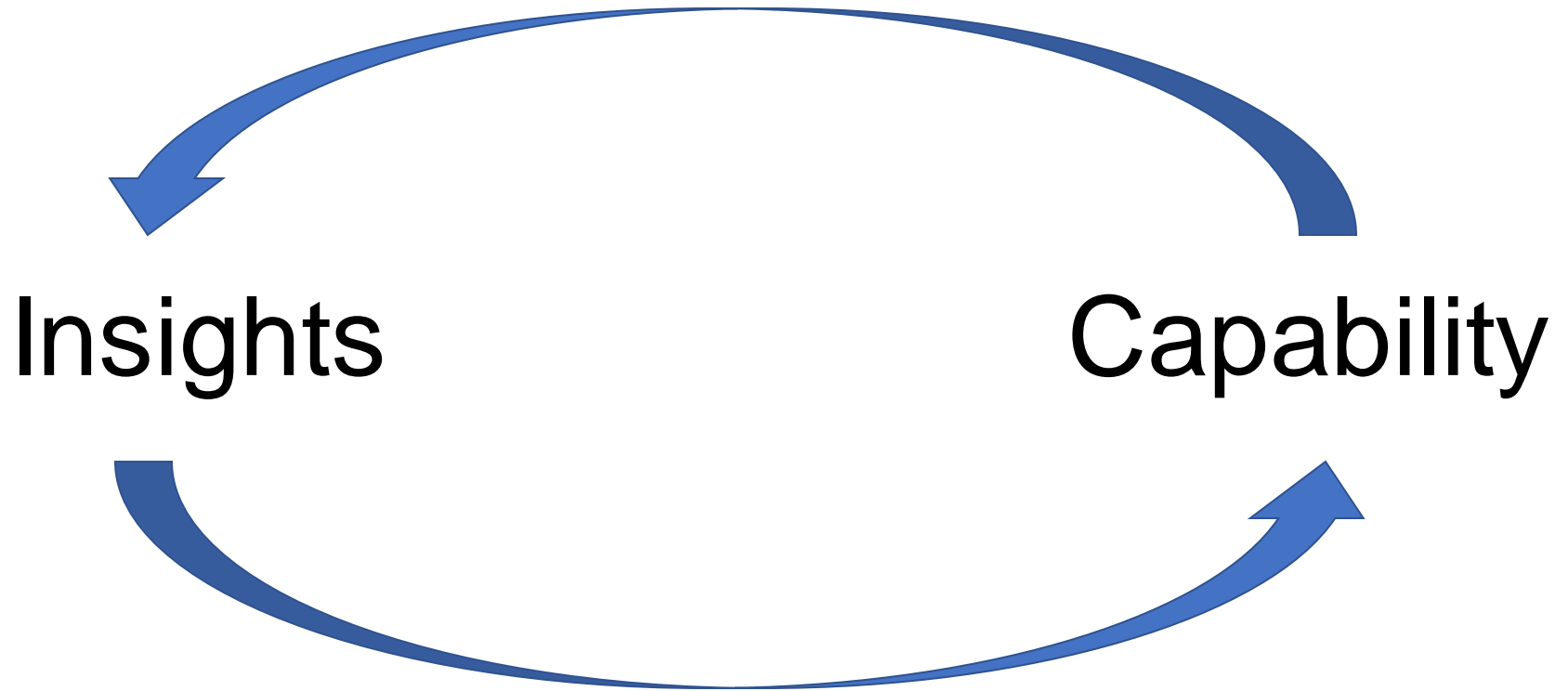




Understanding and enhancing the digital skills landscape: turning insight into capability

Jason Miles-Campbell, Head of Jisc Scotland and Jisc Northern Ireland



Digital experience insights survey 2018: findings from students in UK further and higher education

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Theme one:
the digital lives of learners



Theme two:
digital in the institution



Theme three:
digital at course level



Theme four:
student attitudes to digital



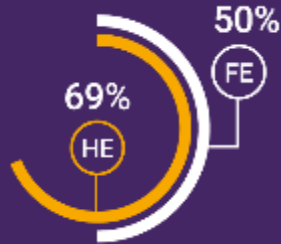
The vision here is to develop a student focused approach that offers choice and empowers users (staff and students) – it is more about building a digital learning landscape and digital ecosystem than a virtual learning environment (VLE).

Project lead: Richard Aird, head of customer service, information services, The University of Stirling

Why is digital capability important?

- Graduate work is being transformed by digital technologies and data
(IPPR 2017: Managing automation)
- Employers focus above all on the **attitudes and aptitudes** that will enable graduates to be effective in the workplace
(CBI/Pearson Education and Skills Survey 2017)
- Only 12 per cent of leaders believe UK school leavers and graduates have the right digital skills, down from 20 per cent in 2017.
(Deloitte, 2018)
- **38%** of workplaces in Europe report that a lack of digital skills is harming their business
(European Commission 2017: 'Human capital: Europe's Digital Progress Report 2017')

What the students are telling us



Although **50%** of FE and **69%** of HE students thought digital skills were important for their chosen career.....

...only **41%** of FE and HE students felt their course prepared them for the digital workplace.

What the students are telling us



Only about a third of students agreed that they were told what digital skills they would need before starting their course.

What the students are telling us



About **40%** of FE and HE students agreed that they had regular opportunities to review and update their digital skills.

Theme one: the digital lives of learners

Students regularly used digital technologies in their own learning time, with eight in ten HE students accessing lecture notes or recorded lectures at least weekly, and six in ten FE students using digital devices to make notes or recordings at least weekly.

HE students owned and used more devices than FE students to support their learning, with 94% of HE students owning a laptop in comparison with 64% of FE students. About eight in ten students used a smartphone to support their learning.

About 8% of students considered assistive technologies to be vital for their learning needs, with a further 10% saying that they choose to use assistive technologies to help them in their studies.

Theme two: digital in the institution

74% of FE students and 88% of HE students rated their institution's digital provision as above the midpoint in the scale (from the options 'good', 'excellent' or 'best imaginable').

Reliable wifi was accessible to 70% of FE students and 82% of HE students. A lack of reliable, robust and ubiquitous wifi was the main complaint FE students raised in their comments.

A third of all students turned first to their fellow students when looking for support with digital devices or skills. A third of FE students turned first to their lecturers in comparison with only 8% of HE students. A third of HE students turned to online information in comparison with only 14% of FE students.

Theme three: digital at course level

72% of FE students and 74% of HE students rated the quality of digital teaching and learning on their course as above average (choosing to rate it as either good, excellent or best imaginable).

Half of all FE and HE students agreed that their virtual learning environment (VLE) was well designed (only one in ten disagreed). 75% of HE students relied on the VLE when doing their coursework in comparison with only 48% of FE students.

Half of all FE and 59% of HE students agreed that the software on their course is industry standard and up to date. Students in both sectors would like more industry-standard software to be available to them on their personal devices.

Theme four: attitudes to digital

64% of FE students and 73% of HE students agreed that they are more independent in their learning when digital is used. A further 57% (FE) and 67% (HE) agreed that digital approaches help them to fit learning into their life.

Only about one in ten students said that the use of digital on their course meant they were less likely to attend classes or made them feel more isolated.

54% of FE and 56% of HE students liked a mix of group and individual work. More HE students than FE students preferred to learn on their own (HE 41%, FE 35%). More FE students than HE students preferred to learn in a group (HE 3%; FE 11%).

What organisations are telling us

“It’s really important that staff have the right digital capabilities. It is important for a number of reasons but primarily the academic curriculum needs to reflect the digital skills and attributes that we expect from our graduates.”

Professor Malcolm Todd, Pro vice-chancellor, academic and student experience, University of Derby

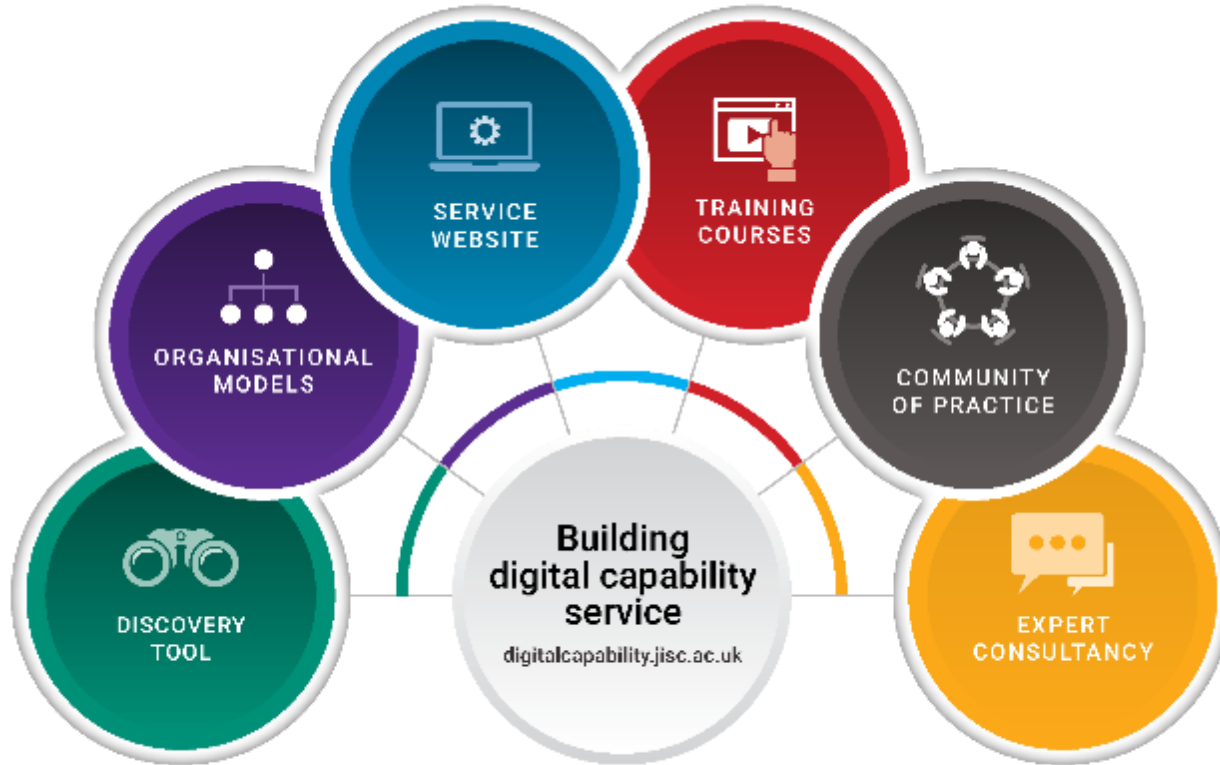
Guide

Developing organisational approaches to digital capability

Supporting organisations to develop their culture, infrastructure and practices to help grow organisational digital capability and enable individual digital capabilities to flourish.



Building digital capability service



Digital Capability Discovery Tool – individual report

Each element has:

- **Level** (*developing* | *capable* | *proficient*)
- **Next steps**
- **Resources**

Recommended resources

We recommend following resources:

Resource



ECDL intermediate modules
Certified learning modules offered by the ECDL covering a wide range of intermediate modules

Resource



It's a question of style
Jisc blog post on using styles in tools like word processing and presentation software.

Resource



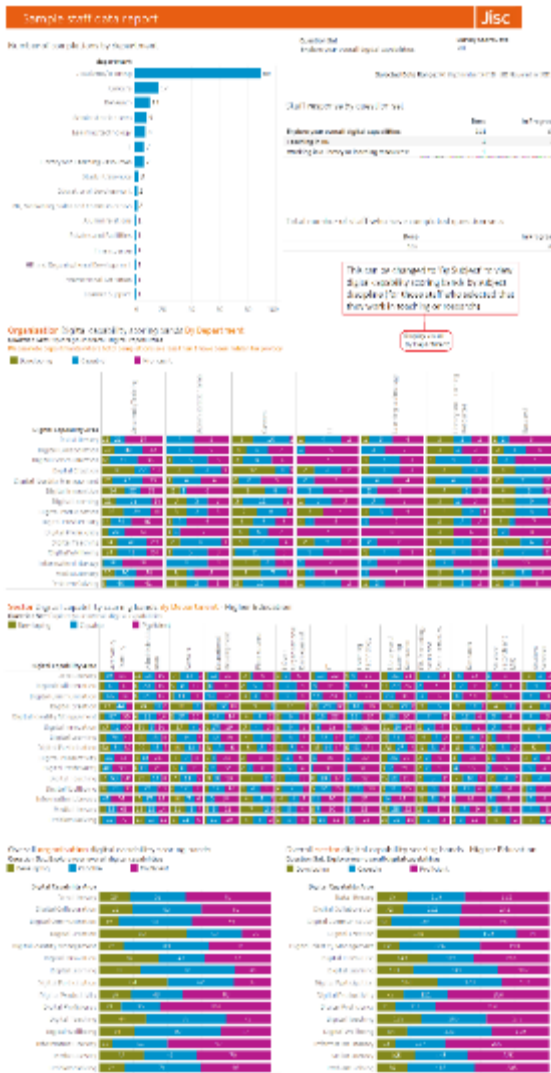
Focus on data literacies and ICT proficiencies
Jisc blog post on data literacies and ICT proficiency: the importance of digital capabilities



Institutional data dashboards

Number of completions by department (staff) or subject discipline (students) (per question set)

Sector digital capability scoring bands by department (staff only) or subject discipline (per question set)



Question set & date selection options

Staff or student response by question set

Total staff or student completions

Digital capability scoring bands by department or subject discipline (per question set)

Overall organisation and sector digital capability scoring bands

5 barriers to upskilling the workforce

- 1. Culture of learning** - *People think that learning is for the young*
- 2. Motivation** - *People don't see a need for digital skills*
- 3. Leadership** - *Organisations' leaders need to drive digital transformation*
- 4. Resources** - *Learning puts pressure on the resources of businesses and individuals*
- 5. Access to training** - *People can't find training relevant to their needs*

Delivering digital skills, A guide to preparing the workforce for an inclusive digital economy, Jack Orlick, Readie and Nesta (2018), <http://bit.ly/2lf8fHB>

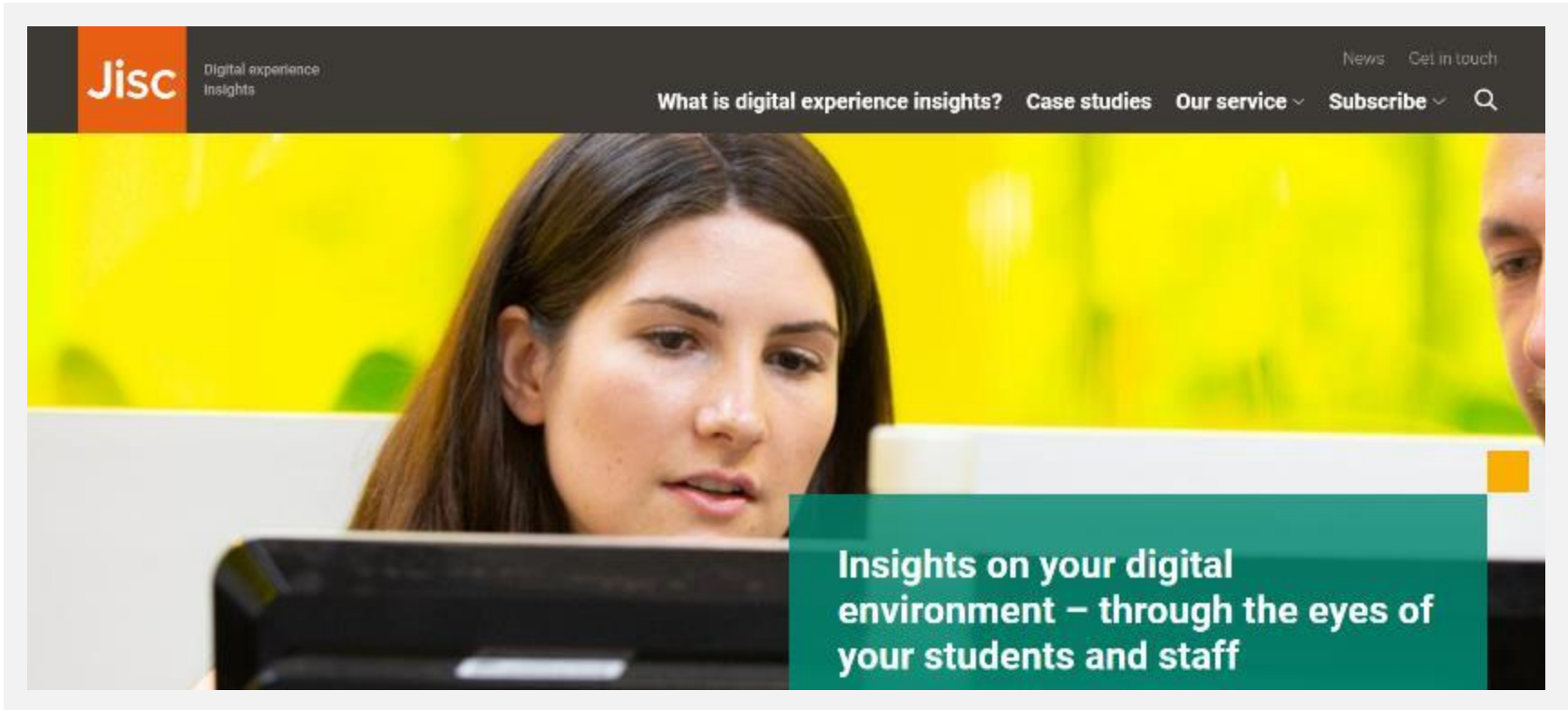
Looking to the future?

Digital

- adaptability
- resilience
- curiosity
- confidence
- partnerships



<https://digitalinsights.jisc.ac.uk>



The image shows the top portion of a website. At the top left is the Jisc logo in white on an orange background, followed by the text "Digital experience insights". To the right, there are links for "News" and "Get in touch". Below these are navigation links: "What is digital experience insights?", "Case studies", "Our service" (with a dropdown arrow), and "Subscribe" (with a dropdown arrow). A search icon is also present. The main visual is a large photograph of a woman with long dark hair looking at a computer screen. A teal text box is overlaid on the bottom right of the photo, containing the text: "Insights on your digital environment – through the eyes of your students and staff".

Jisc Digital experience insights

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Insights on your digital environment – through the eyes of your students and staff



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