UCISA Digital Capability Survey 2017:
Some findings and recommendations for leaders

Jisc Digital Capability Community Launch
9 May 2017

www.ucisa.ac.uk/digcap
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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”

24 May 2017 - 25 May 2017
The Spark, Southampton Solent University

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.

The residential package includes all refreshments, meals, and Wednesday night’s accommodation.

The programme will be of particular interest to those involved in supporting and promoting digital capabilities development, such as IT trainers, learning technologists, library and IT staff and educational developers.
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!
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 VLE (59)
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?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Yes</th>
<th>No, but working towards this</th>
<th>No</th>
</tr>
</thead>
</table>
| Internally provided training in digital capabilities                    | 60% | 0%                           | 0%
| Can form part of promotion or financial reward case                    | 60% | 0%                           | 0%
| Staff expected to have and manage digital profile                      | 60% | 0%                           | 0%
| Staff recruitment standards                                            | 60% | 0%                           | 0%
| Creation of a common user experience                                   | 60% | 0%                           | 0%
| Support from suppliers                                                 | 60% | 0%                           | 0%
| Efficiency savings                                                     | 60% | 0%                           | 0%
| Staff digital champions or similar                                     | 60% | 0%                           | 0%
| Policies for use of personal devices/services                           | 60% | 0%                           | 0%
| Annual appraisals/performance development reviews                       | 60% | 0%                           | 0%
| Awards, celebrations or similar                                        | 60% | 0%                           | 0%
| Staff-student partnership projects                                      | 60% | 0%                           | 0%
| Induction processes                                                     | 60% | 0%                           | 0%
| Community/ies of practice/peer learning                                | 60% | 0%                           | 0%
| Development of innovative pedagogic practices                           | 60% | 0%                           | 0%
| Internally provided training in digital capabilities                    | 60% | 0%                           | 0%
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
Q2.1 How important are the following external factors for driving the development of digital capabilities at your institution?

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

<table>
<thead>
<tr>
<th>Institutional strategy – students</th>
<th>Base</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching, Learning, Assessment strategy</td>
<td>60</td>
<td>92%</td>
</tr>
<tr>
<td>Library/Learning Resources strategy</td>
<td>59</td>
<td>90%</td>
</tr>
<tr>
<td>Student Experience strategy</td>
<td>51</td>
<td>86%</td>
</tr>
<tr>
<td>Employability strategy</td>
<td>55</td>
<td>84%</td>
</tr>
<tr>
<td>Disability Support strategy</td>
<td>57</td>
<td>84%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Institutional strategy – students</th>
<th>Base</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Development strategy</td>
<td>56</td>
<td>50%</td>
</tr>
<tr>
<td>Marketing strategy</td>
<td>51</td>
<td>43%</td>
</tr>
<tr>
<td>Procurement strategy</td>
<td>49</td>
<td>27%</td>
</tr>
</tbody>
</table>
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?
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
“Changes to the curriculum which include Digital fluency as a programme attribute”

“University wide TEF Group has been established which is looking at Learning Analytics and interventions.”

“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, 51%
- Fairly important, 36%
- Not very important, 13%

Legend:
- 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

- Yes, across whole institution, 38%
- Yes, by parts of institution, 40%
- No, 22%

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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
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Report Launch at

DCG Spotlight on digital capabilities (3)

Digital Capabilities Group (DCG)

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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)

• 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](http://digitalskillsanddevelopment.ning.com) and #udigcap
- A series of targeted outputs at specific audiences
Agenda

• 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
Questions?

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#udigcap #digitalcapability