There continues to be growth in the activities and processes that encourage and support digital capabilities for both staff and students, but the lack of a coherent approach or rationale for developing digitally capable graduates and a strong digitally capable workforce across many institutions needs to be addressed if the needs of both students and their future employers are to be met.

Introduction

0.1 About the survey

This Digital Capabilities Survey 2019 is the third such survey undertaken by ucisa. This 2019 survey builds on the earlier surveys of 2017 and 2014, providing an insight into institutional activity to help further the digital agenda.

https://www.ucisa.ac.uk/bestpractice/surveys/digcaps/2017digcaps_report

The survey examines how universities are developing staff and students to perform efficiently and effectively in a digital environment. It examines strategy and practice and enables institutions to benchmark their status with the survey results. (Individual replies from universities are not published here, however they are held by university's named institutional representative, or can be requested from the ucisa office.) The survey will run biennially on the alternate year to the ucisa Technology Enhanced Learning (TEL) Survey. Feedback from institutions told us that the surveys offered a good opportunity for them to have conversations about digital capabilities across their institutions. This survey has provided them with an opportunity to revisit those conversations and to further progress and promote digital capabilities.

The working definition of digital capabilities is that used by Jisc and adopted by ucisa (using the broadly synonymous term digital literacy):

> *"At an individual level we define digital capabilities as those which equip someone to live, learn and work in a digital society."*

https://digitalcapability.jisc.ac.uk/what-is-digital-capability/

We have previously been delighted with the number of responses from institutions: in 2017 there were 68 replies from a total of 159 institutions invited to take part (a response rate of 43 %) and the initial survey in 2015 saw 63 replies from 156 institutions (40 %). However, the number of completed replies dropped in 2019–45. The reasons for this are two-fold, one the survey was sent to fewer institutions, 131 in total. Secondly, the response rate was lower at 34 %. The reasons for this are currently unclear, however we will investigate.

0.2 Current context

This survey follows the two previous ucisa Digital Capabilities Survey Reports (2014 and 2017) and follows changes across the sector during the intervening years. There have also been external changes that influence the digital capabilities agenda, such as the Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations, the Teaching Excellence Framework, and the impact of Brexit.

Other bodies have also developed this area with resources, services and support, that also influence the area, most significantly Jisc and ALT. Some resources include:

- Jisc digital insights surveys https://digitalinsights.jisc.ac.uk
- Jisc discovery tool (part of the Building digital capability service) https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/
- Jisc 'Developing organisational approaches to digital capability' guide https://www.jisc.ac.uk/guides/developing-organisational-approaches-to-digital-capability
- Jisc digital capability framework and role profiles https://digitalcapability.jisc.ac.uk/what-is-digital-capability/
- ALT's CMALT Framework and mapping resources (2017) https://alt.ac.uk/certified-membership/cmalt-and-other-frameworks

0.3 Stakeholders

Digital capabilities impact almost every area of life in today's society and affect all aspects of university life and the lives of staff and students. Staff at all levels, grades and roles need digital capabilities, whether they are academic, administrative, technical, catering and cleaning staff, or researchers. The ucisa Digital Capability Group considers all of these stakeholders and associated professionals, such as external examiners, whenever the survey references 'staff'. The community also incorporates students of all levels and types in its definition and consideration. This survey will be of interest to all these stakeholders.

0.4 Consultation during survey design

Throughout each of the ucisa Digital Capabilities Surveys, from design through final publication, to sharing and marketing the survey, we have consulted widely with other professional bodies. This consultation started in 2014 and has increased and expanded with each iteration. The organisation most closely involved has been Jisc and in 2019, Sarah Knight, Lisa Gray, Julia Taylor and Alistair McNaught specifically. The project team have also consulted with professional bodies suchas: the National Union of Students, Association of Learning Technologies, (ALT); Heads of eLearning Forum (HeLF); Universities Human Resources, (UHR); the Association of University Directors of Estates (AUDE), Confederation of British Industry (CBI) and with ucisa special interest groups, such as the Digital Education Group. Furthermore, we surveyed and held an online meeting with Institutional Respondents to gather feedback from the 2017 survey, for input to this iteration.

Thanks go to all those who have contributed to the development of the survey and it is a practice we will continue to build and expand on.

0.5 Survey implementation

We asked 131 universities to take part in the survey across all four countries in the United Kingdom and Ireland.

We contacted all ucisa primary representatives initially. They were invited to nominate a lead contact to ensure that we directed the survey to the most appropriate member of staff in each institution. One hundred and two institutions (65 %) provided a contact, and the unique online link was emailed directly. For the remaining institutions the questionnaire link was sent to the ucisa primary representatives.

The survey was launched online officially on 9th January 2019. To give institutions longer to elicit the information, a Word version was released and emailed on 14th December 2018, prior to the official launch. The deadline for the survey closure was 14th February which was extended to 7th March 2019. We reminded respondents via emails on 25th January, 14th and 22nd February. A total of 67 institutions logged on to the online version of the survey, 22 of these did not start the questionnaire. In total 45 universities completed the survey, which equates to a final responses rate of 34 %.

Completed questionnaires were received from universities across all institution types, mission groups and countries within the UK. Comparison of the institutional profile shows that the proportion of Pre-92 and Post-92 institutions in the current survey was the same as in 2017, enabling comparisons to be drawn across the surveys.

Responses were designed to be collated and entered by a single, named contact at each institution. The job role of the individuals completing the survey varied massively from Head of Digital Learning, Chief Information Officer, Head of Library, Head of Digital Education, Head of Academic Development, Head of Academic Support, etc. Most of these individuals consulted across the institution; only two did not consult with other departments.

0.6 Questionnaire structure

The 2019 questionnaire built was adapted from the 2017 and in response to feedback from the sector and included seven sections:

1. Introduction
2. Defining Digital Capabilities (renamed from “Context in 2017)
3. Strategy
4. Delivery, implementation and practice
5. Accessibility
6. Looking to the future
7. Concluding remarks

While many questions were repeated from the earlier survey, a number were modified substantially based upon feedback from the last survey and the data analysis of the 2017 data. Some questions were removed, and some new

questions were added, building on key issues and addressing topics suggested through the consultation process on the survey design.

0.7 Data analysis and presentation

The data from the survey was first inspected in order to reconcile any data quality issues and then analysed in total and by university type (Pre-92 and Post-92, other). The classification of higher education institutions follows the same approach as the ucisa TEL survey based on institution type (Pre-92 or Post-92 and other). Previous surveys had also analysed the results by country and mission group but the reduced sample size for this survey meant that numbers in some of the sub-groups were too low and there was an increased risk of institutions being identified.

In presenting the results, the overall picture is therefore considered first, providing a perspective from across the HE sector. For many, but not all questions, this is followed by an analysis by type (Pre-92 or Post-92 and other) sub-groups. Sometimes the number of respondents within these groups is too small to be confident that any differences are real, and so commentary is made on an exception basis and where possible. For those questions that were repeated from the previous survey and that are broadly comparable there then follows a comparison of the findings to see whether there has been any noticeable change in the intervening two years. The report commentary makes clear where there are differences in the way a question was asked, or the response options given, so that the reader can be aware of considerations when looking at the commentary comparing the surveys.

Not all questions were completed by all respondents throughout the survey, and so the response rate per question or answer has been included as relevant. This is indicated via a bracketed comment beneath each table or chart that gives the base definition (who was asked the question) and the sample size (the number that answered the question). Where group populations are small, extra care must be taken when interpreting the data as dramatic swings in the percentage scores can be achieved through one or two institutions responding or not responding.

Qualitative (or 'verbatim') responses were gathered against a number of questions throughout the survey and these have provided a useful picture of current activity. Qualitative data were analysed systematically using NVIVO and the resultant data are presented anonymously.

Conclusions and recommendations are presented at the end of each section of the report and these are summarised in the Executive Summary.

Further in-depth research building on the conclusions of the research will be conducted through a series of case studies with volunteer institutions, sharing current developments in supporting digital capabilities development. These case studies will be presented in a companion report, which will be published by ucisa.

We will approach other professional bodies, and encourage others, including students, to also undertake further research. This research could be in the areas we have identified as needing further exploration (see the Further Research section on page 133).

0.8 Cautions

Institutional contacts were encouraged to consult with other stakeholders and arrive at a consensus. As the analysis in section six indicates, many contacts did indeed consult with others, and we are grateful for the time and effort this entailed. However, it is important to remember when considering the data reported here that every data point represents a self-evaluation on the part of individuals whose view of their institution may not be a complete one. Where scalar questions are concerned, we do not know how respondents understood the different points on the scale or how accurately they were able to judge their own institution relative to others.

This report focuses primarily on presenting the data in a manner that will enable institutions to "benchmark" themselves in relation to current trends and developments in the support for digital capabilities.

It should be noted that although the results of the survey provide an overview of the current trends within universities, we would caution against institutions attempting to use the statistics as 'performance indicators'. Universities will vary widely in where they may wish to position themselves in relation to aspects of digital capability support and development for various student and staff groups and there is no one path of development in the support for digital capabilities.

Further, in part due to the reduced rate for the survey, it may be the case that the findings are not representative of the HE sector. As with any survey, respondents will be self-selecting and this brings with it the risk of bias. For example, it may be that those that chose to respond are more advanced in the field of digital capability development.

Defining digital capabilities

The questionnaire opened with a section designed to set the context for the study. In doing so, the aim was to examine how institutions think of digital capabilities and to explore the extent to which there is a shared view of this across the institution. These questions built on those asked in the previous surveys by looking at use of the definition developed by Jisc and any other definitions used by the institution.

1.1 Use of Jisc definition

Question 1.1

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

Observation

"At an individual level we define digital capabilities as those which equip someone to live, learn and work in a digital society." Jisc, 2017 (?) (https://digitalcapability.jisc.ac.uk/what-is-digital-capability/)

The first question sought to establish the use of the Jisc definition of digital capabilities, in summary:

> *"At an individual level we define digital capabilities as those which equip someone to live, learn and work in a digital society."*

Respondents were asked whether their institution, or parts of it, make use of the Jisc definition with three options available in response:

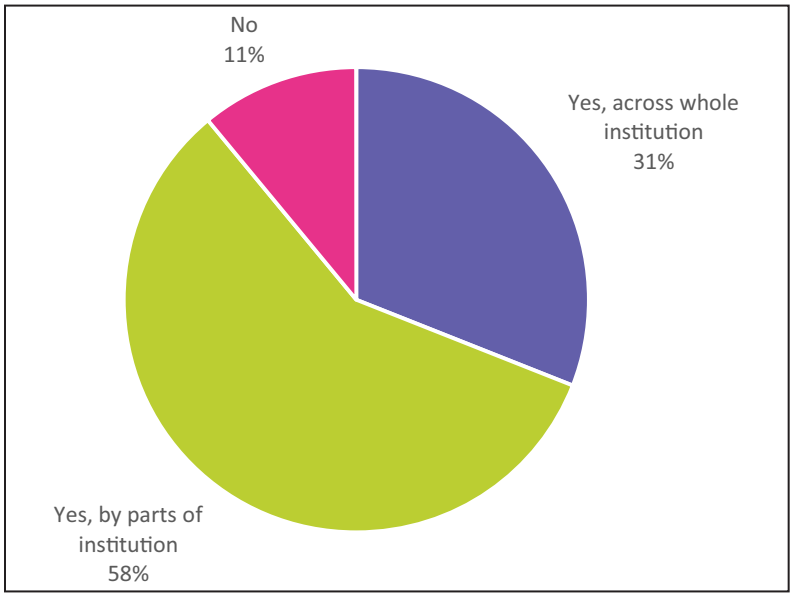
- Yes – used across the institution
- Yes – but only by parts of the institution
- No – Jisc definition not used by any part of the institution

If the middle option was selected (parts of the institution) then the respondent was asked to write in details of which parts of the institution use the definition and why.

1.1.1 Key findings from 2019

Whether use jisc definition of digital capabilities [Question 1.1]	%
Yes, across whole institution	31
Yes, by parts of institution	58
No	11
Base: All respondents (45)	

Q1.1 Whether use Jisc definition of digital capabilities



The vast majority of responding institutions (nine out of ten) made use of the Jisc definition, either across the whole institution (31 %) or in parts of the institution (58 %). This left just one in ten (11 %) that made no use of the definition.

Observation

9 out of ten respondents indicated they make use of the Jisc definition of Digital Capability in at least part of their institution.

Institutions that used the definition in part provided details of which parts of their institution made use of the definition. Some of the more common references were to the Library or the Technology Enhanced Learning team/unit making use of the definition, for example:

> *"On the back of digital strategy this term is being used more and initiated by ILE (Library) and TEL across the institution."*
>
> *"We use it as the base in the TEL and Library central team but unclear of consistent use in faculties."*

Encouragingly, it was also clearly the case that there was a widespread variety in the departments using the definition and how they were doing so, for example:

> *"The Jisc definition has informed the development of* [reference removed to maintain confidentiality] *Academic and Student Experience strategy, and our emerging Digital Strategy. It has been most influential within Information and Library Services."*

"Strategic Planning Office & IT Services now adopting Jisc definition to drive digital transformation."

The overall impression from such comments was of a definition growing in its adoption and use across institutions, sometimes at a high or more 'strategic' level.

1.1.2 Cross-sector differences in 2019

There were no appreciable differences between Pre-92 and Post-92 institutions in the proportions that made use of the Jisc definition, either across the institution or in part.

1.1.3 Comparison with 2017

There has been an increase in the proportion of institutions using the Jisc definition since the last survey, up from 78 % to 89 %. This growth has arisen due to a greater proportion using the definition in part (up from 40 % to 58 %) rather than across the institutions (down from 38 % to 31 %).

1.2 Other definitions used

Question 1.2

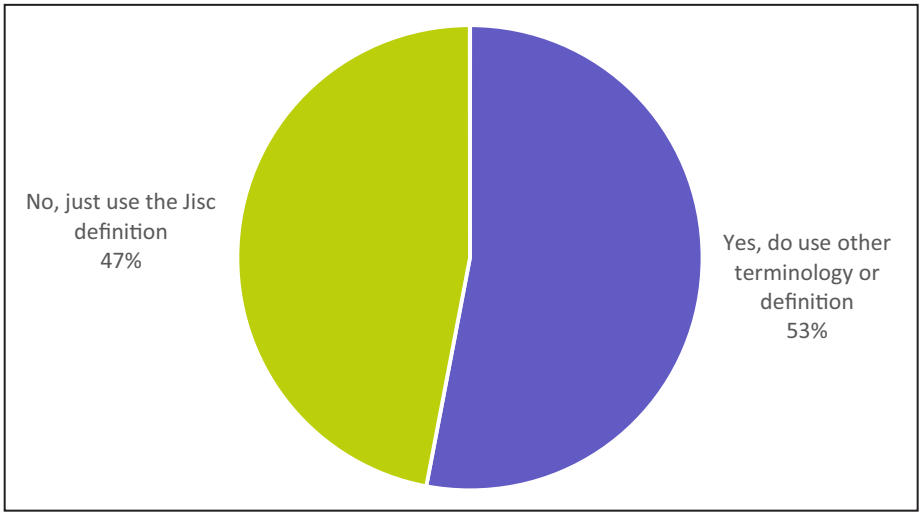
Regardless of whether or not the Jisc definition is used, does your institution use any other terminology for, or definitions of, *digital capabilities*, either across the institution or by parts of the institution?

All respondents, regardless of their use or otherwise of the Jisc definition, were then asked whether their institution uses any other terminology or definitions of digital capabilities (either across the institution or in parts). Those that did so were then asked to provide details of the (most widely used) other definition.

1.2.1 Key findings from 2019

Whether use other definition of digital capabilities [Question 1.2]	%
Yes, do use other terminology or definition	53
No, just use the Jisc definition	47
Base: All respondents (45)	

Q1.2 Whether use other definition of digital capabilities



Half of responding institutions (53 %) used one or more other definition(s) of digital capabilities; all 24 of these institutions provided details of the terminology or definition used.

Of the institutions responding in more detail, seven noted use of the term 'digital literacy' and the same number 'digital skills'. The next most common term to feature in responses was 'digitalfluency'. Respondents often (in more than half of responses) speak of the variation in terminology and understanding across the institution. Indeed, one response underlines that shared terminology is not necessarily an indicator of a common approach:

> *"We do use the expression Digital Skills, but there isn't a shared understanding of what this means."*

It is interesting to note that some institutions indicate an aspiration tomove beyond conceptualising digital capabilities as a skill set and to move to more encompassing ideas, for example

> *"Digital Skills and skills that enable you to use technology confidently and efficiently for study, research, work (and life)"*

and

> *"When we talk about digital capability we also talk about people having the confidence and resilience to deal with changes in the digital world, which doesn't seem to be part of the Jisc definition"*

Here, the respondent articulates a move beyond their understanding of the Jisc definition, which is already broader and more complex than a skill set definition. It may be that as institutions mature in their approach to digital capabilities, this will involve a critical engagement with even authoritative definitions of the field.

Otherwise the responses were characterised largely by variety and to some extent indicated a relatively free use of terminology within institutions, albeit these conclusions are drawn from a somewhat small sample.

1.2.2 Cross-sector differences in 2019

There was little difference in the proportions of Pre-92 and Post-92 institutions using other definitions. Pre-92 institutions were slightly more likely to use other definitions, 59 % compared with 50 % of Post-92 institutions.

1.2.3 Comparison with 2017

Observation

Just under half of responding institutions use **only** the Jisc definition of Digital Capability

A lower proportion of institutions used other definitions than in the previous survey: 53 % compared with 68 % in 2017. Thus, the proportion using only the Jisc definition increased across the surveys from 32 % to 47 %.

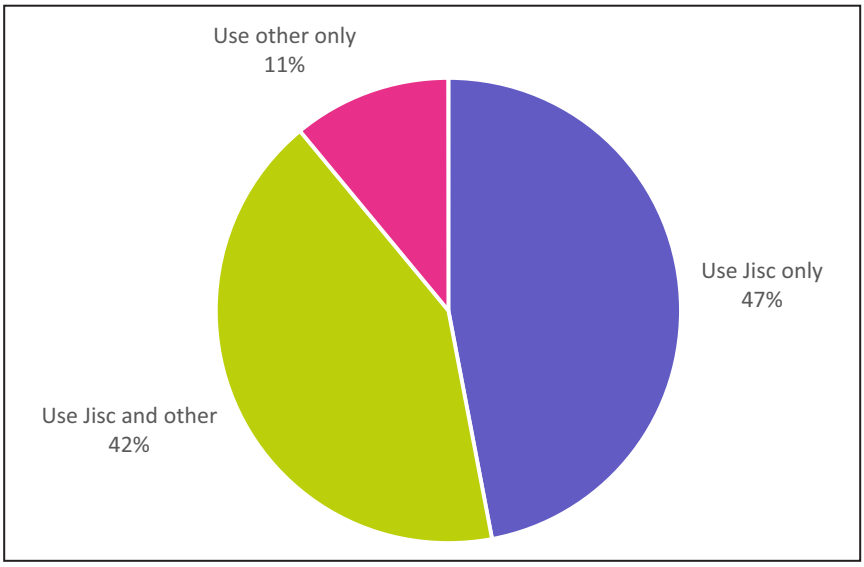
1.3 Use of Jisc and other definitions: summary

1.3.1 Key findings from 2019

Cross analysis of questions 1.1 and 1.2 shows the extent to which responding institutions used a combination of definitions or relied solely on the Jisc definition or another.

Use of definitions of digital capabilities [questions 1.1 × 1.2]	%
Use Jisc only	47
Use Jisc and other	42
Use other only	11
Base: All respondents (45)	

Q 1.1 & 1.2 Combined use of definitions of digital capabilities



Almost half of all responding institutions (47 %) did indeed rely on just the Jisc definition and just one in ten (11 %) used only another definition; this left the remainder (just under half, 42 %) that used both the Jisc definition combined with another. Although this would need to be confirmed by further questioning, the use of other definitions may reflect the need for some localisation (either subject or by geography) within the broader and over-arching Jisc framework. Indeed, the growing use of the Jisc definition is an area worthy of further research, to better understand the reasons behind its adoption and to look at how it is being used across institutions.

1.3.2 Cross-sector differences in 2019

There was little difference between Pre-92 and Post-92 institutions in their use of the Jisc definition. Post-92 institutions were slightly more likely to use only

the Jisc definition, half of whom did so (50 %) as compared with 42 % of Pre-92 institutions.

1.3.3 Comparison with 2017

Given the changes seen above in the take-up of the Jisc definition so the proportion of institutions using the definition, either solely or in part, increased from 78 % in 2017 to 89 % in 2019. This reflects a growth in the proportion of institutions using only the Jisc definition, up from 32 % to 47 % across the surveys. The growth in the proportion of institutions using a standard (Jisc) definition is perhaps an (encouraging) sign of the growing recognition of digital capabilities across the sector.

1.4 Conclusions

Ref	Conclusion
C1.1	The use of the Jisc definition of digital capabilities has grown since the 2017 survey and is being increasingly used across the sector, but is still not universal across all institutions.
C1.2	The Jisc definition is seen as being clear and flexible enabling it to be used in almost all institutions, but despite this there are institutions that still use other definitions alongside this, with no standardised institutional definition. A concern of this mixed approach is that it could will limit consistent progress on the digital capabilities agenda.

1.5 Recommendations

Ref	Recommendation
R1.1	Jisc and ucisa should work together to promote and encourage institutions to use the Jisc definition, it's framework and the role profiles. Doing so limits the risk of the current mixed approach of varying definitions.
R1.2	Jisc and ucisa should work together to help raise awareness/promote the Jisc definition to other appropriate organisations/membership bodies and to employers; bringing others on board as this progresses.

Section 2

Strategy

Having set the context, section 2 of the questionnaire moved on to look at external forces that could influence institutional strategies and responses to the digital capabilities agenda. Aside from relatively minor question adaptations (cited below where appropriate) this section remained unchanged from that asked in the previous surveys, and therefore included the question added in 2017 on the Teaching Excellence Framework (TEF).

2.1 External factors driving DC development

Question 2.1

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

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

Question 2.2

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

To begin with, respondents were asked to rate the importance of several external factors that could drive the development of digital capabilities. Added to this question were two factors that were previously included at question 3.1: 'Efficiency savings' and 'Environmental concerns/green agenda'. Therefore, comparable data from the previous survey is not available for these two factors.

As in many questions, this one asked the respondent to consider the importance for students and staff separately given that this could vary between the two groups.

A four-point response scale was used:

- Very important
- Fairly important
- Not very important
- Not at all important

The percentage of respondents that selected either 'very important' or 'fairly important' was used to derive a 'combined importance score'; the higher the score the more important the factor was perceived to be in driving the development of digital capabilities. The factors are ranked based on the combined importance score, from high to low.

2.1.1 Key findings from 2019

Key points

There are four student-centred factors that are especially important in driving student digital capability development.

All respondents rated an increased focus on student employability as being of most importance.

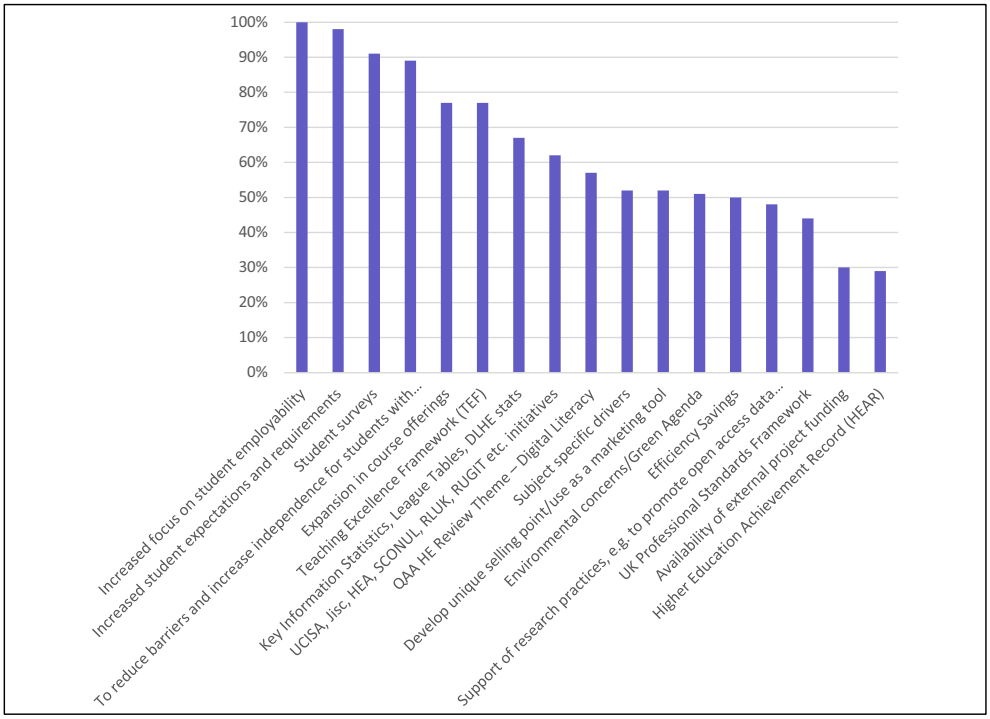
The importance of students in driving the agenda is reflected in the rating of student expectations and feedback and supporting students with disabilities

Four external factors (all student-centred) emerged as particularly important in driving the development of student digital capabilities. Most important was felt to be the growing focus on student employability (a factor that all respondents rated as either 'very important' or 'fairly important') and increased student expectations and requirements (with a combined importance score of 98 %). Reflecting the importance of students in driving the agenda, so feedback from student surveys was the third most important external driver (91 %) followed by the need to help students with disabilities (89 %).

Given the duty on institutions to provide inclusive access to the curriculum and the potential for enhanced digital capabilities to help do so, this topic was explored elsewhere in the questionnaire and in this report.

External factor – students [question 2.1]	Base	Score
Increased focus on student employability	45	100 %
Increased student expectations and requirements	45	98 %
Student surveys	45	91 %
To reduce barriers and increase independence for students with disabilities	45	89 %
Expansion in course offerings	44	77 %
Teaching Excellence Framework (TEF)	43	77 %
Key Information Statistics, League Tables, DLHE stats	43	67 %
ucisa, Jisc, HEA, SCONUL, RL, RUGIT etc. initiatives	45	62 %
QAA HE Review Theme – Digital Literacy	42	57 %
Subject specific drivers	45	52 %
Develop unique selling point/use as a marketing tool	44	52 %
Environmental concerns/Green Agenda	43	51 %
Efficiency Savings	44	50 %
Support of research practices, e.g, to promote open access data sharing, REF responses, collaboration	44	48 %
Professional Standards Framework	43	44 %
Availability of external project funding	43	30 %
Higher Education Achievement Record (HEAR)	45	29 %
Base: All respondents rating each factor		

Q2.1 External factors driving development of student digital capabilities



The second group of factors in terms of importance included the recent expansion in course offerings and the TEF (both had scores of 77 %) and comparative data between institutions in the form of key statistics and league tables (67 %). TEF results are often promoted as a means of comparing between institutions and these, along with other comparative data, can be used by prospective students when choosing between institutions.

There were no clear groupings of the remaining factors with a tailing off their importance. This said, 62 % thought sector initiatives were an important driving force and the QAA HE Review attracted a rating of 57 %. Subject specific drivers weren't far behind as a driving factor (52 %), details of which respondents were asked to enter (see below after staff results). As important was the use of digital capabilities as a marketing tool or USP (52 %) along with environmental concerns (51 %) and efficiency savings (50 %).

All the remaining external factors attracted combined scores of less than 50 %, including its potential to support research practices (48 %) and the Advance HE Professional Standards Framework[1] (44 %). Finally, there were two external factors felt to be far less important as drivers of student digital capability: the availability of external project funding (30 %) and HEAR (39 %). Given the financial challenges facing the sector then it is hardly surprising that the availability of external project funding is so far down the list; and the Advance HE Professional Standards Framework has little direct relevance to students. However, it may that HEAR could be better exploited to include elements of digital capability given its importance from an employability perspective.

Turning to external factors that drive the development of staff digital capabilities and their perceived importance, there was a lot of similarity with the

1 Advance HE is a new body bringing together the Higher Education Authority, Equality Challenge Unit and Leadership Foundation for Higher Education

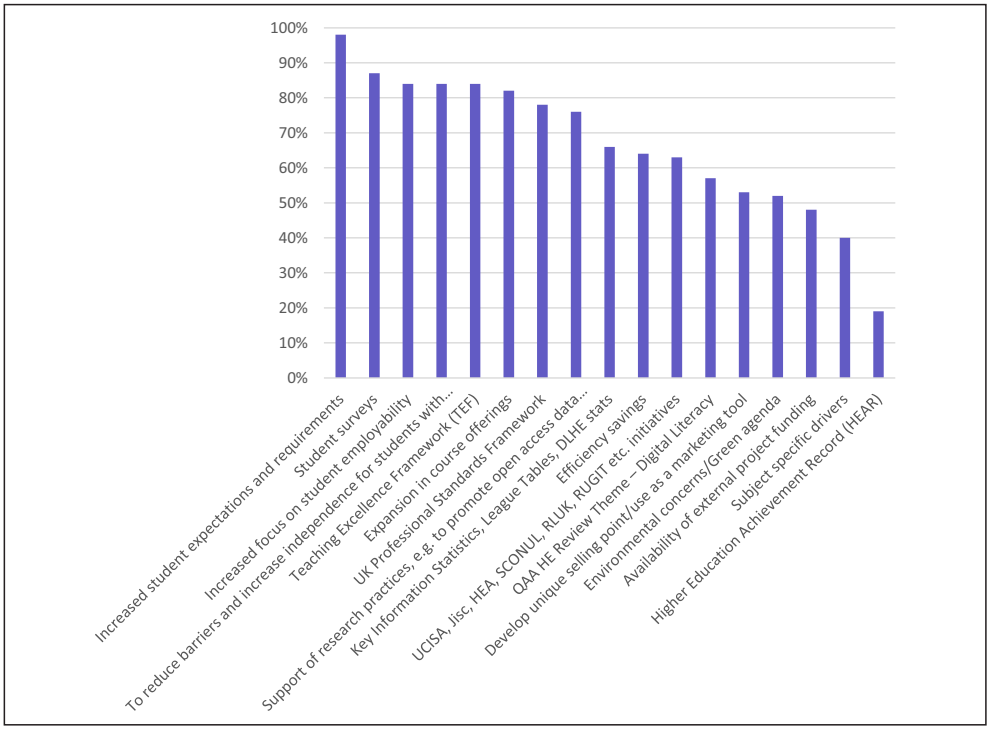
Observation

The factors that drive staff digital capability development are very similar to those for students, with the six most important being identical.

pattern found in respect of students. Thus, the six most important factors were identical (student expectations, student employability, student surveys, helping students with disabilities, TEF an expansion in course offerings); respondents clearly felt these factors could (and should?) drive both staff and student digital capabilities.

External factor – staff [question 2.1]	Base	Score
Increased student expectations and requirements	44	98 %
Student surveys	45	87 %
Increased focus on student employability	44	84 %
To reduce barriers and increase independence for students with disabilities	44	84 %
Teaching Excellence Framework (TEF)	44	84 %
Expansion in course offerings	45	82 %
HEA UK Professional Standards Framework	45	78 %
Support of research practices, eg, to promote open access data sharing, REF responses, collaboration	45	76 %
Key Information Statistics, League Tables, DLHE stats	45	66 %
Efficiency savings	45	64 %
ucisa, Jisc, HEA, SCONUL, RL, RUGIT etc. initiatives	44	63 %
QAA HE Review Theme – Digital Literacy	42	57 %
Develop unique selling point/use as a marketing tool	43	53 %
Environmental concerns/Green agenda	44	52 %
Availability of external project funding	42	48 %
Subject specific drivers	25	40 %
Higher Education Achievement Record (HEAR)	42	19 %
Base: all respondents rating each factor		

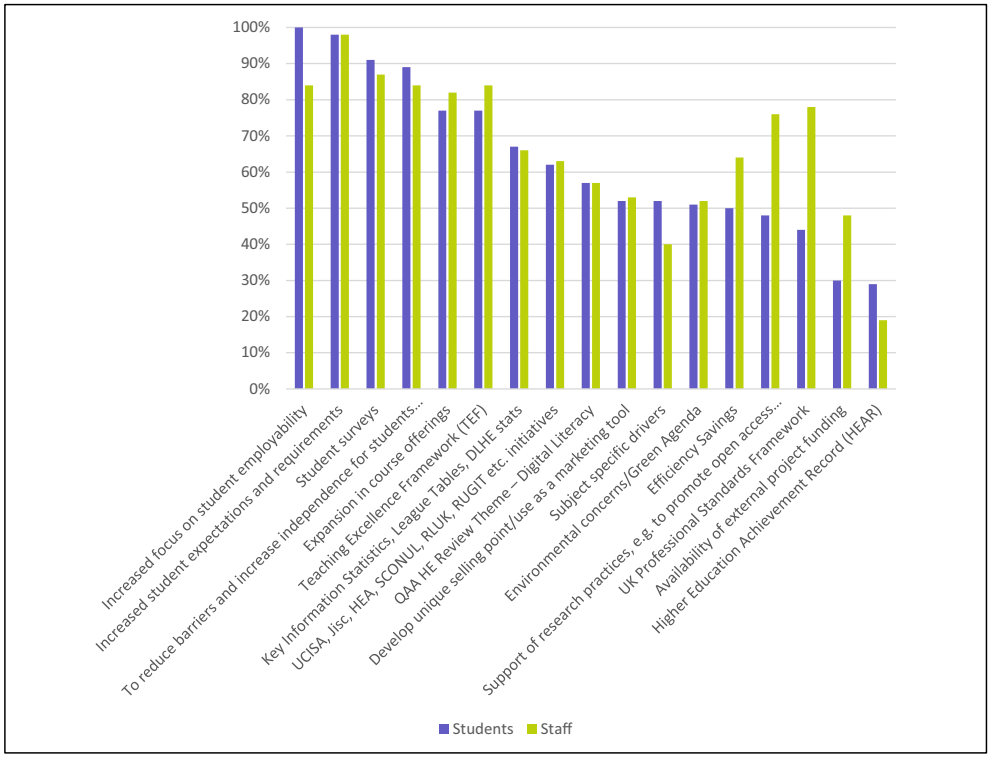
Q2.1 External factors driving development of staff digital capabilities



Perhaps understandably in the case of staff, TEF was felt relatively more important as an external driver (in fifth place with a combined importance score of 84 %). Otherwise, the pattern of importance was like that found for students in respect of the more important drivers as shown by the table below which shows the ranking of factors alongside each other.

External factor	Ranking	
	Students	Staff
Increased focus on student employability	1	3
Increased student expectations and requirements	2	1
Student surveys	3	2
To reduce barriers and increase independence for students with disabilities	4	4
Expansion in course offerings	5	6
Teaching Excellence Framework (TEF)	6	5
Key Information Statistics, League Tables, DLHE stats	7	9
ucisa, Jisc, HEA, SCONUL, RL, RUGIT etc. initiatives	8	11
QAA HE Review Theme – Digital Literacy	9	12
Subject specific drivers	10	16
Develop unique selling point/use as a marketing tool	11	13
Environmental concerns/Green Agenda	12	14
Efficiency savings	13	10
Support of research practices, eg, to promote open access data sharing, REF responses, collaboration	14	8
Professional Standards Framework	15	7
Availability of external project funding	16	15
Higher Education Achievement Record (HEAR)	17	17

Q2.1 External factors - students and staff



There were some differences about those factors lower down in the list – understandably the Advance HE Professional Standards Framework was felt to be a more important driver for staff than students (seventh most important in the case of staff as compared to 15th place in the student list). The same was true of the availability of the potential of digital capabilities to support research practice (either compared to 14th). Conversely, respondents felt that subject specific drivers were less important as a driver in the case of staff (16th compared to tenth).

In respect of subject specific drivers, fourteen respondents gave examples of these covering a wide range of subjects, illustrating how specific needs and opportunities could play a role in developing the digital capabilities.

Of the responses, three institutions specifically mentioned medicine or health disciplines making this the most frequently mentioned subject. The only other discipline mentioned by more than one respondent was design/creative media. On a small response base this may not be very significant and in fact just as interesting is that some respondents responded in terms of higher-level drivers (for example *employability*) and one respondent responded 'all'.

Respondents were also able to enter details of any other factors that they felt could drive the development of digital capabilities. Sixteen respondents did so, and in the main, they tended to amplify on the factors that they had just rated rather than identify other factors. For example, the following comments emphasised the importance of student expectations and employability:

> *"We take a wider view on employability and aim to prepare students for a productive and engaged role in society, using technology in different aspects of work and personal lives, including the use of social media and digital wellbeing."*

> *"Employers' expectations of digitally capable graduates have driven many courses to include opportunities to improve our modules - increasing access to high-speed networks outwith institutions, our*

learners now have access to a plethora of opportunities to study and thus need to be digitally capable."

"Working and living in the digital world."

However, there were a handful of comments reflecting the challenges faced in developing digital capabilities and the role of new legislation in also driving forward developments in this area:

"We tend to be very much behind the curve on the enablement of digital capabilities. Small organisation, small team, small pot of money. We tend to see what's working, what stands out as being successful at other similar places and then look to implement."

"Statutory obligations, in particular GDPR compliance and the EU directive on web accessibility."

2.1.3 Comparison with 2017

Aside from the addition of the two new factors, the results from this question can be directly compared with those from the previous survey. Doing so reveals little change across the survey, indicating continued importance of the same drivers for both students and staff.

Observation

The key external drivers for both staff and student digital capabilities has changed little from 2017.

The table below shows the ranking of those factors driving development of student digital capabilities across the two surveys; the same five factors were the most important across both surveys.

External factors – students	Ranking	
	2019	2017
Increased focus on student employability	1	2
Increased student expectations and requirements	2	1
Student surveys	3	4
To reduce barriers and increase independence for students with disabilities	4	3
Expansion in course offerings	5	5

Turning to the external factors driving development of staff digital capabilities, the same is true: the same five factors emerged as most important across both surveys:

External factor – staff	Ranking	
	2019	2017
Increased student expectations and requirements	1	1
Student surveys	2	3
Increased focus on student employability	3	2
To reduce barriers and increase independence for students with disabilities	4	4
Teaching Excellence Framework (TEF)	5	5

External factors which have the most impact on both students and staff have not changed since 2017

Thus, the picture that emerges across the surveys is of a consistent pattern of external factors drivers the development of digital capabilities; and the same factors are key in respect of both students and staff.

2.2 External reports or documents informing digital capabilities development

Question 2.3

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

Question 2.4

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

Having considered external factors generally, the next question sought the prompted importance of specific external reports and documents in informing the development of digital capability. Given that the list included reports, tools and documents the generic term resources has been used in discussing the findings here. A number of new resources available since the last survey were added (six in total) and some of the older ones were removed from the current survey.

Respondents were asked to rate the importance of each resource using the same scale as in the previous question, with a similar combined importance score subsequently derived from the data. Again, a separate rating was sought in respect of students and staff as it was envisaged that the importance of the resources might vary for each.

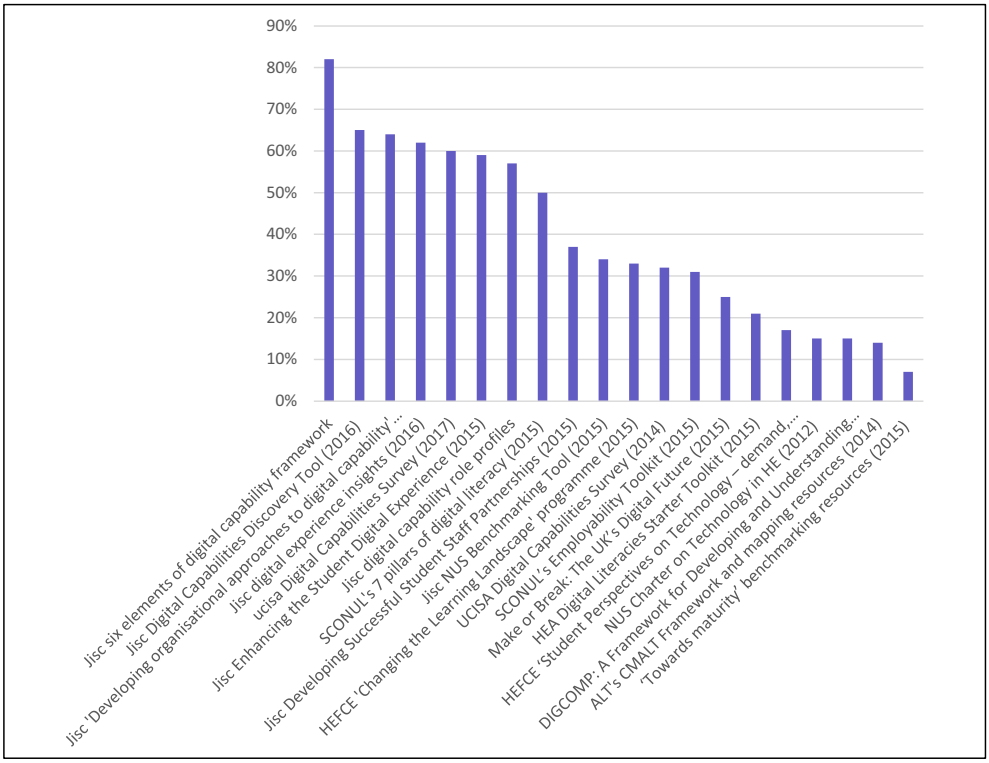
2.2.1 Key findings from 2019

While respondents may well have thought about the resources listed when answering the previous question (which included initiatives from some of the same organisational bodies as a driver), it is noticeable that many of the resources listed were all felt to be less important as compared with the more high-level factors asked about in the previous question. In the case of students, the combined importance scores ranged from 82 %–7 % as compared with 100 %–29 % in the case of the more general external drivers. Corresponding figures for staff were: 75 %–15 % as compared with 98 %–19 %. While it may well be the case that some of these resources have played a role by, for example, influencing strategies it would appear that few are of as much importance on their own and that the sector uses a range of resources.

The detail can be found in the tables below which are ranked on the combined importance score.

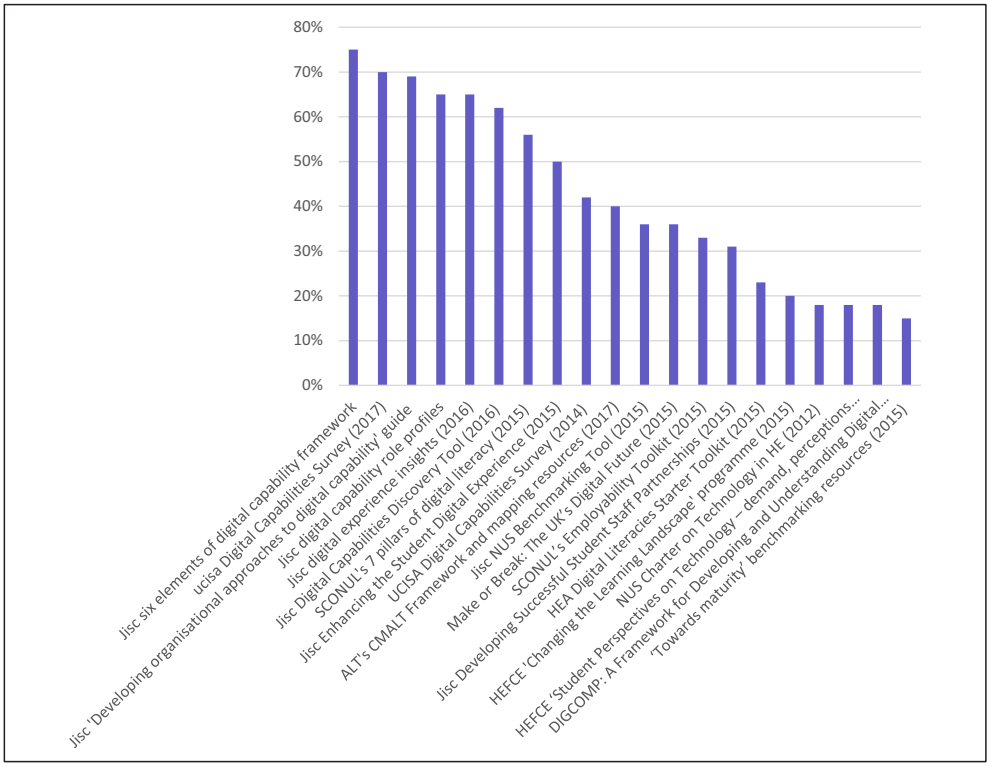
External report or documents – students [question 2.4]	Base	Score
Jisc six elements of digital capability framework	41	82 %
Jisc Digital Capabilities Discovery Tool (2016)	43	65 %
Jisc 'Developing organisational approaches to digital capability' guide	42	64 %
Jisc digital experience insights (2016)	42	62 %
ucisa Digital Capabilities Survey (2017)	42	60 %
Jisc Enhancing the Student Digital Experience (2015)	42	59 %
Jisc digital capability role profiles	42	57 %
SCONUL's 7 pillars of digital literacy (2015)	42	50 %
Jisc Developing Successful Student Staff Partnerships (2015)	41	37 %
Jisc NUS Benchmarking Tool (2015)	41	34 %
HEFCE 'Changing the Learning Landscape' programme (2015)	43	33 %
ucisa Digital Capabilities Survey (2014)	41	32 %
SCONUL's Employability Toolkit (2015)	42	31 %
Make or Break: The 's Digital Future (2015)	40	25 %
HEA Digital Literacies Starter Toolkit (2015)	42	21 %
HEFCE 'Student Perspectives on Technology – demand, perceptions and training needs' report (2010)	41	17 %
NUS Charter on Technology in HE (2012)	41	15 %
DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe (2013)	41	15 %
ALT's CMALT Framework and mapping resources (2014)	42	14 %
'Towards maturity' benchmarking resources (2015)	41	7 %
Base: all respondents rating each factor		

Q2.4 Importance of external reports or documents to students



External report or documents – staff [question 2.4]	Base	Score
Jisc six elements of digital capability framework	40	75 %
ucisa Digital Capabilities Survey (2017)	40	70 %
Jisc 'Developing organisational approaches to digital capability' guide	39	69 %
Jisc digital capability role profiles	40	65 %
Jisc digital experience insights (2016)	40	65 %
Jisc Digital Capabilities Discovery Tool (2016)	39	62 %
SCONUL's 7 pillars of digital literacy (2015)	41	56 %
Jisc Enhancing the Student Digital Experience (2015)	40	50 %
ucisa Digital Capabilities Survey (2014)	38	42 %
ALT's CMALT Framework and mapping resources (2017)	40	40 %
Jisc NUS Benchmarking Tool (2015)	39	36 %
Make or Break: The 's Digital Future (2015)	39	36 %
SCONUL's Employability Toolkit (2015)	40	33 %
Jisc Developing Successful Student Staff Partnerships (2015)	39	31 %
HEA Digital Literacies Starter Toolkit (2015)	40	23 %
HEFCE 'Changing the Learning Landscape' programme (2015)	40	20 %
NUS Charter on Technology in HE (2012)	39	18 %
HEFCE 'Student Perspectives on Technology – demand, perceptions and training needs' report (2010)	39	18 %
DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe (2013)	38	18 %
'Towards maturity' benchmarking resources (2015)	39	15 %
Base: all respondents rating each factor		

Q2.4 Importance of external reports or documents to staff



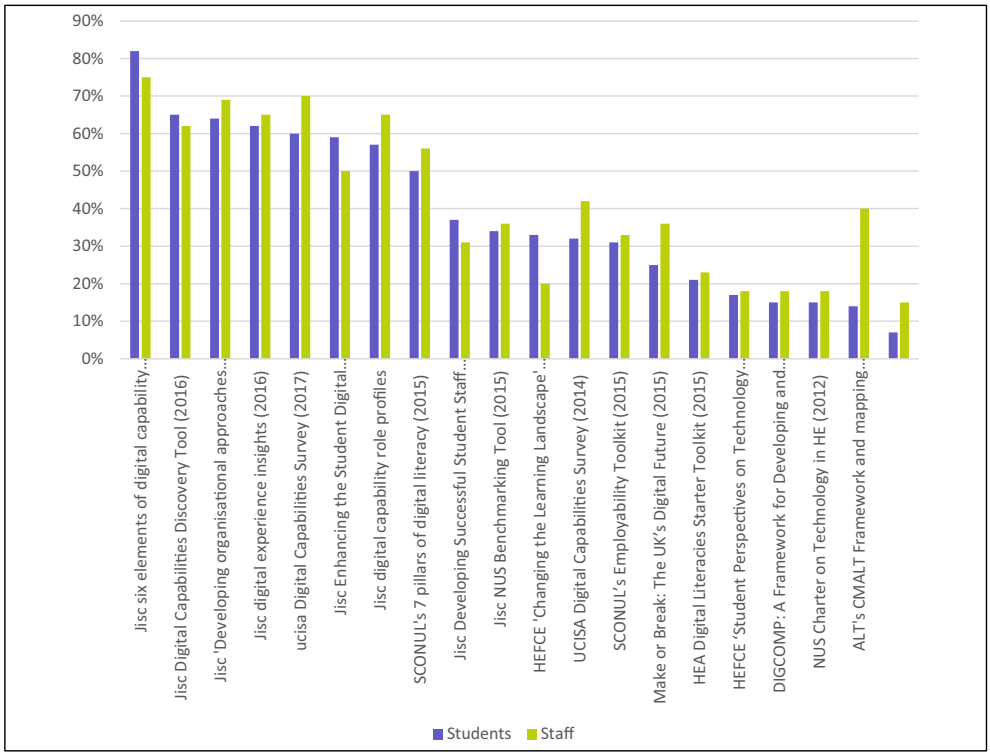
Again, comparing the rankings across students and staff enables an assessment of which were felt to be the most influential resources:

External report or documents	Ranking	
	Students	Staff
Jisc six elements of digital capability framework	1	1
Jisc Digital Capabilities Discovery Tool (2016)	2	6
Jisc 'Developing organisational approaches to digital capability' guide	3	3
Jisc digital experience insights (2016)	4	5
ucisa Digital Capabilities Survey (2017)	5	2
Jisc Enhancing the Student Digital Experience (2015)	6	8
Jisc digital capability role profiles	7	4
SCONUL's 7 pillars of digital literacy (2015)	8	7
Jisc Developing Successful Student Staff Partnerships (2015)	9	14
Jisc NUS Benchmarking Tool (2015)	10	11
HEFCE 'Changing the Learning Landscape' programme (2015)	11	16
ucisa Digital Capabilities Survey (2014)	12	9
SCONUL's Employability Toolkit (2015)	13	13
Make or Break: The 's Digital Future (2015)	14	12
HEA Digital Literacies Starter Toolkit (2015)	15	15
HEFCE 'Student Perspectives on Technology – demand, perceptions and training needs' report (2010)	16	18
NUS Charter on Technology in HE (2012)	17	17

table cont.

External report or documents	Ranking	
	Students	Staff
DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe (2013)	18	19
ALT's CMALT Framework and mapping resources (2014)	19	10
'Towards maturity' benchmarking resources (2015)	20	20
Base: all respondents rating each factor		

Q2.4 External reports or documents - students and staff rankings



In the case of students, the most important resources were felt to be those produced by Jisc all eight of which were included within the top ten resources along with the ucisa Digital Capabilities Report (2017) and 7 pillars of digital literacy (2015) produced by SCONUL. The former is an example of a resource that has been revised and updated which may explain why it remains relevant to the sector.

Particularly relevant in the case of students were felt to be Jisc discovery tool (second most important in the case of students as compared with sixth place in the staff list) and Jisc digital capability role profiles (seventh compared to fourth).

While many of the same Jisc resources were also felt to be important in respect of informing the development of staff digital capabilities (all eight were in the top 11 staff resources), there were some differences. Thus, the previous ucisa Digital Capabilities Survey was felt slightly more relevant to staff (second most important in the case of staff as compared with fifth place in the student list), as was ALTs CMALT Framework and mapping resources (2014) HEFCE's Changing the Learning Landscape programme (10th compared to 19th).

It is clear from the above that the many Jisc resources play an important role in supporting the development of both student and staff digital capabilities.

Across both students and staff, some of the resources were felt to be far less influential, with combined importance scores of less than 25 % for both students and staff:

HEA Digital Literacies Starter Toolkit (2015)

HEFCE 'Student Perspectives on Technology – demand, perceptions and training needs' report (2010)

NUS Charter on Technology in HE (2012)

DIGCOMP: A Framework for Developing and Understanding Digital Competence in Europe (2013)

The relative unimportance of such reports is probably explained in part by their age in a fast-changing environment and less specific relevance to education in general and the HE sector in particular.

As with the previous question, respondents were able to enter details of any other external reports or documents that they felt inform the development of digital capability activities in their institution. Several respondents did so, although some of these repeated the reports already asked about in the question. Thus, there were just a few other specific resources each of which was only mentioned once, examples included:

> "There have been a number of studies about the digital skills needed by employers. For example: https://www.pwc.com/us/en/services/consulting/library/consumer-intelligence-series/tech-at-work.html"

> "NMC Horizon Report - https://library.educause.edu/resources/2018/8/2018-nmc-horizon-report"

> "• Educause Horizon Reports OU Innovating Pedagogy 2019 https://iet.open.ac.uk/file/innovating-pedagogy-2019.pdf • Gartner Top 10 Strategic Technology Trends for 2019 https://www.gartner.com/smarterwithgartner/gartner-top-10-strategic-technology-trends-for-2019/"

Perhaps the somewhat lower importance attributed to some the resources asked about may be linked to awareness, given that following suggestion:

> "Just a note on question 2.3: some of the resources listed we had not been aware which is why indicated as 'not at all important'."

There may be merit in looking at awareness of these resources in future surveys to understand whether the perceived lack of importance in part reflects a lack of awareness of the resources.

2.2.3 Comparison with 2017

As already mentioned, there were several newer resources added to the questionnaire for the current survey. As can be seen from the tables below showing the top five resources for students and staff respectively, newer resources have superseded the resources asked about in the previous survey. This reinforces the importance of the various Jisc resources and, to a lesser extent, this survey.

Observation

Jisc resources play an important role in supporting the development of both student and staff digital capabilities

External reports or documents – students	Ranking	
	2019	2017
Jisc six elements of digital capability framework	1	–
Jisc Digital Capabilities Discovery Tool (2016)	2	7
Jisc 'Developing organisational approaches to digital capability' guide	3	–
Jisc digital experience insights (2016)	4	–
ucisa Digital Capabilities Survey (2017)	5	–

External reports or documents – staff	Ranking	
	2019	2017
Jisc six elements of digital capability framework	1	–
ucisa Digital Capabilities Survey (2017)	2	–
Jisc 'Developing organisational approaches to digital capability' guide	3	–
Jisc digital capability role profiles	4	–
Jisc digital experience insights (2016)	5	–

2.3 Importance of institutional strategies

Question 2.5

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

Question 2.6

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

Having considered external factors and reports, the next question sought the prompted importance of various institutional strategies for supporting and reinforcing the importance of digital capabilities in their institution. Respondents were asked to rate the importance of each using the same four-point importance scale as in the previous two questions and again to provide separate ratings for students and staff.

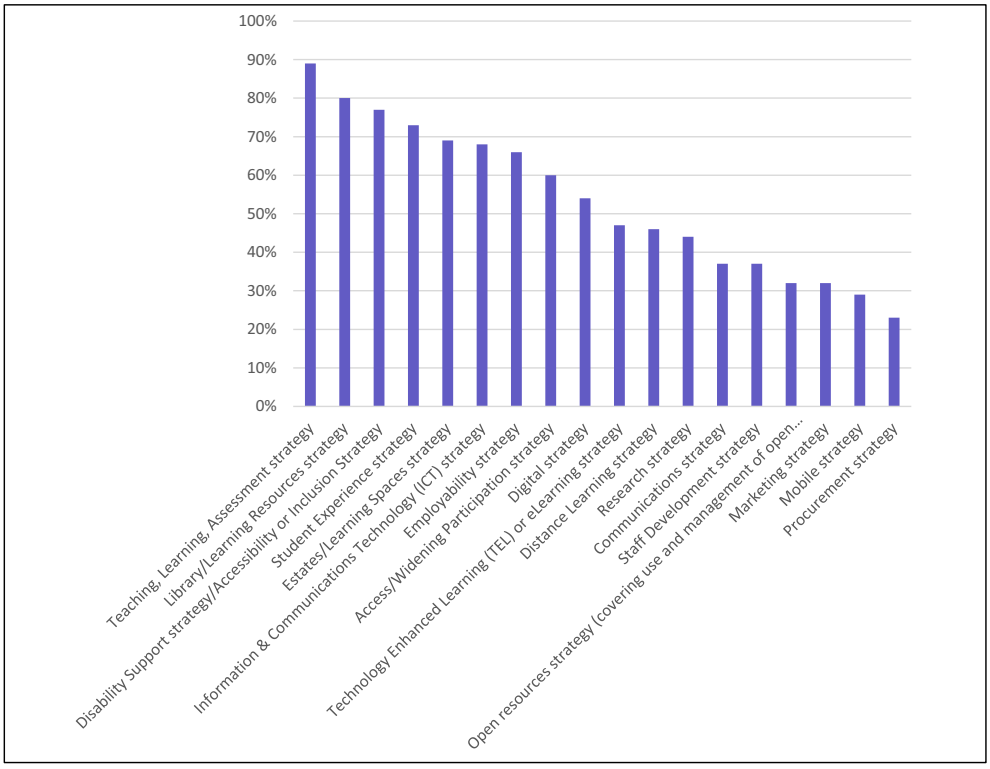
2.3.1 Key findings from 2019

As can be seen from the tables below showing the results for students and staff, the range of combined importance scores (across both students and staff) is like those found in respect of external factors, and therefore higher than those found in respect of external resources. The implication is that external resources are perceived to be less important at driving digital capabilities as compared with external factors and institutional strategies although, as previously commented, some of these resources may have influenced institutional strategies.

The detail can be found in the tables below which are ranked on the combined importance score.

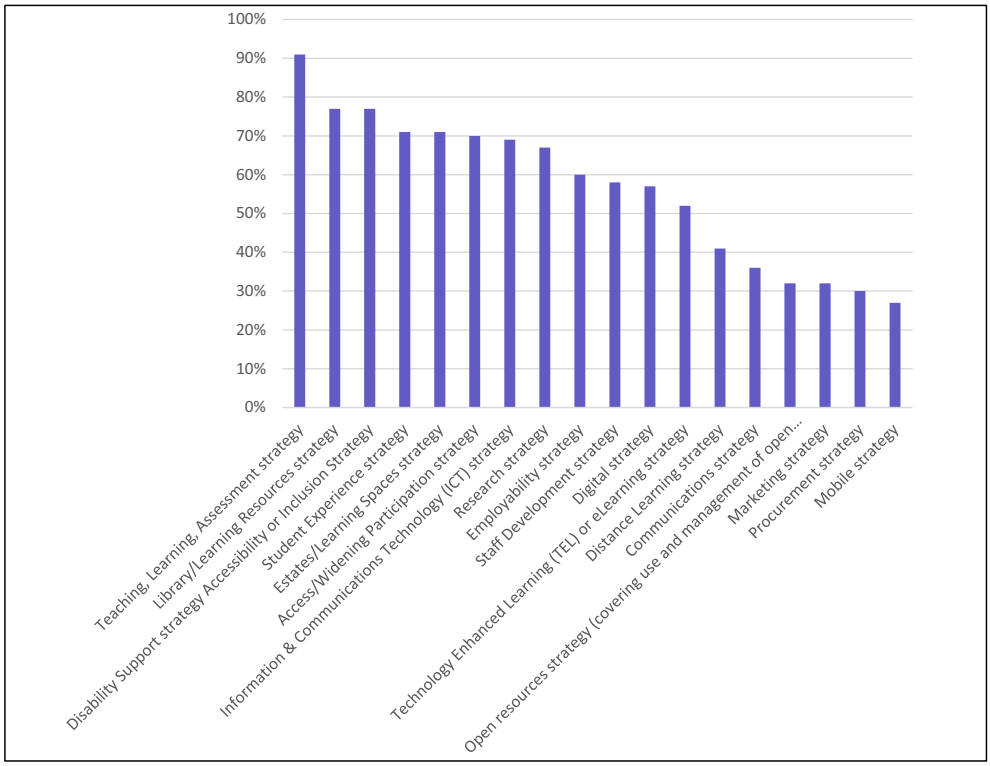
Institutional strategy – students [question 2.5]	Base	Score
Teaching, Learning, Assessment strategy	45	89 %
Library/Learning Resources strategy	44	80 %
Disability Support strategy/Accessibility or Inclusion Strategy	43	77 %
Student Experience strategy	44	73 %
Estates/Learning Spaces strategy	42	69 %
Information & Communications Technology (ICT) strategy	42	68 %
Employability strategy	41	66 %
Access/Widening Participation strategy	40	60 %
Digital strategy	43	54 %
Technology Enhanced Learning (TEL) or eLearning strategy	43	47 %
Distance Learning strategy	41	46 %
Research strategy	43	44 %
Communications strategy	41	37 %
Staff Development strategy	41	37 %
Open resources strategy (covering use and management of open resources)	41	32 %
Marketing strategy	41	32 %
Mobile strategy	41	29 %
Procurement strategy	40	23 %
Base: all respondents rating each factor		

Q2.5 Importance of institutional strategies for students



Institutional strategy – staff [question 2.5]	Base	Score
Teaching, Learning, Assessment strategy	44	91 %
Library/Learning Resources strategy	43	77 %
Disability Support strategy Accessibility or Inclusion Strategy	43	77 %
Student Experience strategy	42	71 %
Estates/Learning Spaces strategy	42	71 %
Access/Widening Participation strategy	40	70 %
Information & Communications Technology (ICT) strategy	42	69 %
Research strategy	43	67 %
Employability strategy	40	60 %
Staff Development strategy	43	58 %
Digital strategy	42	57 %
Technology Enhanced Learning (TEL) or eLearning strategy	42	52 %
Distance Learning strategy	39	41 %
Communications strategy	43	36 %
Open resources strategy (covering use and management of open resources)	41	32 %
Marketing strategy	41	32 %
Procurement strategy	40	30 %
Mobile strategy	41	27 %
Base: all respondents rating each factor		

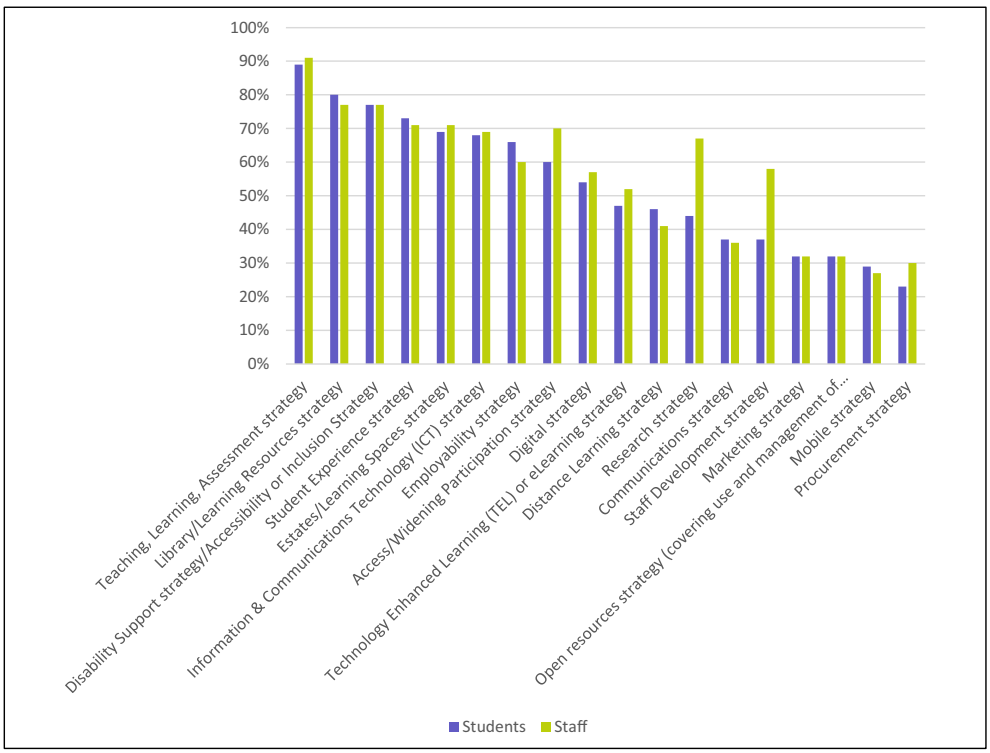
Q2.5 Importance of institutional strategies for staff



Again, comparing the rankings across students and staff enables an assessment of which were felt to be the most influential strategies within institutions:

Institutional strategy	Ranking	
	Students	Staff
Teaching, Learning, Assessment strategy	1	1
Library/Learning Resources strategy	2	2
Disability Support strategy/Accessibility or Inclusion Strategy	3	3
Student Experience strategy	4	4
Estates/Learning Spaces strategy	5	5
Information & Communications Technology (ICT) strategy	6	7
Employability strategy	7	9
Access/Widening Participation strategy	8	6
Digital strategy	9	11
Technology Enhanced Learning (TEL) or eLearning strategy	10	12
Distance Learning strategy	11	13
Research strategy	12	8
Communications strategy	13	14
Staff Development strategy	14	10
Open resources strategy (covering use and management of open resources)	15	15
Marketing strategy	16	16
Mobile strategy	17	17
Procurement strategy	18	18
Base: all respondents rating each factor		

Q2.5 Importance of instututional strategies - students and staff



Observation

The same five key institutional strategies were identified as being of most importance for both student and staff digital capabilities

There was a lot of similarity in the perceived importance of the various institutional strategies for supporting and reinforcing the importance of digital capabilities. The following strategies were the top five across both students and staff:

- Teaching, Learning, Assessment strategy
- Library/Learning Resources strategy
- Disability Support strategy/Accessibility or Inclusion Strategy
- Student Experience strategy
- Estates/Learning Spaces strategy
- Likewise, at the other end of the table, the following four strategies were least important in respect of both students and staff:
- Open resources strategy (covering use and management of open resources)
- Marketing strategy
- Mobile strategy
- Procurement strategy

There was some variation in the relative importance of the middle ranking strategies, some of which were felt to be relatively more important drivers of staff digital capabilities, notably (and logically) the Staff Development strategy (tenth most important in the case of staff as compared with 14th place in the student list). This represents a missed opportunity to progress the development of staff digital capabilities. This is disappointing given that this was one of the recommendations in the 2014 Report which may reflect the audience reading the report or the distribution of the Report and its recommendations. The same was also true of the Research strategy (eighth compared with 12th).

Respondents could enter details of any other institutional strategies that they felt support and reinforce the importance of digital capability in their institution. Twenty-one respondents did so, sometimes just to clarify the ratings given while others mentioned specific strategies not covered in the list:

> *"Innovation Strategy"*
>
> *"Sport, Health and Wellbeing Strategy"*
>
> *"Internationalisation strategy"*

Perhaps more relevant going forward is that a number of these respondents commented that they are moving away from individual strategies to more over-arching, institution- and topic-wide strategies or ambitions. Examples of these 'mega strategies' included:

> *"Of the listed strategies [reference removed to maintain confidentiality] does not have many individual ones, they are rolled up mostly into the Education or Research strategies. Therefore, it is difficult to respond to those lines individually. Also digital is inherently built into the ICT strategy."*
>
> *"We mostly have a single University Strategy rather than the ones mentioned. The problem is that this doesn't get down until a level of detail about the importance of digital capabilities as it tends to be quite high level."*

"University Strategic Plan specifically includes section on Digital Transformation. College Information Technology Strategies,Information Services 10-year strategic programmes for Learning,Teaching & Student Experience, Library: National and International Leadership; Digital Research Services and Digital Transformation."

2.3.3 Comparison with 2017

Observation

Estates/Learning Spaces Strategies are now of far greater importance

As already seen, the same five institutional strategies were key to driving both student and staff digital capabilities. As can be seen from the tables below showing the top five resources for students and staff respectively across both surveys, many of the same strategies remain important (Teaching, Learning, Assessment Strategy; Library/Learning Resources Strategy and Student Experience Strategy). However, it is notable that the Estates/Learning Spaces strategy has assumed far greater importance since the last survey; moving from 12th to fifth ranking in the case of students and from 14th to fifth in the case of staff.

Institutional strategy – students	Ranking	
	2019	2017
Teaching, Learning, Assessment strategy	1	1
Library/Learning Resources strategy	2	2
Disability Support strategy/Accessibility or Inclusion Strategy	3	5
Student Experience strategy	4	3
Estates/Learning Spaces strategy	5	12

Institutional strategy – staff	Ranking	
	2019	2017
Teaching, Learning, Assessment strategy	1	1
Library/Learning Resources strategy	2	3
Disability Support strategy/Accessibility or Inclusion Strategy	3	7
Student Experience strategy	4	2
Estates/Learning Spaces strategy	5	14

The growing importance of Estates/Learning Spaces strategy could be an area for further research, looking in more detail at how it supports and reinforces the importance of digital capabilities within HE institutions.

2.4 Teaching Excellence Framework

Question 2.7

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

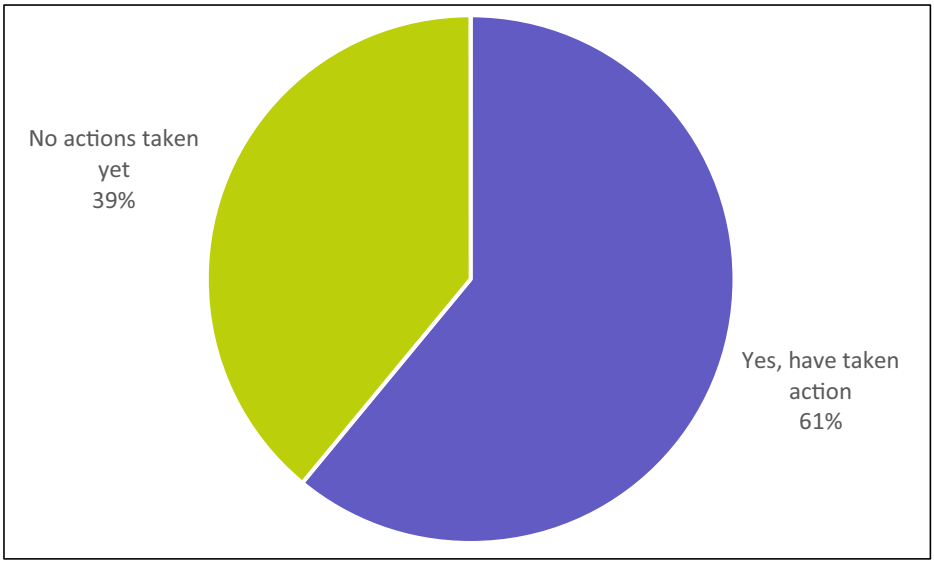
As already mentioned in the introduction to this section, there were new questions added specifically about the TEF in the previous survey and its potential impact on the development of staff and student digital capabilities. These questions were amalgamated in the current survey (as above), changing from an open to a closed question in the process. Nevertheless, it is possible to compare across the surveys in respect of the proportion of institutions that had already acted action in response to TEF.

2.4.1 Key findings from 2019

Almost two-thirds of responding institutions (61 %) had acted as a direct result of TEF which they felt had (or would) impact on the development of staff and student digital capabilities; this left just over one-third (39 %) that had yet to act.

TEF – whether action taken [question 2.7]	%
Yes, have taken action	61
No actions taken yet	39
Base: All respondents (44)	

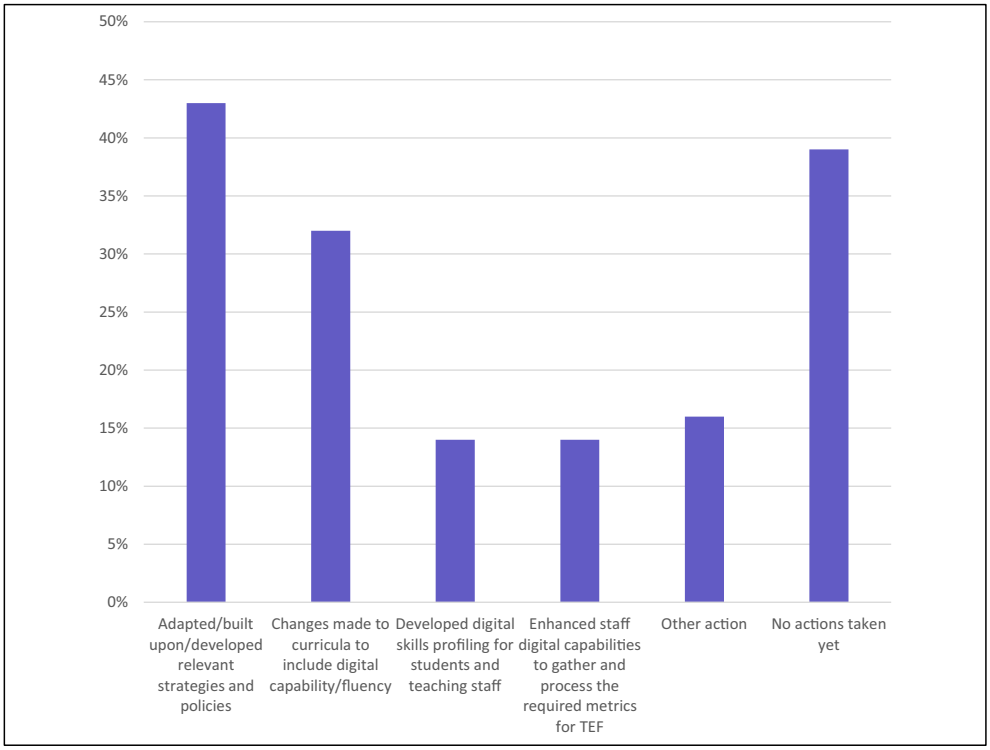
Q2.7 Action taken as result of TEF



The table below shows the nature of actions taken by institutions in response to TEF. It should be noted that the table is based on all responding institutions and so includes those that took no action.

TEF – whether action taken and nature of action [question 2.7]	%
Adapted/built upon/developed relevant strategies and policies	43
Changes made to curricula to include digital capability/fluency	32
Developed digital skills profiling for students and teaching staff	14
Enhanced staff digital capabilities to gather and process the required metrics for TEF	14
Other action	16
No actions taken yet	39
Base: All respondents (44)	

Q2.7 TEF – whether action taken and nature of action



The most prevalent response to TEF in respect of digital capabilities was for institutions to reflect on existing strategies, adapting them in response to TEF to help develop digital capabilities (43 % of institutions selected this option from the list available). Fewer, but still a third (32 %), had made changes to curricula to include digital capability/fluency. Some institutions had developed digital skills profiling or enhanced staff digital capability to specifically help gather and process the metrics required by TEF (14 % in both cases).

Seven respondents entered an additional comment at this question, sometimes clarifying that developments were already underway before TEF:

> *"TEF is an influential factor, but responses in all these areas were already underway through broader organisational developments."*
>
> *"We have our own single institutional strategy which we started before TEF and which drives our performance. We chose to pursue our own strategy of sustained improvement with actions around the edges in specific response to TEF."*

Others provided detail on the response to TEF:

> *"Independent & face to face staff development; bespoke sessions for programme teams; Electronic Marking of Assessments and blended learning specialists. Business case for technology to enhance learning and research"*
>
> *Changes to course approval process to capture digital elements within the curriculum"*
>
> *"Built a resource for staff and students around supporting their digital capability"*

2.4.2 Cross-sector differences in 2019

Post-92 institutions were more likely to have already taken action that had impacted (or will impact) on the development of digital capabilities. Two thirds

of this group (66 %) had done so as compared with half (53 %) of the Pre-92 institutions.

There were also differences in respect actions taken in response to TEF: Post-92 institutions were more likely to have reviewed relevant strategies and policies (52 % of this group had, compared with 29 % of Pre-92 institutions). They were also more likely to have developed digital skills profiling (22 % v 0 %) and to have enhanced staff digital capabilities to gather TEF metrics (19 % v 6 %). Conversely, Pre-92 institutions were more likely to have made changes to curricula (35 % v 30 %), although the overall picture of Post-92 institutions responding more proactively to TEF clearly remains.

2.4.3 Comparison with 2017

Observation

TEF is having an impact on the sector in respect of developing digital capabilities

The proportion of institutions that had acted as a result of TEF increased markedly between the surveys, up from 35 % in 2017 to 61 % in the current survey. Its therefore clear that TEF is having an impact on the sector in respect of developing digital capabilities and this could indeed be an area worthy of further research.

Given the change from an open to a closed question in the current survey so it's not possible to compare the nature of actions taken across the surveys.

2.5 Institutional roles

Question 2.8

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

Question 2.9

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

Roles dedicated to developing digital capabilities are a further measure of the perceived importance of digital capabilities in HE, and indeed a response to that importance. Respondents were therefore asked whether they had any dedicated roles and, if so, to provide details of up to three key individuals in the role, specifying their:

- Job title and role
- Location, such as the department
- Name (although this was optional information)

Observation

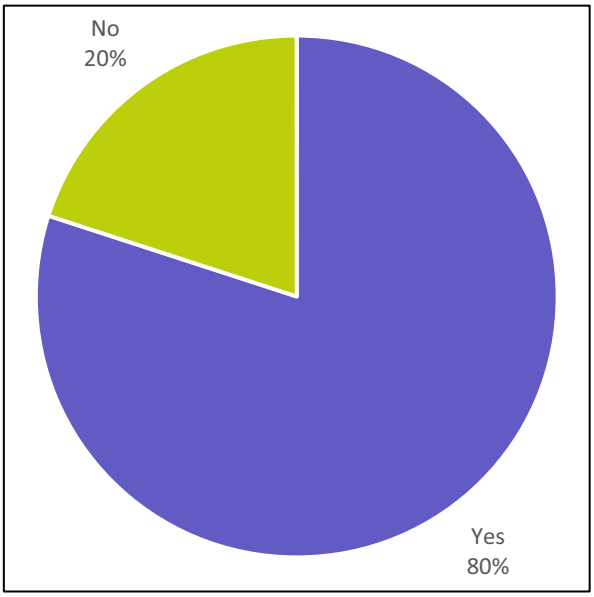
Over three-quarters of institutions have roles specifically related to supporting digital capabilities

2.5.1 Key findings from 2019

Four-fifths of all responding institutions (80 %) had specific roles dedicated to developing student and staff digital capabilities; only a one in five institutions (20 %) did not have such roles.

Specific dedicated roles [question 2.8]	%
Yes	80
No	20
Base: All respondents (44)	

Q2.8 Specific dedicated roles



All of the 35 responding institutions with dedicated roles provided the requested details of the roles, and the majority did so for three such roles; although few were willing to provide names of the role holders. The result was a long list of roles and departments although there were some commonalities across institutions.

2.5.2 Cross-sector differences in 2019

A greater proportion of Post-92 institutions had specific roles dedicated to developing student and staff digital capabilities. Almost all of them (89 %) had such roles compared with two-thirds (65 %) of Pre-92 institutions.

Of respondents to this question, there were twice as many responses (24) from Post-92 institutions as from Pre-92 (11).

By far the most common specific job title in Post-92 institutions was *Learning Technologist* or some close variant, featuring in 13 out of a total of 60 total responses for this type of institution. In contrast, *Learning Technologist* featured in only four outof a total of 31 responses from the Pre-92 institutions.

The next most popular type of response for Post-92 institutions specifically included *trainer* or *training* (14 out of 60) mirrored perfectly by the 14 of 60 responses from the Pre-92 institutions. (This analysis conflates the use of *developer* and *trainer* where in context they are synonymous).

A small number of institutions use titles that indicate a job function associated with library services and a similarly small number include job titles that indicate responsibility for academic development or academic skills development.

Perhaps the most surprising observation is the very high frequency of indications of senior positions with these responsibilities. Overall out of a total of 90 answers, 43 used a term indicating seniority in some way, ranging from titles like *Senior Developer*, through *Manager* and *Head of* to *Director.* There is some difference here between Pre-92 institutions (with 18 such responses or 58 % of answers) and Post-92 institutions (with 25 such responses or 41 %). This may indicate an awareness that responsibility for the development of digital capabilities is something to be owned by senior staff, while the function of those senior staff varies quite widely.

2.5.3 Comparison with 2017

There was little change across the surveys in the proportion of institutions with a specific role, up to 80 % in 2019 compared with 75 % in 2017. This in part reflects the growth in the proportion of Post-92 institutions with a dedicated role to developing digitally capable students and staff.

2.6 Institutional approach to developing digital capabilities

Question 2.10

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

Finally, in this section of the questionnaire, and having considered external factors, reports and the institutional response in terms of strategies, respondents were asked to characterise the institution's approach to developing the digital capabilities of students and staff. To do so they were asked to select the one option of the following options that best (predominantly) described their approach:

Top down and tightly steered

Top down and loosely steered

Bottom up

Simultaneously top down and bottom up

Mix of above approaches

Other approach - please specify

This was a new question in 2017 designed to try and capture the essence of the approach being taken; the response options for which were revised for the current survey in the light of feedback from 2017. As such the results are not comparable.

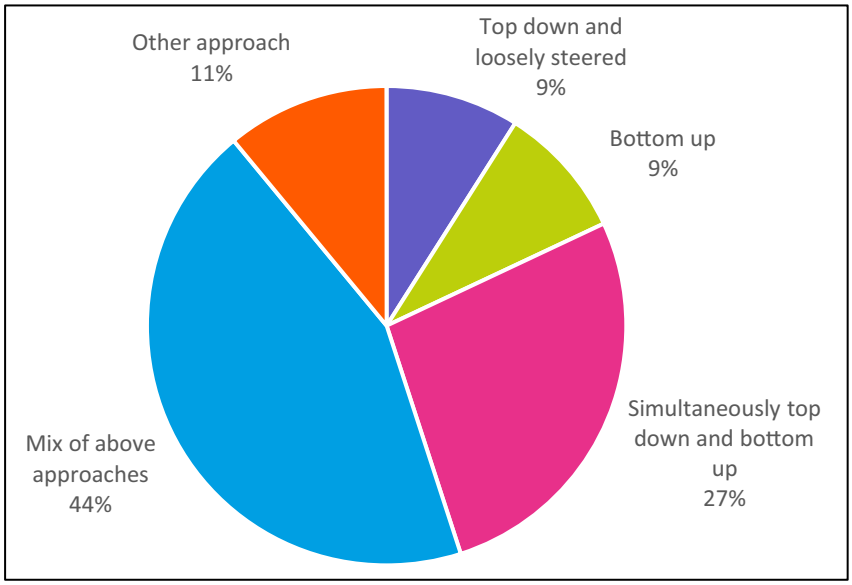
2.6.1 Key findings from 2019

None of the institutions that responded to this question thought their approach to developing digital capabilities could be characterised as 'top down and tightly steered' and only four thought it 'top down and loosely' steered (9 %). The same proportion (9 %) thought their approach was 'bottom up' which left most opting for a mix of approaches (44 %) or 'simultaneously top down and bottom up' (27 %). The picture that emerged is therefore of a

devolved approach with institutions adopting a range of approaches to suit their organisational structure, rather than centrally imposed directives on the development of digital capabilities. This approach risks a lack of action or slow progress in the absence of leadership from the top.

Institutional approach to developing digital capabilities [question 2.10]	%
Top down and tightly steered	0
Top down and loosely steered	9
Bottom up	9
Simultaneously top down and bottom up	27
Mix of above approaches	44
Other approach	11
Base: All respondents (45)	

Q2.10 Institutional approach to developing digital capabilities



The revised response options on the current survey seemed to better fit practice, with fewer than previously selecting an 'other approach'. Indeed, these also tended to reflect the ad-hoc and organic nature of such intitaives that emerged from responses to this question:

> *"No formal approach"*
>
> *"Bit of a weird one to describe. Typically, my team has been loosely steered around supporting staff digital capability. However recently there is a big project around student digital capability which is very top down and tightly controlled which we add to."*
>
> *"Adhoc"*
>
> *"Very loose from the top, any initiatives come from the bottom"*
>
> *"Currently ad hoc but new role of Head of Digital Learning and Teaching is anticipated to develop institutional approach."*

The replies to this question may be worth exploring in more detail in further research in order to better understand what happens, and how a 'mix of approaches' translates in actual practice on the ground

2.6.2 Cross-sector differences in 2019

There were some differences between Pre-92 and Post-92 institutions in the approach taken. The former institutions were more relatively more likely to have a 'bottom up' approach, 24 % compared with 0 %. On the other hand, Post-92 institutions were relatively more likely to develop digital capabilities via a 'simultaneously top down and bottom up' approach (36 % compared with 12 %). However, it was the case that a mix of approaches was still the most common description for both types of institution, one selected by 47 % of Pre-92 institutions and 43 % of Post-92 institutions.

The impression gained is one of a variety of approaches, probably more linked to the way institutions are generally organised as an over-arching approach related to the type of institution.

2.7 Conclusions

Ref	Conclusion
C2.3	Student employability is identified by all institutions as the most important factor driving the development of student digital capabilities and is also seen as most impactful for both student and staff digital capabilities. Student expectations and needs continue to be a key driver for both student and staff digital capabilities development, alongside helping students with disabilities.
C2.4	The use of HEAR as a driver of student digital capabilities has fallen further since the previous survey, raising the question as to whether the sector should continue with this as a tool to recognise student achievement. UKPSF continues to be of some importance in driving the development of staff digital capabilities.
C2.5	It is not surprising, but is disappointing, that institutions are still placing relatively little importance on digital capabilities when marketing courses, particularly given the earlier finding of the link of digital capabilities to employability.
C2.6	While the wide range of resources available to the sector may not be as important a driver of digital capabilities on their own, the offerings from Jisc continue to be well used and referenced.
C2.7	A number of the same institutional strategies are identified as playing an important role in supporting and reinforcing the development of both student and staff digital capabilities (Teaching, Learning, Assessment strategy; Library/Learning Resources strategy; Disability/Accessibility Support strategy; and the Student Experience strategy).
C2.8	There looks to be an emerging trend for institutions to have a small number of high-level strategies in preference to a range of separate strategies.
C2.9	Since the previous survey there has been a significant increase in the number of institutions reporting they have taken action in relation to the Teaching Excellence Framework, although actions may be strategic/policy driven rather than directly related to development of student and staff digital capabilities, with pro-active actions higher for post-92 institutions.
C2.10	Institutional approaches to developing digitally capable students and staff are devolved in nature with a mix of approaches across an institution, with few centrally imposed directives (proactive leadership from the top) on developing digital capabilities. Where there are institutional projects/approaches contributing initiatives often come from the bottom.

2.8 Recommendations

Ref	Recommendation
R2.3	That ucisa and Jisc consider ways of better evidencing student achievements in respect how their digital capabilities are examined by institutions, perhaps benchmarking within or across institutions. This potentially needs to be an alternative to HEAR given the decline in its application by institutions.
R2.4	That Marketing Departments within institutions place more emphasis on digital capabilities (of both students and staff) when promoting the fact that students will leave the university as digitally capable subject specialists (which can but enhance graduate employability). That HR Departments within institutions also need to place more emphasis on digital capabilities when recruiting staff and consider utilising Jisc Profiles to outline requirements.
R2.5	That the resources available to the sector from organisations such as Jisc and ucisa should better reflect the factors driving the development of digital resources, for example, the importance of student expectations and employability.
R2.6	That ucisa promote the use of their Learning Spaces Toolkit to relevant departments, eg, Estates, Libraries, within institutions to help with the design of learning spaces that support digital working/learning and therefore digital capabilities more generally.
R2.7	That ucisa create webpages on their new website to promote the resources listed in the Survey. These webpages should be promoted by ucisa and others.
R2.8	That university executives ensure that the development of digital capabilities is included within high-level strategies. To support institutions, it is recommended that ucisa and Jisc investigate how this can be achieved most effectively.

Section 3

Delivery, implementation and practice

The third section of the questionnaire examined how HE institutions go about developing the digital capabilities of students and staff in practice. Topics covered in this section included:

Activities and processes that encourage and support digital capabilities

Identifying digital capabilities training and development needs

Departments leading in developing digital capabilities and methods used

Online safety

The extent to which developing digital capabilities is embedded in the curriculum (students) or work (staff)

Recognising achievement in respect of digital capabilities

Recognising and sharing best practice across the institution and benchmarking progress

Learning from other institutions and benchmarking progress

As with many of the questions, separate responses were sought in relation to students and staff, where it was felt appropriate to do so.

3.1 Supporting student digital capabilities

Question 3.1

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

Question 3.2

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

The opening question in this section asked respondents to assess a long list of activities and processes that could directly encourage and support student digital capabilities. Respondents chose one of three options for each activity or process:

> Yes (by implication that the activity or process already encourages and supports student digital capabilities)
>
> No, but working towards this
>
> No

Having assessed each activity or process separately, respondents were asked to select up to three of them that had had most impact on the development of student digital capabilities over the past two years or so.

There were 28 separate activities and processes assessed at this question which saw two processes removed from the previous questionnaire:

> Efficiency savings
>
> Environmental concerns/Green Agenda

These were felt to be external drivers and so moved to question 2.1. Conversely, three new activities and processes were added in the current survey, in part informed by feedback from the 2017 survey:

> Creating action plans (centrally) based on feedback, eg. Student Digital Experience Insight service
>
> Creating action plans (locally) based on feedback, eg. Student Digital Experience Insight service
>
> Ongoing assessment of student digital capability after induction

Aside from these changes the results are comparable with those from the 2017 survey.

3.1.1 Key findings from 2019

The table below is ranked on the proportion that responded 'yes' to each activity or process. Thus, those that are most felt to encourage and support student digital capabilities are at the top of the list.

A variety of activities and processes appear to be important, with little, if any, obvious thematic groupings. This said, there was a group of four or five factors that seemed particularly important. Most respondents (84 %) said that support designed to meet the needs of disabled students drives student digital capability added to which all the remainder (16 %) were working towards it

doing so. This is an encouraging result, and one that may well reflect the recent EU Directive in this area and its impact is a possible area of further research. The same was true in respect of learning/ teaching/ assessment methods, although slightly fewer already had this in hand (73 % thought this was already encouraging student digital capabilities added to which were 27 % that were working towards this, so 100 % in total).

Next came a mix of factors, including internally provided training on digital capabilities (69 % and 24 %) and an innovation enabling IT policy or infrastructure (62 % and 31 %). To some extent it could be argued that the development of innovative pedagogic practices (62 % and 36 %) is like (or linked with) learning/ teaching/ assessment methods so perhaps this reinforces the potential for new and innovative teaching methods to drive student digital capabilities. This would also explain why such an important activity or process is not higher up in the list.

Of note is that the eighth most important activity or process was information literacies embedded into curriculum in respect of which half of all respondents (51 %) thought this was already encouraging student digital capability. However, such practice looks to be far from widespread as only 24 % of respondents thought that digital capability modules are embedded in a students' programme or course (Q3.7 refers) so there is clearly further work to be done in this respect. It's therefore encouraging that in addition to the 51 % above there is a further 38 % working towards this. It is possible that the interpretation of information literacies might not be quite the same as digital literacies, the former potentially being perceived as a sub-set of the latter. Many students may have information literacy/library research related elements in modules, or even separate modules for this, more so than the broader digital literacies. This is another possible area for further research.

Another approach to supporting digital capabilities is to work with students to champion and promote the importance of digital capabilities. Five activities or processes covered this topic:

Staff-student partnership projects (48 % + 34 %)

Students as change agents (43 % + 27 %)

Relevant [student] internships (39 % + 21 %)

Relevant paid roles for students (36 % + 27 %)

Student digital champions or similar (33 % + 36 %)

By splitting out these activities and processes it may be that their importance has been under-stated as compared with a more generic option relating to the role of students in supporting digital capabilities more generally. Indeed, almost three-quarters of all respondents (73 %) thought that *one or more* of the five student related activities were already contributing to the development of student digital capabilities in their institution. Moreover, staff-student partnership projects and the use of students as change agents were in the upper half of the list. This analysis would push the involvement of students up the list of influential activities and this could therefore be an area worthy of further research. This could explore how students are engaged in these ways and are their roles specifically related to digital capabilities, or as part of broader student engagement.

Also noteworthy is that pre-assessment of student digital capability was the last but one activity in the list: just over one in ten institutions (13 %) felt that doing so was already contributing to the development of student digital capabilities

Observation

Few institutions are taking the opportunity to address deficiencies prior to the start of courses by pre-assessing student digital capabilities.

and only an additional 49 % were working towards doing so. And the newly added ongoing assessment of student digital capability after induction was last in the list (11 % and 56 %). While it may be considered encouraging that half of all institutions are looking at each of these activities, this may be a topic worthy of further investigation given the opportunity of pre-entry time to address deficiencies in student digital capabilities before the start of term. Doing so would also avoid the risk that such deficiencies are not identified until later in the term, often when students undertake assessed work, and are not able to complete this easily or do not do as well as they would if they had the capabilities.

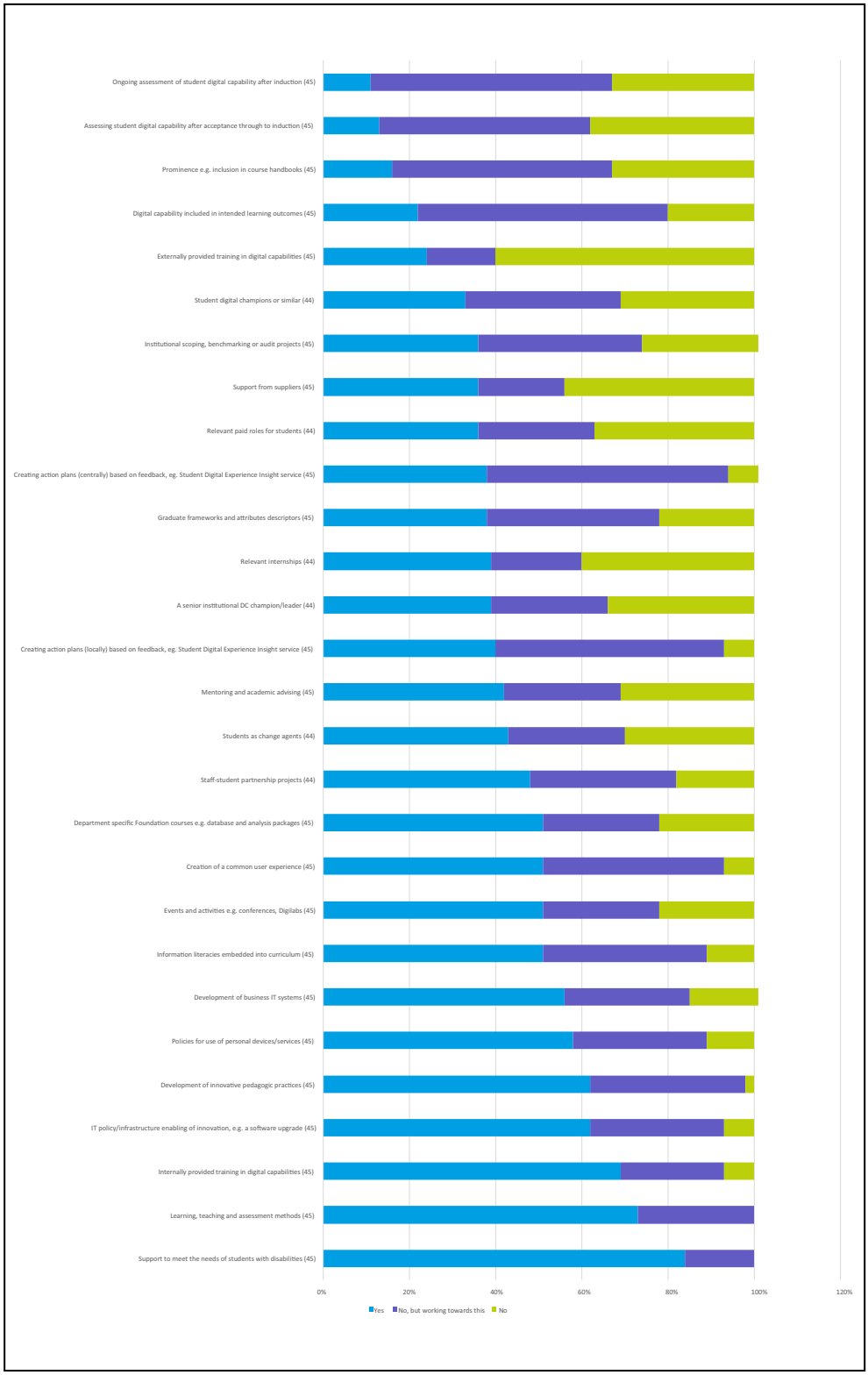
As mentioned earlier, there were two new activities or processes added to the current survey that sought to assess the role of action plans, whether created centrally or locally, as processes that support the development of student digital capabilities. The finding that both factors appear half way in the list underlines their potential to help drive digital capabilities: 40 % of institutions are using locally created action plans to do so, added to which 53 % are working on the approach; corresponding proportions for centrally created action plans are 38 % and 56 %. If we look across the two types of action plans, then just over half of all responding institutions (53 %) already have action plans in place. The use of such plans could be considered as work in progress and therefore worthy of further research to look at the nature of such plans and how they can help encourage and support the development of student digital capabilities.

All supporting activities or processes – students [question 3.1]	Yes	No, but working towards this	No
Support to meet the needs of students with disabilities (45)	84 %	16 %	0 %
Learning, teaching and assessment methods (45)	73 %	27 %	0 %
Internally provided training in digital capabilities (45)	69 %	24 %	7 %
IT policy/infrastructure enabling of innovation, e.g. a software upgrade (45)	62 %	31 %	7 %
Development of innovative pedagogic practices (45)	62 %	36 %	2 %
Policies for use of personal devices/services (45)	58 %	31 %	11 %
Development of business IT systems (45)	56 %	29 %	16 %
Information literacies embedded into curriculum (45)	51 %	38 %	11 %
Events and activities e.g. conferences, Digilabs (45)	51 %	27 %	22 %
Creation of a common user experience (45)	51 %	42 %	7 %
Department specific Foundation courses e.g. database and analysis packages (45)	51 %	27 %	22 %
Staff-student partnership projects (44)	48 %	34 %	18 %
Students as change agents (44)	43 %	27 %	30 %
Mentoring and academic advising (45)	42 %	27 %	31 %
Creating action plans (locally) based on feedback, eg. Student Digital Experience Insight service (45)	40 %	53 %	7 %
A senior institutional DC champion/leader (45)	39 %	27 %	34 %
Relevant internships (44)	39 %	21 %	40 %

table cont.

All supporting activities or processes – students [question 3.1]	Yes	No, but working towards this	No
Graduate frameworks and attributes descriptors (45)	38 %	40 %	22 %
Creating action plans (centrally) based on feedback, eg. Student Digital Experience Insight service (45)	38 %	56 %	7 %
Relevant paid roles for students (44)	36 %	27 %	37 %
Support from suppliers (45)	36 %	20 %	44 %
Institutional scoping, benchmarking or audit projects (45)	36 %	38 %	27 %
Student digital champions or similar (44)	33 %	36 %	31 %
Externally provided training in digital capabilities (45)	24 %	16 %	60 %
Digital capability included in intended learning outcomes (45)	22 %	58 %	20 %
Prominence eg, inclusion in course handbooks (45)	16 %	51 %	33 %
Assessing student digital capability after acceptance through to induction (45)	13 %	49 %	38 %
Ongoing assessment of student digital capability after induction (45)	11 %	56 %	33 %
(Base: All respondents rating activity or process)			

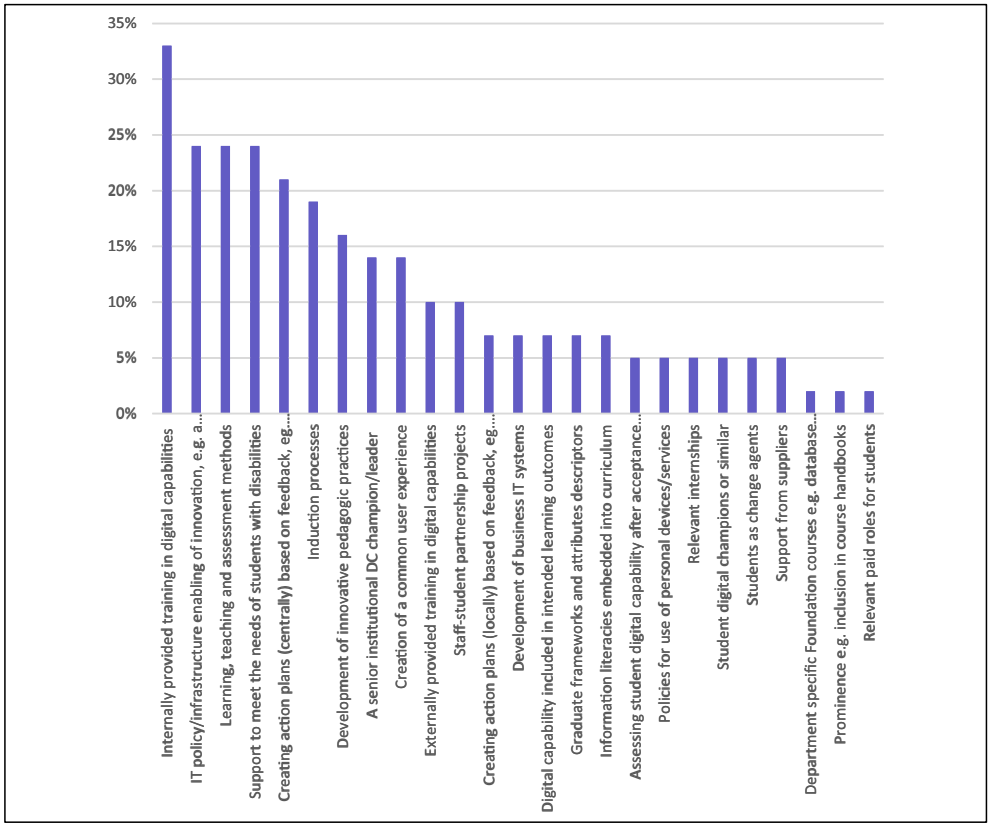
Q3.1 All supporting activities or processes – students



The fact that an activity or process was felt to encourage, and support student digital capabilities does not necessarily imply it is effective in doing so. To gauge the impact of the various activities and processes we need to look at their perceived importance and the table below is ranked on the most impactful activities and processes over the past two years:

(Up to) three most impactful activity or processes – students [question 3.2]	%
Internally provided training in digital capabilities	33
IT policy/infrastructure enabling of innovation, eg, a software upgrade	24
Learning, teaching and assessment methods	24
Support to meet the needs of students with disabilities	24
Creating action plans (centrally) based on feedback, eg, Student Digital Experience Insight service	21
Induction processes	19
Development of innovative pedagogic practices	16
A senior institutional DC champion/leader	14
Creation of a common user experience	14
Externally provided training in digital capabilities	10
Staff-student partnership projects	10
Creating action plans (locally) based on feedback, eg, Student Digital Experience Insight service	7
Development of business IT systems	7
Digital capability included in intended learning outcomes	7
Graduate frameworks and attributes descriptors	7
Information literacies embedded into curriculum	7
Assessing student digital capability after acceptance through to induction	5
Policies for use of personal devices/services	5
Relevant internships	5
Student digital champions or similar	5
Students as change agents	5
Support from suppliers	5
Department specific Foundation courses eg, database and analysis packages	2
Prominence eg, inclusion in course handbooks	2
Relevant paid roles for students	2
Base: All respondents (42).	

Q3.2 Most impactful activities or processes for supporting student digital capabilities



Interestingly, creating action plans (centrally) based on feedback emerged as the fifth most impactful activity, further underlining the potential of this approach and the need to better understand its application. Otherwise, the other top five processes were all in the top four of those most commonly used by institutions at the previous question. The most impactful of all was felt to be internally provided training in digital capabilities, nominated by one in three respondents (33 %) and significantly out in front of all the processes.

As already mentioned, it is arguable that learning, teaching and assessment methods (selected by 24 % of respondents as one of their top three) and development of innovative pedagogic practices (16 %) are the flip side of the same coin. These two factors were together felt to have had most impact in developing student digital capabilities.

Of note is that investment in IT infrastructure appears to have had an impact: around a quarter of respondents (24 %) selected IT policy/infrastructure enabling of innovation, e.g. a software upgrade as one of their three most impactful activities. We see later (section 5.1.1) that infrastructure issues are now perceived less of a barrier to the development of digital capabilities and this is a consistent finding. This may reflect the nature of some of the recent upgrades that means there has been a particular impact. For example, the move to Office 365, Windows 10, the cloud, Google docs, etc. all have more impact on capabilities (or the need for good digital capabilities) than some previous upgrades.

Over half of the activities and processes (17 out of the 28) could be considered as having relatively little impact in encouraging and supporting student digital capabilities: each of these was nominated by less than a tenth of all respondents as one of the three most impactful. This included digital capability included in intended learning outcomes as an activity or process that had

developed student digital capabilities: it was ranked 14th and only 7 % of responding institutions nominated it as one of their three most important factors. This said, 51 % of institutions thought that this was already directly encouraging digital capabilities, and a further 38 % of institutions thought they were working towards this is somewhat more encouraging.

Finally, no one selected ongoing assessment of student digital capability after induction as one of their three most impactful activities or processes. This may simply be a result of the fact that few institutions are currently assessing student capability after induction, rather than a lack of impact per se. This underlines to need to explore through further research why this might be the case and what, if anything, are the challenges to doing so and how these could be overcome.

3.1.2 Comparison with 2017

There was little change across the two surveys in terms of the ranking of activities and processes supporting student digital capabilities. The table below show the top five processes ranked in terms of those already having an impact (those marked as 'yes').

All supporting activities or processes – students [question 3.1]	Ranking	
	2019	2017
Support to meet the needs of students with disabilities	1	1
Learning, teaching and assessment methods	2	3
Internally provided training in digital capabilities	3	4
IT policy/infrastructure enabling of innovation, eg, a software upgrade	4	2
Development of innovative pedagogic practices	5	5

The five most widespread processes were the same across both surveys, signifying the key importance of these activities in supporting student digital capabilities.

However, there was more change in respect of the processes thought to be most impactful in supporting student digital capabilities as the table below shows.

(Up to) three most impactful activity or processes – students [question 3.2]	Ranking	
	2019	2017
Internally provided training in digital capabilities	1	3
IT policy/infrastructure enabling of innovation, eg, a software upgrade	2	4
Learning, teaching and assessment methods	3	1
Support to meet the needs of students with disabilities	4	10
Creating action plans (centrally) based on feedback, eg, Student Digital Experience Insight service	5	–
Development of innovative pedagogic practices	7	2
A senior institutional DC champion/leader	8	5

Unsurprisingly, but encouraging nonetheless, support to meet the needs of students with disabilities has assumed greater importance since the last survey, now ranking as fourth most impactful as compared with a tenth place ranking in the previous survey. It may well be that increasing awareness of the needs of those with disabilities and the potential for enhanced digital capabilities to help meet their needs is being ever more appreciated. Doing so also has wider benefits for all students (and staff). And creating action plans (centrally) based on feedback (added this time) was felt to be the fifth most impactful activity, selected by one in five respondents (21 %) as one of their (up to three) most impactful activities. We saw earlier that half of all institutions (53 %) are looking at this area so it is clearly a process worthy of further research given its potential impact.

3.2 Supporting staff digital capabilities

Question 3.9

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

Question 3.10

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

The same questions asked about students were asked about staff, although with an amended list of activities and processes tailored to those that could directly encourage and support staff digital capabilities. There were 33 separate activities and processes assessed at this question which saw two processes removed from the previous questionnaire:

Efficiency savings

Environmental concerns/Green Agenda

These were felt to be external drivers and so moved to question 2.1. Conversely, four new activities and processes were added in the current survey, in part informed by feedback from the 2017 survey:

Creating action plans (centrally) based on staff feedback,

Creating action plans (locally) based on staff feedback,

IT/Digital skills training on core software (e.g. MS Office) or subject-specific software

Face to face training opportunities such as workshops

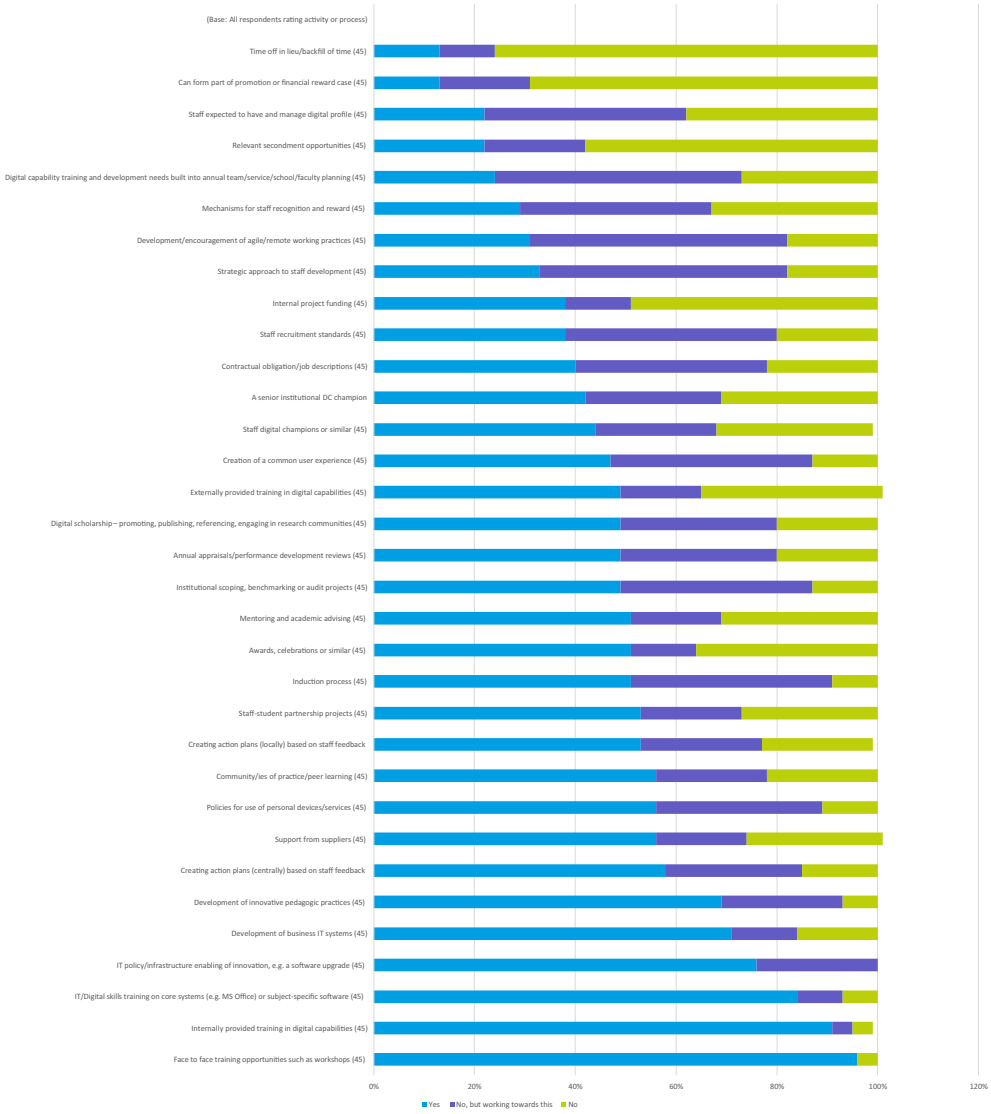
Aside from these changes the results are comparable with those from the 2017 survey.

3.2.1 Key findings from 2019

Mirroring the analysis of the student data, the first table below shows the full list of activities and processes, ranked based on the proportion of institutions that said they were already contributing to the development of staff digital capabilities.

All supporting activities or processes – staff [question 3.9]	Yes	No, but working towards this	No
Face to face training opportunities such as workshops (45)	96 %	0 %	4 %
Internally provided training in digital capabilities (45)	91 %	4 %	4 %
IT/Digital skills training on core systems (eg, MS Office) or subject-specific software (45)	84 %	9 %	7 %
IT policy/infrastructure enabling of innovation, e.g. a software upgrade (45)	76 %	24 %	0 %
Development of business IT systems (45)	71 %	13 %	16 %
Development of innovative pedagogic practices (45)	69 %	24 %	7 %
Creating action plans (centrally) based on staff feedback	58 %	27 %	15 %
Support from suppliers (45)	56 %	18 %	27 %
Policies for use of personal devices/services (45)	56 %	33 %	11 %
Community/ies of practice/peer learning (45)	56 %	22 %	22 %
Creating action plans (locally) based on staff feedback	53 %	24 %	22 %
Staff-student partnership projects (45)	53 %	20 %	27 %
Induction process (45)	51 %	40 %	9 %
Awards, celebrations or similar (45)	51 %	13 %	36 %
Mentoring and academic advising (45)	51 %	18 %	31 %
Institutional scoping, benchmarking or audit projects (45)	49 %	38 %	13 %
Annual appraisals/performance development reviews (45)	49 %	31 %	20 %
Digital scholarship – promoting, publishing, referencing, engaging in research communities (45)	49 %	31 %	20 %
Externally provided training in digital capabilities (45)	49 %	16 %	36 %
Creation of a common user experience (45)	47 %	40 %	13 %
Staff digital champions or similar (45)	44 %	24 %	31 %
A senior institutional DC champion	42 %	27 %	31 %
Contractual obligation/job descriptions (45)	40 %	38 %	22 %
Staff recruitment standards (45)	38 %	42 %	20 %
Internal project funding (45)	38 %	13 %	49 %
Strategic approach to staff development (45)	33 %	49 %	18 %
Development/encouragement of agile/remote working practices (45)	31 %	51 %	18 %
Mechanisms for staff recognition and reward (45)	29 %	38 %	33 %
Digital capability training and development needs built into annual team/service/school/faculty planning (45)	24 %	49 %	27 %
Relevant secondment opportunities (45)	22 %	20 %	58 %
Staff expected to have and manage digital profile (45)	22 %	40 %	38 %
Can form part of promotion or financial reward case (45)	13 %	18 %	69 %
Time off in lieu/backfill of time (45)	13 %	11 %	76 %
(Base: All respondents rating activity or process).			

Q3.9 All activites or proesses supporting the development of staff digital capabilities



Perhaps unsurprisingly, three training activities and processes were thought to be particularly important: face to face training opportunities such as workshops (already in place and contributing in the eyes of 96 % of respondents added to which 0 % that thought their institution was working towards this), internally provided training in digital capabilities (91 % and 4 %) and IT/Digital skills training on core systems (84 % and 9 %). The first and third of these activities were added this year and, upon reflection, it may be that they are one of the same, in that internally provided training and IT/digital skills training could be delivered by face to face workshops. Either way, it's clear that internally provided training is a key process driving staff digital capabilities.

Next came two IT system related activities: IT policy/infrastructure enabling of innovation, e.g. a software upgrade (76 % and 24 %) and the development of business IT systems (71 % and 13 %). This reinforces findings elsewhere in this research that the implementation and upgrading of IT systems clearly presents an opportunity that is being taken to help develop staff digital capabilities. Next in the list in terms of importance was the development of innovative pedagogic practices (69 % and 24 %).

The creation of action plans based on staff feedback was added in the current survey and they were perceived to be important processes, either centrally based action plans (58 % and 27 %) or their local equivalents (53 % and 24 %). Of

equal importance to these were the following three activities or processes that were all felt to be of similar importance:

Support from suppliers (56 % and 18 %)

Policies for use of personal devices/services (56 % and 33 %)

Community/ies of practice/peer learning (56 % and 22 %)

There are several HR-related activities and processes that can help develop staff digital capabilities. Many of which are scalable as they are relevant to all staff and therefore potentially powerful contributors to the development of the overall level of staff digital capabilities. Some of these are already in place: annual appraisals/performance development reviews (49 % +31 %) and mechanisms for staff recognition and reward (39 % +38 %). However, many of the other HR-related activities and processes were far less commonly in place and contributing to staff digital capabilities. By way of example, only 22 % of respondents thought that the fact staff are expected to have and manage digital profile was already contributing to their digital capabilities. This could mean that either staff are not expected to have and manage a digital profile or that, if they are, it is not contributing to their digital capability. Fewer again (13 %) thought that the opportunity for digital capabilities to form part of promotion or financial reward case was being taken advantage of, something that can only hinder development of staff capabilities. The more active and widespread use of HR processes as an aid to the development of staff digital capabilities is an area worthy of further research.

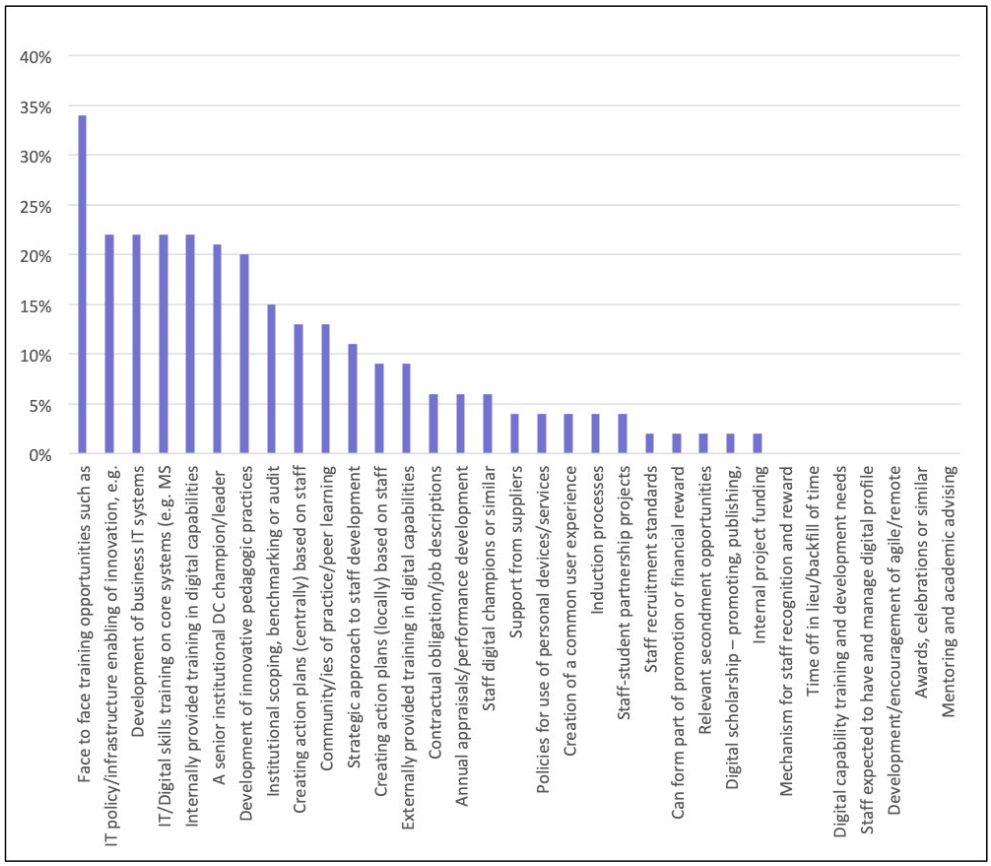
In terms of the impact of the various activities and processes, the table below shows these ranked based on the selection of up to three considered to have had most impact over the past two years or so.

(Up to) three most impactful activity or processes – staff [question 3.10]	%
Face to face training opportunities such as workshops	34
IT policy/infrastructure enabling of innovation, eg, a software upgrade	22
Development of business IT systems	22
IT/Digital skills training on core systems (eg, MS Office) or subject-specific software	22
Internally provided training in digital capabilities	22
A senior institutional DC champion/leader	21
Development of innovative pedagogic practices	20
Institutional scoping, benchmarking or audit projects	15
Creating action plans (centrally) based on staff feedback	13
Community/ies of practice/peer learning	13
Strategic approach to staff development	11
Creating action plans (locally) based on staff feedback	9
Externally provided training in digital capabilities	9
Contractual obligation/job descriptions	6
Annual appraisals/performance development reviews	6
Staff digital champions or similar	6
Support from suppliers	4
Policies for use of personal devices/services	4

table cont.

(Up to) three most impactful activity or processes – staff [question 3.10]	%
Creation of a common user experience	4
Induction processes	4
Staff-student partnership projects	4
Staff recruitment standards	2
Can form part of promotion or financial reward case	2
Relevant secondment opportunities	2
Digital scholarship – promoting, publishing, referencing, engaging in research communities	2
Internal project funding	2
Mechanism for staff recognition and reward	0
Time off in lieu/backfill of time	0
Digital capability training and development needs built into annual team/service/ school/faculty planning	0
Staff expected to have and manage digital profile	0
Development/encouragement of agile/remote working practices	0
Awards, celebrations or similar	0
Mentoring and academic advising	0
Base: All respondents (44).	

Q3.10 Most impactful activities or processes for supporting staff digital capabilities



Focussing on impact clearly shows the importance of training (as identified by the analysis of all processes contributing to staff digital capability), be it face to face training opportunities such as workshops (elected by 34 % of respondents), IT/Digital skills training on core systems (22 %) and internally provided training in digital capabilities (22 %). The next two most impactful activities also reflect the pattern identified by the analysis of all processes: IT policy/infrastructure enabling of innovation (22 %) and development of business IT systems (22 %).

Also felt to be impactful by similar proportions of respondents were: a senior institutional DC champion/leader (21 %) and the development of innovative pedagogic practices (20 %).

Returning to the point about HR-related practices, some of these were viewed by a few respondents to have contributed to the development of staff digital capabilities (*a* strategic approach to staff development, 11 % ; contractual obligation/job descriptions, 6 % and annual appraisals/performance development reviews, 6 %). Worryingly so, many others came well down the list, for example, induction processes were only felt to have been an important activity by just 4 % of respondents. In addition, none of those taking part in the survey opted for any of the following HR-related activities and processes as one or more of their three most-impactful:

Mechanisms for staff recognition and reward

Time off in lieu/backfill of time

Staff expected to have and manage digital profile

Awards, celebrations or similar

This is not to say that such HR practices are not contributing to the development of staff digital capabilities, rather that they are viewed as far less important than many other activities and processes. As already explained, such processes are scalable and, if adopted across an institution would, over time, help build the digital capabilities of staff. Further research on this issue will help better understand how these processes could be made more impactful.

Of interest in relation to the analysis of job roles earlier [section 2.5.1 refers], is the role of a senior institutional DC champion/leader to encourage and support digital capabilities. In the case of students this was felt to be the eighth most impactful activity; it was higher up the list in respect of staff, in sixth position. This is consistent with the lack of job titles specifically focussed on *digital capabilities,* which may imply either a lack of priority or a belief that enough has already been done to develop digital capabilities. Either way, this is an area that would benefit from further research alongside the roles and responsibilities of those charged with developing digital capabilities.

3.2.2 Comparison with 2017

There was little change across the two surveys in terms of the ranking of activities and processes supporting staff digital capabilities (allowing for the addition of the two training related activities). The table below show the top six processes ranked in terms of those already in use.

All supporting activities or processes – staff [question 3.9]	Ranking	
	2019	2017
Face to face training opportunities such as workshops	1	–
Internally provided training in digital capabilities	2	1
IT/Digital skills training on core systems (eg, MS Office) or subject-specific software	3	–
IT policy/infrastructure enabling of innovation, eg, a software upgrade	4	2
Development of business IT systems	5	3
Development of innovative pedagogic practices	6	4

The enduring importance of training as a key driver to the development of staff digital capabilities stands out from the above table, supplemented by systems related developments (either upgrades or development of IT systems).

However, there was more change in respect of the processes thought to be most impactful in supporting staff digital capabilities as the table below shows.

(Up to) three most impactful activity or processes – staff [question 3.10]	Ranking	
	2019	2017
Face to face training opportunities such as workshops	1	–
IT policy/infrastructure enabling of innovation, eg, a software upgrade	2	3
Development of business IT systems	3	8
IT/Digital skills training on core systems (eg, MS Office) or subject-specific software	4	–
Internally provided training in digital capabilities	5	1
A senior institutional DC champion/leader	6	7
Development of innovative pedagogic practices	7	2

Compared with the last survey, the development of business IT systems appears to have assumed more importance (up from eighth ranking to third) while the development of innovative pedagogic practices has slipped from second to seventh ranking. However, these changes are in part a reflection of the two new training related processes that were added in the current survey.

3.3 Training and development needs of students

Question 3.3

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

One of the routes by which student digital capabilities could be enhanced is to look at whether and how institutions identify relevant training and development needs. This topic was addressed in the previous survey by the following sequence of questions:

Whether these needs were identified

If they are not identified, why not

If they are identified, a list of possible methods was provided, and the respondent was asked to choose all that they used to identify training and development needs

For the current survey, the question sequence was collapsed into one question which sought the methods used to identify digital capability training and development needs. Options included in the list allowed for those institutions that did not do so and the reasons for this. Although the question format changed across the surveys it is still possible to look at comparisons across the time period covered by the surveys.

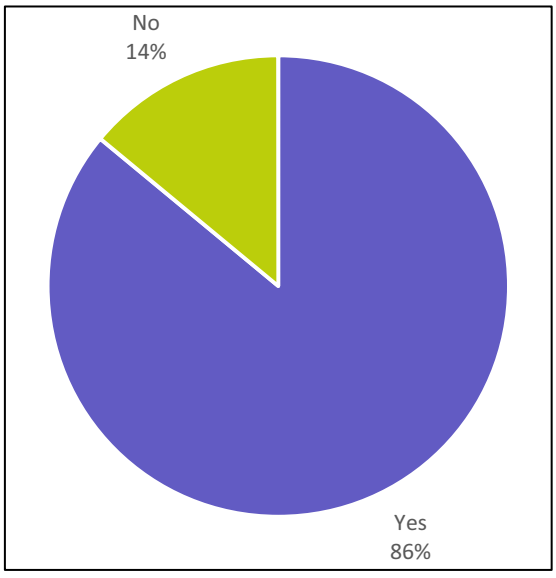
Given the potential for responses to vary for students and staff, the sequence was asked separately of both groups.

3.3.1 Key findings from 2019

Nearly all responding institutions (86 %) said they identify the digital capabilities training and development needs of students, an encouraging response.

Whether identify training and development needs - students [question 3.3]	%
Yes	86
No	14
Base: All respondents (43).	

Q3.3 Whether training and development needs of students are identified



The six institutions that did not identify student training and development needs were asked if there was any particular reason why they did not do so. There appeared to be several factors that explained this, although these coalesced around a lack of resources, capacity or time examples of which included:

"Resource constraints & no strategic driver"

"Recognise the need but have limited capacity and higher priorities"

"Lack of institutional support for this at the moment."

And others explained that identifying training and development needs was work in progress, work that others also thought might benefit from Jisc initiatives in this area:

"There isn't a coherent overall approach to this yet, we are looking at implementing the Student Discovery Tool."

"Some of the above methods may be used within specific departments but we don't systematically identify training and development needs of students. There is the opportunity for students to come to a drop in session to talk about their needs."

The table below shows the methods used to identify student digital training needs, based on all institutions and so including those that don't identify training needs:

How identify training and development needs – students [question 3.5]	%
In discussion, ie, tutor meetings	70
When implementing new systems/services/processes	51
Analytics of support requests	37
Jisc Digital Capability Discovery Tool	33
Anytime training needs analysis	21
Formal assessment/testing/in-house checklist	21
Assessment of digital capabilities upon entry	12
Other methods	23
Do not identify training and development needs	14
Base: All respondents (43).	

Observation

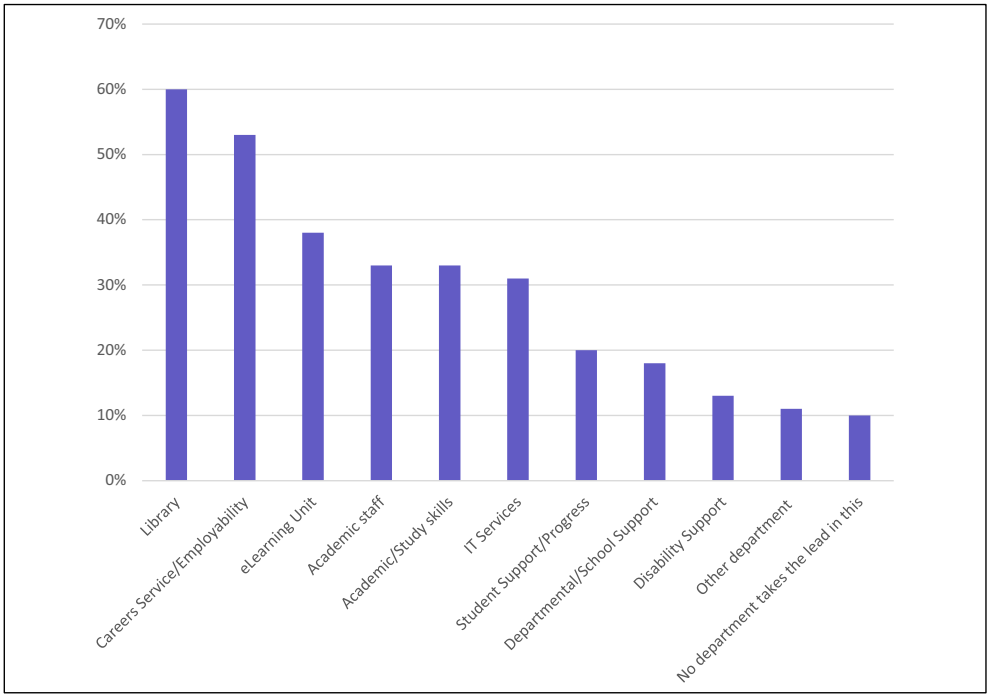
In almost two-thirds of institutions tutors play a key role in identifying student training and development needs.

By far the most common method of identifying student training and development needs was in discussion with their tutor, mentioned by 70 % of respondents. Half of all responding institutions (51 %) took the opportunity afforded by implementing new systems/ services/ processes to identify training needs while fewer relied upon analysis, either of support requests (37 %) or of anytime training needs (21 %).

The Jisc discovery tool was originally aimed at developing staff (rather than student) digital capabilities. However, the updated tool released in October 2018 included both staff and student versions of the tool so it's encouraging that a third of institutions (33 %) said they used it to identify student training and development needs. Further research could look at the use of the tool being made by these early adopters.

Altogether less encouraging is that fewer institutions took the opportunity to assess student digital capability upon entry (12 %), a finding consistent with the low proportions of institutions that assessed student digital capability after acceptance or after induction [3.1.1 refers]. The difficulties faced in systematically assessing digital capabilities is borne out by the fact only one in five institutions (21 %) used any formal assessment or checklist and the same proportion (21 %) that utilised anytime training needs analysis.

Q3.5 How training and development needs for students are identified



Ten institutions identified student training and development needs by other methods although these were sometimes variations on a theme of the response options provided rather than different methods per se.

> *"• On demand, depending on curriculum • Feedback from focus groups • Feedback from training sessions / individual requests • Analytics of training undertaken & online courses completed"*
>
> *"Entry level diagnostics/self-assessment E.g. induction Boc"*
>
> *"Requests for training directly from students or academics; analytics on training course uptake, popularity and trade news. Focus groups and review of free text comments from surveys etc"*

Others admitted to the variable nature of the task at hand:

> *"This is done bottom-up within programmes in the curriculum and might be variable whether it happens or not. Co-curricular options: students are signposted to existing local and uni-wide support eg, coordinated by the Library."*

And yet other cited use of Jisc tools, adding to the confusion about whether these can be used for students or not:

> *"JISC Digital Insights Student Digital Experience Survey data."*
>
> *"JISC student digital tracker, Microsoft tests in some pilot courses"*
>
> *"We do not proactively isolate student training and development needs, however students can self-identify and select support themselves from a range of services. We are exploring the potential of the Jisc Digital Capability Discovery Tool."*
>
> *"Have been running an internal version of Jisc Discovery Tool in Module Evaluation Questionnaires, JISC Student Tracker"*

If as it looks that the various Jisc tools can be (and are being) used by institutions to identify student training needs then this might be an area worthy of further research given the growing importance of Jisc in this arena as evidenced at other questions.

3.3.2 Cross-sector differences in 2019

In line with the emerging pattern of replies to other questions indicating a perhaps increasingly more proactive approach on behalf of Post-92 institutions in respect of digital capabilities, so they were more likely to identify student training needs (93 % compared to 73 % among their Pre-92 colleagues). There was, however, relatively little variation between the type of institution in the approach taken to identifying student training needs, in terms of the relative importance of the various methods used.

3.3.3 Comparison with 2017

Just under half of all institutions (47 %) responding to the previous survey said that they identified the training and development needs of students and so the increase to 87 % in the current survey looks encouraging. However, it is perhaps unlikely that there has been such a large increase over the past two years; rather the change probably results from question design effects. There is always a risk with the 'list format' question (as used in the current survey) that respondents will be prompted to select a positive option rather than the 'none' option. Whereas in the 2017 survey respondents were asked a more definitive lead in question, as to whether they did identify training and development needs. It's perhaps likely that the previous question elicits a more accurate picture although it may understate the proportion that do identify training needs as the lack of options helps clarify what the question is referring to. This said, the magnitude of the change probably indicates that there is more activity underway to identify the digital training and development needs of students, especially among Post-92 institutions.

In terms of the *methods* used to identify the needs of students, there was little change: the most common in 2017 was in discussion with the student and this remained the case in 2019. Next in the ranking across both years was the opportunity presented when implementing new systems followed by analysis of support requests. Where there was some change across the surveys it was in respect of the use made of the Jisc discovery tool: very few used this in 2017 whereas by 2019 a third of all institutions were using it to identify the training and development needs of students (aside from those that also mentioned Jisc tools in the 'other' responses). This reflects the fact that the Tool has developed from pilot format since the previous survey.

3.4 Training and development needs of staff

Question 3.11

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

Observation

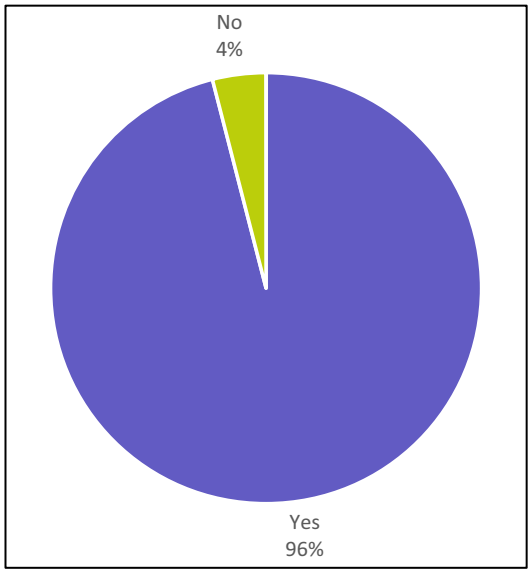
Almost all institutions identify staff digital capabilities training and development needs.

3.4.1 Key findings from 2019

Turning now to staff, the same changes were made to the question as per the corresponding question asked about students. In response, virtually all institutions (96 %) said they identify staff digital capabilities training and development needs.

Whether identify training and development needs - staff [question 3.11]	%
Yes	96
No	4
Base: All respondents (45).	

Q3.11 Whether training and development needs of staff are identified



This left just two institutions that did not do so, both citing a lack of institutional focus on the matter as the reason:

> *"No institutional focus on staff digital capabilities"*
>
> *"No overall institutional approach to this."*

The table below shows the methods used to identify staff digital capabilities training needs, based on all institutions and so including those that don't identify training needs:

How identify training and development needs – staff [question 3.11]	%
In discussion, ie, at development reviews, recruitment, induction	82
When implementing new systems/services/processes	73
Analytics of support requests	49
Anytime training needs analysis	38
Jisc Digital Capability Discovery Tool	29
Human Resource assessment	20
Formal assessment/testing/in-house checklist	11
Other methods	13
Do not identify training and development needs	4
Base: All respondents (45).	

As was the case with students, so most of institutions (82 %) identified staff training and development needs did so via discussion at opportunities such

Observation

Staff training and development needs are primarily identified by one-to-one discussions, with very little reliance on formal assessment or testing

as development reviews or during the recruitment and induction process. Similarly, the next most common approach was to take advantage of the opportunities presented when implementing new systems or processes (73 %). While fewer relied upon analysis, either of support requests (49 %) or of anytime training needs (38 %), these practices were slightly more widespread than in the case of students. The same was true in respect of using assessment to identify staff needs: a fifth of institutions (20 %) identified training needs via human resource assessments and one in ten (11 %) used formal assessment or testing.

Seven institutions gave details of the other methods used to identify staff needs, which again reflected variations on some of the more generic options given as possible response options to this question, be they discussions:

> *"In discussion with Heads of Departments and teams on specific needs for bespoke development."*

or when implementing new processes:

> *"When implementing and supporting new programmes - e.g. fully online programmes, we are asked to train up and support new tutors"*

And three institutions mentioned specific tools to assess staff training needs:

> *"Digital Skills Assessment Tool (professional services staff)"*
>
> *"Teaching Practice Development (TPD) – Observation from Educational Developers"*
>
> *"PDR and internal digital diagnostic"*

3.4.2 Cross-sector differences in 2019

Given that virtually all responding institutions said that they identified staff training and development needs, so there was no difference in the proportions doing so between Pre-92 and Post-92 institutions.

Observation

Currently the Jisc Diccovery Tool is used more widely in Post-92 institutions to identify staff training and development needs.

And while the top two approaches used to identify training needs (in discussion and when implementing new systems) were pre-dominant across both types of institutions, there were some differences further down the rankings. Pre-92 institutions were more likely to rely on anytime training needs analysis (47 % compared with 32 % among Post-92 institutions). Conversely, Post-92 institutions were more likely to use analytics of support requests (54 % compared with 41 %) and human resource assessment (25 % compared with 12 %). Interestingly, and consistently so, Post-92 institutions were also more likely to use the Jisc discovery tool to identify staff training and development needs (36 % compared with 18 %).

3.4.3 Comparison with 2017

As was in the case in respect of student training and development needs, so the proportion of institutions that identify staff needs increased across the period of the two surveys, from 75 % in 2017 to 96 % in 2019. While part of this increase may have reflected the change in question format, it is encouraging that the measure moved in a positive direction. This indicates recognition of the important of digital capabilities and the role for training and development activities to further develop such capabilities.

As was the case with students, there was little if any change in the rank order of methods used to identify staff training and development needs, except that use of the Jisc Tool has become more widespread in the intervening period.

3.5 Departments supporting digital capabilities

Question 3.4

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

Question 3.12

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

These questions were designed to establish which departments helped develop student and staff digital capabilities, and the methods used to do so. Respondents were presented with a table, with the following departments across the top:

- Library
- IT Services
- Academic/Study skills
- Disability Support eLearning Unit
- Careers Service/Employability (students only)
- Student Support/Progress (students only)
- Human Resources/Staff Development (staff only)
- Departmental/School support
- Academic staff (students only)
- Other department

Down the side of the table were shown the following methods that could be used to help develop digital capabilities:

- Embedded in teaching/curriculum (students only)
- Mandatory training
- Optional sign-up training
- Online training
- Webinars
- Helpdesk
- Drop-in clinics or appointments
- Telephone/email/online chat/remote access
- Videos (eg, YouTube, Vimeo, in house etc.)
- Twitter/social media
- Other method – please specify

This department does not help students/staff

Respondents were asked to select all methods used by each department or to confirm that a department took no role in helping to develop digital capabilities. The format of this question replicated that asked in 2017. However, due to an issue with the programming of the online questionnaire, the number of respondents at this question was only 27; there was a slightly higher proportion of Pre-92 institutions in this group. For these reasons only broad comparisons with the 2017 survey can be made.

3.5.1 Key findings from 2019

The table below shows the methods used to develop student digital capabilities across the top and by each department down the side. The departments are ranked based on the total number of 'mentions' from each department.

Across many institutions the Library plays an important role in helping students develop their digital capabilities.

Thus, all but one respondent (of the 27 that answered this question) selected one or more methods for their Library; there was a total of 189 methods selected across these 26 respondents. These 189 mentions accounted for 30 % of the total, indicating that the Library clearly leads on helping students develop their digital capabilities. Four other departments also play a key role in this respect, each accounted for 10 % or more of the mentions: IT Services (19 %), eLearning Unit (13 %), Academic/Study skills (10 %) and Careers Service/Employability (10 %). All remaining departments played a relatively less important role.

While there was a wide range of methods used to help develop student digital capabilities, the main three were optional sign-up training (85 mentions), drop-in clinics (78) and telephone/email/online chat/remote access (75). Far less use was made of webinars (30) or mandatory training (21).

Student support – departments and methods	Library	IT Services	eLearning Unit	Academic/Study skills	Careers Service/Employability	Disability Support	Academic staff	Departmental/School support	Student Support/Progress	Other department	Total	Base: All respondents (27)
Embedded	20	5	10	7	4	4	12	5	0	1	68	
Mandatory	8	5	2	2	0	1	1	2	0	0	21	
Optional	24	12	9	12	10	11	1	4	1	0	84	
Online	20	14	10	7	6	2	1	1	0	0	61	
Webinars	10	5	6	2	3	2	0	1	1	0	30	
Help-desk	22	19	7	5	6	4	0	1	1	0	65	
Drop-in clinics	21	13	8	10	10	11	2	1	2	0	78	
Telephone	21	13	9	8	9	10	1	1	2	1	75	
Videos	22	15	11	4	6	3	4	2	1	1	69	
Social media	19	14	7	4	6	3	2	1	0	0	56	
Other	1	1	0	1	0	1	0	1	0	0	5	
Not involved	1	2	4	2	0	1	0	1	2	0	13	
Total	189	118	83	64	60	53	24	21	10	3	625	
%	30	19	3	10	10	9	4	3	2	1	100	

Allowing for those departments that were not included in the staff list (Academic/Study skills, Student Support/Progress and Careers Service/ Employability), the same departments played a key role in the development of staff digital capabilities. All respondents (27) said that IT services contributed, and the department accounted for 24 % of all mentions. The same was true of the Library (27 % and 24 %) closely followed by the eLearning Unit (26 % and 22 %). The HR Department accounted for just 7 % of all mentions, and all the others were also in single figures.

For all respondents IT Services departments help develop staff digital capabilities, with the Library also making an important contribution.

The methods used to develop staff capabilities also focused on optional sign-up training (89 mentions), followed by telephone/email/online chat/remote access (79), online training (68), helpdesk (67) and drop-in clinics (67). The implication of this mix is that staff probably need to take more ownership of the development of their digital capabilities as compared with students. Mandatory training accounted for only 39 mentions.

Staff support – departments and methods	IT Services	Library	eLearning Unit	Academic/ Study skills	Disability Support	HR/Staff Development	Departmental/School support	Other department	Total	Base: All respondents (27)
Mand-atory	13	5	4	3	1	9	3	1	39	
Opt-ional	16	20	19	6	8	11	8	1	89	
On-line	20	14	15	4	5	7	3	0	68	
Web-inars	8	11	14	2	3	1	3	0	42	
Help-desk	24	17	14	5	4	2	1	0	67	
Drop-in clinics	13	17	19	6	5	2	5	0	67	
Rem -ote access	21	20	14	8	8	2	5	1	79	
Vid-eos	14	17	18	5	3	1	5	0	63	
Social med -ia	13	18	9	3	0	0	1	1	45	
Oth -er	0	0	1	1	2	0	2	1	7	
Not invol-ved	0	0	1	2	2	3	1	0	9	
Total	142	139	128	45	41	38	37	5	575	
%	24	24	22	8	7	7	6	1	100	

3.5.2 Comparison with 2017

There was little change from the previous survey; the same two departments lead in respect of the development of student digital capabilities in 2017, and in the same rank order: Library and IT Services.

The same was true in respect of staff with the same three departments leading in 2019 as in 2017 and in the same rank order: IT Services, Library and eLearning Unit.

3.6 Student digital wellbeing and use of learner analytics to monitor

Question 3.5

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

Question 3.6

Do any of the above departments use learner analytics to monitor student wellbeing?

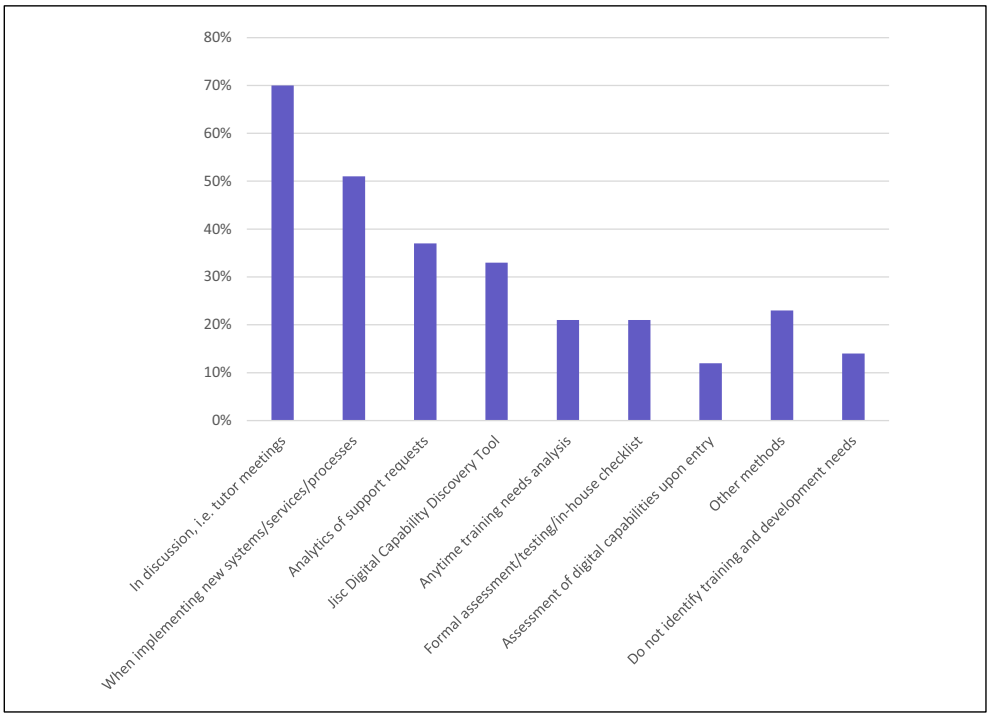
There is an increasing awareness of the issues around online identity and wellbeing, especially in the case of students. A new question was therefore added in 2017 to establish which departments take the lead in helping students develop positive digital identities, a question that was repeated in the current survey albeit with a clearer focus on 'wellbeing' rather than 'online safety'. Respondents could select all departments that were involved in this from a list of relevant departments. Building on the previous survey so a new question was added this year looking at the potential use of learner analytics to monitor student (digital) wellbeing.

3.6.1 Key findings from 2019

Nearly all institutions (90 %) selected one or more departments that took the lead in this respect: only a tenth of respondents (10 %) said no department did so. This doesn't necessarily mean that the issue isn't addressed in these institutions, rather than the respondent could not identify the *lead* department. The fact that institutions each nominated an average of three 'lead' departments also illustrates that many see this issue as one that can be tackled by different departments (ideally working together). Indeed, this is another area for potential further research, looking at which departments and teams lead on the issue (if any) and how they work with others.

Departments taking the lead in helping students develop positive digital identity [question 3.5]	%
Library	60
Careers Service/Employability	53
eLearning Unit	38
Academic staff	33
Academic/Study skills	33
IT Services	31
Student Support/Progress	20
Departmental/School Support	18
Disability Support	13
Other department	11
No department takes the lead in this	10
Base: All respondents (45).	

Q3.5 Departments taking the lead in helping students develop positive digital identity



Lead departments centred on the more generic cross institution departments, be they library (60 %) or the careers service/employability (53 %). Next came four 'departments' centred on the interface with student learning: eLearning Unit (38 %), academic staff (33 %), academic or study skills (33 %) and IT services (31 %). Fewer again thought that student support/progress (20 %), departmental or school support (18 %) or disability support (13 %) helped lead on the issue of student online identity and wellbeing.

There were five 'other' departments mentioned as helping take the lead on this issue, two of which mentioned the Students Union:

"Students Union, Student Communications"

"Students' Union"

With three other mentions:

"TEL"

"Information Security; GDPR/Data Protection"

"Online learning (partnership with xx). Student success coordinators who directly assist students."

Further research could usefully explore the *concept* of a positive digital identity; for some it may mean positive self-promotion whereas for others it could simply mean not having a profile on social media because of one's values around data privacy. Another interesting area for exploration would be to look at *what* is being done to help students develop a positive digital identity (as well as *who* takes the lead on this within institutions).

In relation to *what* is being done to help tackle the issue, the new question on learner analytics asked institutions whether any of the lead departments use learner analytics to monitor student wellbeing. If they did then the respondent was asked to enter details of which departments, and how they use learner analytics. Other possible response options at this question were:

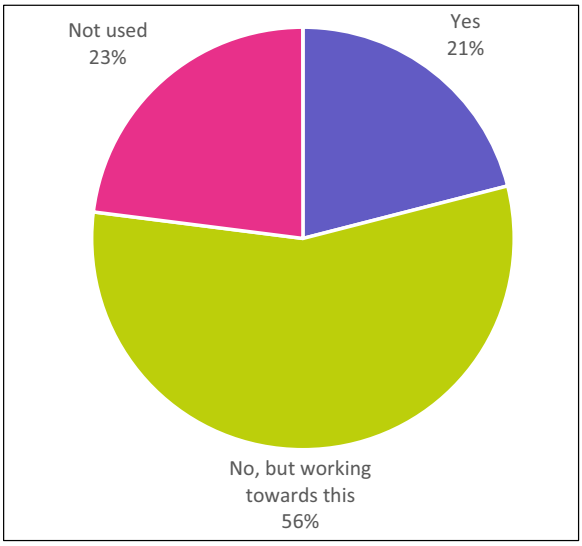
No, but working towards this

Learner analytics are not used by any department to monitor student wellbeing

A fifth of responding institutions (21 %) said they made use of learner analytics to monitor student wellbeing and a further 56 % said that they were working towards this. Encouragingly, this left just under a quarter (23 %) that did not use learner analytics to monitor student wellbeing and who were not working towards doing so.

Whether any of the above departments use learner analytics to monitor student wellbeing? [question 3.6]	%
Yes	21
No, but working towards this	56
Not used	23
Base: (43).	

Q3.6 Whether learner analytics is used to monitor student wellbeing



A limited number of institutions gave some specific indication of how learner analytics were used in respect of Student Wellbeing. However, it was difficult in some cases to distinguish this from concern for engagement, thus

> *"academics used learner analytics through the VLE and through the ePortfolio system. We also have a Personal Academic Tutor system which can access learner analytics."*

Is not obviously about wellbeing rather than engagement and

> *"Analytics are used to determine student interactions with module material and can indicate whether a tutor intervention may be needed to ensure a student is on track – a proxy for student wellbeing."*

explicitly conflates the two.

One institution gave a very clear response of specific use with respect to wellbeing:

> *"Predictive analytics is available and all staff can view a student risk score when they present for Support. This is informed by* http://addl.ulster.ac.uk/predict/"

It appears that although learner analytics as a concept is approaching maturity in the sector, it is only beginning to be linked explicitly to wellbeing.

3.6.2 Cross-sector differences in 2019

There was little difference between the types of institutions in terms of the proportions that nominated lead department(s): 88 % of Pre-92 institutions did so compared with 93 % of Post-92 institutions. However, respondents in Pre-92 institutions selected an average of 3.47 departments that lead on this compared with an average of 3.03 for newer institutions. All in all, there seemed little difference between the types of institutions in the depth or breadth of response to student online wellbeing.

There were also differences between Pre-92 and Post-92 institutions in the departments that lead on this issue. In the case of Pre-92 institutions the following departments were more likely to be leading:

	Pre-92 institutions	Post-92 institutions
Library	77 %	50 %
IT services	47 %	21 %
Departmental/school support	35 %	7 %

Whereas the eLearning Unit and academic staff played a relatively more important role in Post-92 institutions:

	Pre-92 institutions	Post-92 institutions
eLearning unit	17 %	50 %
Academic/study skills	25 %	39 %
Departmental academic staff	29 %	36 %

Although there may be differences in departmental terminology between Pre-92 and Post-92 institutions, the above differences may reflect a more embedded and holistic approach within Post-92 institutions to helping students develop positive digital identifies.

Post-92 institutions were slightly ahead of the game in terms of making use to leaner analytics to monitor student wellbeing. Thus, one in four of this group (25 %) already did so compared with one in six Pre-92 institutions (13 %). This said, Pre-92 institutions were more likely to be working towards using learner analytics (67 % compared with 50 % of Post-92 institutions). Assuming Pre-92 institutions do develop their use of learner analytics as planned then there will be little difference between the type of institution in this respect.

3.6.3 Comparison with 2017

There was no change across the surveys in respect of the proportion of institutions nominating lead department(s) to tackle student wellbeing (90 % in both surveys). Nor was there a difference in the number of departments involved in this (average of three in both surveys). While two departments dominated the list of those involved across both surveys (Careers Service/Employability and Library) there was some minor changes in the relative importance of other departments. Thus, eLearning departments were the third highest ranked in the current survey as compared with seventh place in 2017. Conversely, IT Services have dropped from third to sixth place.

3.7 Staff digital identity and wellbeing

Question 3.13

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

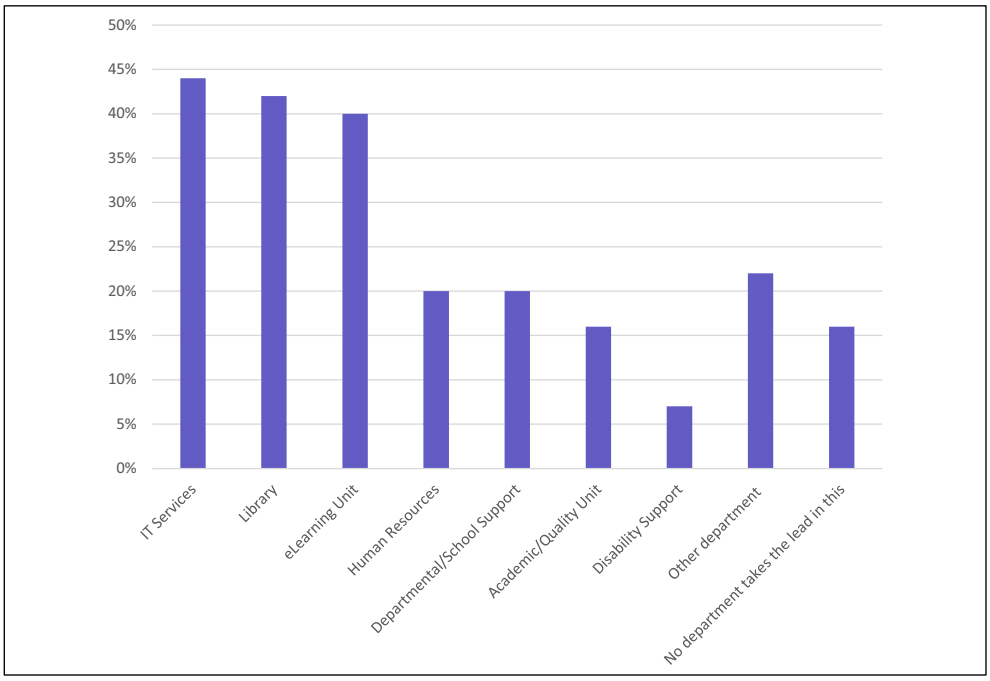
The current survey saw the addition of an equivalent question about digital identity and wellbeing asked of staff, reflecting growing awareness of this as an issue that can also impact on staff as well as students.

3.7.1 Key findings from 2019

Not quite as many institutions nominated departments as leading on staff digital wellbeing as was the case in respect of students, but there was not much difference. Only one in six (16 %) gave no department which meant most institutions had one or more departments leading on this (84 % compared with 90 % in the case of students). There were however fewer departments involved; the average number of departments nominated across responding institutions was just over two, compared with three in the case of students. The picture that therefore emerges is one of institutions alert to the digital wellbeing needs of staff, but perhaps coming to this more recently than in respect of student wellbeing.

Departments taking the lead in helping staff develop positive digital identity [question 3.13]	%
IT Services	44
Library	42
eLearning Unit	40
Human Resources	20
Departmental/School Support	20
Academic/Quality Unit	16
Disability Support	7
Other department	22
No department takes the lead in this	16
Base: All respondents (45).	

Q3.13 Departments taking the lead in helping staff develop positive digital identity



Three departments are key in leading on staff digital wellbeing: IT services (mentioned by 44 % of institutions), Library (42 %) and eLearning Unit (40 %). Less important are Human Resource departments (20 %), Departmental/ School Support (20 %) and Academic/Quality Unit (16 %). Some of these were also important departments leading on student digital wellbeing, notably the Library and the eLearning Unit; others (for example, IT Services) seem to play a relatively more important role in relation to staff digital wellbeing.

There were ten 'other' departments mentioned as helping take the lead on this issue, two of which mentioned 'marketing' while the rest were a mix of 'departments' perhaps reflecting institutions still getting to grips with the issue:

"Academic Development"

"Organisation development (OD)"

"Faculty e-learning units"

"External Relations; Lynda.com"

"Careers"

"TEL"

"Research Office"

"Local learning technologists and peer academics"

3.7.2 Cross-sector differences in 2019

A greater proportion of Pre-92 institutions had departments leading on staff wellbeing (96 % compared with 79 % among Post-92 institutions), and they nominated slightly more departments as leading (averages of 2.35 and 1.96 respectively). Whereas there was little difference between the types of institutions in respect of student wellbeing, it may be the case that pre-92 institutions are slightly more advanced in terms of addressing staff wellbeing, though a clearer picture will emerge were this question to be repeated in future surveys.

As was the case in respect of student wellbeing, so there were differences between Pre-92 and Post-92 institutions in the departments that lead on this issue. In the case of Pre-92 institutions the following departments were more likely to be leading:

	Pre-92 institutions	Post-92 institutions
IT services	59 %	36 %
Library	47 %	39 %
Academic/Quality Unit	35 %	4 %

Whereas the eLearning Unit played a relatively more important role in Post-92 institutions:

	Pre-92 institutions	Post-92 institutions
eLearning unit	35 %	43 %

3.8 Embedded support for digital capabilities

Question 3.7

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

Question 3.14

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

While specific training opportunities have a role to play in developing student and staff digital capabilities, there is increasing recognition of the benefit of embedding development within the curriculum for students and within the workplace for staff. The 2017 survey therefore saw a new question added on

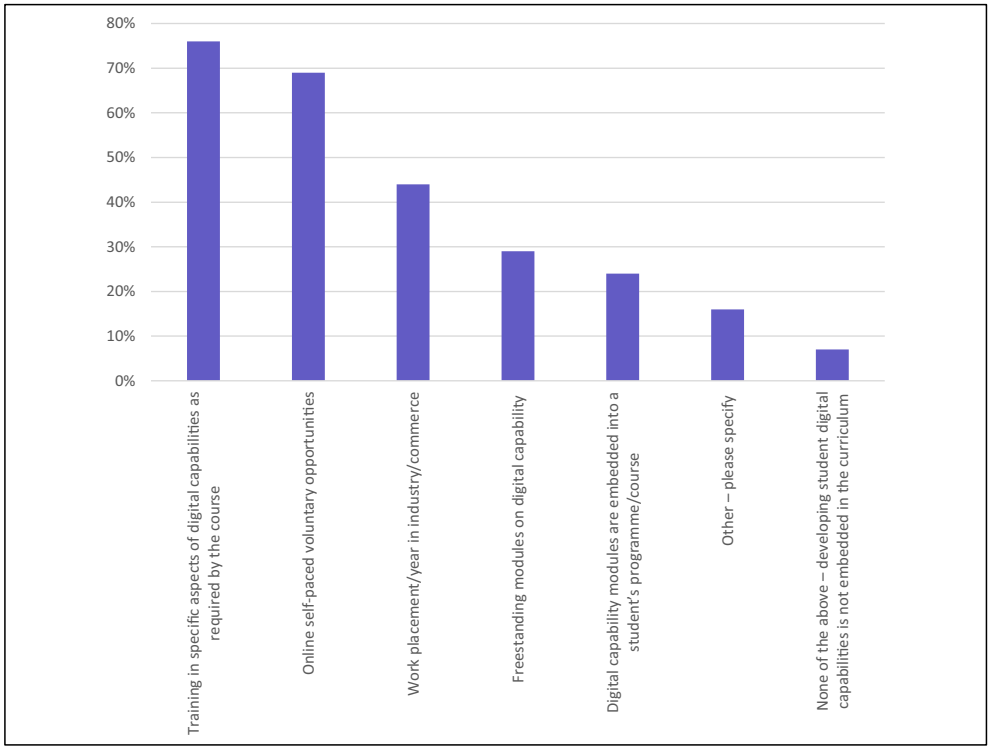
the extent to which developing student digital capabilities is embedded in the curriculum and how this might vary across courses and schools. The equivalent question asked of staff sought to assess the extent to which developing their digital capabilities was embedded in their work. The current survey saw these questions repeated, although they were re-phrased with a more explicit reference to the embedding of digital capabilities in the curriculum (students) or work (staff).

3.8.1 Key findings from 2019

Virtually all institutions (93 %) nominated one or more routes by which they seek to embed student digital capabilities in the curriculum. A quarter of responding institutions (24 %) did so by directly embedding it into programmes and courses, a potentially encouraging base upon which to build. Far more common, in three-quarters of all institutions (76 %), was training in specific aspects of digital capabilities as required by the course and two thirds of those that responded (69 %) made online voluntary training available. However, it should be noted that this doesn't necessarily mean that students avail themselves of the opportunity presented and it could be a fruitful area for further research to explore the extent to which voluntary training is taken up and its impact on the development of digital capabilities.

Embedding student digital capabilities in curriculum [question 3.7]	%
Training in specific aspects of digital capabilities as required by the course	76
Online self-paced voluntary opportunities	69
Work placement/year in industry/commerce	44
Freestanding modules on digital capability	29
Digital capability modules are embedded into a student's programme/course	24
Other – please specify	16
None of the above – developing student digital capabilities is not embedded in the curriculum	7
Base: All respondents (45).	

Q3.7 Embedding student digital capabilities in curriculum



The workplace offers opportunities to enhance digital capabilities and this year saw the addition of this as a response option: encouragingly almost half of all institutions (44 %) selected this as a means by which digital capabilities are embedded in the curriculum. Over a quarter of institutions (29 %) offered freestanding modules on digital capabilities and there were a few other approaches mentioned which again were variations on a theme, such as:

> *"[reference removed to maintain confidentiality] Creatives (creative job agency for students)"*
>
> *"Working on having a common module that includes digital capabilities"*
>
> *"Training to ensure information and data literacy as required. Information and digital literacy training and support sessions for student are included as part of their curriculum. Reference management literacy skills sessions are also offered."*

Although there was acknowledgment of the potential for practice to vary across the institution:

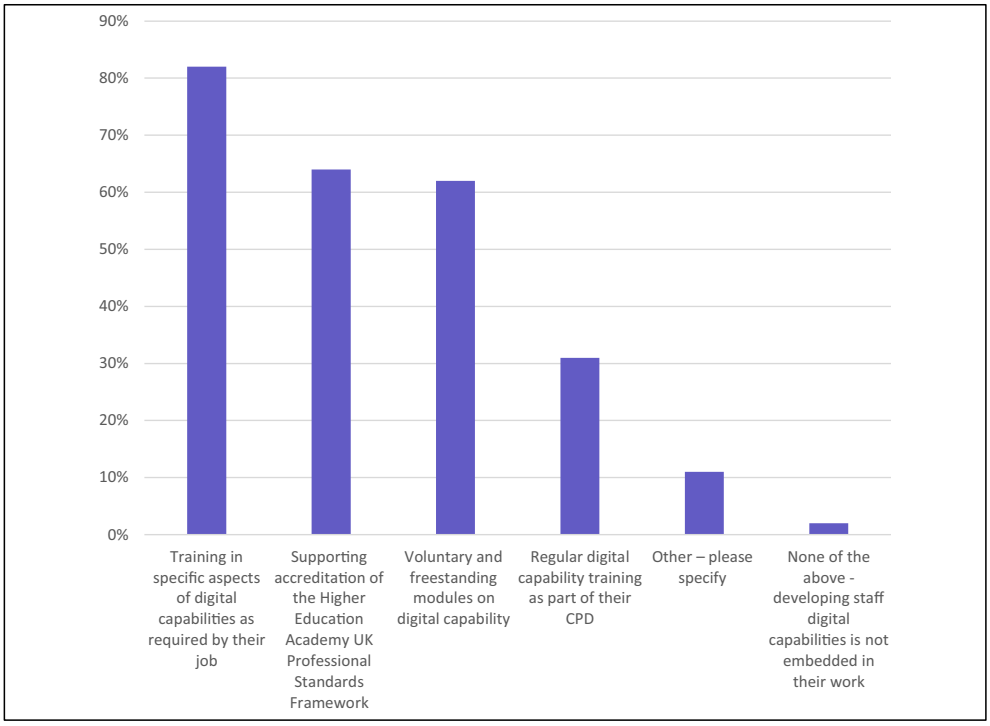
> *"Depends upon subject – differs across different programmes / modules"*
>
> *"Some areas embed into programmes, but this it not widespread"*

Turning now to staff, and perhaps reflecting the slightly greater emphasis on identifying their digital capabilities training and development needs, only one institution said that developing staff digital capabilities is not embedded within their work; 98 % of institutions therefore did take steps to embed staff digital capabilities. Most institutions (82 %) offered staff training in specific aspects of digital capabilities as required by their job. Many (64 %) supported staff accreditation via the Advance HE Professional Standards Framework and the jointly branded Jisc/HEA 'lens' of the PSF can only enhance its potential in this respect. Also important as a means of embedding staff digital capabilities were voluntary and freestanding modules on digital capability, offered by half (62 %) of all institutions (although, as with the similar offering to students, there is no data available on take-up of this offer by staff). Finally, almost a

third of responding institutions (31 %) offered regular digital capability training to staff as part of their CPD.

Embedding staff digital capabilities in work [question 3.14]	%
Training in specific aspects of digital capabilities as required by their job	82
Supporting accreditation of the Higher Education Academy Professional Standards Framework	64
Voluntary and freestanding modules on digital capability	62
Regular digital capability training as part of their CPD	31
Other – please specify	11
None of the above - developing staff digital capabilities is not embedded in their work	2
Base: All respondents (45).	

Q3.14 Embedding staff digital capabilities in their work



In addition, some of the written in comments alluded to a more widespread and holistic approach to the embedding of staff digital capabilities:

> *"Linked In Learning is provided so that all staff/students can find suitable training across the whole range of topics."*

> *"Key institutional strategies and subsequent projects driving large-scale programmes of CPD."*

3.8.2 Cross-sector differences in 2019

While virtually all Pre-92 and Post-92 institutions sought to embed student digital capabilities in the curriculum, there were differences of emphasis in the approach taken. For example, Pre-92 institutions were relatively more likely to rely on online self-paced voluntary opportunities (77 % of Pre-92 institutions compared with 64 % of Post-92 institutions) and freestanding modules on

digital capability (53 % against 14 %). Whereas Post-92 institutions were relatively more likely to offer students training in specific aspects of digital capabilities as required by their course (82 % of Post-92 institutions compared with 65 % of Pre-92 institutions).

Again, virtually all Pre-92 and all Post-92 institutions sought to embed staff digital capabilities in their work; and there were some differences of emphasis in the approach taken. For example, Pre-92 institutions were relatively more attached to the use of voluntary and free-standing modules on digital capabilities (71 % of Pre-92 institutions compared with 57 % of Post-92 institutions). Post-92 institutions were relatively more likely to offer training in specific aspects of digital capabilities as required by staff jobs (89 % of Post-92 institutions compared with 71 % of Pre-92 institutions) and regular digital capability training as part of staff CPD (36 % v 24 %).

3.8.3 Comparison with 2017

Given the high proportions of institutions embedding student and staff digital capabilities in their course and work, so there was no change across the surveys in the proportions doing so.

Neither was there much change in the range and relative importance of methods used to embed digital capabilities, save that work placements were added into the mix for students in the present survey. The fact this wasn't presented as an option in the 2017 questions means that we don't have a comparative statistic, but it is clearly an important part of the mix in helping develop embed digital capabilities into the student curriculum.

3.9 Recognising digital capability achievements

Question 3.8

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

Question 3.15

And how is **staff** achievement, in respect of their digital capabilities, recognised? Select all that apply.

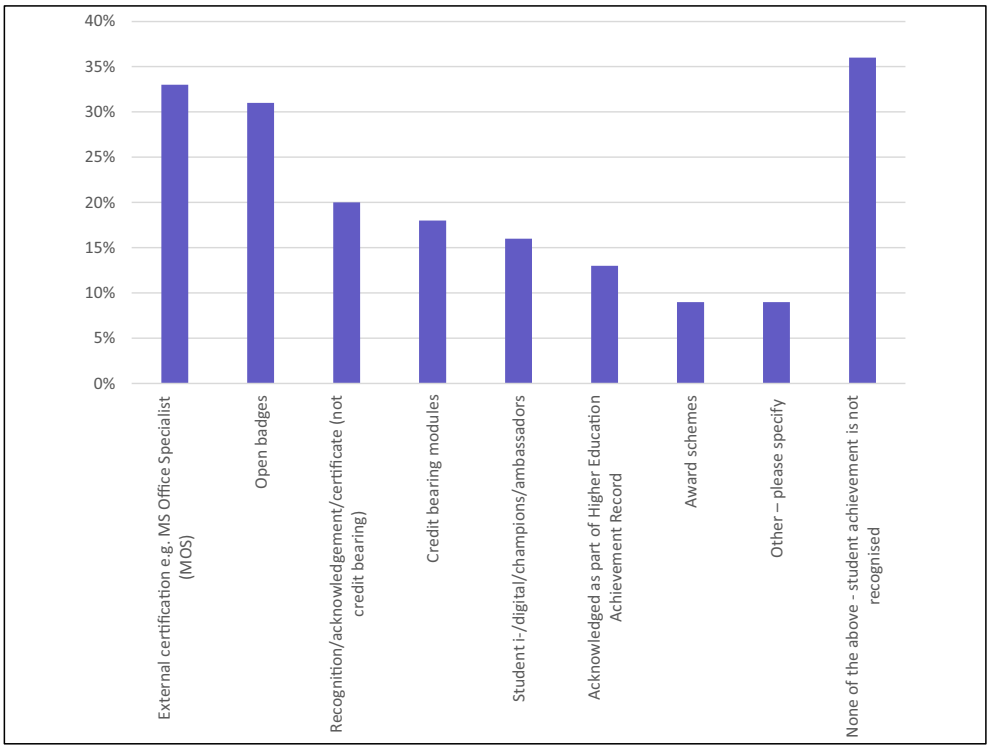
Recognition of an individual's digital capability has the potential to encourage further development, both of the individual concerned and those around them. The questions above were repeated from the 2017 survey in order to ask explicitly about how student and staff achievement in respect of their digital capabilities is recognised. Again, respondents could select as many responses as they felt appropriate from the list presented, a list that contained the same options across the surveys.

3.9.1 Key findings from 2019

Two thirds of institutions (64 %) said they recognise student achievement in respect of their digital capabilities. Each gave an average of one and half methods used to do so as summarised in the table below.

Recognising student achievements in digital capabilities [question 3.8]	%
External certification eg, MS Office Specialist (MOS)	33
Open badges	31
Recognition/acknowledgement/certificate (not credit bearing)	20
Credit bearing modules	18
Student i-/digital/champions/ambassadors	16
Acknowledged as part of Higher Education Achievement Record	13
Award schemes	9
Other – please specify	9
None of the above - student achievement is not recognised	36
Base: All respondents (45).	

Q3.8 Recognising student achievements in digital capabilities



There was no dominant method used to recognise student achievement. A third of institutions (33 %) used external certification such as Microsoft Office Specialist and almost as many (31 %) used open badges. Fewer used a range of other methods including non-credit bearing certificates (20 %), credit bearing modules (18 %) and student digital champions (16 %). Fewer again (13 %) used the Higher Education Achievement Record (HEAR) or more general award schemes (9 %).

There were four other comments entered, one of which mentioned the variation in practice across the institution in respect of the recognition of student achievement in digital capabilities:

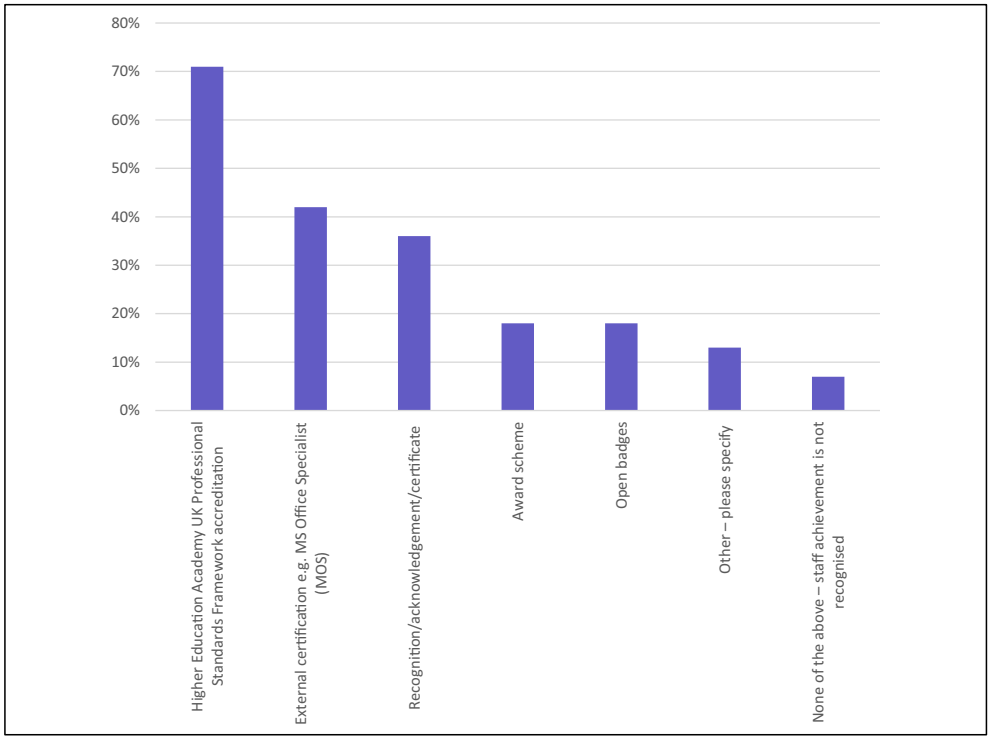
> *"Varies widely across courses. Some do some of these things but many might not do anything at all"*

Another mentioned student bursaries as a means of recognising student achievement.

Turning to staff, a greater proportion of institutions recognised staff digital capability achievements (93 %) as compared with student achievements. They also used more methods to do so, an average of two compared with one and a half. This apparently greater focus on recognising staff digital achievement may be in part explained by the availability, and importance of, the Advance HE Professional Standards Framework (PSF) accreditation which was used by almost three quarters of all responding institutions (71 %) to recognise staff achievements. External certification also played a role (42 %) as did internal recognition and certificates (36 %). Fewer again used award schemes (18 %) or open badges (18 %).

Recognising staff achievements in digital capabilities [question 3.15]	%
Higher Education Academy Professional Standards Framework accreditation	71
External certification eg, MS Office Specialist (MOS)	42
Recognition/acknowledgement/certificate	36
Award scheme	18
Open badges	18
Other – please specify	13
None of the above – staff achievement is not recognised	7
Base: All respondents (45).	

Q3.15 Recognising staff achievements in digital capabilities



Among the other comments, two institutions mentioned CMALT as a means of recognising staff achievement and another two cited LinkedIn learning (previously Lynda.com). Another alluded to a perhaps less than rigorous approach to recognising staff achievement in respect oftheir digital capabilities:

"Not really recognised. If they attend a training event and a certificate is provided, then it will probably go on the HR Record."

3.9.2 Cross-sector differences in 2019

There was no difference in the proportion of Pre-92 and Post-92 and institutions that said they recognise student digital capabilities (65 % and 64 % respectively). There were also few differences in the methods used to do so, although Pre-92 institutions were relatively more likely to use non-credit bearing certificates, 35 % of which did so compared with 11 % of Post-92 institutions.

It was a similar picture in respect of the recognition of staff digital capabilities: there was no difference in the proportion of Pre-92 and Post-92 institutions that recognised achievement in digital capabilities (94 % and 93 % respectively). And both types of institutions relied heavily upon the Advance HE Professional Standards Framework as a means of doing so (77 % and 68 %). Otherwise, Pre-92 institutions were slightly more likely to use internal certificates than their newer counterparts (41 % and 32 %) whereas Post-92 institutions used external certification to a slightly greater extent (46 % and 35 %).

3.9.3 Comparison with 2017

Comparison of this year's findings with those from 2017 reveal a potential divergence in the recognition of student and staff achievements in digital capability. The proportion of institutions recognising student achievement dropped from 78 % to 64 % ; conversely, there was an increase in the proportion of institutions recognising staff achievement, up from 73 % to 93 % . Also, as explained above, institutions also used more methods to recognised staff achievement in the current survey. These changes may in part be explained by a smaller sample in the current survey but the fact that the changes are going in the opposite direction could be worthy of further research to check upon their applicability across the sector and to understand what might be underpinning a greater focus on the recognition of staff achievement.

At the same time, the relative growth in the use of open badges as a means of recognising student achievement (up from 13 % to 31 %) could be explored. There was no change at all in the rank order of methods used to recognise staff achievement, the PSF dominated the replies across both surveys.

3.10 Sharing best practice and benchmarking within institutions

Question 3.16

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

Question 3.17

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

As is clear from the responses to several questions in this survey, there is often variation across institutions in respect of how the digital capabilities of students and staff are developed. This brings with it the possibility of sharing best practice across the institution to help all areas develop their approach to the issue. Institutions were therefore asked for the approaches taken to recognising and sharing of best practice across departments, schools or faculties. The format of this question was changed from an open response in 2017 to a closed question in the current survey in order to collect a more systematic picture. As such the answers are not comparable.

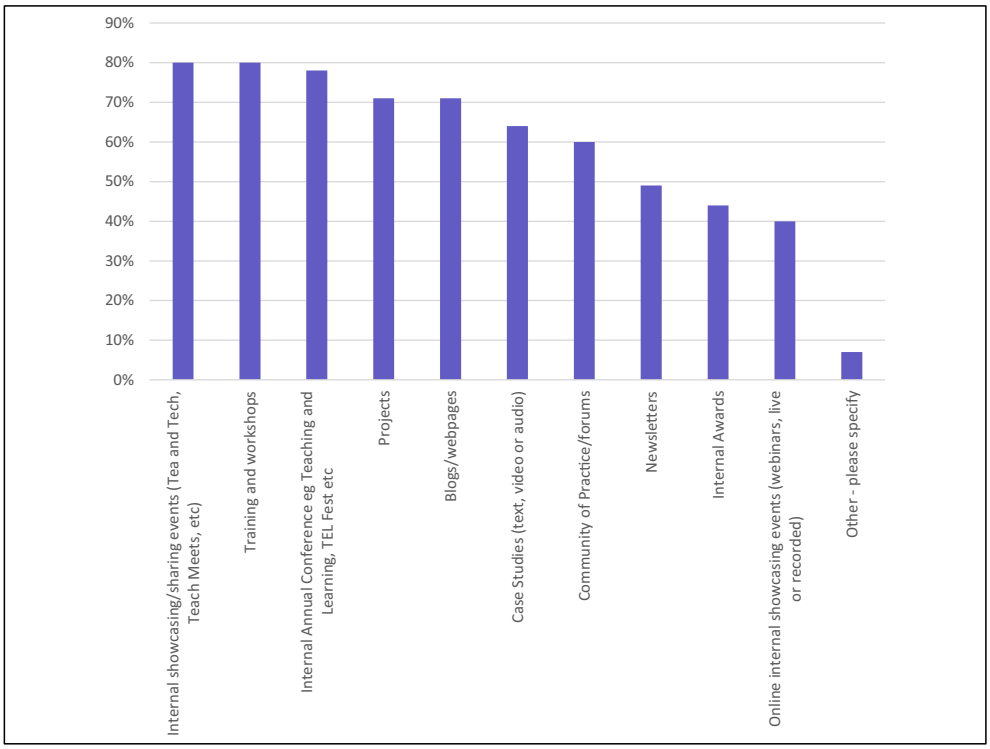
Having considered the approaches taken, institutions were asked whether they formally assess or benchmark progress over time or across departments. Those that did were asked to give examples of the approach to doing so. This question was unaltered from the previous survey so providing comparative data.

3.10.1 Key findings from 2019

Sharing best practice across institutions appears to be widespread: all responding institutions gave one or more methods by which they share best practice across institutions and the average number of methods selected was in excess of six. The range of methods used is shown in the table and chart below:

How recognise and share best practice across institution [question 3.16]	%
Internal showcasing/sharing events (Tea and Tech, Teach Meets, etc)	80
Training and workshops	80
Internal Annual Conference eg, Teaching and Learning, TEL Fest etc	78
Projects	71
Blogs/webpages	71
Case Studies (text, video or audio)	64
Community of Practice/forums	60
Newsletters	49
Internal Awards	44
Online internal showcasing events (webinars, live or recorded)	40
Other - please specify	7
Base: All respondents (45).	

Q3.16 Recognising best practice across the institution



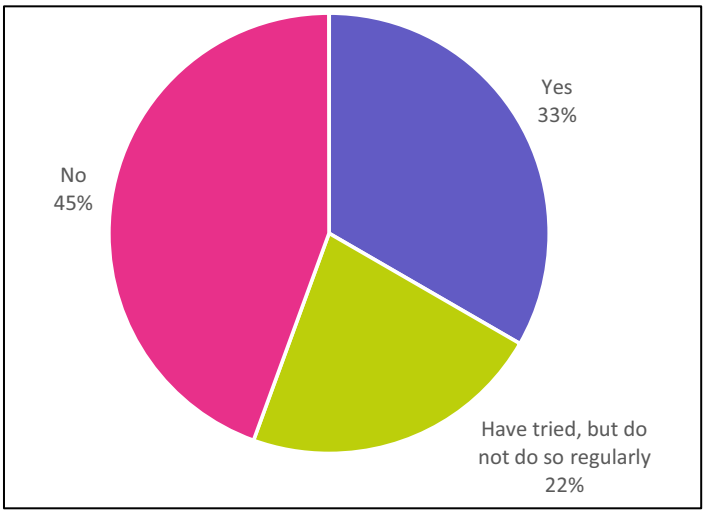
There was a wide variety of approaches used to recognise and share best practice across institutions. Four fifths of all responding institutions used in majority of institutions used internal showcasing/sharing events (80 %), training and workshops (80 %) and internal Annual Conferences (78 %). Slightly fewer (around two-thirds) cited projects (71 %), blogs/webpages (71 %), case studies (64 %) and community of practice/forum (60 %). Around half said they used newsletters (49 %), internal awards (44 %) or online internal showcasing events (40 %) to share best practice.

Having considered the methods used to recognise and share best practice, respondents were asked whether the institution formally assesses or benchmarks its progress, either over time or across departments. One in three institutions

(33 %) said they did so to which can be added a further 22 % that have tried to do so, even if not regularly. This left just under half (44 %) that did not formally assess or benchmark progress over time or across the institution.

Whether formally assess or benchmark progress within institution [question 3.17]	%
Yes	33
Have tried, but do not do so regularly	22
No	44
Base: All respondents (45).	

Q3.17 Whether formally assess or benchmark progress within institution



A variety of approaches was mentioned by the 15 institutions that did currently benchmark, although some were clearly less systematic and comprehensive than others.

Of those institutions that responded with detail of benchmarking processes, six out of nine Post-92 institutions mentioned the Jisc Discovery Tool or the Digital Insights tool in about equal numbers. While three of the Pre-92 institutions also mentioned the Jisc tools, five indicated that they relied on in-house methods or had yet to determine what solution to use. It seems on these small numbers that Jisc tools are the first choice in the sector among the third of recipients that regularly assess or benchmark. Looking at those who report that they have tried benchmarking but do not carry it out regularly, they may be slightly more inclined to use an ad hoc or in-house process over Jisc tools.

3.10.2 Cross-sector differences in 2019

We saw above that institutions used a wide range of systems and approaches to recognise and share best practice in respect of digital capabilities across the institution. Despite this there were some differences between the type of institution in the relative importance of the various methods. Pre-92 institutions were relatively more likely to use internal showcasing/sharing events (88 % of Pre-92 institutions selected this option as opposed to 75 % of Post-92 institutions), community of practice (71 % v 54 %), newsletters (59 % v 43 %) and internal awards (53 % v 39 %). Conversely, Post-92 institutions were

more likely to use training and workshops (86 % v 71 %) and online internal showcasing events (46 % v 29 %).

Post-92 institutions were more likely to have tried to formally assess or benchmark progress over time or across the institution. One in three (32 %) of this group said they did so to which can be added the 29 % that said they had tried to do so; leaving just 39 % that had not tried to benchmark. Corresponding figures to Pre-92 institutions were 35 % and 12 % which left half (52 %) that had not tried to benchmark

3.10.3 Comparison with 2017

There is evidence of more widespread use of benchmarking across the two surveys: in 2017 just one in eight institutions (12 %) said they benchmarked progress, a figure which increased to a third (33 %) in the current survey. Given also that slightly greater proportions had tried to benchmark in the current survey (19 % compared with 22 %), the overall proportion that did or had tried to benchmark increased from 31 % to 55 % across the surveys.

3.11 Learning from other institutions and benchmarking against them

Question 3.18

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

Question 3.19

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

Looking beyond their own institutions, respondents were asked a similar pair of questions in respect of other institutions. The first asked for all approaches taken to learn from other institutions. The format of this question was also changed from an open response in 2017 to a closed question in the current survey in order to collect a more systematic picture. As such the answers are not comparable.

Having considered the approaches taken, institutions were asked whether they formally assess or benchmark progress against other institutions. Those that did were asked to give examples of the approach to doing so. This question was unaltered from the previous survey so providing comparative data.

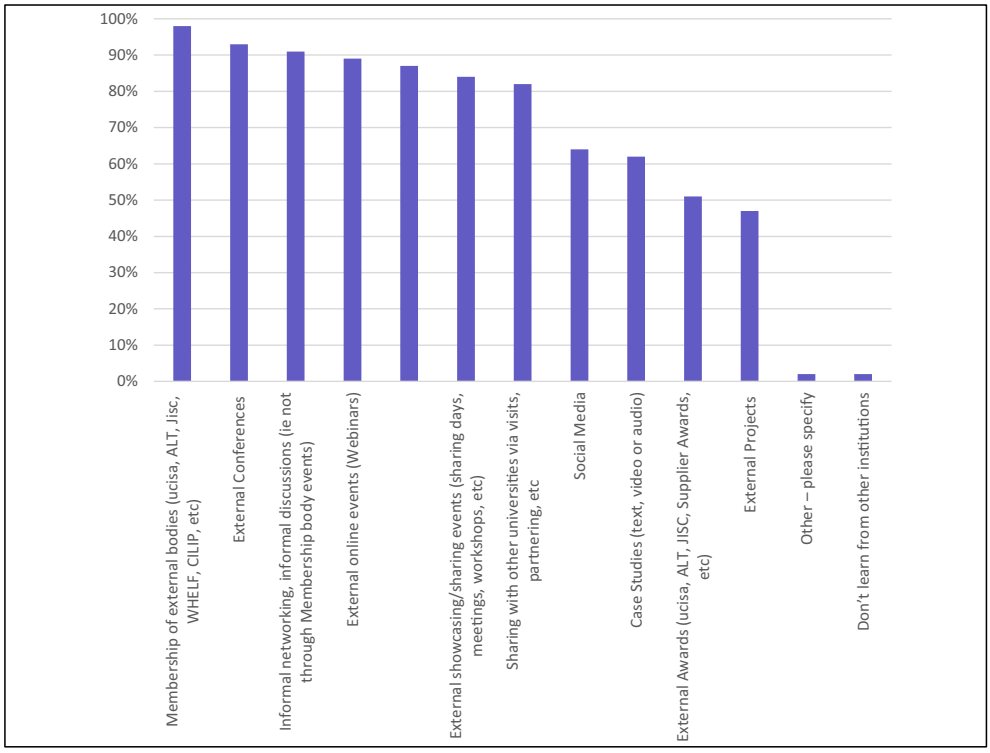
3.11.1 Key findings from 2019

As was the case with sharing internally, so institutions do seek to learn from others. All but one institution said they learnt from others and the average number of approaches used to do so was high, with an average of well over eight approaches selected per institution.

The wide range of methods used to learn from other institutions is shown in the table and chart below:

How learn from other institutions [question 3.18]	%
Membership of external bodies (ucisa, ALT, Jisc, WHELF, CILIP, etc)	98
External Conferences	93
Informal networking, informal discussions (ie, not through Membership body events)	91
External online events (Webinars)	89
Community of Practices/forums (ucisa Digital Capabilities Community, Jisc Digital Capabilities Community of Practice)	87
External showcasing/sharing events (sharing days, meetings, workshops, etc)	84
Sharing with other universities via visits, partnering, etc	82
Social Media	64
Case Studies (text, video or audio)	62
External Awards (ucisa, ALT, JISC, Supplier Awards, etc)	51
External Projects	47
Other – please specify	2
Don't learn from other institutions	2
Base: All respondents (45).	

Q3.18 How learn from other institutions



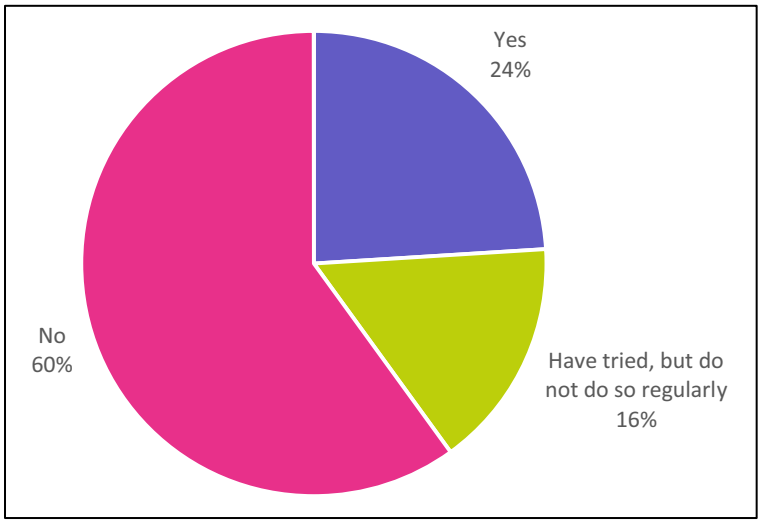
Almost all institutions (90 % plus) said they learnt from other institutions via membership of external bodies (98 %), external conferences (93)and informal networking (91 %). Many also used external online events (89 %), community of practice (87 %), external showcasing/sharing events (84 %) and sharing by visiting and [partnering with other universities (82 %). Fewer again but still

around half or more of all institutions, learnt from other institutions through social media (64 %), case studies (62 %), external awards (51 %) and external projects (47 %).

Having considered the methods used to recognise and share best practice, respondents were asked whether the institution formally assesses or benchmarks its progress against other institutions. One in four institutions (24 %) said they did so to which can be added a further 26 % that have tried to do so, even if not regularly. This left almost two thirds of institutions (60 %) that did not formally assess or benchmark progress against their peers.

Whether formally assess or benchmark progress against other institutions [question 3.19]	%
Yes	24
Have tried, but do not do so regularly	16
No	60
Base: All respondents (45).	

Q3.19 Whether formally assess or benchmark progress against other institutions



A variety of approaches was mentioned by the 11 institutions that did currently benchmark progress against other institutions.

In the Post-92 group, two of five respondents mentioned using this survey for benchmarking against other institutions and two mentioned the Digital Insights tool. One mentioned this survey and the Jisc Student Tracker. In the Pre-92 group the picture is similar, withone institution reporting use of TechQual and another the ucisa TEL Survey for inter-institution benchmarking. So, it appears that all across the sector some combination of Jisc and ucisa tools or data is common for benchmarking against other institutions and no appreciable differences appear dependent on type of institution.

3.11.2 Cross-sector differences in 2019

We saw above that institutions used a very wide range of systems and approaches to learn from other institutions about how to develop digital capabilities. In spite of this there were some differences between the type of institution in the relative importance of the various methods. Post-92

institutions were relatively more likely to use community of practice as a means of learning from others (96 % of Post-92 institutions selected this option as compared with 71 % of Pre-92 institutions), social media (75 % v 47 %), case studies (68 % v 53 %) and external projects (54 % v 35 %).

However, unlike the case in respect of internal benchmarking, it was Pre-92 institutions that were more likely to formally assess their progress against other institutions: over a third did so (35 %) compared with just 18 % of Post-92 institutions. That said, a greater proportion of Post-92 institutions had tried to benchmark (21 % as compared with 6 %) so the net effect was that 41 % of Pre-92 had (tried) to benchmark against other institutions compared with 39 % of Post-92 institutions. So, although there was little difference when those that had tried to benchmark were added in, Pre-92 institutions appeared to be somewhat more advanced in this respect.

3.11.3 Comparison with 2017

As was the case with internal benchmarking, so there is evidence of more widespread use of benchmarking against other institutions across the two surveys: in 2017 just 7 % of institutions said they did so, a figure which increased to a quarter (24 %) in the current survey. Given also that similar proportions had tried to benchmark (14 % compared with 16 %) so the overall proportion that did or had tried to benchmark increased across the surveys from a fifth in 2017 (21 %) to four out of ten in 2019 (40 %).

Given the increasing prevalence of internal and external benchmarking this may be an area worthy of further research to look at why benchmarking is on the increase and what impact it is having in terms of advancing the digital capabilities of students and staff. One possible explanation is the use of the Jisc discovery tool which might encourage benchmarking.

3.12 Conclusions

Ref	Conclusion
C3.11	As in the previous survey a wide variety of activities and processes encourage and support digital capabilities; some of the more important play a role for both students and staff (teaching and assessment methods, internal training and IT/infrastructure developments). Working with students through a variety of approaches is now an important process contributing to student digital capabilities development, with students as change agents identified as of particular importance.
C3.12	The increased importance of supporting the needs of students with disabilities is evidenced by the increased ranking of this in impactful factors for developing student digital capabilities. The increased focus on accessibility, and compliance with legislative changes in the Web Accessibility Directive, are likely to be driving this, with some institutions more pro-active in implementing required changes.
C3.13	As in the previous survey relatively few institutions think that including digital capability as intended learning outcomes is currently a driver to support the development of student digital capability, but there is evidence the importance of this might increase.
C3.14	The picture of whether institutions assess student digital capability upon acceptance or entry (as a process to encourage) has changed little since the last survey with few doing so. The new factor in this survey of assessing after induction was rated the least most important driver, so such assessment is still not recognised as a means to promote student digital capability.
C3.15	Actions plans, both local and central (a new factor in this survey) are seen as a relatively important factor in supporting both student and staff digital capability development; with central plans in particular seen as being more impactful for students than for staff.
C3.16	The introduction of new IT and business systems and processes are seen as being particularly important drivers for the development of staff digital capabilities. The failure to use this opportunity to deliver training and provide support hinders the development of staff digital capabilities.
C3.17	Since the previous survey more institutions are identifying staff digital capabilities with the Jisc Discovery Tool quite widely used. There is, however, little change in the HR-related used to help develop and promote the importance staff digital capabilities (strategic approach to staff development and induction processes). There is still potential for a more strategic approach encompassing a range of other HR activities that are currently under-used in developing digital capabilities (recruitment, promotion, reward and time off).
C3.18	The Library and IT Services departments both continue to play a key role in developing the digital capabilities of students and staff; the eLearning Unit also plays a role in helping students and the same is true in respect of eLearning department and the development of staff digital capabilities.
C3.19	As in the 2017 Survey, optional sign-up training and drop-in clinics are methods commonly used to help develop both student and staff digital capabilities; embedded delivery within the curriculum also plays a key role for students but there is no equivalent for staff, rather they must proactively also seek help via telephone/email/online chat/remote access and online training.
C3.20	Since the previous survey there has been an increase in the proportion of institutions who identify the digital training and development needs of both students and staff, with identifying staff needs almost universal. The Jisc Discovery tool is seen as a useful mechanism to use with both staff and students.

table cont.

Ref	Conclusion
C3.21	As in the previous survey a number of departments help students develop positive digital identities with the ranking of main supporting departments unchanged: careers/employability, library or IT services. Adding this question for staff showed that a similar proportion of institutions are acting on this with lead departments being IT Services, Library and eLearning.
C3.22	Learner Analytics are not yet being used widely as a way to identify student digital wellbeing; some institutions do already have this in place, but over half have plans to do so.
C3.23	In a similar picture to the previous survey almost all institutions say that developing student digital capabilities is embedded within the curriculum, although it is still the case that a minority have specific modules embedded in courses and programmes. The approaches taken are still fragmented with the importance of work placements growing, perhaps tying into the emphasis on student employability. The same is true in respect of staff with almost every institution embedding this in staff work in some way although only a minority of institutions providing regular digital capability training as part of staff CPD.
C3.24	One significant change since the previous survey is the big increase in institutions saying they recognise staff achievement in respect of their digital capabilities, together with a drop in the numbers who do so for students. The drop for the latter is partly explained by the lower use of HEAR, although there is an increase in the use of Open/Digital badges and external certification (such as MOS) for students. For staff the emphasis is still on UKPSF as a primary tool, alongside MOS.
C3.25	Most institutions see internal and external sharing of good practice as important in helping to developing the digital capabilities of staff or students; a wide range of mechanisms are used to support this, with events and conferences, and membership of external groups being used most often. Although there has been some increase in the numbers undertaking formal benchmarking (either internally or against other institutions) this are a number of challenges that need to be overcome to widen this practice.

3.13 Recommendations

Ref	Recommendation
R3.9	That institutions should embed digital capabilities into each stage of the student journey from being a prospect, pre-entry, enrolment, induction, progression to each level, graduation, to alumni. This should be driven from the top with a dedicated member of the Executive responsible for digital capabilities, given the importance of the fourth Industrial Revolution. This mirrors recommendations by others, including The House of Lords, Martha Lane-Fox.
R3.10	That institutions assess student digital capabilities as part of the application procedure, or prior to their course starting (either upon acceptance or entry) or during induction. This diagnostic approach (and not a selection criteria unless appropriate e.g. online courses) would enable institutions to assess and support the development of the student's digital capabilities. Having done so each student should have an action plan for the development of their digital capabilities. This should be reviewed and updated periodically at key points during their student journey, which would include transitions between levels/ years of study (when students generally have more time).
R3.11	That as part of this journey, institutions continue to embed digital capabilities into the curriculum rather than bolt-on modules.
R3.12	That ucisa investigate how the many departments involved can better work together to encourage students to develop positive digital identity and ensure wellbeing while recognising this is a complex and multi-faceted issue; and that, as an interim measure, institutions make more use of the ucisa Social Media Toolkit. By way of examples: personal branding, online safety, privacy and fake news.
R3.13	That institutions consider using learner analytics to monitor student wellbeing paying careful attention to the ethics and data privacy legislation in doing so.
R3.14	That institutions recognise and seize the possible opportunities of voluntary positions/schemes to develop student digital capabilities.
R3.15	That ucisa promote the use of Jisc's "Researcher profile" to encourage institutions to build digital capability outcomes in postgraduate research activities and to recognise and record postgraduate student attainment in this respect.
R3.16	That institutions should measure, recognise, accredit and reward student achievement in digital capabilities.
R3.17	That ucisa consider developing individual/institutional badges as a means of accrediting and rewarding student achievement for digital capabilities.
R3.18	The institutions should embed digital capabilities into each stage of the staff journey beginning with recruitment, induction, probation, CPD, appraisal, and throughout the period of employment. This should be driven from the top with a dedicated member of the Executive responsible for digital capabilities, given the importance of the fourth Industrial Revolution. This mirrors recommendations by others, including The House of Lords, Martha Lane-Fox.
R3.19	That institutions implement a more consistent and strategic HR-centred approach to staff digital capabilities, through a range of HR processes including those that are currently under-utilised to develop staff digital capabilities (recruitment, induction, appraisal, promotion, CPD including UK PSF, SEDA, CMALT, rewards). Having done so each staff member should have an action plan for the development of their digital capabilities. This should be reviewed and updated periodically at key points during their staff journey.

table cont.

Ref	Recommendation
R3.20	That ucisa promote the Jisc (digital capability) staff Role Profiles and that these be utilised within HR processes within institutions.
R3.21	That institutions should measure, recognise, accredit and reward staff achievement in digital capabilities.
R3.22	That ucisa consider developing individual/institutional badges as a means of accrediting and rewarding staff achievement for digital capabilities.
R3.23	That institutions recognise the importance of, and support staff to have a digital profile and to consider their digital wellbeing. This should include: personal branding, online safety, privacy and authenticity/'fake news'. That institutions make more use of the ucisa Social Media Toolkit.
R3.24	That institutions (generally IT departments) incorporate training and support for possibly both staff and student digital capabilities, in the planning of projects to implement new systems/software. These project plans could utilise the ucisa Project Management Toolkit. Where systems are Saas based institutions need to consider utilising provider support.
R3.25	That ucisa promote some of the lesser used resources – eg, Technology, policy and accessible practice and the Erasmus Future Teacher resources.
R3.26	That institutions recognise the benefits the *EU Directive* for all students, not just those with specific needs, and the institution. For example: improvement on the student experience, retention, achievement and satisfaction; business development and expansion; innovative teaching practice; community engagement, accountability, cost and efficiency and in maximising their return on investment.

Accessibility for all

This section of the questionnaire saw major changes from the previous survey, building on those implemented in 2017 and the changes in legislation in the intervening period which it was felt would have added to awareness of the topics covered:

- Awareness and use of guidelines and toolkits
- Accessibility and inclusion support for students and staff
- Assistive technologies supported by the institution
- Steps taken to promote accessibility and inclusion
- Sharing and benchmarking progress, internally and externally
- Role and responsibilities dedicated to accessibility and inclusion

Given that many of the questions were new in, or adapted for, 2019 so there is limited scope for comparisons with the results from 2017.

The section of the questionnaire opened with the Jisc definition of capability to focus the respondent and to help standardise responses across institutions:

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

- Digital content
- Teaching and learning activities;
- Assessments.

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

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

4.1 Awareness and use of (Jisc) guides and toolkits

Question 4.1

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

Jisc and a range of other organisations and companies have produced several guides and toolkits concerning accessibility and it was therefore felt useful to ascertain the extent to which institutions were aware of, and use, them. Respondents were presented with a list of 20 such guides, of which only three were carried forward from 2017, and asked to choose one of the following options in respect of each: not aware of the guide, aware but don't use or aware and have used the guide. Given the breadth of guides and toolkits covered, so the generic term of 'resources' has been used in the report commentary.

4.1.1 Key findings from 2019

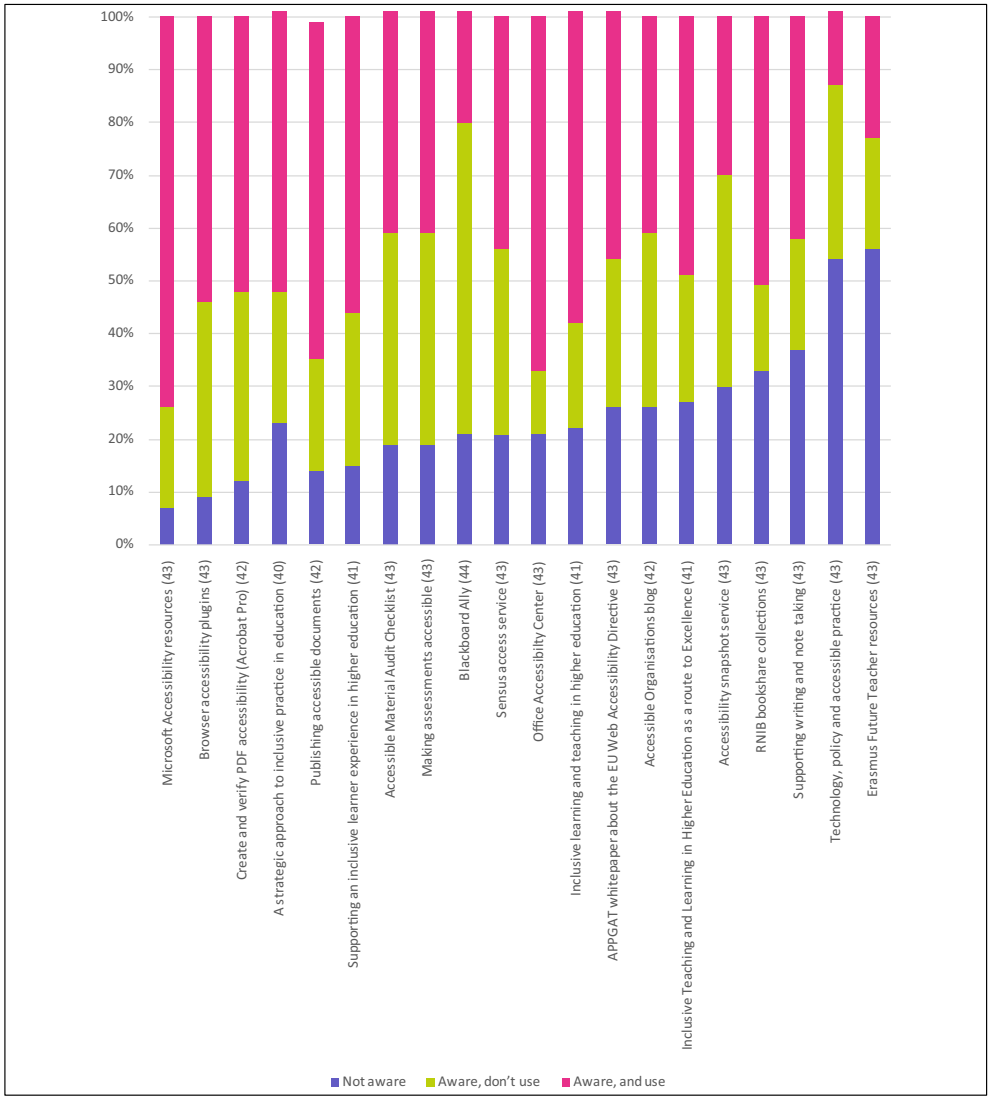
The table below shows the resources, ranked on the proportion of institutions that were aware of each, the final column. Given their position in the market so it's not surprising that virtually all respondents (93 %) were aware of Microsoft Accessibility resources and almost as many (91 %) were aware of Browser accessibility plugins. Adobe's Create and verify PDF accessibility was also widely known of (87 %). The most widely known of the Jisc guides included in the list was next, with 87 % of respondents aware of A strategic approach to inclusive practice in education. As many (85 %) were aware of its Supporting an inclusive learner experience in higher education and almost as many (81 %) knew of its Accessible Material Audit Checklist. Most respondents (86 %) were aware of the Government's guide to Publishing accessible documents.

Awareness and use of resources [question 4.1]	Not aware %	Aware, don't use %	Aware, and use %	Total aware %
Microsoft Accessibility resources (43)	7	19	74	93
Browser accessibility plugins (43)	9	37	54	91
Create and verify PDF accessibility (Acrobat Pro) (42)	12	36	52	88
A strategic approach to inclusive practice in education (40)	23	25	53	87
Publishing accessible documents (42)	14	21	64	86
Supporting an inclusive learner experience in higher education (41)	15	29	56	85

table cont.

Awareness and use of resources [question 4.1]	Not aware %	Aware, don't use %	Aware, and use %	Total aware %
Accessible Material Audit Checklist (43)	19	40	42	81
Making assessments accessible (43)	19	40	42	81
Blackboard Ally (44)	21	59	21	80
SensusAccess service (43)	21	35	44	79
Office Accessibility Center (43)	21	12	67	79
Inclusive learning and teaching in higher education (41)	22	20	59	78
APPGAT whitepaper about the EU Web Accessibility Directive (43)	26	28	47	75
Jisc's Accessible Organisations blog (42)	26	33	41	74
Inclusive Teaching and Learning in Higher Education as a route to Excellence (41)	27	24	49	73
Jisc's Accessibility snapshot service (43)	30	40	30	70
RNIB bookshare collections (43)	33	16	51	67
Supporting writing and note taking (43)	37	21	42	63
Technology, policy and accessible practice (43)	54	33	14	46
Erasmus Future Teacher resources (43)	56	21	23	44
(Base: All respondents answering about guide/toolkit)				

Looking at the other end of the table, there was still high awareness levels of many of the resources asked about: two thirds of all respondents (67 %) were aware of the RNIB bookshare collection and Supporting writing and note taking produced by Moodle (63 %). The two least well know resources were Technology, policy and accessible practice (46 %) and the Erasmus Future Teacher resources (44 %).



Clearly awareness of a resource is a good start, but to what extent does this translate into use of the resource? Here we see some divergence as shown by the table below which shows the ranking of resources in terms of their awareness and use.

Awareness and use of resources [question 4.1]	Ranking	
	Awareness	Use
Microsoft Accessibility resources (43)	1	1
Browser accessibility plugins (43)	2	6
Create and verify PDF accessibility (Acrobat Pro) (42)	3	8
A strategic approach to inclusive practice in education (40)	4	7
Publishing accessible documents (42)	5	3
Supporting an inclusive learner experience in higher education (41)	6	5
Accessible Material Audit Checklist (43)	7	13
Making assessments accessible (43)	8	14

table cont.

Awareness and use of resources [question 4.1]	Ranking	
	Awareness	Use
Blackboard Ally (44)	9	19
SensusAccess service (43)	10	12
Office Accessibilty Center (43)	11	2
Inclusive learning and teaching in higher education (41)	12	4
APPGAT whitepaper about the EU Web Accessibility Directive (43)	13	11
Accessible Organisations blog (42)	14	16
Inclusive Teaching and Learning in Higher Education as a route to Excellence (41)	15	10
Accessibility snapshot service (43)	16	17
RNIB bookshare collections (43)	17	9
Supporting writing and note taking (43)	18	15
Technology, policy and accessible practice (43)	19	20
Erasmus Future Teacher resources (43)	20	18

Microsoft Accessibility resources ranks highest in both terms of awareness and use; at the other end of the rankings some resources also rank lowest in terms of awareness and use (Technology, policy and accessible practice and Erasmus Future Teacher resources). Then there are resources that attracted relatively higher use than awareness: Office Accessibility Centre, Inclusive learning and teaching in higher education and the RNIB bookshare collections. Such resources may be relatively less well known but attract higher levels of use among those aware of them. Conversely, there are resources that attracted relatively less use than awareness: Blackboard Ally, Accessible Material Audit Checklist and Making assessments accessible. In part, the explanation for this may well lie in the difference between resources that are free and those for which the institution must pay (eg, Blackboard) for or subscribe to (eg, some of the Jisc guides and toolkits). There might also be a longer lag for some resources between awareness, interest in using and take-up. Either way, the difference between awareness and use of some resources is another potential area for further research.

4.1.2 Cross-sector differences in 2019

Pre-92 institutions had higher levels of awareness compared to their Post-92 counterparts: awareness levels were higher for all but one of the resources. Post-92 institutions were more aware of Blackboard Ally (75 % compared with 25 % of Pre-92 institutions) and made greater use of the resource (25 % compared with 13 %).

In terms of use of the various resources, Pre-92 institutions again made greater use of all but four of the resources as compared with Post-92 institutions. Resources that Post-92 institutions were relatively more likely to use were: Microsoft Accessibility Resources (used by 79 % compared with 69 % of Pre-92 institutions), Browser accessibility plugins (59 % compared with 44 %), Accessible Material Audit Checklist (48 % compared with 31 %) and Blackboard Ally (as above).

4.2 Support for students

Question 4.2

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

Question 4.3

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

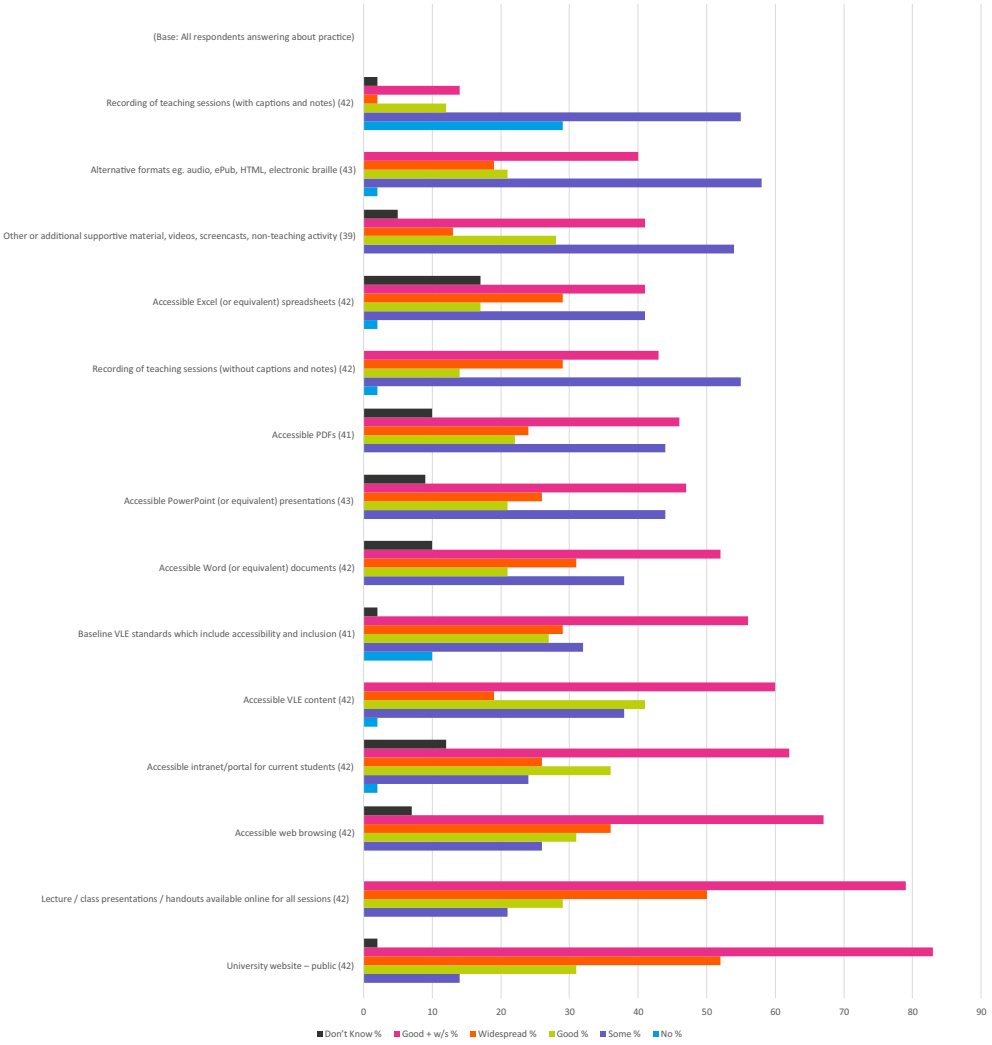
The questionnaire then addressed the specific issue of *accessibility*, with a question about the availability of various tools designed to help accessibility and any other steps taken to improve accessibility for students. Two of the nine tools asked about in 2017 were removed and seven new tools were added for the current survey. There is therefore limited scope to compare results across the surveys.

4.2.1 Key findings from 2019

Regardless of whether the institution used any of the resources, all respondents were asked how widely available various accessible adaptations were across the institution in practice. A four-point response scale was used, ranging from 'no availability', 'some availability', 'good availability' and 'widespread availability'. The table below shows the resultant data with the adaptations ranked based on the sum of the 'good' and 'widespread' availability responses.

Student accessibility – availability in practice [question 4.2]	No %	Some %	Good %	Widespread %	Good+ w/s %	Don't Know %
University website – public (42)	0	14	31	52	83	2
Lecture / class presentations / handouts available online for all sessions (42)	0	21	29	50	79	0
Accessible web browsing (42)	0	26	31	36	67	7
Accessible intranet/portal for current students (42)	2	24	36	26	62	12
Accessible VLE content (42)	2	38	41	19	60	0
Baseline VLE standards which include accessibility and inclusion (41)	10	32	27	29	56	2
Accessible Word (or equivalent) documents (42)	0	38	21	31	52	10
Accessible PowerPoint (or equivalent) presentations (43)	0	44	21	26	47	9
Accessible PDFs (41)	0	44	22	24	46	10
Recording of teaching sessions (without captions and notes) (42)	2	55	14	29	43	0
Accessible Excel (or equivalent) spreadsheets (42)	2	41	17	29	41	17
Other or additional supportive material, videos, screencasts, non-teaching activity (39)	0	54	28	13	41	5
Alternative formats eg, audio, ePub, HTML, electronic braille (43)	2	58	21	19	40	0
Recording of teaching sessions (with captions and notes) (42)	29	55	12	2	14	2
(Base: All respondents answering about practice)						

Q4.2 Student accessibility – availability in practice



Most widely reported as available was the public facing website, with three quarters of institutions (83 %) of the view this had either 'good' or 'widespread' availability across the institution. A similar proportion thought the same in respect of lecture/class presentations and handouts (79 %) and accessible web browsing (67 %). Slightly lower proportions thought the same in respect of accessible intranet/portal for current students (62 %), accessible VLE content (61 %) and baseline VLE standards which include accessibility and inclusion (56 %). Less widely available across responding institutions were accessible Word documents (52 %), accessible PowerPoint presentations (47 %), accessible PDFs (46 %) and accessible Excel spreadsheets (41 %). In terms of the recording of teaching sessions without captions and notes, 43 % responded that these had 'good' or 'widespread' availability and 14 % thought the same in respect of recordings with captions and notes. Finally, just over a third of all institutions (40 %) said that alternative formats were widely available and a similar proportion felt the same in respect of recording of other or additional supportive material (41 %).

The high levels of availability are perhaps somewhat surprising, and it may be that there was an element of over-claiming by some institutions. It would certainly be worth exploring in future research what the claimed 'availability' amounts to. There may also have been definitional issues at play, for example, the generally high levels of availability of an 'accessible VLE' might be due to respondents thinking that the question referred to round-the-clock access

and/or access from outside the institution. Alternatively, it could be that some respondents thought that the fact their VLE platform has some accessibility features (eg, Moodle Accessibility Block) means that the VLE as a whole is accessible and widely available. Nonetheless, while there may be good availability of an accessible VLE this does not mean that the content within the VLE has good accessibility.

Having considered the list of possible adaptations to help with accessibility, respondents were asked for details of any other steps taken to improve accessibility for students. In response, 27 of the 45 responding institutions provided further examples of steps being taken. The two most common elements of further support provided for students are *assistive technology* (with a few specific items mentioned: not taking, captioning, accessible desks) and as frequently the provision of specialist support where this indicates staff members with special responsibility. Each of these was included in responses from a third of those who answered. The next most common features offered where some provision of an *individual plan* for students need support and of *training for the creation of accessible content*, each featuring in five responses. Unsurprisingly perhaps VLEs featured in responses as did Blackboard Ally.

As elsewhere in the free text responses, there appears to be a contrast between those responses that refer directly to a *strategic* orientation or to *policy* driving the support and those that are as far as we can tell from the data more bottom up – but absence of explicit mention of policy or strategy cannot be evidence of absence of strategy and this question deserves further exploration.

4.2.2 Cross-sector differences in 2019

In terms of the availability of the various accessible formats there was no consistent difference between Pre-92 and Post-92 institutions; some adaptations were more widely available in Pre-92 institutions and vice-versa. This is somewhat surprising given the more diverse student background in Post-92 institutions.

The open responses showed some variation when we compare the Pre-92 and Post-92 institutions. Care must be taken in interpreting data from what are often quite small sub-groups, but with this caveat, we can make some remarks.

The provision of assistive technology to students does not on this sample differ between institution types but Pre-92 institutions do more often indicate that they work with individual support plans for students (four to one) and more frequently report that they provide training for creating accessible content. In contrast the Post-92 institutions made more frequent mention of have a specialist support resource for students (six against three).

Two responses stand out for the detail of the response and for appearing to reflect broad institutional support, reflective of policy support for provision. One for example gives this response

XXX [Acronym removed to preserve institutional confidentiality] *is a University-wide accessibility project supported by advice and guidance from the Joint Information Systems Committee (Jisc). The project seeks to implement a range of accessibility initiatives to raise awareness of the potential for inclusive design and assistive technologies to improve access to learning for all. The project is primarily about main streaming accessibility by catalysing a shift inculture from individual adjustments via Inclusive Learning Plans*

(ILP) towards anticipatory reasonable adjustments and inclusive practice by design as the preferred means to tackle accessibility barriers at source. The partnership with the Joint Information Systems Committee (Jisc) has enabled the collaborative development of a practice-based model for inclusive information delivery applying Jisc theoretical approaches. Working closely with an expert externalagency has given us access to an array of good practice examples,support and networking opportunities that have resulted in the rapid development of our own institutional knowledge and capability. Ultimately XXX aims to make recommendations that will help to further develop an inclusive information environment and encourage the wider adoption of assistive technology (productivity tools) for all at the University. In addition we have introduced […] Inclusive Practices (IPs) to mainstream our most frequently recurring individual adjustments. We also deliver universal access to assistive/ productivity tools: […]

Which illustrates the aspiration to address the issues not only by acoordinated response but by aiming at a shift in culture whereby accessibility is conceptualised as a matter of inclusion. This stands in contrast to a very small number of responses that indicate a less robust approach:

> *"Unaware of any"*
>
> *"Students given right to record taught classes themselves"*

The latter of which might at least be viewed as increasing student autonomy.

4.3 Support for staff

Question 4.4

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

Question 4.5

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

The same sequence of questions was asked about staff: the availability of the various formats and other steps taken to improve accessibility for staff.

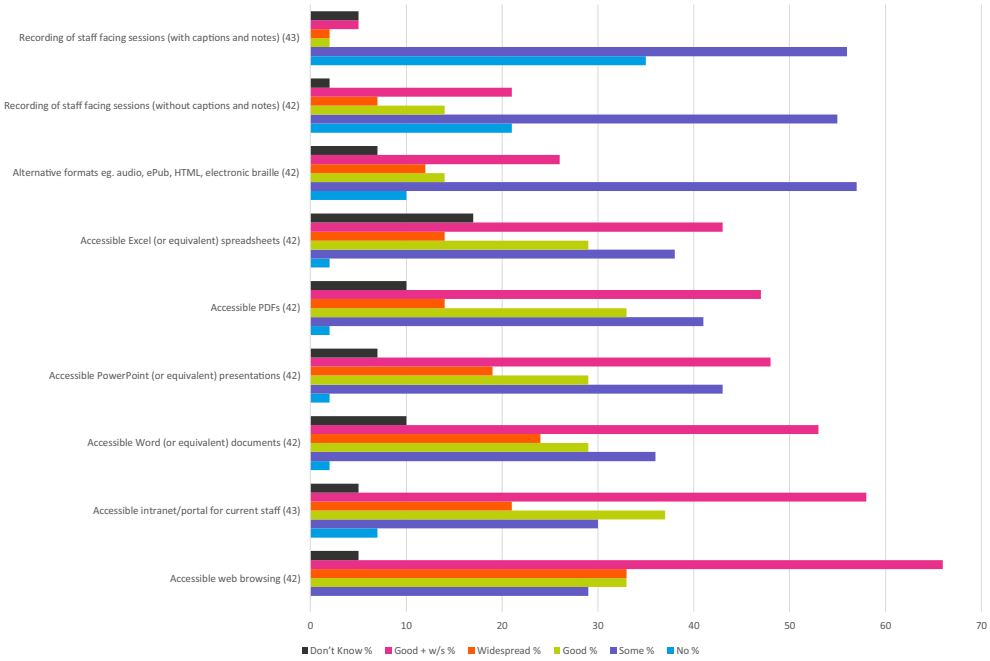
4.3.1 Key findings from 2019

The availability of the various formats was similarly widespread for staff as compared with students. Thus, almost two thirds of responding institutions (66 %) thought that accessible web browsing had either 'good' or 'widespread' availability for staff as compared with 67 % of institutions in the case of students. This was followed by accessible intranet/portal for current staff with just over half of institutions (58 %) making it available to staff (62 % in the case of students). Accessible Word documents and accessible PowerPoint presentations were the next most available for staff (mirroring the pattern of student availability) at 53 % and 48 % of institutions respectively (52 % and 47 % in the case of students). Similar proportions of institutions had reasonable availability of accessible PDFs (47 % compared with 46 % of institutions in the case of students), accessible Excel spreadsheets (43 % compared with 41 %) and alternative formats (26 % compared with 40 %). Finally, a fifth of institutions

(21 %) felt there was good or widespread availability of recording staff facing sessions without captions or notes and just 5 % felt the same of recordings with captions or notes. Unlike many of the other adaptations asked about, the corresponding figures for the equivalent adaptations in respect of students were higher at 43 % and 14 %.

Staff accessibility – availability in practice [question 4.4]	No %	Some %	Good %	Widespread %	Good+ w/s %	Don't Know %
Accessible web browsing (42)		29	33	33	66	5
Accessible intranet/portal for current staff (43)	7	30	37	21	58	5
Accessible Word (or equivalent) documents (42)	2	36	29	24	53	10
Accessible PowerPoint (or equivalent) presentations (42)	2	43	29	19	48	7
Accessible PDFs (42)	2	41	33	14	47	10
Accessible Excel (or equivalent) spreadsheets (42)	2	38	29	14	43	17
Alternative formats eg, audio, ePub, HTML, electronic braille (42)	10	57	14	12	26	7
Recording of staff facing sessions (without captions and notes) (42)	21	55	14	7	21	2
Recording of staff facing sessions (with captions and notes) (43)	35	56	2	2	5	5
(Base: All respondents answering about practice)						

Q4.2 Staff accessibility – availability in practice



Seventeen institutions gave details of extra steps taken to support staff with both Pre-92 and Post-92 groups about equally represented. Analysis of this verbatim comment showed few specific institutional functions or departments are mentioned, only Human Resources and Occupational Health. The support consists of advice and resource allocation, where resources include both hardware and software, and monitoring and testing of resource accessibility

with web pages specifically mentioned. A small number of institutions mention the provision of training for those responsible for materials development to enhance accessible provision and a likewise small number of institutions indicate that this support leans on policy directives, although this does not indicate that others do not also have relevant policies.

4.3.2 Cross-sector differences in 2019

In terms of the availability of the various accessible formats for staff there was no consistent difference between Pre-92 and Post-92 institutions; some adaptations were more widely available in Pre-92 institutions and vice-versa.

4.4 Assistive technologies supported to develop digital capabilities

Question 4.6

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

There is a wide range of assistive technologies now available to help those with accessibility challenges to develop their digital capabilities. Institutions were therefore presented with a list of these and asked to indicate which they supported for students and which they did so for staff.[1] There was no change to this question from that asked in 2017 so results can be compared across the two surveys.

4.4.1 Key findings from 2019

Support for assistive technologies was widespread: all institutions said they support most of the assistive technologies asked about.

Text to speech tools or plug ins were the most commonly supported across both students (all institutions) and staff (97 %). Referencing tools were more likely to be supported for students as staff (97 % compared with 91 %) and the same held for mind-mapping tools (97 % compared with 94 %). Otherwise there was no difference in the support made available to students and staff: next most supported were screen readers, note-taking tools and voice recognition tools or plug ins. However, any differences were relatively small and do not detract from a picture of widespread support for the range of various assistive tools, for both students and staff.

1 Due to a programming issue with the online questionnaire there were fewer respondents at this question than elsewhere, 35 of the 45 respondents answered this question. Fortunately, non-response was equally distributed across institutional type so we can still have confidence in the findings.

Supported assistive technologies [question 4.6]	Students %	Staff %
Text to speech tools or plug ins	100	97
Referencing tools	97	91
Mind mapping tools	97	94
Screen readers	91	94
Notetaking tools (eg, OneNote, Evernote)	91	91
Voice recognition tools or plug ins	89	89
Other assistive technology	51	40
None supported	0	0
Base: All respondents	(35)	(35)

Indeed, as if to underline the widespread support for assistive tools, half of all institutions gave examples of other assistive technologies supported for students (51 % of institutions) and almost as many did so in the case of staff (40 %).

Six Pre-92 and 16 Post-92 institutions answered this question. In theirresponses both Pre- and Post-92 institutions mention loans of specific equipment (such as laptops or tablets) or physical aids (for example screen overlays) but not in the same proportion. Whereas around half of Pre-92 institutions mention equipment loans, less than one quarter of the Post-92 institutions do so. Interestingly there is otherwise less overlap in the provision specified in responses.

Post-92 institutions mention in about equal numbers lecture capture, screen reading and magnification devices (to pick the most frequent categories with around three mentions each), while Pre-92 institutions mention braille printing and tactile diagrams (two mentions each) - responses not encountered in the Post-92 institution responses.

Among other singular response categories in Post-92 institutions are note taking, spelling aids, and transcription devices.

For the Pre-92 institutions there is a single mention of the provision of specific accommodation (equipped space) for accessibility purposes. So, while there is overlap, there is also variety. The specificity of provision ranges from provision of specifically designated hardware to guidance on using Microsoft built-in accessibility tools.

While there is some difference between responses by institution type, they must be treated with caution due to the difference in the number of responses for each type. Nonetheless the result may be read as plausibly indicative.

However, the fact assistive technologies are *supported* does not necessarily mean that there is widespread *availability*, nor indeed *help* provided to take full advantage of their potential including *updates*. It might also be the case that some institutions are only making these available to those with DSA assessments or in specific AT suites. These are all questions worthy of consideration in further research and any future survey.

4.4.2 Cross-sector differences in 2019

Given the very high levels of support offered for the range of assistive technologies asked about so there was little difference in this respect between Pre-92 and Post-92 institutions. The average number of tools supported was almost identical across both types of institutions for both students and staff (at around six, so virtually all).

4.4.3 Comparison with 2017

Reflecting the widespread support of the assistive tools asked about, so the proportion of institutions supporting each had increased for all but one of the tools. Not only is support widespread but it appears to be growing and almost universal, which is very encouraging. The extent to which institutions are making full use of the in-built options in Office 365, Google Voice, Operating System tools, etc. alongside dedicated tools could be atopic for further research.

4.5 Steps taken to raise awareness of tools

Question 4.7

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

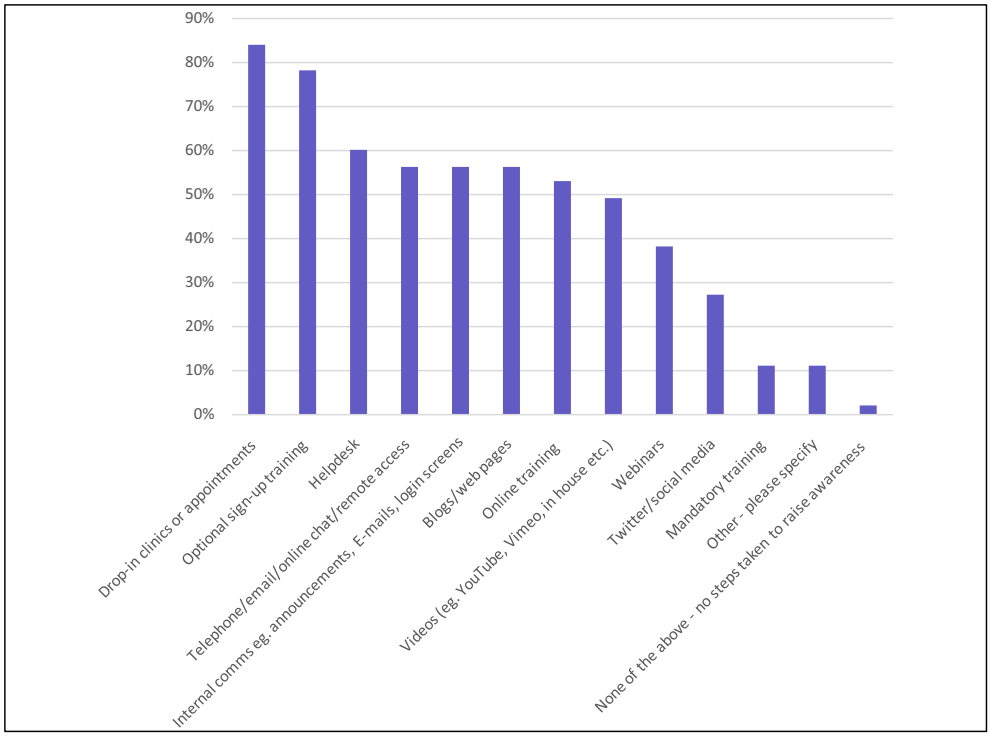
The availability of tools used to improve accessibility and inclusion is obviously critical in terms of usage, but it's also important to ensure that potential users are aware of the tools. Thus, a question was added to the current survey to establish the steps taken to raise awareness of the various tools. Respondents were presented with a list of options and asked to select all those that they used to raise awareness.

4.5.1 Key findings from 2019

A wide variety of approaches was taken by institutions to raise awareness of the tools available, and only one of the 45 responding institutions said they took no steps to raise awareness. Most of them held drop-in clinics or appointments (84 %) and three quarters (78 %) offered optional sign-up training; fewer, but still over half (60 %) had a helpdesk to raise awareness. These approaches assume that the students are aware of the drop-in clinics, optional sign-up training, etc. Next was a group of approaches used by around half of all responding institutions: telephone/email/online chat/ remote access (56 %), internal communications (56 %), blogs/web pages (56 %) and online training (53 %). Half of all those responding offered videos (49 %) and fewer still (38 %) used webinars or twitter/social media (27 %). Just one in ten (11 %) mandated training in the tools to help improve accessibility and inclusion.

Actions taken to raise awareness of tools [question 4.7]	%
Drop-in clinics or appointments	84
Optional sign-up training	78
Helpdesk	60
Telephone/email/online chat/remote access	56
Internal comms eg, announcements, E-mails, login screens	56
Blogs/web pages	56
Online training	53
Videos (eg, YouTube, Vimeo, in house etc.)	49
Webinars	38
Twitter/social media	27
Mandatory training	11
Other – please specify	11
None of the above - no steps taken to raise awareness	2
Base: All respondents (45)	

Q4.7. Actions taken to raise awareness of tools



Five respondents provided details of other steps taken to raise awareness, including some innovative approaches:

> *"We have run our own show and tell events:* [link was provided by institution, but removed from the quotation to maintain confidentiality]"
>
> *"Presentations by disability staff to staff meetings, raising awareness"*
>
> *"Stands at events, presentations to groups, induction talks"*

4.5.2 Cross-sector differences in 2019

There was little difference between Pre-92 and Post-92 institutions in the relative importance of the methods used to raise awareness of the tools awareness of tools used to improve accessibility and inclusion. The top half dozen approaches were the same across both types of institutions. Neither was there much difference in the number of approaches taken, both type of institutions said they used an average of around six methods to raise awareness.

4.6 Whether institution considers accessibility and inclusion on procurement

Question 4.8

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

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

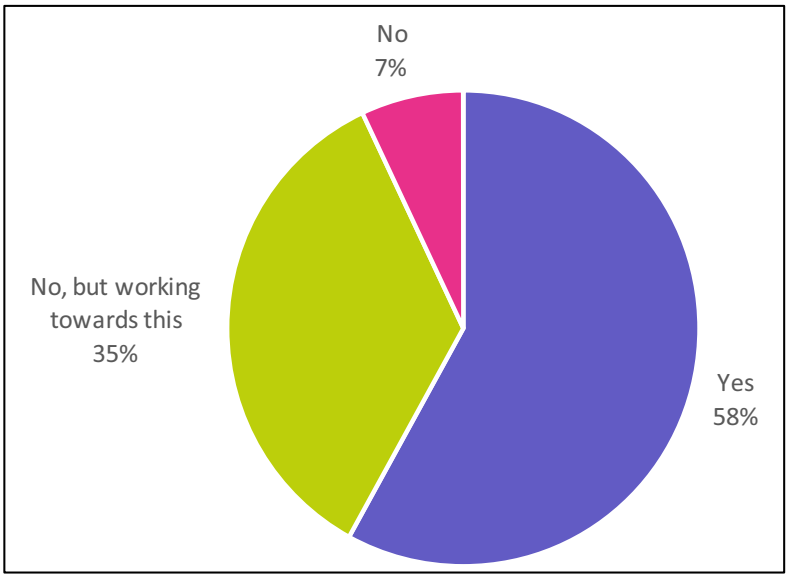
Another means of embedding accessibility and inclusion in digital systems and software is to consider it in the procurement of new systems. A question was therefore added to the current survey to establish whether institutions did this and, if so, they were asked to provide details of a good example of the approach.

4.6.1 Key findings from 2019

Over half of all responding institutions (58 %) claimed to consider accessibility and inclusion in procurement and a further 35 % were working towards doing so; thus, only 7 % had not considered this approach to developing accessibility and inclusion.

Whether the institution considers accessibility and inclusion in the procurement of digital systems and software [question 4.8]	%
Yes	58
No, but working towards this	35
No	7
Base: All respondents (43)	

Q4. 8 Whether the institution considers accessibility and inclusion in the procurement of digital systems and software



Responses on considerations of accessibility during procurement divide about evenly between those that mention a universal or mandatory consideration and those that give a specific example or examples of how accessibility is taken in to account. BlackBoard Ally is cited as an investment many institutions have purchased to identify work on accessibility in VLEs.

Systems mention included hardware (laptops and lockers), software (MS Office), VLEs – the most frequently mentioned - and specialist systems (library databases).

Testing is often conducted by specialised in-house staff and in collaboration between IT and assistive technology staff

There is some indication that Pre-92 institutions are more likely to mention a mandatory consideration than Post-92 while Post-92 institutions are more likely to give examples of specific instances of acquisition.

4.6.2 Cross-sector differences in 2019

Pre-92 institutions were slightly ahead of the game in respect of procurement practice: 56 % of this group already consider accessibility and inclusion in procurement and the remainder (46 %) were working towards doing so. Corresponding figures for the Post-92 institutions were 59 % and 30 % , which left one in ten (11 %) of this group that had yet to use procurement as a means helping to advance the accessibility and inclusion agenda within their institution. These approaches assume that the students are aware of the drop-in clinics, optional sign-up training, etc.

4.7 Sharing best practice and benchmarking within institutions

Question 4.9

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

Question 4.10

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

Yes – please enter details

The current survey included questions about sharing best practice in respect of digital capabilities across the institution and benchmarking progress in this over time (questions 3.16 and 3.17); corresponding questions were added to the current survey looking explicitly at accessibility and inclusion.

4.7.1 Key findings from 2019

A wide range of approaches was taken to recognising and sharing best practice, and only one respondent said that their institution did not do so. Most commonly, three quarters of all responding institutions (76 %) used training and workshops to recognise and share best practice. Around two-thirds used internal showcasing/sharing events (69 %) and blogs/webpages (69 %). Then came a group of approaches used by just over half of all institutions: internal annual conference (58 %), community of practice/forum (58 %), projects (53 %) and case studies (53 %). Fewer, just over a quarter of institutions, used online internal showcasing events (29 %) or newsletters (29 %); finally, one in five (20 %) used internal awards as a means of recognising and sharing best practice in respect of accessibility and inclusion.

Other methods of recognising and sharing best practice were mentioned by five respondents, with some interesting examples provided:

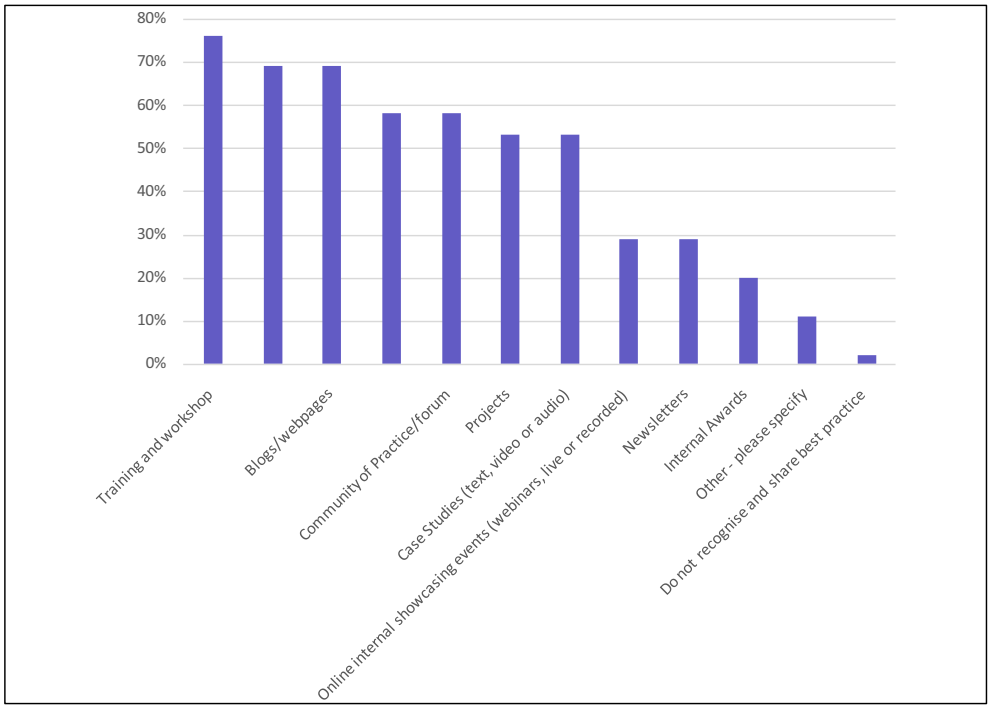
> *"Inclusion champions in each school/service, lunch and learn, social media; corporate LGBT+ group, corporate Disability group [just beginning this work]; the work we are doing to take forward Athena SWAN [gender] and the Race Equality Charter marks."*
>
> *"Through committees and staff forums - eg Disability Advisory and IT groups"*
>
> *"IP Learning Circle; monthly staff development sessions on learning agreements and good practice in this area"*
>
> *"Dedicated 'Diversity & Inclusion' intranet site"*

While one respondent reflected on the more ad-hoc nature of such learning:

> *It's such a small place that its generally word and mouth or the occasional meeting.*

How recognise and share best practice in respect of accessibility and inclusion [question 4.9]	%
Training and workshop	76
Internal showcasing/sharing events (Tea and Tech, Teach Meets, etc)	69
Blogs/webpages	69
Internal Annual Conference eg, Teaching and Learning, TEL Fest, etc)	58
Community of Practice/forum	58
Projects	53
Case Studies (text, video or audio)	53
Online internal showcasing events (webinars, live or recorded)	29
Newsletters	29
Internal Awards	20
Other - please specify	11
Do not recognise and share best practice	2
Base: All respondents (45)	

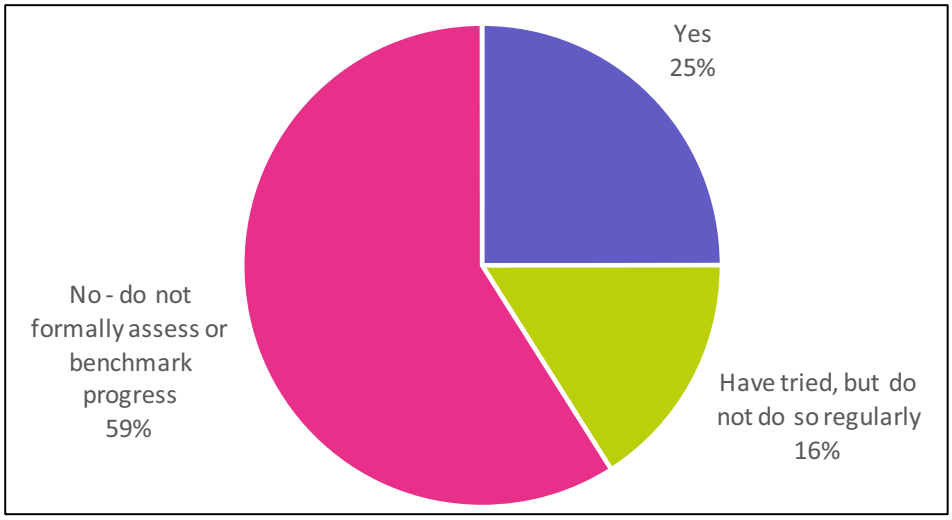
Q4.9 How recognise and share best practice in respect of accessibility and inclusion



While a variety of approaches was used to recognise and share best practice, perhaps less encouraging was the finding that only a quarter of responding institutions (25 %) formally assess or benchmarked progress over time or across departments. Only a few more (just 16 %) had tried to formally assess or benchmark progress which left the majority of responding institutions (59 %) yet to do so.

Whether formally assesses or benchmarks progress on accessibility and inclusion over time or across departments [question 4.10]	%
Yes	25
Have tried, but do not do so regularly	16
No - do not formally assess or benchmark progress	59
Base: All respondents (44)	

Q4.10 Whether formally assesses or benchmarks progress on accessibility and inclusion over time or across departments



The 11 respondents that said they benchmarked internally entered details of how they attempted to do so.

The responses were divided more or less equally between Pre- and Post-92 institutions. About half indicated that they worked to an institutional plan to monitor or benchmark progress with two institutions mentioning Jisc consultancy of guidelines used to guide the exercise. Only one responding institution mentioned adherence to external standards – in that case the EU Directive on Web Accessibility.

Three institutions responded that they rely on Blackboard Ally to benchmark materials. While the responses are not particularly detailed, this reliance on Ally might be a concern if it indicates that measuring progress is limited to – or even focussed on – accessible documents and resources. However, one response may clarify this:

> *"Early days yet but will use Ally to benchmark accessibility of VLE content."*

It is certainly plausible that benchmarking and monitoring progress are not yet mature processes across the sector and indeed that the use of tools like Ally represents a "quick win" as institutions come to terms with the importance of inclusive practice. We should not ignore the cases though that indicate a maturing, policy driven response. One institution gave this answer

"Measuring Accessibility Practices and Perceptions - Project inspired by Jisc benchmarking webinar to start measuring accessibility practices and perceptions […]. The intention is to provide a baseline for more longitudinal measurement as time goes on."

It appears from a small sample of responses that currently there is arange from ad hoc, entirely internal processes to monitor and review, to policy driven processes guided by external consultancy and standards. There is clearly more work to be done by institutions in recognising and sharing best practice in respect of accessibility and inclusion across their institution.

4.7.2 Cross-sector differences in 2019

There was little difference in the relative importance of the methods used by Pre-92 and Post-92 institutions to recognise and share best practice across their institution. However, Pre-92 institutions seemed a little more active in this respect: greater proportions of Pre-92 institutions as Post-92 used seven out of ten approaches and the average number of approaches used was higher among this group (almost six as compared with four and a half among Post-92 institutions). Such difference may in part explain the finding that Pre-92 institutions were more likely to have formally benchmarked progress over time or across departments – 38 % of this group had done so as compared with 18 % of Post-92 institutions. This is somewhat surprising given the more diverse student background in Post-92 institutions.

4.8 Learning from other institutions and benchmarking against them

Question 4.11

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

Question 4.12

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

Yes – please enter details

The same pair of questions was asked to look at how institutions learn from, and potentially benchmark against, other institutions in respect of accessibility and inclusion.

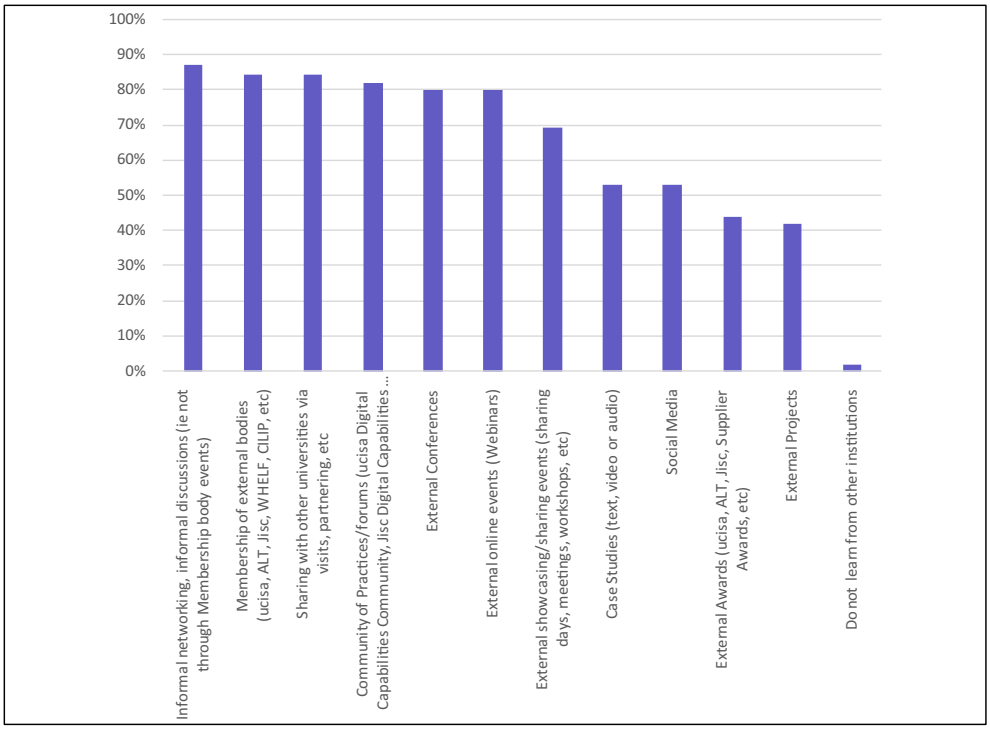
4.8.1 Key findings from 2019

As with learning within their institution, there was a wide range of approaches taken to learning from other institutions, and only on respondent said that their institution did not do so. Most commonly, nearly all responding institutions (87 %) used informal networking and discussions to learn from other institutions, along with membership of external bodies (84 %) and sharing with other universities via visits and partnering (84 %). Almost as many said they used community of practices/forums (82 %), or external conferences (80 %) and external online events (80 %). Two thirds of institutions used external showcasing/sharing events (69 %) and around half used case studies (53 %) or social media (53 %). Fewer, but still

significant proportions, used external awards (44 %) or external projects (42 %) to learn about accessibility and inclusion from other institutions.

Learning from other institutions [question 4.11]	%
Informal networking, informal discussions (ie, not through Membership body events)	87
Membership of external bodies (ucisa, ALT, Jisc, WHELF, CILIP, etc)	84
Sharing with other universities via visits, partnering, etc	84
Community of Practices/forums (ucisa Digital Capabilities Community, Jisc Digital Capabilities Community of Practice)	82
External Conferences	80
External online events (Webinars)	80
External showcasing/sharing events (sharing days, meetings, workshops, etc)	69
Case Studies (text, video or audio)	53
Social Media	53
External Awards (ucisa, ALT, Jisc, Supplier Awards, etc)	44
External Projects	42
Do not learn from other institutions	2
Base: All respondents (45)	

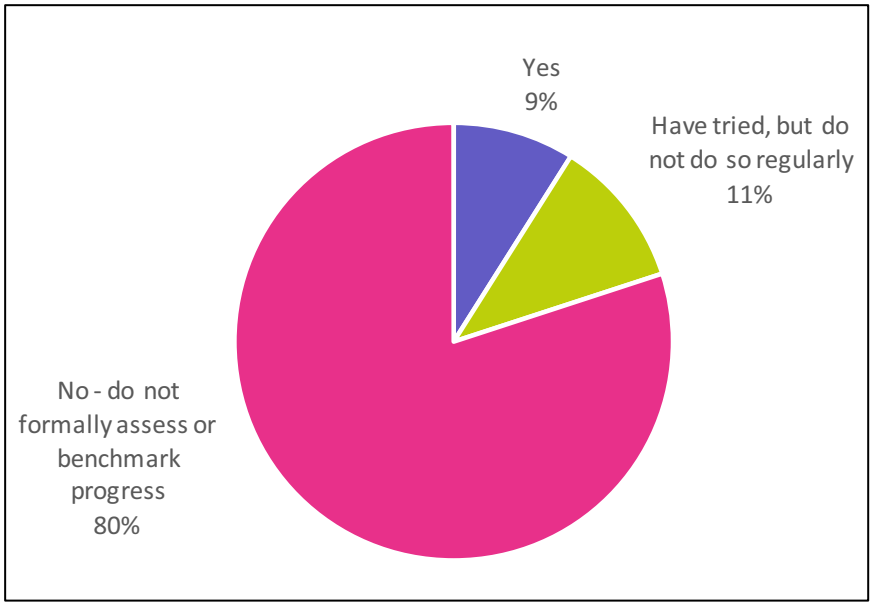
Q4.11 Learning from other institutions



While a variety of approaches were used to learn from others, very few responding institutions (just 9 %) said they formally assessed or benchmarked its progress against other institutions and only 11 % had tried to do so. This left the vast majority (80 %) that had not tried to benchmark against other institutions, perhaps reflecting the difficulties in doing so and the lack of available and consistent data on this issue.

Whether institution formally assesses or benchmarks its progress against other institutions in respect of addressing accessibility and inclusion for its students and staff [question 4.12]	%
Yes	9
Have tried, but do not do so regularly	11
No - do not formally assess or benchmark progress	80
Base: All respondents (44)	

Q4.12 Whether institution formally assesses or benchmarks its progress against other institutions in respect of addressing accessibility and inclusion for its students and staff



The four respondents that said they benchmarked against other institutions entered details of how they attempted to do so, perhaps revealing a more ad-hoc approach than formal benchmarking per-se:

> *"We contribute to all relevant mailing lists and attend current awareness training as appropriate. We also chair major working groups in relation to the adoption of accessible and inclusive approaches to information delivery such as the* [reference removed to maintain confidentiality] *"*

> *"We are working with* [reference removed to maintain confidentiality] *university to share processes"*

> *"We have done assessments at particular points of time when we have implemented change"*

> *"Are currently undertaking an internal disability review of provision."*

4.8.2 Cross-sector differences in 2019

There were some differences between Pre-92 and Post-92 institutions in the approaches taken to learning from other institutions. The latter were relatively more likely to use external events for this, be it external conferences (86 % of Post-92 institutions used this approach as compared with 71 % of Pre-92 institutions), external showcasing (75 % compared with 59 %) and external awards (86 % compared with 71 %). This said, Pre-92 institutions were more likely to use informal networking (94 % of Pre-92 institutions compared with

82 % of Post-92 institutions), external projects (53 % compared with 36 %) and external awards (53 % compared with 39 %).

There was no appreciable difference between Pre-92 and Post-92 institutions in the number of approaches used to learn from other institutions; both used an average of around seven and a half approaches to do so.

However, Post-92 institutions were slightly more likely to have tried more formal benchmarking against other institutions: 7 % of this group had done so to which can be added 18 % that had tried, leaving three quarters that had not tried (75 %). Corresponding figures for Pre-92 institutions were 13 % and 0 % , leaving the majority (88 %) that had not tried to formally assess or benchmark against other institutions.

4.9 Institutional roles developing accessible resources

Question 4.13

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

Question 4.14

If yes, please list details of up to three key individuals – giving their job title, organisational location and name (optional).

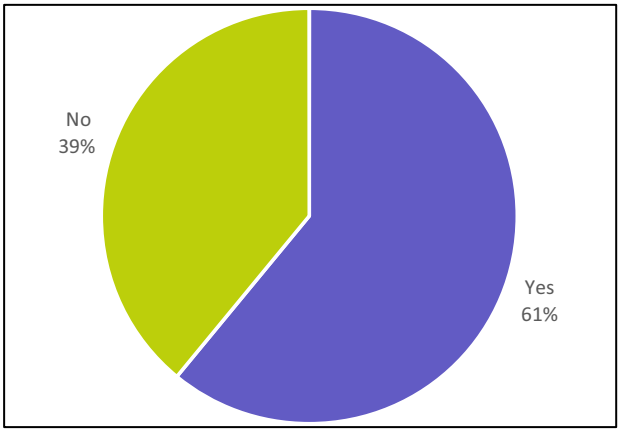
Having considered the range of issues around accessibility, this section of the questionnaire concluded with a new question that established whether there are specific roles in the institution dedicated to developing accessible resources for students and staff. This was a new question in the previous survey and so it is possible to compare across surveys.

4.9.1 Key findings from 2019

Almost two thirds of all responding institutions (61 %) had a specific role or roles, which left the rest (39 %) with presumably part-time and/or shared coverage of the role.

Whether there are specific roles dedicated to developing accessible resources [question 4.13]	%
Yes	61
No	39
Base: All respondents (44)	

Q4.13 Whether there are specific roles dedicated to developing accessible resources



All 27 respondents that said they had dedicated roles provided details of the specific roles. Some of these gave details of one individual; others gave two or even three.

Not surprisingly job titles are frequently reported as including some specific mention of disability (12 of 27 responding institutions) or accessibility (six). Whereas there was no difference in the distribution where disability is concerned, it was far more likely (even on a relatively small sample) that Post-92 institutions would include accessibility in job titles. References to inclusivity were rare – only two institutions reporting job titles including this or a related term. Likewise, well being was only reported once in our sample.

The location of responsibility for support is widely dispersed among respondents across IT functions and departments, library services, central and student services and learning and teaching. The picture is very slightly different in Post-92 institutions compared with Pre-92 institutions, where it seems Post-92 institutions may be slightly less likely to locate support for students and staff overcoming disability in a technical IT department. However, this result must be stated cautiously given the very small numbers involved. The converse holds (with the same caveat) where Pre-92 institutions appear slightly more inclined to include this support in a unit with responsibility for teaching and learning.

4.9.2 Cross-sector differences in 2019

There was no difference in the proportions of Pre-92 and Post-92 institutions with dedicated roles, 63 % and 61 % respectively.

4.9.3 Comparison with 2017

Encouragingly, the proportion of institutions with specific roles dedicated to developing accessible resources has increased from 44 % in 2017 to 61 % found in the current 2019 survey. This may be due to the impact of the (EU) Directive or it may indicate a growing recognition of the benefit of dedicated roles to help push forward the accessibility and inclusion agenda within institutions. Further research would be needed to establish the reasons for this increase.

4.10 Conclusions

Ref	Conclusion
C4.26	The range and use of resources to support accessibility has grown since the previous survey. Many institutions are now aware of, and use, Microsoft resources, although the use of Jisc resources is still widespread. Where there is a disparity in awareness and use of a tool this appears to apply mainly to those which require payment/subscription. It may be that for some of these there is a lag due to funding and procurement issues.
C4.27	As in the 2017 survey, there is widespread support within institutions for many of the assistive technologies that can help develop digital capabilities; this holds true in respect of both students and staff.
C4.28	Institutions appear to be undertaking a wide-range of activities to raise awareness of the tools used to improve accessibility and inclusion. However, many of these build on existing activities, which pre-supposes students are aware of them, with few institutions undertaking mandatory training to raise awareness.
C4.29	Institutions can enhance the accessibility of any IT systems by reviewing their procurement processes; eg, by including questions in tender documentation. It is therefore reassuring that in this 2019 Survey, the majority of institutions are already including, or looking into, accessibility as part of procurement processes; eg, by including questions in tender documentation.
C4.30	Institutions are undertaking a range of activities to share best practice in respect of accessibility and inclusion, and to benchmark progress internally. However, few are doing so formally, which is perhaps surprising given the EU Directive. In a similar vein, institutions are using a wide-range of informal methods to learn from, and to benchmark practice (externally) against other institutions. Much of this activity operates at an individual rather than an institutional level which could limit institutional learning.
C4.31	The need for roles dedicated to developing accessible resources is recognised by many institutions and it is therefore encouraging that the proportion of institutions with dedicated roles has increased since the 2017 Survey.

4.11 Recommendations

Ref	Recommendation
R4.27	That Jisc/ucisa work continue to work with institutions to encourage and support them to increase the availability and promotion of accessible resources for students, and particularly staff; and in so doing seek to ensure consistency within and across institutions.
R4.28	That Jisc/ucisa continue updating their guides and toolkits on accessibility/ universal design, including exemplars of good practice. At the same time as promoting these Jisc and ucisa should also promote other good quality guides and toolkits on accessibility/universal design. This needs to be ongoing, reflecting the development of new guides and toolkits promoted by, for example, the EU Directive.
R4.29	That Jisc/ucisa work continue to work with institutions to encourage them to raise student and staff awareness of accessibility toolsin their own devices.
R4.30	That institutions make assistive technologies available as standard to all users eg, Google's Accessibility Toolbar available via the managed desktop.
R4.31	Institutions should consider a dedicated role to implement the EU Directive and maximise on the benefits therein.
R4.32	That institutions review their staff training and support required to reach compliance with EU Directive and consider making such training mandatory.
R4.33	That institutions ensure staff awareness reinforces the benefits the *EU Directive* for all students, not just those with specific needs, and the institution. For example: improvement on the student experience, retention, achievement and satisfaction; business development and expansion; innovative teaching practice; community engagement, accountability, cost and efficiency and in maximising their return on investment.
R4.34	That ucisa identifies and publishes case studies that illustrate good practice on accessibility, inclusion and universal design. These case studies could also provide guidance on how to share and benchmark best practice internally and externally.

Section 5

Looking to the future

The final section of the questionnaire looked forward, exploring the barriers to the delivery of digital capabilities in the institution and its plans going forward over the next two years.

5.1 Barriers inhibiting development of digital capabilities

Question 5.1

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

Question 5.2

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

To assess the barriers facing institutions a list of possible barriers was presented and respondents were asked to rate the importance of each barrier using a four-point response scale:

- Very important
- Fairly important
- Not very important
- Not at all important

As with many other questions, the barriers were rated separately for students and staff.

The percentage of respondents that selected either 'very important' or 'fairly important' was used to derive a *combined importance score*; the higher the score the more important the barrier was perceived to be as inhibiting the

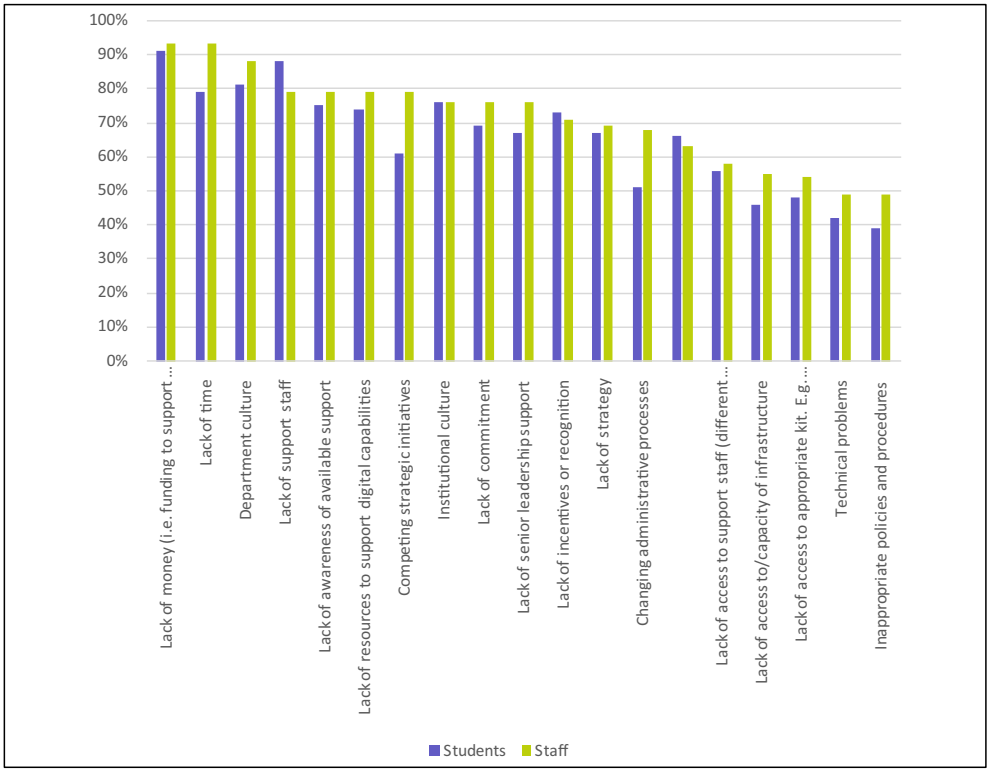
development of digital capabilities. The factors are ranked based on the combined importance score, from high to low.

The same list of 19 barriers asked about in 2017 was used in the current survey: results are therefore directly comparable with the previous survey.

5.1.1 Key findings from 2019

The table below shows the combined importance score for all the barriers for students and staff, with the barriers ranked on the combined importance scores for students.

Inhibiting factor [question 5.1]	Students		Staff	
	Base	Score	Base	Score
Lack of money (ie, funding to support development)	(42)	91 %	(42)	93 %
Lack of support staff	(43)	88 %	(43)	79 %
Department culture	(41)	81 %	(41)	88 %
Lack of time	(42)	79 %	(42)	93 %
Institutional culture	(41)	76 %	(42)	76 %
Lack of awareness of available support	(41)	75 %	(42)	79 %
Lack of resources to support digital capabilities	(42)	74 %	(42)	79 %
Lack of incentives or recognition	(41)	73 %	(42)	71 %
Lack of commitment	(42)	69 %	(42)	76 %
Lack of senior leadership support	(42)	67 %	(42)	76 %
Lack of strategy	(42)	67 %	(42)	69 %
Lack of availability of suitable physical and/or virtual space	(41)	66 %	(41)	63 %
Competing strategic initiatives	(41)	61 %	(42)	79 %
Lack of access to support staff (different campus, time)	(43)	56 %	(43)	58 %
Changing administrative processes	(41)	51 %	(41)	68 %
Lack of access to appropriate kit. E.g. mics, cameras on PC	(42)	48 %	(41)	54 %
Lack of access to/capacity of infrastructure	(41)	46 %	(43)	55 %
Technical problems	(41)	42 %	(41)	49 %
Inappropriate policies and procedures	(41)	39 %	(41)	49 %
Base: (all respondents rating each factor)				



Thus, the two most important barriers felt to be inhibiting delivery of digital capabilities for students was felt to be a lack of money (91 % of institutions felt this was a 'very' or 'fairly' important barrier) and a lack of support staff (88 %). Next came four issues with similar ratings: departmental culture (81 %), lack of time (79 %), institutional culture (76 %) and lack of awareness of available support (75 %).

Many of the same barriers were felt to inhibit the development of staff digital capabilities as shown in the table below which shows the top six barriers for students and staff. Thus, lack of money (93 %), lack of time (93 %), departmental culture (88 %), lack of support staff (79 %) and lack of awareness of available support (79 %) were in the top six barriers for both groups.

Students	Staff
Lack of money (ie, funding to support development)	Lack of money (ie, funding to support development)
Lack of support staff	Lack of time
Department culture	Department culture
Lack of time	Lack of support staff
Institutional culture	Lack of awareness of available support
Lack of awareness of available support	Lack of resources to support digital capabilities

While (a perceived lack of) resources and time were clearly thought to be key inhibiting factors, enhanced availability and promotion of the support currently available may help develop digital capabilities. Also interesting is the recognition of cultural factors be they *departmental* (third ranking for both groups) or *institutional* (fifth rank for students and eighth for staff).

Broader institutional issues were also perceived as significant group of barriers inhibiting the development of staff digital capabilities, be it the potentially linked lack of commitment (76 %) and lack of senior leadership support (76 %) along with a lack of incentives or recognition (71 %) and a lack of strategy (69 %). These same factors were also perceived to be inhibiting the development of student digital capabilities (with corresponding scores of 69 %, 67 %, 73 % and 67 %).

Looking at the other end of the list, the summary below shows the six barriers felt to be least inhibiting to the development of digital capabilities of students and staff.

Students	Staff
Lack of access to support staff (different campus, time)	Lack of availability of suitable physical and/or virtual space
Changing administrative processes	Lack of access to support staff (different campus, time)
Lack of access to appropriate kit. E.g. mics, cameras on PC	Lack of access to/capacity of infrastructure
Lack of access to/capacity of infrastructure	Lack of access to appropriate kit. E.g. mics, cameras on PC
Technical problems	Technical problems
Inappropriate policies and procedures	Inappropriate policies and procedures

Five of the bottom six barriers were identical across both students and staff. Interestingly, these included three technical or equipment related factors: technical problems (students 42 %: staff 49 %), lack of access to/capacity of infrastructure (46 %: 55 %) and lack of access to appropriate kit (48 %:54 %). Therefore, it may well be that the days of major technical and implementation challenges are fading, with competing time and resources becoming far more of a barrier (perhaps compounded by competing strategic initiatives).

While the analysis above looks at the order (or ranking) of the barriers, of interest is that absolute combined importance score for all but three of the barriers is (often far) higher in respect of staff. This might imply that developing staff digital capabilities will require additional effort looking ahead.

While there was indeed a long list of barriers rated at this question, respondents were also able to enter details of any other factors that they felt inhibited the development of digital capabilities. Only seven respondents did so and many of their comments amplified upon the barriers already rated or re-iterated that all barriers inhibited development of digital capabilities.

> *"Being risk averse"*
>
> *"Inconsistent policies across Schools"*
>
> *"Competing priorities Lack of joined up thinking between departments"*
>
> *"Some areas feel that there is a need for additional support to support the delivery of digital capabilities"*
>
> "*The* [reference removed to maintain confidentiality] *culture, in which departments operate fairly independently and with a high degree of*

autonomy, and the sheer size of the institution makes delivery of digital capabilities quite challenging."

"Mostly a lack of an institute wide approach to digital capability."

5.1.3 Comparison with 2017

As already mentioned, this question mirrored that asked in 2017 so we can look at the rank order of inhibiting factors across the surveys, first, the six felt to most inhibit the development of student digital capabilities

Most inhibiting factors – students	Ranking	
	2019	2017
Lack of money (ie, funding to support development)	1	2
Lack of support staff	2	8
Department culture	3	5
Lack of time	4	1
Institutional culture	5	9
Lack of awareness of available support	6	4

Perhaps unsurprisingly, lack of time and lack of money were key inhibiting factors across both surveys. However, others have emerged as relatively more important in the current survey, notably departmental and institutional cultures. And while lack of awareness of available support staff appeared in the top six across both surveys, 2019 sees a lack of support staff as a key inhibiting factor perhaps reflecting staffing pressures across the sector and/or increased demand for support staff.

Turning now to the most important factors inhibiting the development of staff digital capabilities, it was also the case that a perceived lack of support staff moved into the top six factors; clearly this is felt to be a more noticeable inhibiting factor for both students and staff. Otherwise, and as with students, departmental culture has also moved up the rankings in 2017.

Most inhibiting factors – staff	Ranking	
	2019	2017
Lack of money (ie, funding to support development)	1	2
Lack of time	2	1
Department culture	3	6
Lack of support staff	4	9
Lack of awareness of available support	5	5
Lack of resources to support digital capabilities	6	3

At the other end of the scale, there was more consistency across the two surveys in respect the factors thought to least inhibit the development of digital capabilities, of both students and staff as the tables below reveal:

Question 5.3

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

Least inhibiting factors – students	Ranking	
	2019	2017
Lack of access to support staff (different campus, time)	14	13
Changing administrative processes	15	18
Lack of access to appropriate kit. E.g. mics, cameras on PC	16	17
Lack of access to/capacity of infrastructure	17	16
Technical problems	18	15
Inappropriate policies and procedures	19	19

Across the two surveys a clear picture emerges: that technical issues are not a major inhibiting factor holding back the development of student and staff digital capabilities. Neither are inappropriate policies and practices nor lack of access to support staff (though an absolute lack of support staff is an increasingly important inhibiting factor).

5.2 Key initiatives over the next two years

Having established the importance of the barriers to the development of digital capabilities, respondents were asked to provide verbatim detail of initiatives that will focus on developing digital capabilities over the coming two years. The question sought details separately in respect of initiatives that the institution planned to implement, scope and investigate over the next two years.

5.2.1 Key findings from 2019

A major focus of implementation across institutions is accessibility, mentioned with equal frequency by both Pre- and Post-92 organisations. Some institutions mention a review or audit in this regard, others staff learning and development to facilitate better accessibility.

While numbers are small and may not be representative, it is interesting that Blackboard Ally is mentioned specifically by some institutions - all of them Post-92. It does not feature in responses from Pre-92 institutions.

A driver for concern with accessibility that is mentioned in responses is compliance with new regulations which in some cases at least motivates efforts in the development of staff skills.

Training is also reported as currently in implementation, both face to face and online being mentioned. Again, while numbers are too small for robust comparison, it does appear that Post-92 institutions are more interested in an online digital capabilities training offer than Pre-92 institutions.

A recurring theme is the integration of digital capabilities in the curriculum and here there appear to be no sectoral differences.

Assessment of digital capabilities is being implemented in a good proportion of institutions with some references to self-assessment and some institutions referring specifically to the JISC discovery tool.

As might be expected (since it is by nature a perennial concern) a good number of institutions are reviewing their VLE resource some specifically driven by accessibility concerns.

There is some mention by a relatively small number of the integration of digital capabilities assessment in HR and recruitment policies.

The responses as to what is 'in scope' are in general less detailed and sparser. A few institutions specify that they have work on assessment in scope and as before, some mention the JISC discovery tool. The investigation strand of work again provides only sparse detail, but again assessment and the discovery tool are mentioned.

5.3 Conclusions

Ref	Conclusion
C5.32	Compared with the 2017 Survey, the lack of support staff has moved up the list as a significant barrier inhibiting the delivery of digital capabilities to both students and staff. Lack of money is still seen as the most important barrier for both groups, with lack of time of more importance for staff.
C5.33	Broader cultural and institutional factors are still seen as inhibiting delivery of digital capabilities, with both departmental and institutional cultural barriers increasing in importance.
C5.34	Technical issues (for example, technical problems, lack of access to appropriate kit or lack of access to/capacity of infrastructure) are once again relatively unimportant as inhibiting factors, for both students and staff.
C5.35	Currently under implementation are steps to address accessibility, digital capability training and the integration of digital capability training into the curriculum.

5.4 Recommendations

Ref	Recommendation
R5.35	That institutions investigate the perceived issues of (lack of) time and resources as barriers to the development of digital capabilities – are such barriers a reflection or consequence of other issues, such as a lack of priority, institutional commitment or senior leadership support?
R5.36	That institutions work to ensure that a lack of awareness of support for both staff and students does not inhibit digital capability development.
R5.37	That institutions re-double their efforts to develop staff digital capabilities, building on some of the other recommendations in this report. These efforts should embrace all staff across the institution, particularly include senior management (to lead by example). In doing so, institutions should address the findings in this Survey by, eg, embedding development time into workload balance allocations, HR processes, etc.
R5.38	That senior leadership within institutions should pro-actively drive the digital capabilities agenda (including accessibility, inclusion and universal design) across all areas of their institution by appointing an executive with sole responsibility for this.

Concluding remarks

Having worked through the questionnaire, the final few questions sought any concluding remarks, details of colleagues consulted during the questionnaire completion process and willingness to help further with the study. Added for the current survey were questions about the use and impact of the results from the survey.

6.1 Further comments or observations

Question 6.1

Please use this space to note any further comments or observations relating to digital capabilities in your institution that have not been captured by the survey.

Respondents were invited to enter details of any further comments or observations relating to digital capabilities that they felt had not been captured by the questionnaire. Six respondents took the opportunity to comment, sometimes recognising the organisational and funding challenges faced in today's HE environment:

> *"It is almost impossible to have a strategic approach to DC without a champion who lives DC at the top of the institution. It means we have to try win hearts and minds which is a slow, incremental process with many competing priorities meaning it is not necessarily at the top of staff concerns."*

> *"The university has moved hugely over the past couple of years by bringing in new senior staff and providing leadership. Progress is hampered by conflicting strategic priorities and availability of funding. - The spirit is willing but the purse is lacking."*

Observation

It is almost impossible to have a strategic approach to DC [digital capabilities] without a champion who lives DC at the top of the institution

> *"Digital capability of staff has been recognised for years as an issue but finding funding to actually do new things to try to improve it has somehow never gotten the traction it needs. Now student capabilities are high on the priority list for employability reasons."*

Others acknowledged the importance of supporting staff digital capabilities:

> *"It is often difficult to provide a holistic score for all staff (academic/ administration) and for students relating to digital capabilities. Our digital capability priority is to our staff, to deliver enhanced teaching, assessment, innovation, research etc. Even though students are also our priority, this would require our staff to be competent in digital."*

> "*Digital skills form a major part of the Library Strategy, cutting across the skills and scholarship themes. Digital Literacy is also recognised in the IT Strategy and there are plans to develop a Digital Strategy. It is expected that more emphasis will be placed on staff digital skills as the University begins to implement effectiveness and efficiency initiatives over the next 12 months or so. We are also expecting a form of a "digital strategy" but are unsure what this may look like at the current time."*

And there was one specific comment on assistive technologies in the context of distance learning:

> *"Just a note re assistive technologies: As we're a distance learning institution we don't supply the assistive technologies in the library as other brick institutions often do. Students would get access to these through their DSA. If they have to wait for it, there is a free equipment loan service from the OU. Otherwise students use technologies they have found themselves, have been recommended etc."*

6.2 Consultation to complete the questionnaire

Question 6.2

Which, if any, of the following **departments** did you consult with to help complete the survey?

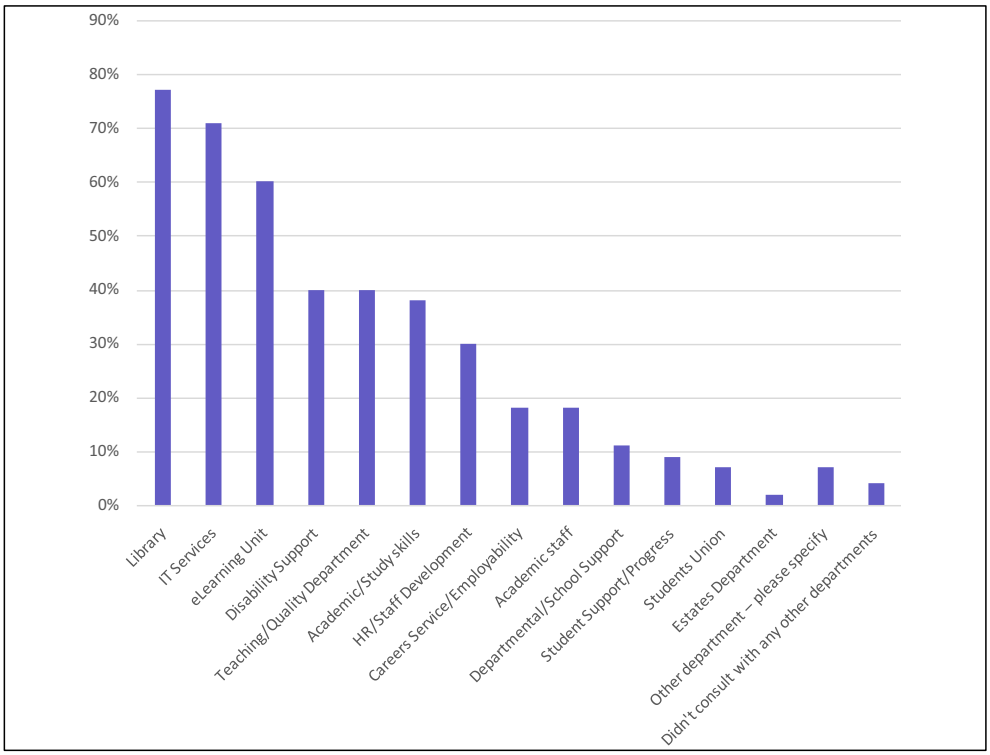
Previously this question was open, in that respondents could write in details of whom they consulted; for the current survey the replies from the previous survey was used to construct a list of possible departments from which the respondent could choose as many as applied.

6.2.1 Key findings from 2019

Respondents consulted widely as shown by the results in the table below, ranked on the percentage of consulting each department. Only two respondents (4 % of the total) didn't consult and those that did mentioned an average of ten departments, an encouraging picture and one that build confidence in the cross-institutional dimension of the survey.

Departments consulted to help complete the survey [question: 6.2]	%
Library	77
IT Services	71
eLearning Unit	60
Disability Support	40
Teaching/Quality Department	40
Academic/Study skills	38
HR/Staff Development	30
Careers Service/Employability	18
Academic staff	18
Departmental/School Support	11
Student Support/Progress	9
Students Union	7
Estates Department	2
Other department	7
Didn't consult with any other departments	4
Base: All respondents (41)	

Q6.2 Departments consulted to help complete the survey



Three quarters of respondents (77 %) consulted with the library and almost as many did so with IT Services (71 %). Fewer, but still well over half (60 %), consulted with the eLearning Unit and under half consulted with Disability Support (40 %), Teaching/Quality Department (40 %) and the Academic/ Study Skills team (38 %). Just under a third (30 %) consulted with HR/Staff

Development while fewer again did so with the careers/Employability Service (18 %) and academic staff (18 %).

Details of other specific departments were given by two respondents …

> *"Diversity & Inclusion, Communications & External Affairs"*
>
> *"Planning and Strategic Projects Unit"*

… illustrating the wide reach of the Digital Capabilities agenda within institutions.

Finally, one respondent did enter a note at this question about the challenges faced in collating data from across the institution:

> *"Difficult to get buy-in/assistance from other areas, very busy (etc etc) so this has been mostly created through my own (limited) view of the organisation."*

6.2.2 Comparison with 2017

The same comment the difficult in completing the survey were made in verbatim comment in the previous survey, although to a greater extent. Otherwise there was evidence of widespread consultation in 2017 given that two-thirds of respondents (65 %) entered verbatim details of consultees. It may well be that the pre-coded nature of this year's question led to respondents nominating more departments than was the case when they had to enter details, but levels of consultation indicated across both surveys is indeed encouraging.

6.3 Use and impact of findings from previous survey

Question 6.3

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

Question 6.4

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

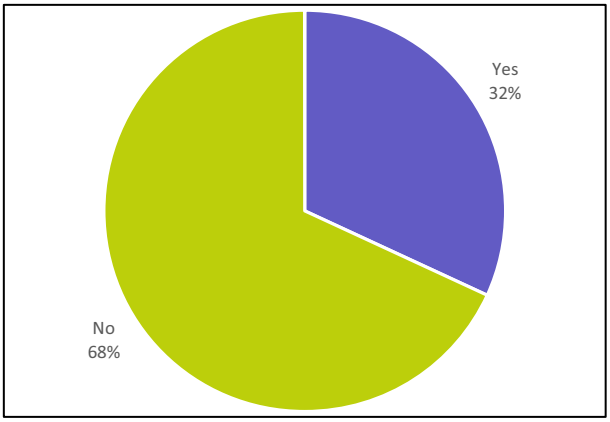
Two new questions were added to the current survey, looking at the use made of the survey and its impact.

6.3.1 Key findings from 2019

Over a quarter of respondents (29 %) said they had used the results from the last survey.

Whether used results from last survey [question 6.3]	%
Yes	29
No	62
Base: All respondents (41)	

Q6.3 Whether used results from last survey



Respondents were asked to enter details of how they had used the results, uses which included benchmarking:

> *"Used previous results to compare our position with the sector"*
>
> *"Benchmark with other institutions"*

While others alluded to perhaps less than intensive use of the results:

> *"We haven't, but this has made us want to."*
>
> *"I am not in a position to say, being new to post, but the survey was not mentioned as being a reference point in conversations with any of the departments consulted"*
>
> *"Browsed when they became available."*
>
> *"Referenced in internal documents. Publicised case studies where appropriate."*

Yet others had used the findings to inform debate and strategy within their institution:

> *"To inform strategy"*
>
> *"Shared with University Senior Leadership team to help influence investment in this area and to demonstrate progress."*
>
> *"Has highlighted need for role to lead of Digital Learning and Teaching"*
>
> *"Looked at the key findings and recommendations to inform our own policy and practice."*

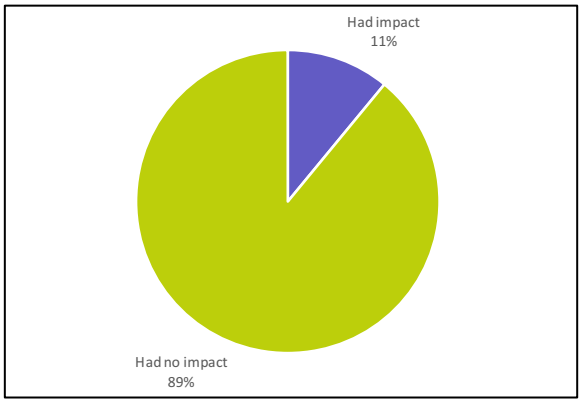
And a few gave specific examples of how the results had been used:

> *"Restructures staff student support"*
>
> *"Informed our approach to rolling out the Digital Capability Tool and providing access to digital resources and training for students and staff"*
>
> *"Results of the survey have informed work on the student and staff digital literacy programmes. Survey also used to inform inclusive learning and teaching work."*

Moving on to the impact of using the results from the survey, all respondents were asked to enter details of how using the results had helped the institution develop the digital capabilities of students and staff. Only five respondents did so, producing the attached summary:

Whether using the results had impact on student and staff [question 6.4]	%
Had impact	11
Had no impact	89
Base: All respondents (45)	

Q6.4 Whether using the results had impact on student and staff



In terms of the detail, the five responses given were fairly general, rather than specific actions:

> *"It is hard to distinguish the impact of the ucisa results from other initiatives and information we have been looking at."*
>
> *"Some impact on operational plan"*
>
> *"Continued investment and better understanding of digital capabilities as a 'HE thing' not just an 'IT thing',"*
>
> *"Have signed up to Insights survey"*
>
> *"Still early days but awareness is increasing, Senior management are now more aware."*

6.4 Survey follow-up

Question 6.5

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

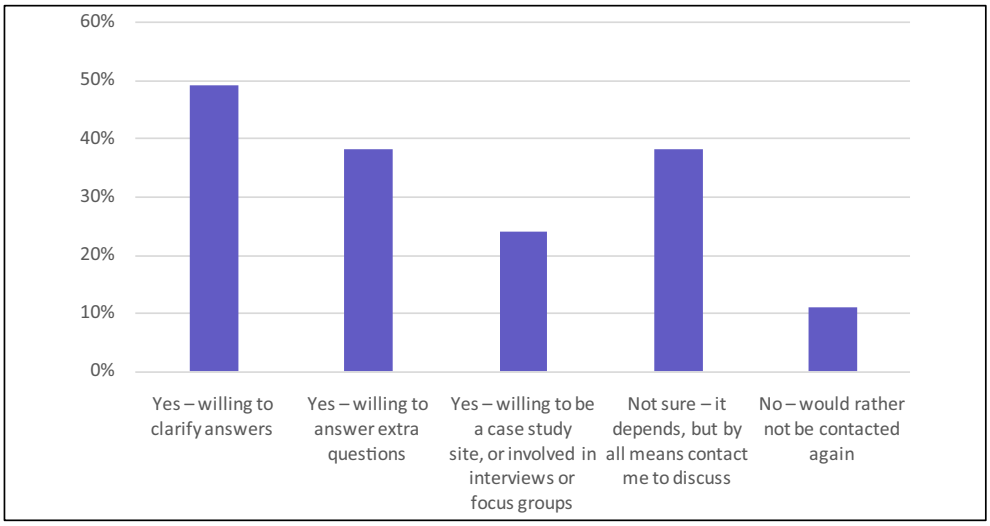
Finally, having reached the end of the questionnaire, respondents were asked about their willingness to be re-contacted to help further. As further help could take several forms respondents were presented with a list of options and asked to all they would be willing to help with.

6.4.1 Key findings from 2019

As can be seen from the table below, only 11 % of institutions declined to be contacted again. Thus, the majority were willing to help further, although over a third (38 %) gave conditional agreement, asking to be contacted first to discuss any particular requirements. Encouragingly, 11 institutions (24 %) opted-in to take part in the planned case studies.

Whether willing to be re-contacted [question 6.5]	No	%
Yes – willing to clarify answers	22	49
Yes – willing to answer extra questions	17	38
Yes – willing to be a case study site, or involved in interviews or focus groups	11	24
Not sure – it depends, but by all means contact me to discuss	17	38
No – would rather not be contacted again	5	11
Base: All respondents (45)		

Q6.5 Whether willing to be re-contacted



6.4.2 Comparison with 2017

The equivalent question in 2017 sought one answer from respondents, so the results are not directly comparable save that 17 % said they would rather not be contacted again and a similar proportion (22 %) said they were willing to be contacted for possible case studies. So, a consistent picture across the surveys emerged in respect of respondent willingness to help further.

6.5 Further research

Throughout this report we have identified several areas that are worthy of further research. This could be in the form of ucisa case studies, by professional organisations such as those involved with this report or by independent researchers/research students. The research could be done in conjunction with ourselves or in isolation, however the team would appreciate knowing about such research, perhaps undertaking a joint project. Please do get in touch.

Forease, we have listed the suggested further research here:

1. Why 42 % of institutions use a combination of the Jisc definition in combination with another definition. Is this because of geographical or subject reasons or for other reasons? See page 23.
2. What are the reasons for the growth of the use of the Jisc definition and how it is being used across institutions? See page 23.
3. Why there has been a growing importance of Estates/Learning Spaces strategy and how it supports and reinforces the importance of digital capabilities within HE institutions. See page 57.
4. How, and the breadth and depth to which institutions embed digital capabilities into the curriculum. See page 75.
5. Why ongoing assessment of student digital capability after induction is not undertaken or undertaken more, or is not more impactful, and what, if anything, are the challenges to doing so and how these could be overcome. See page 83.
6. What the concept of a positive digital identity means. See page 116.
7. Whether students avail themselves of voluntary digital capabilities training or not, and what the impact of that is on the development of digital capabilities? See page 124.
8. What underpins the changes in recognition of student (dropped from 78 % to 64 % since 2017) and of staff achievements (increased from 73 % to 93 %) in digital capability. See page 133.
9. Why is benchmarking on the increase and what impact is it having in advancing digital capabilities of staff and students. See page 146.
10. Why there is a difference between awareness and use of accessibility resources, some with low awareness are highly used, and other the converse is true? See page 160.
11. What institutions are doing to help students develop a positive digital identity and who takes the lead for this within the institution. See page 160.
12. To what extent institutions are making use of in-built tools such as Office 365 tools, Google tools, Operating System tools, and those of separate applications. See page 175.
13. How widespread is the availability of assistive technologies and help inusing them, within institutions? See page 175.
14. What has been the driver of the increase in the number of dedicated roles on accessibility. See page 194.

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Finally, we would like to thank everyone who completed the survey, and their colleagues, and who gave us such rich data.

Disclaimer and availability

Disclaimer

The information contained herein is believed to be correct at the time of issue, but no liability can be accepted for any inaccuracies. The reader is reminded that changes may have taken place since issue, particularly in rapidly changing areas, such as internet addressing, and consequently URLs and email addresses should be used with caution. ucisa cannot accept any responsibility for any loss or damage resulting from the use of the material contained herein.

Availability

The ucisa 2017 Digital Capabilities Survey Report is freely available to download for non-commercial use from www.ucisa.ac.uk.

Acronyms and glossary

AdvanceHE	An organization that supports universities in putting institutional strategy into practice. Formed in 2018 by the merger of the Equality Challenge Unit, the Higher Education Academy and the Leadership Foundation for Higher Education.
ALT	Association for Learning Technology; a professional body for Learning Technologists
APPGAT	All-Party Parliamentary Group for Assistive Technology
BCS	British Computer Society; a UK-based professional body for IT and computer science
CPD	Continuing Professional Development
CILIP	Libraries and Information Association
CMALT	A professional accreditation scheme developed by ALT
DLHE	Destination of Leavers of Higher Education
DSA	Disabled Students Allowance
EDUCAUSE	US based organisation supporting HE IT developments, like UCISA
E/ICDL	European/International Computer Driving Licence
EU	European Union
HE	Higher Education
HEA	Higher Education Academy; now called AdvanceHE
HEAR	Higher Education Achievement Report
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HEI	Higher Education Institution
ICT	Information and Communications Technology
ITQ	An IT qualification framework offered by the BCS
Jisc	A not-for-profit organisation that provides digital services and solutions to the UK higher, further education and skills sectors'

MOS	Microsoft Office Specialist
MS	Microsoft
NUS	National Union of Students
PDF	Portable Document Format; a file format to present documents
PRES	Postgraduate Research Experience Survey
PTES	Postgraduate Taught Experience Survey
QAA	Quality Assurance Agency for higher education
REF	Research Excellence Framework
RLUK	Research Libraries UK
RNIB	Royal National Institute of Blind People
RUGIT	Russell Universities Group of IT Directors
SCONUL	Society of College, National and University Libraries
TEF	Teaching Excellence Framework
TEL	Technology Enhanced Learning
ucisa	Universities and Colleges Information Systems Association; a professional body for digital practitioners within education
UHR	Universities Human Resources
VLE	Virtual Learning Environment

Appendix A

Results broken down by Pre/Post 92 institution

q1.1 Whether institution, or parts of it, use Jisc definition of digital capabilities * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q1.1 Whether institution, or parts of it, use Jisc definition of digital capabilities	Yes - used across the institution	Count	5	9	14
		% within Type Institution type	29.4 %	32.1 %	31.1 %
	Yes, but only by parts of the institution - please write in details of which parts use it and why:	Count	10	16	26
		% within Type Institution type	58.8 %	57.1 %	57.8 %
	No - Jisc definition not used by any part of the institution	Count	2	3	5
		% within Type Institution type	11.8 %	10.7 %	11.1 %
Total		Count	17	28	45
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q1.2 Whether institution, or parts of it, use any other definition of digital capabilities * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q1.2 Whether institution, or parts of it, use any other definition of digital capabilities	Yes – do use other terminology or definition	Count	10	14	24
		% within Type Institution type	58.8 %	50.0 %	53.3 %
	No – just use the Jisc definition (Go to 2.1)	Count	7	14	21
		% within Type Institution type	41.2 %	50.0 %	46.7 %
Total		Count	17	28	45
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q1.1_q1.2 Summary of definitions used * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q1.1_q1.2 Summary of definitions used	Use Jisc only	Count	7	14	21
		% within Type Institution type	41.2 %	50.0 %	46.7 %
	Use Jisc and other	Count	8	11	19
		% within Type Institution type	47.1 %	39.3 %	42.2 %
	Use other only	Count	2	3	5
		% within Type Institution type	11.8 %	10.7 %	11.1 %
Total		Count	17	28	45
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q2.1a_students Student surveys

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	29	64.4	64.4	64.4
	Fairly important	12	26.7	26.7	91.1
	Not very important	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

q2.1b_students Higher Education Achievement Record (HEAR)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.8	4.8
	Fairly important	10	22.2	23.8	28.6
	Not very important	21	46.7	50.0	78.6
	Not at all important	9	20.0	21.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.1c_students Increased student expectations and requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	31	68.9	68.9	68.9
	Fairly important	13	28.9	28.9	97.8
	Not very important	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

q2.1d_students Increased focus on student employability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	33	73.3	73.3	73.3
	Fairly important	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

q2.1e_students Develop unique selling point or for use as a marketing tool

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	18.2	18.2
	Fairly important	15	33.3	34.1	52.3
	Not very important	15	33.3	34.1	86.4
	Not at all important	6	13.3	13.6	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1f_students Expansion in course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	35.6	36.4	36.4
	Fairly important	18	40.0	40.9	77.3
	Not very important	8	17.8	18.2	95.5
	Not at all important	2	4.4	4.5	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1g_students To reduce barriers and increase independence for students with disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	22	48.9	48.9	48.9
	Fairly important	18	40.0	40.0	88.9
	Not very important	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

q2.1h_students Key Information Statistics, League Tables, DLHE stats

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	25.6	25.6
	Fairly important	18	40.0	41.9	67.4
	Not very important	9	20.0	20.9	88.4
	Not at all important	5	11.1	11.6	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.1i_students UCISA, Jisc, HEA, SCONUL, RLUK, RUGIT etc. initiatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	17.8	17.8
	Fairly important	20	44.4	44.4	62.2
	Not very important	14	31.1	31.1	93.3
	Not at all important	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q2.1j_students Teaching Excellence Framework (TEF)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	18	40.0	41.9	41.9
	Fairly important	15	33.3	34.9	76.7
	Not very important	7	15.6	16.3	93.0
	Not at all important	3	6.7	7.0	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.1k_students QAA HE Review Theme – Digital Literacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	7	15.6	16.7	16.7
	Fairly important	17	37.8	40.5	57.1
	Not very important	11	24.4	26.2	83.3
	Not at all important	7	15.6	16.7	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.1l_students HEA UK Professional Standards Framework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	18.6	18.6
	Fairly important	11	24.4	25.6	44.2
	Not very important	12	26.7	27.9	72.1
	Not at all important	12	26.7	27.9	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.1m_students Efficiency savings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	8.9	9.1	9.1
	Fairly important	18	40.0	40.9	50.0
	Not very important	12	26.7	27.3	77.3
	Not at all important	10	22.2	22.7	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1n_students Environmental concerns/green agenda

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.0	7.0
	Fairly important	19	42.2	44.2	51.2
	Not very important	17	37.8	39.5	90.7
	Not at all important	4	8.9	9.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.1o_students Availability of external project funding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.0	7.0
	Fairly important	10	22.2	23.3	30.2
	Not very important	18	40.0	41.9	72.1
	Not at all important	12	26.7	27.9	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.1p_students Support of research practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	5	11.1	11.4	11.4
	Fairly important	16	35.6	36.4	47.7
	Not very important	14	31.1	31.8	79.5
	Not at all important	9	20.0	20.5	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1q_students Subject specific drivers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	11.1	11.1
	Fairly important	11	24.4	40.7	51.9
	Not very important	8	17.8	29.6	81.5
	Not at all important	5	11.1	18.5	100.0
	Total	27	60.0	100.0	
Missing	Not Answered	18	40.0		
Total		45	100.0		

q2.1a_staff Student surveys

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	29	64.4	64.4	64.4
	Fairly important	10	22.2	22.2	86.7
	Not very important	3	6.7	6.7	93.3
	Not at all important	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q2.1b_staff Higher Education Achievement Record (HEAR)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	2.2	2.4	2.4
	Fairly important	7	15.6	16.7	19.0
	Not very important	17	37.8	40.5	59.5
	Not at all important	17	37.8	40.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.1c_staff Increased student expectations and requirements

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	25	55.6	56.8	56.8
	Fairly important	18	40.0	40.9	97.7
	Not at all important	1	2.2	2.3	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1d_staff Increased focus on student employability

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	23	51.1	52.3	52.3
	Fairly important	14	31.1	31.8	84.1
	Not very important	5	11.1	11.4	95.5
	Not at all important	2	4.4	4.5	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1e_staff Develop unique selling point or for use as a marketing tool

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	8.9	9.3	9.3
	Fairly important	19	42.2	44.2	53.5
	Not very important	13	28.9	30.2	83.7
	Not at all important	7	15.6	16.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.1f_staff Expansion in course offerings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	20	44.4	44.4	44.4
	Fairly important	17	37.8	37.8	82.2
	Not very important	8	17.8	17.8	100.0
	Total	45	100.0	100.0	

q2.1g_staff To reduce barriers and increase independence for students with disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	38.6	38.6
	Fairly important	20	44.4	45.5	84.1
	Not very important	5	11.1	11.4	95.5
	Not at all important	2	4.4	4.5	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1h_staff Key Information Statistics, League Tables, DLHE stats

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	37.8	37.8
	Fairly important	13	28.9	28.9	66.7
	Not very important	9	20.0	20.0	86.7
	Not at all important	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

q2.1i_staff UCISA, Jisc, HEA, SCONUL, RLUK, RUGIT etc. initiatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	18.2	18.2
	Fairly important	20	44.4	45.5	63.6
	Not very important	13	28.9	29.5	93.2
	Not at all important	3	6.7	6.8	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1j_staff Teaching Excellence Framework (TEF)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	23	51.1	52.3	52.3
	Fairly important	14	31.1	31.8	84.1
	Not very important	2	4.4	4.5	88.6
	Not at all important	5	11.1	11.4	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1k_staff QAA HE Review Theme – Digital Literacy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	19.0	19.0
	Fairly important	16	35.6	38.1	57.1
	Not very important	9	20.0	21.4	78.6
	Not at all important	9	20.0	21.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.1l_staff HEA UK Professional Standards Framework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	23	51.1	51.1	51.1
	Fairly important	12	26.7	26.7	77.8
	Not very important	8	17.8	17.8	95.6
	Not at all important	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

q2.1m_staff Efficiency savings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	9	20.0	20.5	20.5
	Fairly important	19	42.2	43.2	63.6
	Not very important	12	26.7	27.3	90.9
	Not at all important	4	8.9	9.1	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1n_staff Environmental concerns/green agenda

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	5	11.1	11.4	11.4
	Fairly important	18	40.0	40.9	52.3
	Not very important	16	35.6	36.4	88.6
	Not at all important	5	11.1	11.4	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.1o_staff Availability of external project funding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	14.3	14.3
	Fairly important	14	31.1	33.3	47.6
	Not very important	13	28.9	31.0	78.6
	Not at all important	9	20.0	21.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.1p_staff Support of research practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	12	26.7	26.7	26.7
	Fairly important	22	48.9	48.9	75.6
	Not very important	9	20.0	20.0	95.6
	Not at all important	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

q2.1q_staff Subject specific drivers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	24.0	24.0
	Fairly important	4	8.9	16.0	40.0
	Not very important	8	17.8	32.0	72.0
	Not at all important	7	15.6	28.0	100.0
	Total	25	55.6	100.0	
Missing	Not Answered	20	44.4		
Total		45	100.0		

q2.3a_students ALT's CMALT Framework and mapping resources (2017)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.8	4.8
	Fairly important	4	8.9	9.5	14.3
	Not very important	16	35.6	38.1	52.4
	Not at all important	20	44.4	47.6	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3b_students Jisc Digital Capabilities Discovery Tool (2016)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	25.6	25.6
	Fairly important	17	37.8	39.5	65.1
	Not very important	10	22.2	23.3	88.4
	Not at all important	5	11.1	11.6	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.3c_students Jisc 'Developing organisational approaches to digital capability' guide

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	19.0	19.0
	Fairly important	19	42.2	45.2	64.3
	Not very important	10	22.2	23.8	88.1
	Not at all important	5	11.1	11.9	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3d_students Jisc six elements of digital capability framework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	21	46.7	51.2	51.2
	Fairly important	13	28.9	31.7	82.9
	Not very important	4	8.9	9.8	92.7
	Not at all important	3	6.7	7.3	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3e_students Jisc digital capability role profiles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	9	20.0	21.4	21.4
	Fairly important	15	33.3	35.7	57.1
	Not very important	10	22.2	23.8	81.0
	Not at all important	8	17.8	19.0	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3f_students Jisc digital experience insights (2016)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	33.3	35.7	35.7
	Fairly important	11	24.4	26.2	61.9
	Not very important	12	26.7	28.6	90.5
	Not at all important	4	8.9	9.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3g_students Jisc Developing Successful Student Staff Partnerships (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.9	4.9
	Fairly important	13	28.9	31.7	36.6
	Not very important	13	28.9	31.7	68.3
	Not at all important	13	28.9	31.7	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3h_students Jisc Enhancing the Student Digital Experience (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	14.3	14.3
	Fairly important	19	42.2	45.2	59.5
	Not very important	11	24.4	26.2	85.7
	Not at all important	6	13.3	14.3	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3i_students Jisc NUS Benchmarking Tool (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.3	7.3
	Fairly important	11	24.4	26.8	34.1
	Not very important	16	35.6	39.0	73.2
	Not at all important	11	24.4	26.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3j_students HEA Digital Literacies Starter Toolkit (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.8	4.8
	Fairly important	7	15.6	16.7	21.4
	Not very important	18	40.0	42.9	64.3
	Not at all important	15	33.3	35.7	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3k_students HEFCE 'Changing the Learning Landscape' programme (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.0	7.0
	Fairly important	11	24.4	25.6	32.6
	Not very important	20	44.4	46.5	79.1
	Not at all important	9	20.0	20.9	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.3l_students SCONUL's 7 pillars of digital literacy (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	14.3	14.3
	Fairly important	15	33.3	35.7	50.0
	Not very important	17	37.8	40.5	90.5
	Not at all important	4	8.9	9.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3m_students SCONUL's Employability Toolkit (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.8	4.8
	Fairly important	11	24.4	26.2	31.0
	Not very important	20	44.4	47.6	78.6
	Not at all important	9	20.0	21.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3n_students Make or Break: The UK's Digital Future (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.5	7.5
	Fairly important	7	15.6	17.5	25.0
	Not very important	18	40.0	45.0	70.0
	Not at all important	12	26.7	30.0	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3o_students 'Towards maturity' benchmarking resources (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	2.2	2.4	2.4
	Fairly important	2	4.4	4.9	7.3
	Not very important	17	37.8	41.5	48.8
	Not at all important	21	46.7	51.2	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3p_students ucisa Digital Capabilities Survey (2017)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	8.9	9.5	9.5
	Fairly important	21	46.7	50.0	59.5
	Not very important	10	22.2	23.8	83.3
	Not at all important	7	15.6	16.7	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.3q_students ucisa Digital Capabilities Survey (2014)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.9	4.9
	Fairly important	11	24.4	26.8	31.7
	Not very important	16	35.6	39.0	70.7
	Not at all important	12	26.7	29.3	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3r_students DIGCOMP : A Framework for Developing and Understanding Digital Competence in Europe (2013)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	2.2	2.4	2.4
	Fairly important	5	11.1	12.2	14.6
	Not very important	16	35.6	39.0	53.7
	Not at all important	19	42.2	46.3	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3s_students NUS Charter on Technology in HE (2012)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.9	4.9
	Fairly important	4	8.9	9.8	14.6
	Not very important	16	35.6	39.0	53.7
	Not at all important	19	42.2	46.3	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3t_students HEFCE 'Student Perspectives on Technology - demand, perceptions and training needs' report (2010)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.9	4.9
	Fairly important	5	11.1	12.2	17.1
	Not very important	12	26.7	29.3	46.3
	Not at all important	22	48.9	53.7	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3a_staff ALT's CMALT Framework and mapping resources (2017)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	8.9	10.0	10.0
	Fairly important	12	26.7	30.0	40.0
	Not very important	16	35.6	40.0	80.0
	Not at all important	8	17.8	20.0	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3b_staff Jisc Digital Capabilities Discovery Tool (2016)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	12	26.7	30.8	30.8
	Fairly important	12	26.7	30.8	61.5
	Not very important	11	24.4	28.2	89.7
	Not at all important	4	8.9	10.3	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.3c_staff Jisc 'Developing organisational approaches to digital capability' guide

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	20.5	20.5
	Fairly important	19	42.2	48.7	69.2
	Not very important	9	20.0	23.1	92.3
	Not at all important	3	6.7	7.7	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.3d_staff Jisc six elements of digital capability framework

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	21	46.7	52.5	52.5
	Fairly important	9	20.0	22.5	75.0
	Not very important	9	20.0	22.5	97.5
	Not at all important	1	2.2	2.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3e_staff Jisc digital capability role profiles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	27.5	27.5
	Fairly important	15	33.3	37.5	65.0
	Not very important	9	20.0	22.5	87.5
	Not at all important	5	11.1	12.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3f_staff Jisc digital experience insights (2016)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	27.5	27.5
	Fairly important	15	33.3	37.5	65.0
	Not very important	11	24.4	27.5	92.5
	Not at all important	3	6.7	7.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3g_staff Jisc Developing Successful Student Staff Partnerships (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.7	7.7
	Fairly important	9	20.0	23.1	30.8
	Not very important	17	37.8	43.6	74.4
	Not at all important	10	22.2	25.6	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.3h_staff Jisc Enhancing the Student Digital Experience (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	5.0	5.0
	Fairly important	18	40.0	45.0	50.0
	Not very important	16	35.6	40.0	90.0
	Not at all important	4	8.9	10.0	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3i_staff Jisc NUS Benchmarking Tool (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	5	11.1	12.8	12.8
	Fairly important	9	20.0	23.1	35.9
	Not very important	13	28.9	33.3	69.2
	Not at all important	12	26.7	30.8	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.3j_staff HEA Digital Literacies Starter Toolkit (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	2.2	2.5	2.5
	Fairly important	8	17.8	20.0	22.5
	Not very important	16	35.6	40.0	62.5
	Not at all important	15	33.3	37.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3k_staff HEFCE 'Changing the Learning Landscape' programme (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	5.0	5.0
	Fairly important	6	13.3	15.0	20.0
	Not very important	23	51.1	57.5	77.5
	Not at all important	9	20.0	22.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3l_staff SCONUL's 7 pillars of digital literacy (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	14.6	14.6
	Fairly important	17	37.8	41.5	56.1
	Not very important	14	31.1	34.1	90.2
	Not at all important	4	8.9	9.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.3m_staff SCONUL's Employability Toolkit (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	5.0	5.0
	Fairly important	11	24.4	27.5	32.5
	Not very important	17	37.8	42.5	75.0
	Not at all important	10	22.2	25.0	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3n_staff Make or Break: The UK's Digital Future (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.7	7.7
	Fairly important	11	24.4	28.2	35.9
	Not very important	15	33.3	38.5	74.4
	Not at all important	10	22.2	25.6	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.3o_staff 'Towards maturity' benchmarking resources (2015)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	2.2	2.6	2.6
	Fairly important	5	11.1	12.8	15.4
	Not very important	16	35.6	41.0	56.4
	Not at all important	17	37.8	43.6	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.3p_staff ucisa Digital Capabilities Survey (2017)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	8.9	10.0	10.0
	Fairly important	24	53.3	60.0	70.0
	Not very important	9	20.0	22.5	92.5
	Not at all important	3	6.7	7.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.3q_staff ucisa Digital Capabilities Survey (2014)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.9	7.9
	Fairly important	13	28.9	34.2	42.1
	Not very important	14	31.1	36.8	78.9
	Not at all important	8	17.8	21.1	100.0
	Total	38	84.4	100.0	
Missing	Not Answered	7	15.6		
Total		45	100.0		

q2.3r_staff DIGCOMP : A Framework for Developing and Understanding Digital Competence in Europe (2013)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	5.3	5.3
	Fairly important	5	11.1	13.2	18.4
	Not very important	15	33.3	39.5	57.9
	Not at all important	16	35.6	42.1	100.0
	Total	38	84.4	100.0	
Missing	Not Answered	7	15.6		
Total		45	100.0		

q2.3s_staff NUS Charter on Technology in HE (2012)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	5.1	5.1
	Fairly important	5	11.1	12.8	17.9
	Not very important	15	33.3	38.5	56.4
	Not at all important	17	37.8	43.6	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.3t_staff HEFCE 'Student Perspectives on Technology - demand, perceptions and training needs' report (2010)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	5.1	5.1
	Fairly important	5	11.1	12.8	17.9
	Not very important	12	26.7	30.8	48.7
	Not at all important	20	44.4	51.3	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.5a_students Teaching, Learning, Assessment strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	29	64.4	64.4	64.4
	Fairly important	11	24.4	24.4	88.9
	Not very important	2	4.4	4.4	93.3
	Not at all important	2	4.4	4.4	97.8
	Do not have a strategy	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

q2.5b_students Student Experience strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	24	53.3	54.5	54.5
	Fairly important	8	17.8	18.2	72.7
	Not very important	2	4.4	4.5	77.3
	Not at all important	1	2.2	2.3	79.5
	Do not have a strategy	9	20.0	20.5	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.5c_students Disability Support strategy/Accessibility of Inclusion Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	18	40.0	41.9	41.9
	Fairly important	15	33.3	34.9	76.7
	Not very important	2	4.4	4.7	81.4
	Not at all important	1	2.2	2.3	83.7
	Do not have a strategy	7	15.6	16.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5d_students Access/Widening Participation strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	12	26.7	30.0	30.0
	Fairly important	12	26.7	30.0	60.0
	Not very important	7	15.6	17.5	77.5
	Not at all important	4	8.9	10.0	87.5
	Do not have a strategy	5	11.1	12.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.5e_students Technology Enhanced Learning (TEL) or eLearning strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	33.3	34.9	34.9
	Fairly important	5	11.1	11.6	46.5
	Not very important	2	4.4	4.7	51.2
	Not at all important	1	2.2	2.3	53.5
	Do not have a strategy	20	44.4	46.5	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5f_students Information and Communications Technology (ICT) strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	33.3	35.7	35.7
	Fairly important	13	28.9	31.0	66.7
	Not very important	4	8.9	9.5	76.2
	Not at all important	1	2.2	2.4	78.6
	Do not have a strategy	9	20.0	21.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5g_students Digital strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	39.5	39.5
	Fairly important	6	13.3	14.0	53.5
	Not very important	3	6.7	7.0	60.5
	Do not have a strategy	17	37.8	39.5	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5h_students Library/Learning Resources strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	20	44.4	45.5	45.5
	Fairly important	15	33.3	34.1	79.5
	Not very important	1	2.2	2.3	81.8
	Not at all important	1	2.2	2.3	84.1
	Do not have a strategy	7	15.6	15.9	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.5i_students Open resources strategy (covering use and management of open resources)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.9	4.9
	Fairly important	11	24.4	26.8	31.7
	Not very important	4	8.9	9.8	41.5
	Not at all important	2	4.4	4.9	46.3
	Do not have a strategy	22	48.9	53.7	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5j_students Estates/Learning Spaces strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	22.2	23.8	23.8
	Fairly important	19	42.2	45.2	69.0
	Not very important	3	6.7	7.1	76.2
	Not at all important	7	15.6	16.7	92.9
	Do not have a strategy	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5k_students Communications strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	5	11.1	12.2	12.2
	Fairly important	10	22.2	24.4	36.6
	Not very important	8	17.8	19.5	56.1
	Not at all important	3	6.7	7.3	63.4
	Do not have a strategy	15	33.3	36.6	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5l_students Mobile strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	14.6	14.6
	Fairly important	6	13.3	14.6	29.3
	Not very important	2	4.4	4.9	34.1
	Do not have a strategy	27	60.0	65.9	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5m_students Marketing strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	8.9	9.8	9.8
	Fairly important	9	20.0	22.0	31.7
	Not very important	12	26.7	29.3	61.0
	Not at all important	3	6.7	7.3	68.3
	Do not have a strategy	13	28.9	31.7	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5n_students Procurement strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	1	2.2	2.5	2.5
	Fairly important	8	17.8	20.0	22.5
	Not very important	9	20.0	22.5	45.0
	Not at all important	9	20.0	22.5	67.5
	Do not have a strategy	13	28.9	32.5	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.5o_students Staff Development strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	5	11.1	12.2	12.2
	Fairly important	10	22.2	24.4	36.6
	Not very important	8	17.8	19.5	56.1
	Not at all important	12	26.7	29.3	85.4
	Do not have a strategy	6	13.3	14.6	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5p_students Research strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	18.6	18.6
	Fairly important	11	24.4	25.6	44.2
	Not very important	12	26.7	27.9	72.1
	Not at all important	11	24.4	25.6	97.7
	Do not have a strategy	1	2.2	2.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5q_students Employability strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	18	40.0	43.9	43.9
	Fairly important	9	20.0	22.0	65.9
	Not very important	6	13.3	14.6	80.5
	Not at all important	2	4.4	4.9	85.4
	Do not have a strategy	6	13.3	14.6	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5r_students Distance Learning strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	22.2	24.4	24.4
	Fairly important	9	20.0	22.0	46.3
	Not very important	3	6.7	7.3	53.7
	Not at all important	2	4.4	4.9	58.5
	Do not have a strategy	17	37.8	41.5	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5a_staff Teaching, Learning, Assessment strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	34	75.6	77.3	77.3
	Fairly important	6	13.3	13.6	90.9
	Not very important	1	2.2	2.3	93.2
	Not at all important	2	4.4	4.5	97.7
	Do not have a strategy	1	2.2	2.3	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q2.5b_staff Student Experience strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	23	51.1	54.8	54.8
	Fairly important	7	15.6	16.7	71.4
	Not very important	2	4.4	4.8	76.2
	Not at all important	2	4.4	4.8	81.0
	Do not have a strategy	8	17.8	19.0	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5c_staff Disability Support strategy/Accessibility of Inclusion Strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	23	51.1	53.5	53.5
	Fairly important	10	22.2	23.3	76.7
	Not very important	1	2.2	2.3	79.1
	Not at all important	1	2.2	2.3	81.4
	Do not have a strategy	8	17.8	18.6	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5d_staff Access/Widening Participation strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	33.3	37.5	37.5
	Fairly important	13	28.9	32.5	70.0
	Not very important	3	6.7	7.5	77.5
	Not at all important	3	6.7	7.5	85.0
	Do not have a strategy	6	13.3	15.0	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.5e_staff Technology Enhanced Learning (TEL) or eLearning strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	35.6	38.1	38.1
	Fairly important	6	13.3	14.3	52.4
	Not at all important	1	2.2	2.4	54.8
	Do not have a strategy	19	42.2	45.2	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5f_staff Information and Communications Technology (ICT) strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	40.5	40.5
	Fairly important	12	26.7	28.6	69.0
	Not very important	3	6.7	7.1	76.2
	Not at all important	1	2.2	2.4	78.6
	Do not have a strategy	9	20.0	21.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5g_staff Digital strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	35.6	38.1	38.1
	Fairly important	8	17.8	19.0	57.1
	Not very important	1	2.2	2.4	59.5
	Do not have a strategy	17	37.8	40.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5h_staff Library/Learning Resources strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	39.5	39.5
	Fairly important	16	35.6	37.2	76.7
	Not very important	2	4.4	4.7	81.4
	Not at all important	1	2.2	2.3	83.7
	Do not have a strategy	7	15.6	16.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5i_staff Open resources strategy (covering use and management of open resources)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	2	4.4	4.9	4.9
	Fairly important	11	24.4	26.8	31.7
	Not very important	3	6.7	7.3	39.0
	Not at all important	3	6.7	7.3	46.3
	Do not have a strategy	22	48.9	53.7	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5j_staff Estates/Learning Spaces strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	26.2	26.2
	Fairly important	19	42.2	45.2	71.4
	Not very important	4	8.9	9.5	81.0
	Not at all important	5	11.1	11.9	92.9
	Do not have a strategy	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5k_staff Communications strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	3	6.7	7.1	7.1
	Fairly important	12	26.7	28.6	35.7
	Not very important	10	22.2	23.8	59.5
	Not at all important	4	8.9	9.5	69.0
	Do not have a strategy	13	28.9	31.0	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q2.5l_staff Mobile strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	14.6	14.6
	Fairly important	5	11.1	12.2	26.8
	Not very important	3	6.7	7.3	34.1
	Do not have a strategy	27	60.0	65.9	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5m_staff Marketing strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	6	13.3	14.6	14.6
	Fairly important	7	15.6	17.1	31.7
	Not very important	13	28.9	31.7	63.4
	Not at all important	3	6.7	7.3	70.7
	Do not have a strategy	12	26.7	29.3	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q2.5n_staff Procurement strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	4	8.9	10.0	10.0
	Fairly important	8	17.8	20.0	30.0
	Not very important	7	15.6	17.5	47.5
	Not at all important	9	20.0	22.5	70.0
	Do not have a strategy	12	26.7	30.0	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.5o_staff Staff Development strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	18.6	18.6
	Fairly important	17	37.8	39.5	58.1
	Not very important	6	13.3	14.0	72.1
	Not at all important	4	8.9	9.3	81.4
	Do not have a strategy	8	17.8	18.6	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5p_staff Research strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	12	26.7	27.9	27.9
	Fairly important	17	37.8	39.5	67.4
	Not very important	7	15.6	16.3	83.7
	Not at all important	5	11.1	11.6	95.3
	Do not have a strategy	2	4.4	4.7	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q2.5q_staff Employability strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	14	31.1	35.0	35.0
	Fairly important	10	22.2	25.0	60.0
	Not very important	6	13.3	15.0	75.0
	Not at all important	4	8.9	10.0	85.0
	Do not have a strategy	6	13.3	15.0	100.0
	Total	40	88.9	100.0	
Missing	Not Answered	5	11.1		
Total		45	100.0		

q2.5r_staff Distance Learning strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	28.2	28.2
	Fairly important	5	11.1	12.8	41.0
	Not very important	4	8.9	10.3	51.3
	Not at all important	2	4.4	5.1	56.4
	Do not have a strategy	17	37.8	43.6	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q2.7*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q2.7 Actions as a result of TEFa	q2.7_1 Developed digital skills profiling for students and teaching staff	Count	0	6	6
		% within Type	0.0 %	22.2 %	
	q2.7_2 Enhanced staff digital capabilities to gather and process the required metrics for TEF	Count	1	5	6
		% within Type	5.9 %	18.5 %	
	q2.7_3 Adapted/ built upon/developed relevant strategies and policies	Count	5	14	19
		% within Type	29.4 %	51.9 %	
	q2.7_4 Changes made to curricula to include digital capability/ fluency	Count	6	8	14
		% within Type	35.3 %	29.6 %	
	q2.7_5 Other action	Count	3	4	7
		% within Type	17.6 %	14.8 %	
	q2.7_6 No actions taken yet in response to TEF	Count	8	9	17
		% within Type	47.1 %	33.3 %	
Total		Count	17	27	44

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q2.8 Whether institution has any specific roles dedicated to developing digitally capable students and staff * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q2.8 Whether institution has any specific roles dedicated to developing digitally capable students and staff	Yes - please answer 2.9	Count	11	24	35
		% within Type Institution type	64.7 %	88.9 %	79.5 %
	No - please skip to 2.10	Count	6	3	9
		% within Type Institution type	35.3 %	11.1 %	20.5 %
Total		Count	17	27	44
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q2.10a How characterise institutional approach to developing the digital capabilities staff and students * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q2.10a How characterise institutional approach to developing the digital capabilities staff and students	Top down and loosely steered	Count	1	3	4
		% within Type Institution type	5.9 %	10.7 %	8.9 %
	Bottom up	Count	4	0	4
		% within Type Institution type	23.5 %	0.0 %	8.9 %
	Simultaneously top down and bottom up	Count	2	10	12
		% within Type Institution type	11.8 %	35.7 %	26.7 %
	Mix of above approaches	Count	8	12	20
		% within Type Institution type	47.1 %	42.9 %	44.4 %
	Other approach - please specify	Count	2	3	5
		% within Type Institution type	11.8 %	10.7 %	11.1 %
Total		Count	17	28	45
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q3.1a A senior institutional DC champion/leader

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	37.8	38.6	38.6
	No, but working towards this	12	26.7	27.3	65.9
	No	15	33.3	34.1	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q3.1b Institutional scoping, benchmarking or audit projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	35.6	35.6	35.6
	No, but working towards this	17	37.8	37.8	73.3
	No	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

q3.1c IT policy/infrastructure enabling of innovation, e.g. a software upgrade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	62.2	62.2	62.2
	No, but working towards this	14	31.1	31.1	93.3
	No	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q3.1d Creating action plans (centrally) based on feedback, eg. Student Digital Experience Insight service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	37.8	37.8	37.8
	No, but working towards this	25	55.6	55.6	93.3
	No	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q3.1e Creating action plans (locally) based on feedback, eg. Student Digital Experience Insight service

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	40.0	40.0	40.0
	No, but working towards this	24	53.3	53.3	93.3
	No	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q3.1f Development of business IT systems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	55.6	55.6	55.6
	No, but working towards this	13	28.9	28.9	84.4
	No	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

q3.1g Efficiency savings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	28.9	28.9	28.9
	No, but working towards this	12	26.7	26.7	55.6
	No	20	44.4	44.4	100.0
	Total	45	100.0	100.0	

q3.1h Support from suppliers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	35.6	35.6	35.6
	No, but working towards this	9	20.0	20.0	55.6
	No	20	44.4	44.4	100.0
	Total	45	100.0	100.0	

q3.1i Environmental concerns/green agenda

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	8	17.8	17.8	17.8
	No, but working towards this	14	31.1	31.1	48.9
	No	23	51.1	51.1	100.0
	Total	45	100.0	100.0	

q3.1j Policies for use of personal devices/services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	57.8	57.8	57.8
	No, but working towards this	14	31.1	31.1	88.9
	No	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

q3.1k Creation of a common user experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	51.1	51.1	51.1
	No, but working towards this	19	42.2	42.2	93.3
	No	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q3.1l Assessing student digital capability after acceptance through to induction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	13.3	13.3	13.3
	No, but working towards this	22	48.9	48.9	62.2
	No	17	37.8	37.8	100.0
	Total	45	100.0	100.0	

q3.1m Ongoing assessment of student digital capability after induction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	5	11.1	11.1	11.1
	No, but working towards this	25	55.6	55.6	66.7
	No	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

q3.1n Support to meet the needs of students with disabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	84.4	84.4	84.4
	No, but working towards this	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

q3.1o Digital capability included in intended learning outcomes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	22.2	22.2	22.2
	No, but working towards this	26	57.8	57.8	80.0
	No	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

q3.1p Department specific Foundation courses e.g. database and analysis packages

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	51.1	51.1	51.1
	No, but working towards this	12	26.7	26.7	77.8
	No	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

q3.1q Development of innovative pedagogic practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	62.2	62.2	62.2
	No, but working towards this	16	35.6	35.6	97.8
	No	1	2.2	2.2	100.0
	Total	45	100.0	100.0	

q3.1r Information literacies embedded into curriculum

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	51.1	51.1	51.1
	No, but working towards this	17	37.8	37.8	88.9
	No	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

q3.1s Learning, teaching and assessment methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	73.3	73.3	73.3
	No, but working towards this	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

q3.1t Prominence eg.inclusion in course handbooks

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	7	15.6	15.6	15.6
	No, but working towards this	23	51.1	51.1	66.7
	No	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

q3.1u Graduate frameworks and attributes descriptors

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	37.8	37.8	37.8
	No, but working towards this	18	40.0	40.0	77.8
	No	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

q3.1v Internally provided training in digital capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	68.9	68.9	68.9
	No, but working towards this	11	24.4	24.4	93.3
	No	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q3.1w Externally provided training in digital capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	24.4	24.4	24.4
	No, but working towards this	7	15.6	15.6	40.0
	No	27	60.0	60.0	100.0
	Total	45	100.0	100.0	

q3.1x Events and activities e.g. conferences, Digilabs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	51.1	51.1	51.1
	No, but working towards this	12	26.7	26.7	77.8
	No	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

q3.1y Mentoring and academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	42.2	42.2	42.2
	No, but working towards this	12	26.7	26.7	68.9
	No	14	31.1	31.1	100.0
	Total	45	100.0	100.0	

q3.1z Relevant paid roles for students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	35.6	36.4	36.4
	No, but working towards this	12	26.7	27.3	63.6
	No	16	35.6	36.4	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q3.1aa Relevant internships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	37.8	38.6	38.6
	No, but working towards this	9	20.0	20.5	59.1
	No	18	40.0	40.9	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q3.1ab Students as change agents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	42.2	43.2	43.2
	No, but working towards this	12	26.7	27.3	70.5
	No	13	28.9	29.5	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q3.1ac Student digital champions or similar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	33.3	33.3	33.3
	No, but working towards this	16	35.6	35.6	68.9
	No	14	31.1	31.1	100.0
	Total	45	100.0	100.0	

q3.1ad Staff-student partnership projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	46.7	47.7	47.7
	No, but working towards this	15	33.3	34.1	81.8
	No	8	17.8	18.2	100.0
	Total	44	97.8	100.0	
Missing	Not Answered	1	2.2		
Total		45	100.0		

q3.2 Frequencies

		Responses		Percent of Cases
		N	Percent	
q3.2 Most impactful processes: studentsa	q3.2a A senior institutional DC champion/leader	6	5.0 %	14.3 %
	q3.2b Institutional scoping, benchmarking or audit projects	8	6.7 %	19.0 %
	q3.2c IT policy/infrastructure enabling of innovation, e.g. a software upgrade	10	8.4 %	23.8 %
	q3.2d Creating action plans (centrally) based on feedback, eg. Student Digital Experience Insight service	9	7.6 %	21.4 %
	q3.2e Creating action plans (locally) based on feedback, eg. Student Digital Experience Insight service	3	2.5 %	7.1 %
	q3.2f Development of business IT systems	3	2.5 %	7.1 %
	q3.2g Efficiency savings	1	0.8 %	2.4 %
	q3.2h Support from suppliers	2	1.7 %	4.8 %
	q3.2j Policies for use of personal devices/services	2	1.7 %	4.8 %
	q3.2k Creation of a common user experience	6	5.0 %	14.3 %
	q3.2l Assessing student digital capability after acceptance through to induction	2	1.7 %	4.8 %
	q3.2n Support to meet the needs of students with disabilities	10	8.4 %	23.8 %
	q3.2o Digital capability included in intended learning outcomes	3	2.5 %	7.1 %
	q3.2p Department specific Foundation courses e.g. database and analysis packages	1	0.8 %	2.4 %
	q3.2q Development of innovative pedagogic practices	7	5.9 %	16.7 %
	q3.2r Information literacies embedded into curriculum	3	2.5 %	7.1 %
	q3.2s Learning, teaching and assessment methods	10	8.4 %	23.8 %
	q3.2t Prominence eg.inclusion in course handbooks	1	0.8 %	2.4 %
	q3.2u Graduate frameworks and attributes descriptors	3	2.5 %	7.1 %
	q3.2v Internally provided training in digital capabilities	14	11.8 %	33.3 %
	q3.2w Externally provided training in digital capabilities	4	3.4 %	9.5 %
	q3.2z Relevant paid roles for students	1	0.8 %	2.4 %
	q3.2aa Relevant internships	2	1.7 %	4.8 %
	q3.2ab Students as change agents	2	1.7 %	4.8 %
	q3.2ac Student digital champions or similar	2	1.7 %	4.8 %
	q3.2ad Staff-student partnership projects	4	3.4 %	9.5 %
Total		119	100.0 %	283.3 %

a. Dichotomy group tabulated at value 1.

q3.3*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.3 Training and development needs: studentsa	q3.3_1 Assessment of digital capabilities upon entry	Count	1	4	5
		% within Type	6.7 %	14.3 %	
	q3.3_2 Jisc Digital Capability Discovery Tool	Count	4	10	14
		% within Type	26.7 %	35.7 %	
	q3.3_3 Anytime training needs analysis	Count	4	5	9
		% within Type	26.7 %	17.9 %	
	q3.3_4 In discussion, i.e.tutor/manager meetings	Count	9	21	30
		% within Type	60.0 %	75.0 %	
	q3.3_5 Formal assessment/testing/in-house checklist	Count	2	7	9
		% within Type	13.3 %	25.0 %	
	q3.3_6 When implementing new systems/services/ processes	Count	6	16	22
		% within Type	40.0 %	57.1 %	
	q3.3_7 Analytics of support requests	Count	4	12	16
		% within Type	26.7 %	42.9 %	
	q3.3_8 Other method	Count	5	5	10
		% within Type	33.3 %	17.9 %	
	q3.3_9 Do not identify training and development needs of students	Count	4	2	6
		% within Type	26.7 %	7.1 %	
Total		Count	15	28	43

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.5*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.5 Digital wellbeing: studentsa	q3.5a Library	Count	13	14	27
		% within Type	76.5 %	50.0 %	
	q3.5b IT Services	Count	8	6	14
		% within Type	47.1 %	21.4 %	
	q3.5c Academic/ Study skills	Count	4	11	15
		% within Type	23.5 %	39.3 %	
	q3.5d Disability Support	Count	3	3	6
		% within Type	17.6 %	10.7 %	
	q3.5e eLearning Unit	Count	3	14	17
		% within Type	17.6 %	50.0 %	
	q3.5f Careers Service/ Employability	Count	9	15	24
		% within Type	52.9 %	53.6 %	
	q3.5g Student Support/Progress	Count	3	6	9
		% within Type	17.6 %	21.4 %	
	q3.5h Departmental/ School Support	Count	6	2	8
		% within Type	35.3 %	7.1 %	
	q3.5i Departmental cademic staff	Count	5	10	15
		% within Type	29.4 %	35.7 %	
	q3.5j Other department – please specify	Count	3	2	5
		% within Type	17.6 %	7.1 %	
	q3.5k No department takes the lead in this	Count	2	2	4
		% within Type	11.8 %	7.1 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.6a Whether any of the above departments use learner analytics to monitor student wellbeing? * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.6a Whether any of the above departments use learner analytics to monitor student wellbeing?	Yes - please write in details of which departments, and how they use learner analytics	Count	2	7	9
		% within Type Institution type	13.3 %	25.0 %	20.9 %
	No, but working towards this	Count	10	14	24
		% within Type Institution type	66.7 %	50.0 %	55.8 %
	Learner analytics are not used by any department to monitor student wellbeing	Count	3	7	10
		% within Type Institution type	20.0 %	25.0 %	23.3 %
Total		Count	15	28	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q3.7*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.7 Embedding DC: studentsa	q3.7a Digital capability modules are embedded into a student's programme/course	Count	5	6	11
		% within Type	29.4 %	21.4 %	
	q3.7b Freestanding modules on digital capability	Count	9	4	13
		% within Type	52.9 %	14.3 %	
	q3.7c Training in specific aspects of digital capabilities as required by the course	Count	11	23	34
		% within Type	64.7 %	82.1 %	
	q3.7d Online self-paced voluntary opportunities	Count	13	18	31
		% within Type	76.5 %	64.3 %	
	q3.7e Work placement/ year in industry/ commerce	Count	7	13	20
		% within Type	41.2 %	46.4 %	
	q3.7f Other – please specify	Count	2	5	7
		% within Type	11.8 %	17.9 %	
	q3.7g None of the above - developing student digital capabilities is not embedded in the curriculum	Count	2	1	3
		% within Type	11.8 %	3.6 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.8*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.8 Recognising achievement: studentsa	q3.8a Credit bearing modules	Count	4	4	8
		% within Type	23.5 %	14.3 %	
	q3.8b Recognition/ acknowledgement/ certificate (not credit bearing)	Count	6	3	9
		% within Type	35.3 %	10.7 %	
	q3.8c External certification eg. MS Office Specialist (MOS)	Count	6	9	15
		% within Type	35.3 %	32.1 %	
	q3.8d Acknowledged as part of Higher Education Achievement Record	Count	2	4	6
		% within Type	11.8 %	14.3 %	
	q3.8e Open badges	Count	5	9	14
		% within Type	29.4 %	32.1 %	
	q3.8f Award schemes	Count	2	2	4
		% within Type	11.8 %	7.1 %	
	q3.8g Student i-/digital/ champions/ambassadors	Count	3	4	7
		% within Type	17.6 %	14.3 %	
	q3.8h Other – please specify	Count	1	3	4
		% within Type	5.9 %	10.7 %	
	q3.8i Student achievement is not recognised	Count	6	10	16
		% within Type	35.3 %	35.7 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.9a A senior institutional DC champion/leader

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	42.2	42.2	42.2
	No, but working towards this	12	26.7	26.7	68.9
	No	14	31.1	31.1	100.0
	Total	45	100.0	100.0	

q3.9b Institutional scoping, benchmarking or audit projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	48.9	48.9	48.9
	No, but working towards this	17	37.8	37.8	86.7
	No	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

q3.9c IT policy/infrastructure enabling of innovation, e.g. a software upgrade

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	34	75.6	75.6	75.6
	No, but working towards this	11	24.4	24.4	100.0
	Total	45	100.0	100.0	

q3.9d Development of business IT systems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	32	71.1	71.1	71.1
	No, but working towards this	6	13.3	13.3	84.4
	No	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

q3.9e Creating action plans (centrally) based on staff feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	57.8	57.8	57.8
	No, but working towards this	12	26.7	26.7	84.4
	No	7	15.6	15.6	100.0
	Total	45	100.0	100.0	

q3.9f Creating action plans (locally) based on staff feedback

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	53.3	53.3	53.3
	No, but working towards this	11	24.4	24.4	77.8
	No	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

q3.9g Support from suppliers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	55.6	55.6	55.6
	No, but working towards this	8	17.8	17.8	73.3
	No	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

q3.9h Policies for use of personal devices/services

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	55.6	55.6	55.6
	No, but working towards this	15	33.3	33.3	88.9
	No	5	11.1	11.1	100.0
	Total	45	100.0	100.0	

q3.9i Creation of a common user experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	46.7	46.7	46.7
	No, but working towards this	18	40.0	40.0	86.7
	No	6	13.3	13.3	100.0
	Total	45	100.0	100.0	

q3.9j Staff recruitment standards

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	37.8	37.8	37.8
	No, but working towards this	19	42.2	42.2	80.0
	No	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

q3.9k Induction processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	51.1	51.1	51.1
	No, but working towards this	18	40.0	40.0	91.1
	No	4	8.9	8.9	100.0
	Total	45	100.0	100.0	

q3.9l Contractual obligation/job descriptions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	40.0	40.0	40.0
	No, but working towards this	17	37.8	37.8	77.8
	No	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

q3.9m Annual appraisals/performance development reviews

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	48.9	48.9	48.9
	No, but working towards this	14	31.1	31.1	80.0
	No	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

q3.9n Can form part of promotion or financial reward case

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	13.3	13.3	13.3
	No, but working towards this	8	17.8	17.8	31.1
	No	31	68.9	68.9	100.0
	Total	45	100.0	100.0	

q3.9o Strategic approach to staff development

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	33.3	33.3	33.3
	No, but working towards this	22	48.9	48.9	82.2
	No	8	17.8	17.8	100.0
	Total	45	100.0	100.0	

q3.9p Mechanisms for staff recognition and reward

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	28.9	28.9	28.9
	No, but working towards this	17	37.8	37.8	66.7
	No	15	33.3	33.3	100.0
	Total	45	100.0	100.0	

q3.9q Time off in lieu/backfill of time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	6	13.3	13.3	13.3
	No, but working towards this	5	11.1	11.1	24.4
	No	34	75.6	75.6	100.0
	Total	45	100.0	100.0	

q3.9r Relevant secondment opportunities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	22.2	22.2	22.2
	No, but working towards this	9	20.0	20.0	42.2
	No	26	57.8	57.8	100.0
	Total	45	100.0	100.0	

q3.9s Community/ies of practice/peer learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	25	55.6	55.6	55.6
	No, but working towards this	10	22.2	22.2	77.8
	No	10	22.2	22.2	100.0
	Total	45	100.0	100.0	

q3.9t IT/Digital skills training on core systems (e.g. MS Office) or subject-specific software

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	84.4	84.4	84.4
	No, but working towards this	4	8.9	8.9	93.3
	No	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q3.9u Face to face training opportunities such as workshops

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	95.6	95.6	95.6
	No	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

q3.9v Internally provided training in digital capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	41	91.1	91.1	91.1
	No, but working towards this	2	4.4	4.4	95.6
	No	2	4.4	4.4	100.0
	Total	45	100.0	100.0	

q3.9w Externally provided training in digital capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	48.9	48.9	48.9
	No, but working towards this	7	15.6	15.6	64.4
	No	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

q3.9x Digital capability training and development needs built into annual team/service/school/faculty planning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	24.4	24.4	24.4
	No, but working towards this	22	48.9	48.9	73.3
	No	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

q3.9y Digital scholarship – promoting, publishing, referencing, engaging in research communities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	22	48.9	48.9	48.9
	No, but working towards this	14	31.1	31.1	80.0
	No	9	20.0	20.0	100.0
	Total	45	100.0	100.0	

q3.9z Development of innovative pedagogic practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	68.9	68.9	68.9
	No, but working towards this	11	24.4	24.4	93.3
	No	3	6.7	6.7	100.0
	Total	45	100.0	100.0	

q3.9aa Staff digital champions or similar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	44.4	44.4	44.4
	No, but working towards this	11	24.4	24.4	68.9
	No	14	31.1	31.1	100.0
	Total	45	100.0	100.0	

q3.9ab Staff expected to have and manage digital profile

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	22.2	22.2	22.2
	No, but working towards this	18	40.0	40.0	62.2
	No	17	37.8	37.8	100.0
	Total	45	100.0	100.0	

q3.9ac Development/encouragement of agile/remote working practices

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	31.1	31.1	31.1
	No, but working towards this	23	51.1	51.1	82.2
	No	8	17.8	17.8	100.0
	Total	45	100.0	100.0	

q3.9ad Internal project funding

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	37.8	37.8	37.8
	No, but working towards this	6	13.3	13.3	51.1
	No	22	48.9	48.9	100.0
	Total	45	100.0	100.0	

q3.9ae Awards, celebrations or similar

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	51.1	51.1	51.1
	No, but working towards this	6	13.3	13.3	64.4
	No	16	35.6	35.6	100.0
	Total	45	100.0	100.0	

q3.9af Mentoring and academic advising

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	51.1	51.1	51.1
	No, but working towards this	8	17.8	17.8	68.9
	No	14	31.1	31.1	100.0
	Total	45	100.0	100.0	

q3.9ag Staff-student partnership projects

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	24	53.3	53.3	53.3
	No, but working towards this	9	20.0	20.0	73.3
	No	12	26.7	26.7	100.0
	Total	45	100.0	100.0	

q3.10 Frequencies

		Responses		Percent of Cases
		N	Percent	
q3.10 Most impactful processes: staffa	q3.10a A senior institutional DC champion/ leader	9	7.0 %	20.5 %
	q3.10b Institutional scoping, benchmarking or audit projects	7	5.4 %	15.9 %
	q3.10c IT policy/infrastructure enabling of innovation, e.g. a software upgrade	10	7.8 %	22.7 %
	q3.10d Development of business IT systems	10	7.8 %	22.7 %
	q3.10e Creating action plans (centrally) based on staff feedback	6	4.7 %	13.6 %
	q3.10f Creating action plans (locally) based on staff feedback	4	3.1 %	9.1 %
	q3.10g Support from suppliers	2	1.6 %	4.5 %
	q3.10h Policies for use of personal devices/ services	2	1.6 %	4.5 %
	q3.10i Creation of a common user experience	2	1.6 %	4.5 %
	q3.10j Staff recruitment standards	1	0.8 %	2.3 %
	q3.10k Induction processes	2	1.6 %	4.5 %
	q3.10l Contractual obligation/job descriptions	3	2.3 %	6.8 %
	q3.10m Annual appraisals/performance development reviews	3	2.3 %	6.8 %
	q3.10n Can form part of promotion or financial reward case	1	0.8 %	2.3 %
	q3.10o Strategic approach to staff development	5	3.9 %	11.4 %
	q3.10r Relevant secondment opportunities	1	0.8 %	2.3 %
	q3.10s Community/ies of practice/peer learning	6	4.7 %	13.6 %
	q3.10t IT/Digital skills training on core systems (e.g. MS Office) or subject-specific software	10	7.8 %	22.7 %
	q3.10u Face to face training opportunities such as workshops	15	11.6 %	34.1 %
	q3.10v Internally provided training in digital capabilities	10	7.8 %	22.7 %

table cont.

		Responses		Percent of Cases
		N	Percent	
	q3.10w Externally provided training in digital capabilities	4	3.1 %	9.1 %
	q3.10y Digital scholarship – promoting, publishing, referencing, engaging in research communities	1	0.8 %	2.3 %
	q3.10z Development of innovative pedagogic practices	9	7.0 %	20.5 %
	q3.10aa Staff digital champions or similar	3	2.3 %	6.8 %
	q3.10ad Internal project funding	1	0.8 %	2.3 %
	q3.10ag Staff-student partnership projects	2	1.6 %	4.5 %
Total		129	100.0 %	293.2 %

a. Dichotomy group tabulated at value 1.

q3.11*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.11 Training and development needs: staffa	q3.11_1 Human Resource assessment	Count	2	7	9
		% within Type	11.8 %	25.0 %	
	q3.11_2 Jisc Digital Capability Discovery Tool	Count	3	10	13
		% within Type	17.6 %	35.7 %	
	q3.11_3 Anytime training needs analysis	Count	8	9	17
		% within Type	47.1 %	32.1 %	
	q3.11_4 In discussion, i.e. at development reviews, recruitment, induction	Count	14	23	37
		% within Type	82.4 %	82.1 %	
	q3.11_5 Formal assessment/testing/in-house checklist	Count	2	3	5
		% within Type	11.8 %	10.7 %	
	q3.11_6 When implementing new systems/services/ processes	Count	12	21	33
		% within Type	70.6 %	75.0 %	
	q3.11_7 Analytics of support requests	Count	7	15	22
		% within Type	41.2 %	53.6 %	
	q3.11_8 Other method - please specify	Count	3	3	6
		% within Type	17.6 %	10.7 %	
	q3.11_9 Do not identify training and development needs of staff	Count	1	1	2
		% within Type	5.9 %	3.6 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.13*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.13 Departments leading on staff digital wellbeinga	q3.13a Library	Count	8	11	19
		% within Type	47.1 %	39.3 %	
	q3.13b IT Services	Count	10	10	20
		% within Type	58.8 %	35.7 %	
	q3.13c Disability Support	Count	2	1	3
		% within Type	11.8 %	3.6 %	
	q3.13d eLearning Unit	Count	6	12	18
		% within Type	35.3 %	42.9 %	
	q3.13e Academic/ Quality Unit	Count	6	1	7
		% within Type	35.3 %	3.6 %	
	q3.13f Departmental/ School Support	Count	3	6	9
		% within Type	17.6 %	21.4 %	
	q3.13g Human Resources	Count	3	6	9
		% within Type	17.6 %	21.4 %	
	q3.13h Other department	Count	2	8	10
		% within Type	11.8 %	28.6 %	
	q3.13i No department takes the lead in this	Count	1	6	7
		% within Type	5.9 %	21.4 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.14*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.14 Embedding DC: staffa	q3.14a Regular digital capability training as part of their CPD	Count	4	10	14
		% within Type	23.5 %	35.7 %	
	q3.14b Voluntary and free standing modules on digital capability	Count	12	16	28
		% within Type	70.6 %	57.1 %	
	q3.14c Training in specific aspects of digital capabilities as required by their job	Count	12	25	37
		% within Type	70.6 %	89.3 %	
	q3.14d Supporting accreditation of the Higher Education Academy UK Professional Standards Framework	Count	11	18	29
		% within Type	64.7 %	64.3 %	
	q3.14e Other – please specify	Count	0	5	5
		% within Type	0.0 %	17.9 %	

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	q3.14f None of the above - developing staff digital capabilities is not embedded in their work	Count	1	0	1
		% within Type	5.9 %	0.0 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.15*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.15 Recognising achievement: staffa	q3.15a Recognition/ acknowledgement/ certificate	Count	7	9	16
		% within Type	41.2 %	32.1 %	
	q3.15b Higher Education Academy UK Professional Standards Framework accreditation	Count	13	19	32
		% within Type	76.5 %	67.9 %	
	q3.15c External certification eg. MS Office Specialist (MOS)	Count	6	13	19
		% within Type	35.3 %	46.4 %	
	q3.15d Open badges	Count	3	5	8
		% within Type	17.6 %	17.9 %	
	q3.15e Award scheme	Count	1	7	8
		% within Type	5.9 %	25.0 %	
	q3.15f Other – please specify	Count	2	4	6
		% within Type	11.8 %	14.3 %	
	q3.15g Staff achievement is not recognised	Count	1	2	3
		% within Type	5.9 %	7.1 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.16*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.16 Benchmarking DC across institutiona	q3.16a Internal Annual Conference eg Teaching and Learning, TEL Fest etc	Count	13	22	35
		% within Type	76.5 %	78.6 %	
	q3.16b Internal showcasing/sharing events (Tea and Tech, Teach Meets, etc)	Count	15	21	36
		% within Type	88.2 %	75.0 %	

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	q3.16c Online internal showcasing events (webinars, live or recorded)	Count	5	13	18
		% within Type	29.4 %	46.4 %	
	q3.16d Internal Awards	Count	9	11	20
		% within Type	52.9 %	39.3 %	
	q3.16e Community of Practice/forums	Count	12	15	27
		% within Type	70.6 %	53.6 %	
	q3.16f Projects	Count	13	19	32
		% within Type	76.5 %	67.9 %	
	q3.16g Blogs/webpages	Count	10	22	32
		% within Type	58.8 %	78.6 %	
	q3.16h Case Studies (text, video or audio)	Count	11	18	29
		% within Type	64.7 %	64.3 %	
	q3.16i Training and workshops	Count	12	24	36
		% within Type	70.6 %	85.7 %	
	q3.16j Newsletters	Count	10	12	22
		% within Type	58.8 %	42.9 %	
	q3.16k Other - please specify	Count	1	2	3
		% within Type	5.9 %	7.1 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.17a Whether institution formally assesss or benchmarks its progress over time or across departments * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.17a Whether institution formally assesss or benchmarks its progress over time or across departments	Yes - please enter details	Count	6	9	15
		% within Type Institution type	35.3 %	32.1 %	33.3 %
	Have tried, but do not do so regularly	Count	2	8	10
		% within Type Institution type	11.8 %	28.6 %	22.2 %
	No, do not formally assess or benchmark progress	Count	9	11	20
		% within Type Institution type	52.9 %	39.3 %	44.4 %
Total		Count	17	28	45
		% within Type Institution type	100.0 %	100.0 %	100.0 %

table cont.

q3.18*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.18 Learning from other institutionsa	q3.18a External Conferences	Count	15	27	42
		% within Type	88.2 %	96.4 %	
	q3.18b External showcasing/sharing events (sharing days, meetings, workshops, etc)	Count	15	23	38
		% within Type	88.2 %	82.1 %	
	q3.18c External online events (Webinars)	Count	14	26	40
		% within Type	82.4 %	92.9 %	
	q3.18d External Awards (ucisa, ALT, Jisc, Supplier Awards, etc)	Count	8	15	23
		% within Type	47.1 %	53.6 %	
	q3.18e Community of Practice/forums (ucisa Digital Capabilities Community, Jisc Digital Capabilities Community of Practice)	Count	12	27	39
		% within Type	70.6 %	96.4 %	
	q3.18f External Projects	Count	6	15	21
		% within Type	35.3 %	53.6 %	
	q3.18g Membership of external bodies (ucisa, ALT, Jisc, WHELF, CILIP, etc)	Count	16	28	44
		% within Type	94.1 %	100.0 %	
	q3.18h Case Studies (text, video or audio)	Count	9	19	28
		% within Type	52.9 %	67.9 %	
	q3.18i Informal networking, informal discussions (ie. not through Membership body events)	Count	16	25	41
		% within Type	94.1 %	89.3 %	
	q3.18j Sharing with other universities via visits, partnering, etc	Count	14	23	37
		% within Type	82.4 %	82.1 %	
	q3.18k Social Media	Count	8	21	29
		% within Type	47.1 %	75.0 %	
	q3.18l Other - please specify	Count	1	0	1
		% within Type	5.9 %	0.0 %	
	q3.18m Don't learn from other institutions	Count	1	0	1
		% within Type	5.9 %	0.0 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q3.19 Whether formally assess or benchmark progress against other institutions * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q3.19 Whether formally assess or benchmark progress against other institutions	Yes - please enter details	Count	6	5	11
		% within Type Institution type	35.3 %	17.9 %	24.4 %
	Have tried, but do not do so regularly	Count	1	6	7
		% within Type Institution type	5.9 %	21.4 %	15.6 %
	No - do not formally assess or benchmark progress	Count	10	17	27
		% within Type Institution type	58.8 %	60.7 %	60.0 %
Total		Count	17	28	45
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1a RNIB bookshare collections * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1a RNIB bookshare collections	Not aware	Count	4	10	14
		% within Type Institution type	25.0 %	37.0 %	32.6 %
	Aware but don't use	Count	3	4	7
		% within Type Institution type	18.8 %	14.8 %	16.3 %
	Aware and have used it	Count	9	13	22
		% within Type Institution type	56.3 %	48.1 %	51.2 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1b Jisc's Accessibility Organisations blog * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1b Jisc's Accessibility Organisations blog	Not aware	Count	0	11	11
		% within Type Institution type	0.0 %	42.3 %	26.2 %
	Aware but don't use	Count	8	6	14
		% within Type Institution type	50.0 %	23.1 %	33.3 %

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	Aware and have used it	Count	8	9	17
		% within Type Institution type	50.0 %	34.6 %	40.5 %
Total		Count	16	26	42
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1c APPGAT whitepaper about the EU Web Accessibility Directive * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1c APPGAT whitepaper about the EU Web Accessibility Directive	Not aware	Count	1	10	11
		% within Type Institution type	6.3 %	37.0 %	25.6 %
	Aware but don't use	Count	5	7	12
		% within Type Institution type	31.3 %	25.9 %	27.9 %
	Aware and have used it	Count	10	10	20
		% within Type Institution type	62.5 %	37.0 %	46.5 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1d Browser accessibility plugins * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1d Browser accessibility plugins	Not aware	Count	1	3	4
		% within Type Institution type	6.3 %	11.1 %	9.3 %
	Aware but don't use	Count	8	8	16
		% within Type Institution type	50.0 %	29.6 %	37.2 %
	Aware and have used it	Count	7	16	23
		% within Type Institution type	43.8 %	59.3 %	53.5 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1e Accessible Material Audit Checklist * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1e Accessible Material Audit Checklist	Not aware	Count	3	5	8
		% within Type Institution type	18.8 %	18.5 %	18.6 %
	Aware but don't use	Count	8	9	17
		% within Type Institution type	50.0 %	33.3 %	39.5 %
	Aware and have used it	Count	5	13	18
		% within Type Institution type	31.3 %	48.1 %	41.9 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1f Making assessments accessible * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1f Making assessments accessible	Not aware	Count	3	5	8
		% within Type Institution type	18.8 %	18.5 %	18.6 %
	Aware but don't use	Count	6	11	17
		% within Type Institution type	37.5 %	40.7 %	39.5 %
	Aware and have used it	Count	7	11	18
		% within Type Institution type	43.8 %	40.7 %	41.9 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1g Jisc accessibility snapshot service * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1g Jisc accessibility snapshot service	Not aware	Count	2	11	13
		% within Type Institution type	12.5 %	40.7 %	30.2 %
	Aware but don't use	Count	8	9	17
		% within Type Institution type	50.0 %	33.3 %	39.5 %

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	Aware and have used it	Count	6	7	13
		% within Type Institution type	37.5 %	25.9 %	30.2 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1h Erasmus Future Teacher resources - free webinars, recordings and online courses with inclusive practice as an underlying theme * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1h Erasmus Future Teacher resources - free webinars, recordings and online courses with inclusive practice as an underlying theme	Not aware	Count	6	18	24
		% within Type Institution type	37.5 %	66.7 %	55.8 %
	Aware but don't use	Count	4	5	9
		% within Type Institution type	25.0 %	18.5 %	20.9 %
	Aware and have used it	Count	6	4	10
		% within Type Institution type	37.5 %	14.8 %	23.3 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1i Technology, policy and accessible practice * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1i Technology, policy and accessible practice	Not aware	Count	6	17	23
		% within Type Institution type	37.5 %	63.0 %	53.5 %
	Aware but don't use	Count	7	7	14
		% within Type Institution type	43.8 %	25.9 %	32.6 %
	Aware and have used it	Count	3	3	6
		% within Type Institution type	18.8 %	11.1 %	14.0 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1j Blackboard Ally (whether for Blackboard Learn/Moodle/Canvas) - on the fly accessibility auditing and conversion of content to multiple formats * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1j Blackboard Ally (whether for Blackboard Learn/ Moodle/Canvas) - on the fly accessibility auditing and conversion of content to multiple formats	Not aware	Count	2	7	9
		% within Type Institution type	12.5 %	25.0 %	20.5 %
	Aware but don't use	Count	12	14	26
		% within Type Institution type	75.0 %	50.0 %	59.1 %
	Aware and have used it	Count	2	7	9
		% within Type Institution type	12.5 %	25.0 %	20.5 %
Total		Count	16	28	44
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1k Sensus access service - format conversion service to allow students to self-serve accessibility needs * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1k Sensus access service - format conversion service to allow students to self-serve accessibility needs	Not aware	Count	1	8	9
		% within Type Institution type	6.3 %	29.6 %	20.9 %
	Aware but don't use	Count	7	8	15
		% within Type Institution type	43.8 %	29.6 %	34.9 %
	Aware and have used it	Count	8	11	19
		% within Type Institution type	50.0 %	40.7 %	44.2 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1l Supporting writing and note taking * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1l Supporting writing and note taking	Not aware	Count	3	13	16
		% within Type Institution type	18.8 %	48.1 %	37.2 %
	Aware but don't use	Count	5	4	9
		% within Type Institution type	31.3 %	14.8 %	20.9 %

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	Aware and have used it	Count	8	10	18
		% within Type Institution type	50.0 %	37.0 %	41.9 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1m Microsoft Accessibility resources * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1m Microsoft Accessibility resources	Not aware	Count	0	3	3
		% within Type Institution type	0.0 %	11.1 %	7.0 %
	Aware but don't use	Count	5	3	8
		% within Type Institution type	31.3 %	11.1 %	18.6 %
	Aware and have used it	Count	11	21	32
		% within Type Institution type	68.8 %	77.8 %	74.4 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1n Office Accessibilty Center - Resources for people with disabilities * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1n Office Accessibilty Center - Resources for people with disabilities	Not aware	Count	1	8	9
		% within Type Institution type	6.3 %	29.6 %	20.9 %
	Aware but don't use	Count	2	3	5
		% within Type Institution type	12.5 %	11.1 %	11.6 %
	Aware and have used it	Count	13	16	29
		% within Type Institution type	81.3 %	59.3 %	67.4 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1o Create and verify PDF accessibility (Acrobat Pro) * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1o Create and verify PDF accessibility (Acrobat Pro)	Not aware	Count	1	4	5
		% within Type Institution type	6.7 %	14.8 %	11.9 %
	Aware but don't use	Count	5	10	15
		% within Type Institution type	33.3 %	37.0 %	35.7 %
	Aware and have used it	Count	9	13	22
		% within Type Institution type	60.0 %	48.1 %	52.4 %
Total		Count	15	27	42
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1p Publishing accessible documents * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1p Publishing accessible documents	Not aware	Count	1	5	6
		% within Type Institution type	6.7 %	18.5 %	14.3 %
	Aware but don't use	Count	2	7	9
		% within Type Institution type	13.3 %	25.9 %	21.4 %
	Aware and have used it	Count	12	15	27
		% within Type Institution type	80.0 %	55.6 %	64.3 %
Total		Count	15	27	42
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1q A strategic approach to inclusive practice in education * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1q A strategic approach to inclusive practice in education	Not aware	Count	2	7	9
		% within Type Institution type	13.3 %	28.0 %	22.5 %
	Aware but don't use	Count	4	6	10
		% within Type Institution type	26.7 %	24.0 %	25.0 %

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	Aware and have used it	Count	9	12	21
		% within Type Institution type	60.0 %	48.0 %	52.5 %
Total		Count	15	25	40
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1r Supporting an inclusive learner experience in higher education * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1r Supporting an inclusive learner experience in higher education	Not aware	Count	1	5	6
		% within Type Institution type	6.7 %	19.2 %	14.6 %
	Aware but don't use	Count	4	8	12
		% within Type Institution type	26.7 %	30.8 %	29.3 %
	Aware and have used it	Count	10	13	23
		% within Type Institution type	66.7 %	50.0 %	56.1 %
Total		Count	15	26	41
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1s Inclusive learning and teaching in higher education * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1s Inclusive learning and teaching in higher education	Not aware	Count	1	8	9
		% within Type Institution type	6.7 %	30.8 %	22.0 %
	Aware but don't use	Count	2	6	8
		% within Type Institution type	13.3 %	23.1 %	19.5 %
	Aware and have used it	Count	12	12	24
		% within Type Institution type	80.0 %	46.2 %	58.5 %
Total		Count	15	26	41
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.1t Inclusive Teaching and Learning in Higher Education as a route to Excellence * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.1t Inclusive Teaching and Learning in Higher Education as a route to Excellence	Not aware	Count	1	10	11
		% within Type Institution type	6.7 %	38.5 %	26.8 %
	Aware but don't use	Count	6	4	10
		% within Type Institution type	40.0 %	15.4 %	24.4 %
	Aware and have used it	Count	8	12	20
		% within Type Institution type	53.3 %	46.2 %	48.8 %
Total		Count	15	26	41
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.2a Accessible Word (or equivalent) documents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	16	35.6	38.1	38.1
	Good availability	9	20.0	21.4	59.5
	Widespread availability	13	28.9	31.0	90.5
	Not sure/don't know	4	8.9	9.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2b Accessible PowerPoint (or equivalent) presentations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	19	42.2	44.2	44.2
	Good availability	9	20.0	20.9	65.1
	Widespread availability	11	24.4	25.6	90.7
	Not sure/don't know	4	8.9	9.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q4.2c Accessible Excel (or equivalent) spreadsheets

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	17	37.8	40.5	42.9
	Good availability	7	15.6	16.7	59.5
	Widespread availability	10	22.2	23.8	83.3
	Not sure/don't know	7	15.6	16.7	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2d Accessible PDFs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	18	40.0	43.9	43.9
	Good availability	9	20.0	22.0	65.9
	Widespread availability	10	22.2	24.4	90.2
	Not sure/don't know	4	8.9	9.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q4.2e Accessible web browsing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	11	24.4	26.2	26.2
	Good availability	13	28.9	31.0	57.1
	Widespread availability	15	33.3	35.7	92.9
	Not sure/don't know	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2f University website - public

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	6	13.3	14.3	14.3
	Good availability	13	28.9	31.0	45.2
	Widespread availability	22	48.9	52.4	97.6
	Not sure/don't know	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2g Accessible intranet/portal for current students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	10	22.2	23.8	26.2
	Good availability	15	33.3	35.7	61.9
	Widespread availability	11	24.4	26.2	88.1
	Not sure/don't know	5	11.1	11.9	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2h Accessible VLE content

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	16	35.6	38.1	40.5
	Good availability	17	37.8	40.5	81.0
	Widespread availability	8	17.8	19.0	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2i Alternative formats eg. audio, ePub, HTML, electronic braille

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.3	2.3
	Some availability	25	55.6	58.1	60.5
	Good availability	9	20.0	20.9	81.4
	Widespread availability	8	17.8	18.6	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q4.2j Baseline VLE standards which include accessibility and inclusion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	4	8.9	9.8	9.8
	Some availability	13	28.9	31.7	41.5
	Good availability	11	24.4	26.8	68.3
	Widespread availability	12	26.7	29.3	97.6
	Not sure/don't know	1	2.2	2.4	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q4.2k Recording of teaching sessions (without captions and notes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	23	51.1	54.8	57.1
	Good availability	6	13.3	14.3	71.4
	Widespread availability	12	26.7	28.6	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2l Recording of teaching sessions (with captions and notes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	12	26.7	28.6	28.6
	Some availability	23	51.1	54.8	83.3
	Good availability	5	11.1	11.9	95.2
	Widespread availability	1	2.2	2.4	97.6
	Not sure/don't know	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2m Lecture / class presentations / handouts available online for all sessions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	9	20.0	21.4	21.4
	Good availability	12	26.7	28.6	50.0
	Widespread availability	21	46.7	50.0	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.2n Other or additional supportive material, videos, screencasts, non-teaching activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	21	46.7	53.8	53.8
	Good availability	11	24.4	28.2	82.1
	Widespread availability	5	11.1	12.8	94.9
	Not sure/don't know	2	4.4	5.1	100.0
	Total	39	86.7	100.0	
Missing	Not Answered	6	13.3		
Total		45	100.0		

q4.4a Accessible Word (or equivalent) documents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	15	33.3	35.7	38.1
	Good availability	12	26.7	28.6	66.7
	Widespread availability	10	22.2	23.8	90.5
	Not sure/ don't know	4	8.9	9.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.4b Accessible PowerPoint (or equivalent) presentations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	18	40.0	42.9	45.2
	Good availability	12	26.7	28.6	73.8
	Widespread availability	8	17.8	19.0	92.9
	Not sure/ don't know	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.4c Accessible Excel (or equivalent) spreadsheets

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	16	35.6	38.1	40.5
	Good availability	12	26.7	28.6	69.0
	Widespread availability	6	13.3	14.3	83.3
	Not sure/ don't know	7	15.6	16.7	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.4d Accessible PDFs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	1	2.2	2.4	2.4
	Some availability	17	37.8	40.5	42.9
	Good availability	14	31.1	33.3	76.2
	Widespread availability	6	13.3	14.3	90.5
	Not sure/ don't know	4	8.9	9.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.4e Accessible web browsing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Some availability	12	26.7	28.6	28.6
	Good availability	14	31.1	33.3	61.9
	Widespread availability	14	31.1	33.3	95.2
	Not sure/ don't know	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.4f Accessible intranet/portal for current staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	3	6.7	7.0	7.0
	Some availability	13	28.9	30.2	37.2
	Good availability	16	35.6	37.2	74.4
	Widespread availability	9	20.0	20.9	95.3
	Not sure/ don't know	2	4.4	4.7	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q4.4g Alternative formats eg. audio, ePub, HTML, electronic braille

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	4	8.9	9.5	9.5
	Some availability	24	53.3	57.1	66.7
	Good availability	6	13.3	14.3	81.0
	Widespread availability	5	11.1	11.9	92.9
	Not sure/ don't know	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.4h Recording of staff facing sessions eg. staff briefings (without captions and notes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	9	20.0	21.4	21.4
	Some availability	23	51.1	54.8	76.2
	Good availability	6	13.3	14.3	90.5
	Widespread availability	3	6.7	7.1	97.6
	Not sure/ don't know	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q4.4i Recording of staff facing sessions eg. staff briefings (with captions and notes)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No availability	15	33.3	34.9	34.9
	Some availability	24	53.3	55.8	90.7
	Good availability	1	2.2	2.3	93.0
	Widespread availability	1	2.2	2.3	95.3
	Not sure/ don't know	2	4.4	4.7	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q4.6_students*Type Crosstabulation

			Institution type		Total
			Pre 92	Post 92	
Student assistive tecnhologiesa	Text to speech tools or plug ins	Count	14	21	35
		% within Type	100.0 %	100.0 %	
	Screen readers	Count	14	18	32
		% within Type	100.0 %	85.7 %	
	Voice recognition tools or plug ins	Count	13	18	31
		% within Type	92.9 %	85.7 %	
	Mind mapping tools	Count	13	21	34
		% within Type	92.9 %	100.0 %	
	Note taking tools (eg OneNote, Evernote)	Count	13	19	32
		% within Type	92.9 %	90.5 %	
	Referencing tools	Count	13	21	34
		% within Type	92.9 %	100.0 %	
	Other assistive technology	Count	6	12	18
		% within Type	42.9 %	57.1 %	
Total		Count	14	21	35

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q4.6_staff*Type Crosstabulation

			Institution type		Total
			Pre 92	Post 92	
Staff assistive technologiesa	Text to speech tools or plug ins	Count	14	20	34
		% within Type	100.0 %	95.2 %	
	Screen readers	Count	14	19	33
		% within Type	100.0 %	90.5 %	
	Voice recognition tools or plug ins	Count	13	18	31
		% within Type	92.9 %	85.7 %	
	Mind mapping tools	Count	13	20	33
		% within Type	92.9 %	95.2 %	
	Note taking tools (eg OneNote, Evernote)	Count	13	19	32
		% within Type	92.9 %	90.5 %	
	Referencing tools	Count	13	19	32
		% within Type	92.9 %	90.5 %	
	Other assistive technology	Count	5	9	14
		% within Type	35.7 %	42.9 %	
Total		Count	14	21	35

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q4.7*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.7 How raise awarenessa	q4.7a Mandatory training	Count	2	3	5
		% within Type	11.8 %	10.7 %	
	q4.7b Optional sign-up training	Count	12	23	35
		% within Type	70.6 %	82.1 %	
	q4.7c Online training	Count	10	14	24
		% within Type	58.8 %	50.0 %	
	q4.7d Webinars	Count	7	10	17
		% within Type	41.2 %	35.7 %	
	q4.7e Helpdesk	Count	10	17	27
		% within Type	58.8 %	60.7 %	
	q4.7f Drop-in clinics or appointments	Count	13	25	38
		% within Type	76.5 %	89.3 %	
	q4.7g Telephone/ email/online chat/ remote access	Count	9	16	25
		% within Type	52.9 %	57.1 %	
	q4.7h Videos (eg. YouTube, Vimeo, in house etc.)	Count	6	16	22
		% within Type	35.3 %	57.1 %	
	q4.7i Twitter/social media	Count	5	7	12
		% within Type	29.4 %	25.0 %	
	q4.7j Internal comms eg. announcements, E-mails, login screens	Count	8	17	25
		% within Type	47.1 %	60.7 %	
	q4.7k Blogs/web pages	Count	11	14	25
		% within Type	64.7 %	50.0 %	
	q4.7l Other - please specify	Count	4	1	5
		% within Type	23.5 %	3.6 %	
	q4.7m None of the above - no steps taken to raise awareness	Count	1	0	1
		% within Type	5.9 %	0.0 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q4.8 To what extent does the institution consider accessibility and inclusion in the procurement of digital systems and software * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.8 To what extent does the institution consider accessibility and inclusion in the procurement of digital systems and software	Yes - please write in details of a good example of where this has been done	Count	9	16	25
		% within Type Institution type	56.3 %	59.3 %	58.1 %
	No, but working towards this	Count	7	8	15
		% within Type Institution type	43.8 %	29.6 %	34.9 %
	No - don't consider accessibility and inclusion in the procurement process	Count	0	3	3
		% within Type Institution type	0.0 %	11.1 %	7.0 %
Total		Count	16	27	43
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.9*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.9 Sharing within institutiona	q4.9a Internal Annual Conference eg Teaching and Learning, TEL Fest, etc)	Count	9	17	26
		% within Type	52.9 %	60.7 %	
	q4.9b Internal showcasing/sharing events (Tea and Tech, Teach Meets, etc)	Count	12	19	31
		% within Type	70.6 %	67.9 %	
	q4.9c Online internal showcasing events (webinars, live or recorded)	Count	7	6	13
		% within Type	41.2 %	21.4 %	
	q4.9d Internal Awards	Count	5	4	9
		% within Type	29.4 %	14.3 %	
	q4.9e Community of Practice/forums	Count	12	14	26
		% within Type	70.6 %	50.0 %	
	q4.9f Projects	Count	10	14	24
		% within Type	58.8 %	50.0 %	

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	q4.9g Blogs/webpages	Count	11	20	31
		% within Type	64.7 %	71.4 %	
	q4.9h Case Studies (text, video or audio)	Count	9	15	24
		% within Type	52.9 %	53.6 %	
	q4.9i Training and workshops	Count	13	21	34
		% within Type	76.5 %	75.0 %	
	q4.9j Newsletters	Count	8	5	13
		% within Type	47.1 %	17.9 %	
	q4.9k Other - please specify	Count	2	3	5
		% within Type	11.8 %	10.7 %	
	q4.9m Do not recognise and share best practice	Count	1	0	1
		% within Type	5.9 %	0.0 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q4.10 Whether institution formally assesses or benchmarks its progress on accessibility and inclusion over time or across departments * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.10 Whether institution formally assesses or benchmarks its progress on accessibility and inclusion over time or across departments	Yes - please enter details	Count	6	5	11
		% within Type Institution type	37.5 %	17.9 %	25.0 %
	Have tried, but do not do so regularly	Count	1	6	7
		% within Type Institution type	6.3 %	21.4 %	15.9 %
	No - do not formally assess or benchmark progress	Count	9	17	26
		% within Type Institution type	56.3 %	60.7 %	59.1 %
Total		Count	16	28	44
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.11*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.11 Learning from other institutionsa	q4.11a External Conferences	Count	12	24	36
		% within Type	70.6 %	85.7 %	
	q4.11b External showcasing/sharing events (sharing days, meetings, workshops, etc)	Count	10	21	31
		% within Type	58.8 %	75.0 %	
	q4.11c External online events (Webinars)	Count	12	24	36
		% within Type	70.6 %	85.7 %	
	q4.11d External Awards (ucisa, ALT, Jisc, Supplier Awards, etc)	Count	9	11	20
		% within Type	52.9 %	39.3 %	
	q4.11e Community of Practices/forums (ucisa Digital Capabilities Community, Jisc Digital Capabilities Community of Practice)	Count	14	23	37
		% within Type	82.4 %	82.1 %	
	q4.11f External Projects	Count	9	10	19
		% within Type	52.9 %	35.7 %	
	q4.11g Membership of external bodies (ucisa, ALT, Jisc, WHELF, CILIP, etc)	Count	14	24	38
		% within Type	82.4 %	85.7 %	
	q4.11h Case Studies (text, video or audio)	Count	8	16	24
		% within Type	47.1 %	57.1 %	
	q4.11i Informal networking, informal discussions (ie not through Membership body events)	Count	16	23	39
		% within Type	94.1 %	82.1 %	
	q4.11j Sharing with other universities via visits, partnering, etc	Count	15	23	38
		% within Type	88.2 %	82.1 %	
	q4.11k Social Media	Count	8	16	24
		% within Type	47.1 %	57.1 %	
	q4.11m Do not learn from other institutions	Count	1	0	1
		% within Type	5.9 %	0.0 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

q4.12 Whether institution formally assesses or benchmarks its progress against other institutions in respect of addressing accessibility and inclusion for its students and staff * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.12 Whether institution formally assesses or benchmarks its progress against other institutions in respect of addressing accessibility and inclusion for its students and staff	Yes - please enter details	Count	2	2	4
		% within Type Institution type	12.5 %	7.1 %	9.1 %
	Have tried, but do not do so regularly	Count	0	5	5
		% within Type Institution type	0.0 %	17.9 %	11.4 %
	No - do not formally assess or benchmark progress	Count	14	21	35
		% within Type Institution type	87.5 %	75.0 %	79.5 %
Total		Count	16	28	44
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q4.13 Are there specific roles in your institution dedicated to developing accessible and inclusive resources for students and staff? * Type Institution type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q4.13 4.13 Are there specific roles in your institution dedicated to developing accessible and inclusive resources for students and staff?	Yes - please answer 4.14	Count	10	17	27
		% within Type Institution type	62.5 %	60.7 %	61.4 %
	No - please skip to section 5	Count	6	11	17
		% within Type Institution type	37.5 %	39.3 %	38.6 %
Total		Count	16	28	44
		% within Type Institution type	100.0 %	100.0 %	100.0 %

q5.1a_students Lack of money (i.e. funding to support development)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	21	46.7	50.0	50.0
	Fairly important	17	37.8	40.5	90.5
	Not very important	4	8.9	9.5	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1d_staff Lack of commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	35.6	38.1	38.1
	Fairly important	16	35.6	38.1	76.2
	Not very important	8	17.8	19.0	95.2
	Not at all important	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1b_students Lack of incentives or recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	9	20.0	22.0	22.0
	Fairly important	21	46.7	51.2	73.2
	Not very important	11	24.4	26.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1c_students Lack of strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	40.5	40.5
	Fairly important	11	24.4	26.2	66.7
	Not very important	12	26.7	28.6	95.2
	Not at all important	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1d_students Lack of commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	22.2	23.8	23.8
	Fairly important	19	42.2	45.2	69.0
	Not very important	11	24.4	26.2	95.2
	Not at all important	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1e_students Lack of senior leadership support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	35.6	38.1	38.1
	Fairly important	12	26.7	28.6	66.7
	Not very important	13	28.9	31.0	97.6
	Not at all important	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1f_students Lack of support staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	39.5	39.5
	Fairly important	21	46.7	48.8	88.4
	Not very important	3	6.7	7.0	95.3
	Not at all important	2	4.4	4.7	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q5.1g_students Lack of access to support staff (different campus, time)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	12	26.7	27.9	27.9
	Fairly important	11	24.4	25.6	53.5
	Not very important	13	28.9	30.2	83.7
	Not at all important	7	15.6	16.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q5.1h_students Lack of awareness of available support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	14	31.1	34.1	34.1
	Fairly important	17	37.8	41.5	75.6
	Not very important	8	17.8	19.5	95.1
	Not at all important	2	4.4	4.9	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1i_students Lack of access to/capacity of infrastructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	19.5	19.5
	Fairly important	11	24.4	26.8	46.3
	Not very important	12	26.7	29.3	75.6
	Not at all important	10	22.2	24.4	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1j_students Lack of access to appropriate kit eg. mics, cameras on PC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	7	15.6	16.7	16.7
	Fairly important	13	28.9	31.0	47.6
	Not very important	16	35.6	38.1	85.7
	Not at all important	6	13.3	14.3	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1k_students Lack of availability of suitable physical and/or virtual space

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	26.8	26.8
	Fairly important	16	35.6	39.0	65.9
	Not very important	10	22.2	24.4	90.2
	Not at all important	4	8.9	9.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1l_students Lack of time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	21	46.7	50.0	50.0
	Fairly important	12	26.7	28.6	78.6
	Not very important	9	20.0	21.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1m_students Lack of resources to support digital capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	33.3	35.7	35.7
	Fairly important	16	35.6	38.1	73.8
	Not very important	10	22.2	23.8	97.6
	Not at all important	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1n_students Institutional culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	12	26.7	29.3	29.3
	Fairly important	19	42.2	46.3	75.6
	Not very important	8	17.8	19.5	95.1
	Not at all important	2	4.4	4.9	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1o_students Department culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	35.6	39.0	39.0
	Fairly important	17	37.8	41.5	80.5
	Not very important	8	17.8	19.5	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1p_students Competing strategic initiatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	17	37.8	41.5	41.5
	Fairly important	8	17.8	19.5	61.0
	Not very important	13	28.9	31.7	92.7
	Not at all important	3	6.7	7.3	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1q_students Inappropriate policies and procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	5	11.1	12.2	12.2
	Fairly important	11	24.4	26.8	39.0
	Not very important	17	37.8	41.5	80.5
	Not at all important	8	17.8	19.5	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1r_students Changing administrative processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	9	20.0	22.0	22.0
	Fairly important	12	26.7	29.3	51.2
	Not very important	16	35.6	39.0	90.2
	Not at all important	4	8.9	9.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1s_students Technical problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	7	15.6	17.1	17.1
	Fairly important	10	22.2	24.4	41.5
	Not very important	20	44.4	48.8	90.2
	Not at all important	4	8.9	9.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1a_staff Lack of money (i.e. funding to support development)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	22	48.9	52.4	52.4
	Fairly important	17	37.8	40.5	92.9
	Not very important	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1b_staff Lack of incentives or recognition

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	33.3	35.7	35.7
	Fairly important	15	33.3	35.7	71.4
	Not very important	11	24.4	26.2	97.6
	Not at all important	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1c_staff Lack of strategy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	21	46.7	50.0	50.0
	Fairly important	8	17.8	19.0	69.0
	Not very important	11	24.4	26.2	95.2
	Not at all important	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1e_staff Lack of senior leadership support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	21	46.7	50.0	50.0
	Fairly important	11	24.4	26.2	76.2
	Not very important	8	17.8	19.0	95.2
	Not at all important	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1f_staff Lack of support staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	19	42.2	44.2	44.2
	Fairly important	15	33.3	34.9	79.1
	Not very important	6	13.3	14.0	93.0
	Not at all important	3	6.7	7.0	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q5.1g_staff Lack of access to support staff (different campus, time)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	13	28.9	30.2	30.2
	Fairly important	12	26.7	27.9	58.1
	Not very important	11	24.4	25.6	83.7
	Not at all important	7	15.6	16.3	100.0
	Total	43	95.6	100.0	
Missing	Not Answered	2	4.4		
Total		45	100.0		

q5.1h_staff Lack of awareness of available support

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	16	35.6	38.1	38.1
	Fairly important	17	37.8	40.5	78.6
	Not very important	7	15.6	16.7	95.2
	Not at all important	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1i_staff Lack of access to/capacity of infrastructure

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	22.2	23.8	23.8
	Fairly important	13	28.9	31.0	54.8
	Not very important	9	20.0	21.4	76.2
	Not at all important	10	22.2	23.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1j_staff Lack of access to appropriate kit eg. mics, cameras on PC

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	7	15.6	17.1	17.1
	Fairly important	15	33.3	36.6	53.7
	Not very important	15	33.3	36.6	90.2
	Not at all important	4	8.9	9.8	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1k_staff Lack of availability of suitable physical and/or virtual space

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	10	22.2	24.4	24.4
	Fairly important	16	35.6	39.0	63.4
	Not very important	12	26.7	29.3	92.7
	Not at all important	3	6.7	7.3	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1l_staff Lack of time

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	33	73.3	78.6	78.6
	Fairly important	6	13.3	14.3	92.9
	Not very important	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1m_staff Lack of resources to support digital capabilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	15	33.3	35.7	35.7
	Fairly important	18	40.0	42.9	78.6
	Not very important	8	17.8	19.0	97.6
	Not at all important	1	2.2	2.4	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1n_staff Institutional culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	22	48.9	52.4	52.4
	Fairly important	10	22.2	23.8	76.2
	Not very important	8	17.8	19.0	95.2
	Not at all important	2	4.4	4.8	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1o_staff Department culture

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	18	40.0	43.9	43.9
	Fairly important	18	40.0	43.9	87.8
	Not very important	5	11.1	12.2	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1p_staff Competing strategic initiatives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	20	44.4	47.6	47.6
	Fairly important	13	28.9	31.0	78.6
	Not very important	6	13.3	14.3	92.9
	Not at all important	3	6.7	7.1	100.0
	Total	42	93.3	100.0	
Missing	Not Answered	3	6.7		
Total		45	100.0		

q5.1q_staff Inappropriate policies and procedures

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	19.5	19.5
	Fairly important	12	26.7	29.3	48.8
	Not very important	14	31.1	34.1	82.9
	Not at all important	7	15.6	17.1	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1r_staff Changing administrative processes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	11	24.4	26.8	26.8
	Fairly important	17	37.8	41.5	68.3
	Not very important	11	24.4	26.8	95.1
	Not at all important	2	4.4	4.9	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q5.1s_staff Technical problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very important	8	17.8	19.5	19.5
	Fairly important	12	26.7	29.3	48.8
	Not very important	15	33.3	36.6	85.4
	Not at all important	6	13.3	14.6	100.0
	Total	41	91.1	100.0	
Missing	Not Answered	4	8.9		
Total		45	100.0		

q6.2*Type Crosstabulation

			Type Institution type		Total
			Pre 92	Post 92	
q6.2 Other departments consulted witha	q6.2a Library	Count	17	18	35
		% within Type	100.0%	64.3%	
	q6.2b IT Services	Count	14	18	32
		% within Type	82.4%	64.3%	
	q6.2c Academic/ Study skills	Count	7	10	17
		% within Type	41.2%	35.7%	
	q6.2d HR/Staff Development	Count	4	9	13
		% within Type	23.5%	32.1%	
	q6.2f Disability Support	Count	8	10	18
		% within Type	47.1%	35.7%	
	q6.2g eLearning Unit	Count	11	16	27
		% within Type	64.7%	57.1%	
	q6.2h Teaching/ Quality Department	Count	6	12	18
		% within Type	35.3%	42.9%	
	q6.2i Careers Service/ Employability	Count	4	4	8
		% within Type	23.5%	14.3%	
	q6.2j Student Support/ Progress	Count	2	2	4
		% within Type	11.8%	7.1%	
	q6.2k Departmental/ School Support	Count	3	2	5
		% within Type	17.6%	7.1%	
	q6.2l Academic staff	Count	3	5	8
		% within Type	17.6%	17.9%	
	q6.2m Estates Department	Count	0	1	1
		% within Type	0.0%	3.6%	
	q6.2n Students Union	Count	0	3	3
		% within Type	0.0%	10.7%	

table cont.

			Type Institution type		Total
			Pre 92	Post 92	
	q6.2o Other department - please specify	Count	2	1	3
		% within Type	11.8 %	3.6 %	
	q6.2p Didn't consult with any other departments [Question: 6.2 Which, if any, of the following departments did you consult with to help complete the survey?]	Count	0	2	2
		% within Type	0.0 %	7.1 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

Whether used results from last survey * Institution type Crosstabulation

			Institution type		Total
			Pre 92	Post 92	
Whether used results from last survey	Have not used the results - skip to 6.5	Count	10	18	28
		% within Institution type	71.4 %	66.7 %	68.3 %
	Have used results	Count	4	9	13
		% within Institution type	28.6 %	33.3 %	31.7 %
Total		Count	14	27	41
		% within Institution type	100.0 %	100.0 %	100.0 %

Had no impact * Institution type Crosstabulation

			Institution type		Total
			Pre 92	Post 92	
Had no impact	Had no impact	Count	16	24	40
		% within Institution type	94.1 %	85.7 %	88.9 %
	Had impact	Count	1	4	5
		% within Institution type	5.9 %	14.3 %	11.1 %
Total		Count	17	28	45
		% within Institution type	100.0 %	100.0 %	100.0 %

q6.5*Type Crosstabulation

			Institution type		Total
			Pre 92	Post 92	
Whether willing to help furthera	Yes - willing to clarify answers	Count	9	13	22
		% within Type	52.9 %	46.4 %	
	Yes - willing to answer extra questions	Count	10	7	17
		% within Type	58.8 %	25.0 %	
	Yes - willing to be a case study site, or involved in interviews or focus groups	Count	6	5	11
		% within Type	35.3 %	17.9 %	
	Not sure - it depends, but by all means contact me to discuss	Count	9	8	17
		% within Type	52.9 %	28.6 %	
	No - would rather not be contacted again	Count	1	4	5
		% within Type	5.9 %	14.3 %	
Total		Count	17	28	45

Percentages and totals are based on respondents.
a. Dichotomy group tabulated at value 1.

Appendix B

2019 ucisa Digital Capabilities Survey

Word version of the online questionnaire

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

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

Completing the survey

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

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

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

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

Data Privacy

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

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

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

Resources

You may find the following resources useful:

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

Please email admin@ucisa.ac.uk or call 01865 283425 for help with any queries.

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

Gillian Fielding, Digital Capabilities Survey Project Lead

Institutional Lead respondent

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

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

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

Section 1: Context

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

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

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

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

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

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

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

Section 2: Strategy

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

No actions taken yet in response to TEF

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

Yes – please answer 2.9
No – please skip to 2.10

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

Individual #1
Job title and role:
Location in institution eg. Department:
Name (optional):

Individual #2
Job title and role:
Location in institution eg. Department:
Name (optional):

Individual #3
Job title and role:
Location in institution eg. Department:
Name (optional):

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

Top down and tightly steered
Top down and loosely steered
Bottom up
Simultaneously top down and bottom up
Mix of above approaches
Other approach - please specify

Section 3: Delivery, implementation and practice

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

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

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

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

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

Assessment of digital capabilities upon entry
Jisc Digital Capability Discovery Tool https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/
Anytime training needs analysis
In discussion, i.e. tutorials
Formal assessment/testing/in-house checklist
When implementing new systems/services/processes
Analytics of support requests
Other method - please specify
Do not identify training and development needs of students – please write in why you don't

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

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

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

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

3.6 Do any of the above departments use learner analytics to monitor student wellbeing?

Yes - please write in details of which departments, and how they use learner analytics

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

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

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

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

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

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

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

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

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

Human Resource assessment
Jisc Digital Capability Discovery Tool https://digitalcapability.jisc.ac.uk/our-service/discovery-tool/
Anytime training needs analysis
In discussion, i.e. at development reviews, recruitment, induction
Formal assessment/testing/in-house checklist
When implementing new systems/services/processes
Analytics of support requests
Other method - please specify
Do not identify training and development needs of staff – write in why you don't

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

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

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

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

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

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

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

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

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

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

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

Yes – please enter details

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

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

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

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

Yes – please enter details

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

Section 4: Accessibility and inclusion

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

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

> *Accessibility involves designing systems to optimise access. Being inclusive is about giving equal access and opportunities to everyone wherever possible. In education this involves reducing and overcoming the barriers that might occur in:*
>
> *Digital content*
> *Teaching and learning activities;*
> *Assessments.*
>
> *The social model of disability suggests that the society or environment is disabling the individual rather than their impairment or difference. For example, videos without subtitles disadvantage anyone watching in a noisy environment but they disadvantage deaf people all the time.*
>
> *Accessibility is about removing those barriers to enable users to engage and take part in everyday activities.*

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4.8 Does the institution consider accessibility and inclusion in the **procurement** of digital systems and software?
Yes - please enter details of a good example of where this has been done

No, but working towards this
No, don't consider accessibility and inclusion in the procurement process

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

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

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

Yes – please enter details

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

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

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

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

Yes – please enter details

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

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

Yes – please answer 4.13
No – please skip to section 5

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

Individual #1

Job title:

Role:

Location in institution eg. Department:

Name (optional):

Individual #2

Job title:

Role:

Location in institution eg. Department:

Name (optional):

Individual #3

Job title:

Role:

Location in institution eg. Department:

Name (optional):

Section 5: Looking to the future

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

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

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

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

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

Implement in next two years	
Scope in next two years	
Investigate in next two years	

Section 6: Concluding remarks

6.1 Please use this space to note any further comments or observations relating to digital capabilities in your institution that have not been captured by the survey.

6.2 Which, if any, of the following **departments** did you consult with to help complete the survey?

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

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

Have not used the results – skip to 6.5

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

Had no impact

All to answer

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

Yes – willing to clarify answers
Yes – willing to answer extra questions
Yes – willing to be a case study site, or involved in interviews or focus groups
Not sure – it depends, but by all means contact me to discuss
No – would rather not be contacted again

Thank you for taking the time to complete this survey.

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

For updates on progress and events:

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