

Wales digital experience insights 2019: FE summary

Related to the Digital 2030 Framework

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Digital 2030 vision

*Post-16 learning providers will seamlessly integrate digital technology into delivery; and encourage innovation in using inclusive, accessible and bilingual approaches to enhance the learner’s experience. Based on an awareness of the digital skills needed to support the Welsh economy, providers will equip learners and staff with the digital capabilities and confidence they will need to succeed in everyday life and in work.*

Insights overview for each key area of the vision

1. Learners will be equipped with digital capabilities and confidence

Less than half of learners agree that digital skills are important in their chosen career, a similar proportion agree their course prepares them for the digital workplace. Also, less than a half agree they have regular opportunities to review and update their digital skills, and the guidance or direction received may not be directly related to preparation for the digital workplace.

Generally, learners are confident in using mainstream technology such as finding information online and word processing, and nearly a half produce work in digital formats other than Word or PowerPoint. Roughly half access course materials online in their own time.

Less than a sixth of learners use assistive technologies either through necessity or an optional choice. Of those however, nearly three quarters say they are provided with support from their learning provider.

1. The learning experience will be enhanced through the integration of digital technology

Three quarters of learners rated the quality of digital teaching and learning on their course as better than the ‘average’ midpoint rating, and over half were happy with the amount that digital technology is used on their courses, however less than a half agree that online assessments were delivered and managed well. Only two thirds of learners feel they have access to reliable wifi at their learning provider, and just a half feel that their organisation supports them to use their own digital devices.

A substantial two fifths of learners said they would like to see the use of technology improved, particularly in the following areas:

* Interactive polls/quizzes in class (27%)
* Online practice questions (25%)
* Course related videos (22%)
* Finding resources on the virtual learning environment (13%)

Learners views on technology use for learning delivery are reflected in teaching practices: Only half of teaching practitioners rely on the virtual learning environment for their teaching, and three quarters use live polls or quizzes in class.

Examples of a digital technologies that teaching practitioners do find useful included Kahoot, Google Classroom, Moodle, YouTube, Socrative and Padlet, as well as some subject specific apps including GeoGebra, FlipGrid, H5P and AnswerGarden. In addition, nearly two thirds use a digital system to give personalised feedback to learners, but only just over a quarter agree that the systems available are easy to use.

Although roughly a sixth of learners and nearly a fifth of teacher practitioners use assistive technologies, awareness and organisational support for this is very limited. Only a quarter of teaching practitioners agreed that they are informed about these technologies, and a quarter of those using the technologies said they receive no support. Some learner and teaching practitioner free text answers suggest they regularly use technology to translate between languages as part of their learning/teaching.

Three quarters of teaching practitioners agree their organisation informs them of their responsibilities regarding managing learner data securely, but only two fifths agree they are informed about their responsibilities regarding their own health and wellbeing in the digital workplace. Just over a half agree they are informed about digital copyright and licensing.

Only just over a half of learners agree the organisation helps them stay safe online, but over a third did not agree that data privacy was protected. Only a half of learners agree they can access health and wellbeing services online.

1. All staff are equipped with digital capabilities and confidence

Only a third of teaching practitioners agree they are given guidance about the digital skills they are expected to have, and similarly small proportions feel they get regular opportunities to develop their digital skills. Only a quarter felt they actively develop their digital skills.

While 85% of teaching practitioners never teach in a live online environment, a similar proportion still create learning materials in a digital format other than text or PowerPoint. Only a sixth said they receive recognition or reward for developing the digital aspects of their roles.

Two thirds of teaching practitioners said they wanted digital technologies to be used more in their teaching, and an almost similar proportion feel that they are early adopters of technology, but only a sixth said they were given time and support to innovate. A half said the support they do get comes mainly from other teaching colleagues, and a third use online resources, but only a sixth use an online network or forum to broaden that support.

Only a quarter of teaching practitioners agree they are informed about assistive and adaptive technologies, yet nearly a fifth use these technologies, and 6% said they are vital to them. Of those teaching practitioners using assistive technologies, roughly three quarters say they are provided with support from their organisation.

Insights into addressing the Digital 2030 Aims

1. Digital standards

**Clear, nationally agreed standards for digital skills are in place to enable learners and staff to meet industry, private and public sector requirements, building on the digital competences developed during compulsory schooling.**

* 1. 39% of learners agree that before they started their course, they were told what digital skills they would need (19% disagree), and 46% agree they have regular opportunities to review and update their digital skills (11% disagree) [significantly poorer figures than in WBL] (LQ18).
  2. 34% of teaching practitioners agree they are given guidance about the digital skills they are expected to have as a teaching practitioner (20% disagree), and 36% agree they get regular opportunities to develop their digital skills (26% disagree) [generally poorer figures than in WBL] (TQ15).

1. Enhanced learning

**Learning is enhanced through the use of technology, wherever it is appropriate and beneficial to the learner.**

* 1. 76% of learners rated the quality of digital teaching and learning on their course as better than the ‘average’ midpoint rating (LQ19), 42% agree they can find things easily on their virtual learning environment (13% disagree) (LQ16), and 46% of learners agree that online assessments were delivered and managed well [roughly two thirds that of WBL] (LQ17).
  2. 87% of learners find information online and 47% produce work in digital formats other than Word or PowerPoint ‘weekly or more’ (LQ15) and, in their own time, 51% of learners access lecture notes or recorded lectures ‘weekly or more’ [nearly twice that of WBL] (LQ9). When asked what digital tools or apps they find useful, most learners mention Moodle, Quizlet and Kahoot as well as Google, YouTube and Microsoft (LQ9a).
  3. When learners were asked how much they would like digital technology to be used on their course, 58% said ‘same as they are now’, 40% said ’more’ [twice that of WBL], and 2% said ‘less’ (LQ25). Areas where learners would like improved online support were: more interactive polls/quizzes in class (27%), more practice questions online (25%), and more course related videos (22%) (LQ20). This is reflected in the [Resource alignment](#_Resource_alignment) section.
  4. 44% of teaching practitioners agree they rely on the virtual learning environment for their teaching [much higher than in WBL] (TQ9), and 74% of teaching practitioners carry out live polls or quizzes in class (only 23% do so weekly or more often, but 51% do so monthly or less often) [much more than in WBL] (TQ12).
  5. When asked to give an example of a digital tool or app teaching practitioners find useful in their role, many mentioned Kahoot, Google Classroom, Moodle, YouTube, Socrative and Padlet, as well as some subject specific apps including GeoGebra, FlipGrid, H5P and AnswerGarden (TQ14a)
  6. 63% of teaching practitioners use a digital system to give personalised feedback to learners (28% do so weekly or more and 35% do so monthly or less) (TQ12), but only 28% agree that their system for online marking and providing feedback was easy to use [significantly lower than in WBL] (TQ10)

1. Coherence and accessibility

**The coherence and accessibility of digital learning is increased through a range of curriculum delivery methods that are appropriate to learner and employer needs, and offer learning opportunities in both the Welsh and English languages.**

* 1. 5% of learners said assistive technologies were vital to meet their learning needs, and a further 7% said they used assistive technologies as an optional choice (LQ5). Of those learners who say they use assistive technologies, 71% say they are provided with support from their organisation (LQ6)
  2. 51% of learners agree their organisation supports them to use their own digital devices [much less than in WBL] (LQ11)
  3. 6% of teaching practitioner said assistive technologies were vital to them, and a further 12% said they used assistive technologies as an optional choice [around half as many as in WBL] (TQ4). Of those teaching practitioners who say they use assistive technologies, 73% say they are provided with support from their organisation (TQ5).
  4. 24% of teaching practitioners agree they are informed about assistive and adaptive technologies [much less than in WBL] (Q16).
  5. Some learner and teaching practitioner free text answers mentioned apps that suggest they regularly translate between languages as part of their learning/teaching, eg use of Duolingo.

1. Safe experience

**A safe and secure teaching and learning experience is enabled and managed for all learners and staff through provision of appropriate virtual and physical environments.**

* 1. 55% of learners agree the organisation helps them stay safe online, and 62% of learners agree their organisation protects their data privacy [both much less than in WBL] (LQ11).
  2. 52% of learners agree they can access health and wellbeing services online [much less than in WBL] (LQ11).
  3. 77% of teaching practitioners agree their organisation informs them of their responsibilities regarding managing learner data securely, but only 39% agree they are informed about their responsibilities regarding their own health and wellbeing in the digital workplace (20% disagree) [a worse overall perception than in WBL] (TQ16).
  4. 56% of teaching practitioners agree they are informed about digital copyright and licensing (TQ16).

1. Understanding benefits

**The benefits of digital technology, and possible barriers to their achievement, are understood by all staff including senior leaders.**

* 1. Only 14% of teaching practitioners said they were provided with recognition or reward when they develop digital aspects of their role; 38% said they receive no recognition or reward (TQ15).
  2. 80% of teaching practitioners create learning materials in a digital format other than text or PowerPoint (36% do so weekly or more [significantly higher than in WBL] and 44% monthly or less), and 85% never teach in a live online environment (TQ12)
  3. 67% of teaching practitioners said they wanted digital technologies to be used more in their teaching practice; 30% said ‘same as now’ and only 3% said ‘less’ (TQ13)

1. Continual improvement

**Continual improvement of the learner experience and business processes is supported through effective and innovative use of digital technology.**

* 1. 43% of teaching practitioners rated the overall quality of support that they receive from their organisation to develop the digital aspects of their role as above the ‘average’ midpoint rating (TQ17), and 36% agree they are given regular opportunities to develop their digital skills (26% disagree [twice that in WBL]) (TQ15)
  2. 26% of teaching practitioners agree that they develop their digital teaching skills formally or informally (8% disagree), and only 19% agree that they read up on issues relating to digital education (28% disagree) (TQ14)
  3. 59% of teaching practitioners feel that they are early adopters (either because they tend to be the first to adopt new technology, or because they are an early adopter when they see clear benefits), 30% feel they adopt technology at the pace of their peers, and 10% after their peers (TQ6), but only 14% said they were given time and support to innovate while 50% said they were not [twice that in WBL] (TQ15).

1. Collaborative culture

**A culture of collaboration ensures that information and best practice are shared to drive effective use of digital skills to support leadership, learning and business processes.**

* 1. 47% of learners agree that digital skills are important in their chosen career [two thirds that in WBL], and 44% agree their course prepares them for the digital workplace (LQ18)
  2. 49% of teaching practitioners say that other teaching colleagues are their greatest source of support in using digital technologies in their practice (TQ7), but only 15% agree that they discuss teaching with peers via an online network or forum (53% disagree) (TQ14)
  3. Only 14% of teaching practitioners rely most on support staff [slightly lower than in WBL], while 33% rely most on online videos and resources (TQ7)

1. Resource alignment

**Staff, learning and business resources are aligned to enable efficient support of the continually evolving digital requirements of post-16 education.**

* 1. 56% of learners said they look for additional resources not recommended by their tutor/lecturer ‘weekly or more’ (LQ9)
  2. Availability of digital facilities:

|  | Learners | Teaching practitioners |
| --- | --- | --- |
| Access to facilities:   * Reliable wifi * Online course materials or VLE * e-books and e-journals * File storage and back-up * Recorded lectures / lecture capture * Video-based skills training * None of the above | (LQ10)  67%  71%  23%  58%  8%  9%  6% | (TQ8)  64%  59%  57% [twice that in WBL]  82%  9%  21%  3% |

* 1. Perception of digital facilities:

|  | Learners | Teaching practitioners |
| --- | --- | --- |
| Digital provision is better than the ‘average’ midpoint rating | 77% agree (LQ14) | 47% agree (TQ11) |
| Teaching spaces are well designed for the technologies they used | 48% agree (LQ17)  7% disagree | 21% agree (TQ10)  39% disagree |
| The software on their course is industry standard and up to date | 52% agree (LQ17)  8% disagree | 27% agree (TQ10)  29% disagree |
| They are given the chance to be involved in decisions about digital services | 33% agree (LQ18) | 13% agree (TQ15)  44% disagree [almost twice that in WBL] |

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