

UCISA Digital Capability Survey 2017:

Some findings and recommendations
for leaders

Jisc Digital Capability Community Launch

9 May 2017



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Gillian Fielding

UCISA Digital Capabilities Group

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@g_fielding

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Digital Capabilities Group

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Committee


	Chair	<p>Julie Adams Electronic Information and Learning Support Manager Staffordshire University j.f.adams@staffs.ac.uk</p>		
		<p>Lorraine Barclay IT Systems Trainer St George's University of London lbarclay@sgul.ac.uk</p>		<p>Jeni Brown Training Manager, Information Management and Technology, London School of Economics j.l.brown@lse.ac.uk</p>
		<p>Iain Cameron User Services Manager University of Aberdeen i.cameron@abdn.ac.uk</p>		<p>Gillian Fielding Associate Lecturer University of Salford g.fielding101@salford.ac.uk</p>
		<p>Gareth Johns IT Skills Development Advisor Cardiff Metropolitan University gjohns@cardiffmet.ac.uk @GarethPJohns</p>		<p>Kerry Pinny Academic Technologist University of Warwick k.pinny@warwick.ac.uk @KerryPinny</p>
		<p>Jim Tyson Senior IT Trainer, ISD Training University College London j.tyson@ud.ac.uk</p>		<p>Annette Webb IT Trainer York St John University a.webb@yorks.ac.uk @NodWebb LinkedIn</p>
	Vice chair	<p>Grazyna Whalley IT Training Officer University of Sheffield g.whalley@sheffield.ac.uk</p>		

Digital Capabilities Group

The DCG aims to **share knowledge and good practice**, and **raise the profile of digital capability** development throughout the sector.

- Digital Capabilities Forum
- Jisc Mailing list
- Survey
- Case studies
- Work with other bodies
- Webinars
- Events

"Spotlight on Digital Capabilities"

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DCG Spotlight on digital capabilities (3)

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24 May 2017 - 25 May 2017
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Student futures – equipping students to thrive in the digital era



This event will explore the many ways we help prepare students for a digital future from a student, staff and institutional perspective. There will be opportunities to hear from students themselves, as well as presentations from those working across and outside the HE sector. You will be able to hear more about the findings of the 2017 Digital Capabilities Survey and how the digital capabilities picture has changed since the initial 2014 Survey.

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- [Gamification instructions](#)
- [Booking](#)
- [Venue and travel](#)
- [Accommodation](#)
- [Pricing](#)
- [Committee](#)

Agenda

- Some survey findings and recommendations for leaders with responsibility for developing digital capabilities
 1. Definition
 2. Strategy
 3. Delivery, implementation and practice
 4. Accessibility for all
 5. Looking to the future
- Survey overview
- Questions

Disclaimer – we may do!

MAKE
AMERICA
**THINK
AGAIN**



5. Looking to the future

5. Looking to the future

R5.22 That in order to address the barriers above, **senior leadership within institutions should fully engage with, and pro-actively drive the digital** agenda across all areas of their institution, for example, by **appointing an executive member with sole responsibility**

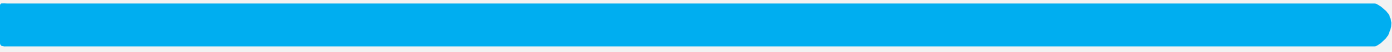
4. Accessibility for all

Institutional Strategies for DCs

Q4.5 How widely available across your institution are the following for students, in practice?

- Accessible Word documents
- Accessible PowerPoint presentations
- Accessible PDFs
- Accessible web browsing
- Other accessible software formats
- Accessible VLE
- Recording of teaching sessions for later use
- Lecture/class/presentations/hand-outs available online for all sessions

Q4.5 How widely available across your institution are the following for students, in practice?



Accessible (159)

No Some Good Widespread Good/UK DK



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Q4.5 How widely available across your institution are the following for students, in practice?

Accessible VLE (84% said 'good or widespread' availability)

Lecture/class presentations and hand-outs (74%)

Word documents (49%)

PowerPoint presentations (47%)

PDFs (47%)

Excel (39%)

Recording (32%)

Surprising, over-claiming?, definitions, (Moodle Accessibility block)

4. Accessibility for all

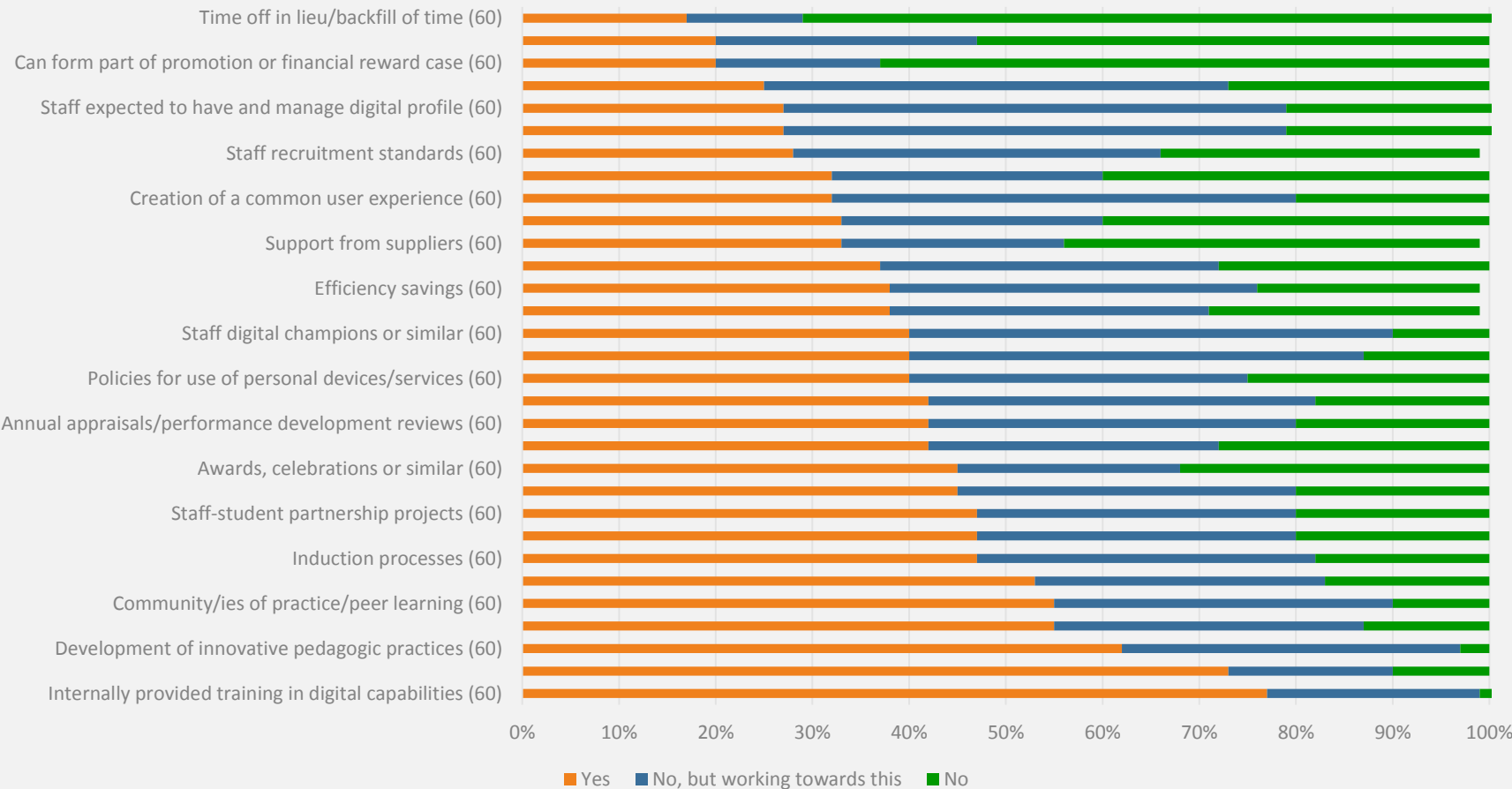
R4.16 That UCISA produce **guidance and standard phrases/questions** on accessibility which can be included in **institutional tender documentation** for IT systems reviews

4. Accessibility for all

R4.19 That institutions ensure staff awareness and training reinforces the understanding that **accessible resources are not just about disability but there to benefit everyone**

3. Delivery, implementation & practice

Q3.3 Which activities/processes directly encourage and support staff digital capabilities?



Q3.4 Which activities/processes directly encourage and support staff digital capabilities?

Internally provided training in digital capabilities
(yes - 77%, working towards 22%, no 2%)

IT policy/infrastructure enabling of innovation, e.g. a software upgrade
(yes - 73%, working towards 17%, no 10%)

Development of innovative pedagogic practices
(yes - 62%, working towards 35%, no 3%)

“HR processes” feature throughout, training, recruitment, induction, appraisal, CPD, etc

These 3 were in the top 5 for students, so help both

3. Delivery, implementation & practice

R3.11 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, promotion, reward, time-off, CPD)

R3.12 UCISA work with UniversitiesHR to develop role analyses for staff and corresponding digital capability requirements (across all functions and departments); **these requirements to ultimately be embedded within HR processes** by institutions

2. Strategies for driving digital capabilities

1. External drivers
2. External reports and documents
3. Institutional strategies
4. TEF
5. Institutional roles
6. Institutional approach

External drivers

Q2.1 How important are the following **external factors** for **driving** the development of digital capabilities at your institution?

External factor – students	Base	Score
Increased student expectations and requirements	64	97%
Increased focus on student employability	65	97%
To reduce barriers and increase independence for students with disabilities	64	91%
Student surveys	66	89%
Expansion in course offerings	63	73%
Key Information Statistics, League Tables, DLHE stats	65	72%
Teaching Excellence Framework (TEF)	61	62%

Institutional Strategies for DCs

Q2.3 How important are these **institutional strategies** (or nearest equivalent) for supporting and reinforcing the importance of digital capabilities in your institution?

Institutional Strategies for DCs

Teaching, Learning, Assessment strategy
Library/Learning Resources strategy
Student Experience strategy
Employability strategy
Disability Support strategy
Technology Enhanced Learning (TEL) or eLearning strategy
Mobile strategy
Information & Communications Technology (ICT) strategy
Digital strategy
Access/Widening Participation strategy
Distance Learning strategy
Estates/Learning Spaces strategy
Communications strategy
Research strategy
Open resources strategy (covering use and management of open resources)
Staff Development strategy
Marketing strategy
Procurement strategy

Institutional Strategies for DCs - 2017

Institutional strategy – students	Base	Score
Teaching, Learning, Assessment strategy	60	92%
Library/Learning Resources strategy	59	90%
Student Experience strategy	51	86%
Employability strategy	55	84%
Disability Support strategy	57	84%

Institutional Strategies for DCs - 2014

Institutional strategy – students

Teaching, Learning, Assessment strategy

Library/Learning Resources strategy

ICT strategy - *down*

Technology Enhanced Learning/eLearning strategy - *down*

Student Experience strategy - *up*

New for 2017 – Employability and Disability support strategies

2. Strategies for DCs

R2.3 That ways of **better evidencing student achievements** in respect of their digital capabilities are examined by institutions, perhaps benchmarking within or across institutions (Jisc/UCISA), and **building on HEAR** and definitely taking into account **employer needs and expectations**

Institutional Strategies for DCs - 2017

Bottom end of the table

Institutional strategy – students	Base	Score
Staff Development strategy	56	50%
Marketing strategy	51	43%
Procurement strategy	49	27%

2. Strategies for DCs

R2.4 That institutions place **more emphasis on** digital capabilities (of both students and staff) **when marketing courses** promoting the fact that students will leave the university as digitally capable subject specialists (which can but enhance graduate employability). Institutions also need to place more **emphasis on digital capabilities when recruiting staff**

R4.16 That UCISA produce **guidance and standard phrases/questions** on accessibility which can be included in **institutional tender documentation** for IT systems reviews

How important is TEF as a driver for the development of DCs?

TEF impact on DC development

Q2.4 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?



35%

*have taken
action as a
result of TEF*

TEF – actions taken

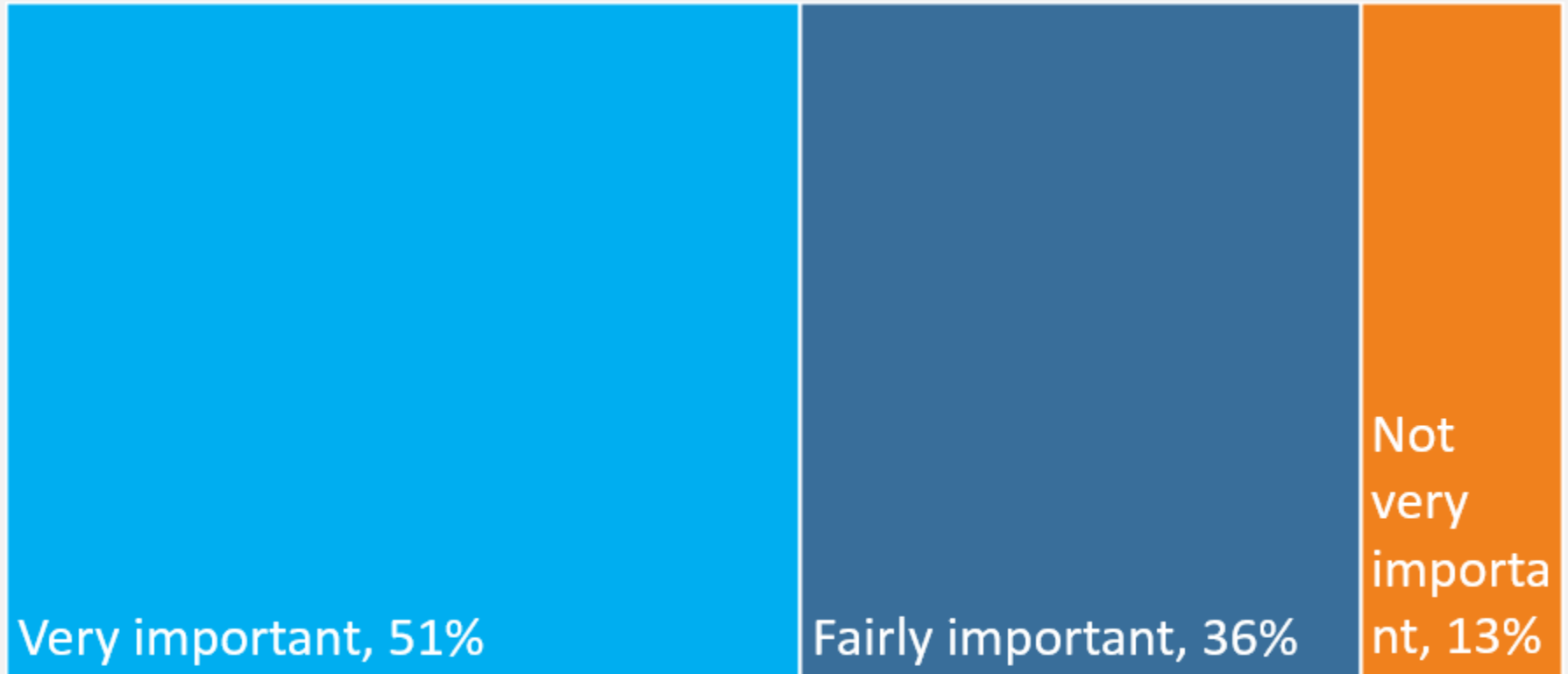
*“TEF
Uni
particularly th*

“Changes to the curriculum which include Digital fluency as a programme attribute”

“University wide TEF Group

“metrics used to inform the TEF are being used to guide our priorities... Developing new analytic tools and capabilities which will require and prompt further development of digital capabilities

TEF – importance of driver



■ Very important ■ Fairly important ■ Not very important ■ Not at all important

1. Defining digital capabilities

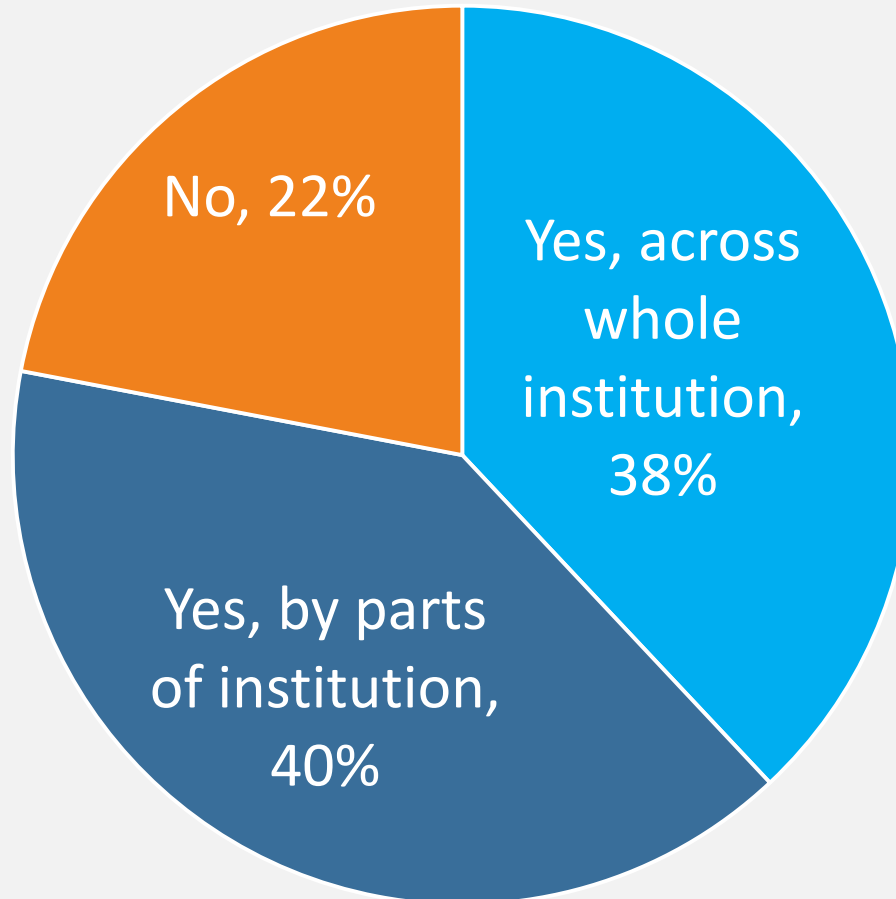
How widespread is the use of the Jisc definition of digital capabilities?

Jisc definition of Digital Capabilities

Q1.1 To begin with, does your institution, or any parts of it, use the Jisc definition of digital capabilities?

“By digital literacy we mean those capabilities which fit an individual for living, learning and working in a digital society.”

Jisc definition of Digital Capabilities



Jisc definition - recommendations

R.1.1 Jisc and UCISA work together to **review and update** the Jisc definition of digital capabilities; this work to be informed by the analysis of the other definitions used by institutions and research undertaken by Jisc on the subject


Survey Overview

Digital Capabilities Survey Report 2017

Table of contents

Executive summary	2
Table of contents.....	3
Section 0 Introduction	6
0.1 About the Survey	6
0.2 Current context.....	6
0.3 Stakeholders.....	8
0.4 Consultation during survey design	8
0.5 Survey coverage and response rate.....	8
0.6 Questionnaire structure.....	9
0.7 Data analysis and presentation	10
0.8 Cautions.....	11
Section 1 Defining digital capabilities.....	12
1.1 Use of Jisc definition	13
1.1.1 Key findings from 2016.....	13
1.1.2 Cross-sector differences in 2016	14
1.2 Other definitions used.....	15
1.2.1 Key findings from 2016.....	15
1.3 Use of Jisc and other definitions: summary	17
1.3.1 Key findings from 2016.....	17
1.3.2 Cross-sector differences in 2016	17
1.3 Conclusions	18
1.4 Recommendations	19

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Home > Groups > Digital Capabilities Group (DCG) > Events > 2017 > DCG Spotlight on digital capabilities (3) /

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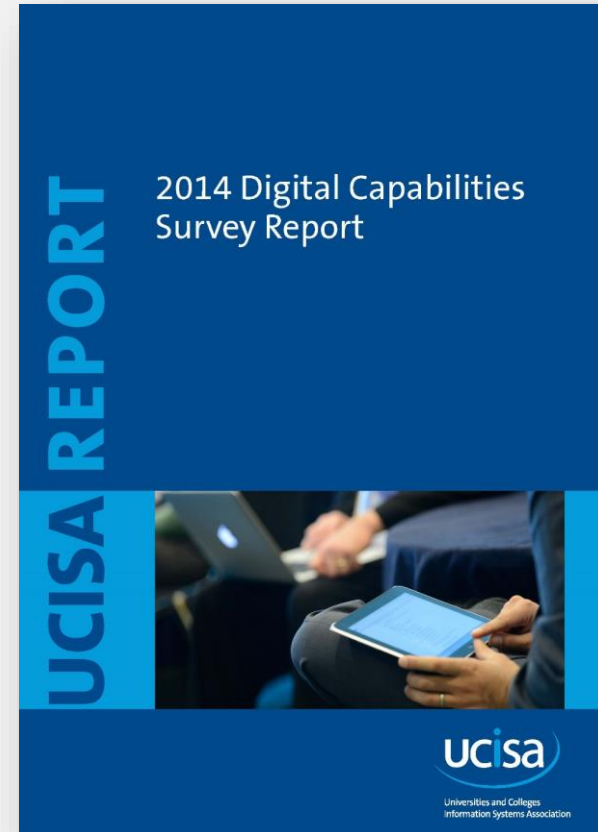
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- [Accommodation](#)
- [Pricing](#)
- [Committee](#)

Survey background

- Second survey
- Inspired by the UCISA TEL Survey
- Complements the UCISA TEL Survey
- Identify sector developments/trends
- 'Biennial' survey
- Benchmark



Survey overview

- 157 institutions invited to complete (156 in 2014)
 - UCISA members
 - Non-UCISA members invited
- Named Institutional Representatives identified
- 68 completed (43%) in 2017; in 2014 – 63
- A small number started but didn't finish

Consultation

1. You/institutions
2. JISC
3. UCISA Groups
4. Society of College, National and University Libraries, SCONUL
5. CILIP
6. Association of Director of Estates (AUDE)
7. Universities Human Resources
8. Heads of eLearning (HeLF)
9. Association of Learning Technologist (ALT)
10. Staff and Educational Developers Association, (SEDA)
11. Higher Education Academy
12. Association of Graduate Careers Advisory Services, (AGCAS)
13. Higher Education Funding Council for England, (HEFCE)

- *NUS - future*

Survey Sections

1. Context
 2. Strategy
 3. Delivery, Implementation and Practice
 4. Accessibility for all
 5. Looking to the Future
 6. Concluding remarks
- Dropped 'Bring Your Own' title

Survey Outputs

- Digital Capabilities Survey Report 2017 (c200 pages)
 - Pdf and web version
- Executive Summary (c4 pages)
- 22 Recommendations (10 in 2014)
- Conferences – Spotlight on Digital Capabilities, ALT-C, LILAC, *UniversitiesUK*, *Estates*
- Discussion on the Digital Capabilities Community <http://digitalskillsanddevelopment.ning.com> and #udigcap
- A series of targeted outputs at specific audiences

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Questions?



Gillian Fielding
UCISA Digital Capabilities Group

www.ucisa.ac.uk/digcap



@g_fielding

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