

Wales digital experience insights 2021: work-based learning summary

Related to the Digital 2030 Framework

Wales digital experience insights 2021 WBL summary

Related to the Digital 2030 Framework

Contents

[Introduction 3](#_Toc82517275)

[Digital 2030 vision 3](#_Toc82517276)

[Insights overview for each key area of the vision 3](#_Toc82517277)

[1. Learners will be equipped with digital capabilities and confidence 3](#_Toc82517278)

[2. The learning experience will be enhanced through the integration of digital technology 4](#_Toc82517279)

[3. All staff are equipped with digital capabilities and confidence 5](#_Toc82517280)

[Insights into addressing the Digital 2030 Aims 6](#_Toc82517281)

[1. Digital standards 6](#_Toc82517282)

[2. Enhanced learning 7](#_Toc82517283)

[3. Coherence and accessibility 7](#_Toc82517284)

[4. Safe experience 8](#_Toc82517285)

[5. Understanding benefits 8](#_Toc82517286)

[6. Continual improvement 9](#_Toc82517287)

[7. Collaborative culture 9](#_Toc82517288)

[8. Resource alignment 10](#_Toc82517289)

Introduction

This document aims to present the findings of the 2021 Wales post-16 digital experience insights survey, mapped to the vision and aims of the [Digital 2030 Framework](https://gov.wales/sites/default/files/publications/2019-06/digital-2030-a-strategic-framework-for-post-16-digital-learning-in-wales.pdf) and, where notable, compare them with findings from a similar exercise undertaken in 2019. Each finding is accompanied by the survey question number, allowing easy cross matching between the organisation’s individual survey results and that of the sector.

Surveys were made available to further education, work-based learning and adult and community learning providers in spring and summer 2021. Bespoke question sets were devised for learners, teaching practitioners and professional services staff.

* 5921 learners participated: 4437 FE, 1008 WBL and 476 ACL. 21 organisations participated: 9 colleges, 8 ACL providers / partnerships and 4 independent training providers.
Note: 5 colleges used more than one learner survey: 4 FE and WBL, 1 FE and ACL
* 1181 teaching staff participated from 22 organisations: 10 colleges, 8 ACL providers / partnerships and 4 independent training providers
* 1051 professional services staff participated from 14 organisations: 10 colleges, 3 ACL providers / partnerships and 1 independent training provider

This document is part of a suite of resources aimed at helping post-16 education providers implement and embed Digital 2030. Welsh Government funds Jisc to support eligible post-16 education providers in Wales to realise the benefits digital technology can bring, particularly in relation to [Digital 2030.](https://gov.wales/digital-2030-strategic-framework) For more information on how Jisc can help please contact your [account manager](https://www.jisc.ac.uk/contact/your-account-manager).

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

Only 49% of learners stated they discussed digital skills at induction, however, 80% of learners rated the quality of support from their learning provider to develop digital skills as good, excellent or best imaginable. However, 75% feel well supported on their course to meet employer's needs but only 51% agree they are provided with the chance to assess digital skills e.g. for career planning.

Three quarters of learners highly rated the quality of delivery methods on their courses to meet their needs in completing their course, with 69% highly rating delivery methods as meeting the needs of current or potential employers. 78% of teaching staff feel well supported in teaching their programme to meet the needs of students in completing their course(s) and 76% to meet the needs of their students’ target roles and goals.

72% learners are motivated to use technology to support their learning and 68% are confident at trying out new technologies.

Over half of learners are supported in their use of technology by teaching staff, 6% turn to other students and 17% to family and friends whereas 15% use online videos and resources.

9% of learners use assistive technologies with 81% of those saying they are provided with support from their learning provider.

The majority of learners use digital tool or apps to make notes or recordings, access course materials, look for additional resources and use digital tools or apps to access recorded lectures. Only 10% of learners use live polls or quizzes weekly or more, with 56% never using them. 16% of teaching staff use live polls or quizzes weekly or more with 44% never using them.

59% highly rate delivery methods to enable learning in both English and Welsh.

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

83% of learners highly rated the quality of digital teaching and learning on their course. However, in relation to their learning environment, only two thirds of learners and teaching staff found it to be reliable; 55% of learners and 51% of teaching staff believed it to be well designed; and 59% and 62%, respectively, that it is easy to navigate.

62% of learners and 69% of teaching staff agree that the system for submitting work and getting feedback works well with 83% of teaching staff providing digital feedback to students at least weekly, more than in FE (77%) and ACL (58%).

81% of learners highly rate their learning provider’s digital provision (software, hardware, learning environment), up slightly from 76% in 2019. 72% of teaching staff also highly rated their organisation’s digital provision, up significantly from 45% in 2019. When asked what would be most useful to them, only 14% of learners wanted more laptops or tablets to be available in class and 17% wanted more laptops or tablets available on long term loan.

63% of learners and 70% teaching staff feel they have access to reliable Wi-Fi at their learning provider. Whilst two thirds of learners feel that their organisation supports them to use their own digital devices, only 44% of teaching staff feel similarly supported.

Two thirds of learners have access to online course materials and 58% to online skills training resources whenever needed. A fifth of learners state they have access to e-books and e-journals with just 15% having access to recorded lectures when needed.

Over three quarters of teaching staff have access to online skills training resources and file storage and back-up whenever needed. 21%, compared to 30% in 2019, state they have access to e-books and e-journals with 7% having access to lecture capture (up from 2% in 2019) whenever needed.

Since 2019 there has been a slight increase in the number of learners finding interactive polls/quizzes, time working online with other students and course related videos as most useful. The value placed on practice questions being available online and references & readings has fallen slightly.

Two thirds of learners agree that their learning provider supports them to use their own digital devices and that they can access online systems and services from anywhere.

62% of learners feel informed about their health and wellbeing as a technology user, 67% about keeping personal data safe and 65% about staying safe online. 89% of teaching staff agree they are informed about keeping student data safe with 79% agreeing they are informed about helping students behave safely online.

80% of teaching staff feel supported to enable learning in both English and Welsh with a 48% highly rating delivery methods to enable learning in both English and Welsh.

1. All staff are equipped with digital capabilities and confidence

Nearly half of teaching staff and professional services staff discussed their digital skills when they were recruited with roughly a third at induction. 47% teaching staff say they discuss digital skills at appraisals and 57% informally with their manager, whilst 51% discuss digital skills with colleagues at meetings and 57% at staff meetings or CPD sessions. 67% of professional services staff discuss their digital skills informally with their manager whilst only 30% do so at appraisals. 59% of professional services staff discuss their digital skills at meetings with colleagues and 63% at CPD sessions.

Only 57% of teaching staff agreed that their organisation provided them with guidance about the digital skills needed in their job role, 43% that their organisation provides the chance to assess their digital skills and 34% with time to explore new digital tools and approaches.

69% of teaching staff agree their organisation provides a good online environment for collaboration. 16% of teaching staff and 19% professional services staff use online videos and resources to support them in the use of technology within their roles, whereas 53% of teaching staff and 59% of professional services staff feeli supported by colleagues to use technology within their roles.

83% of teaching staff are motivated to use technology to support teaching but only 57% confidently use digital tools in the classroom. 72% state they are confident at trying out new technologies, 54% enjoy trying out new technologies but only 22% use simulations, virtual or augmented reality. Despite the high figure for motivation, only 54% of teaching staff feel informed about innovations in digital teaching and learning.

Only 44% of professional services staff feel their organisation provides them with guidance about the digital skills needed in their role with only 40% highly rating the quality of support provided to develop their digital skills and to deliver their role. 70% of professional services staff enjoy reliable Wi-Fi, the same as in 2019.

89% of professional services staff are motivated to use technology to support their job role with 82% stating they are confident to try out new technologies however only 59% enjoy trying out new and innovative technologies.

32% of teaching staff stated they were rewarded or recognised for the digital skills they developed, however no professional services staff felt similarly recognised.

89% of teaching staff feel they are informed about keeping student data safe with 81% feeling informed about equality and accessibility legislation and 79% on how to help students behave safely online. 70% agree they are informed about health and wellbeing as a technology user, an improvement from 55% in 2019.

Comparably, 89% of professional services staff feel they are informed about keeping student data safe, 85% about behaving safely and respectfully online, 81% about equality and accessibility legislation and 78% about health and wellbeing as a technology user.

8% teaching staff and 7% professional services staff make use of assistive technologies with the vast majority saying they are supported by their organisation. Both groups use dictation tools and magnifying tools.

89% of professional services staff feel supported to perform their role in both Welsh and English languages.

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. 63% of learners agree that their learning provider provided them with guidance about the digital skills needed for their course (3% disagree), and 80% highly rate the quality of support they get from their learning provider to develop their digital skills (3% poorly rate the support). 74% of learners also highly rate the delivery methods on their course in meeting their needs to complete their course (LQ29, 33 & 36).
	2. 57% of teaching practitioners agree they are given guidance about the digital skills they are expected to have in their role (8% disagree), and 67% highly rate the quality of support they get from their organisation to develop their digital skills(10% rate this poorly). 77% of teaching practitioners feel well supported in teaching their programme to meet the needs of students in completing their course (5% disagree). (TQ 29, 32 &26).
	3. 44% of professional services staff agree they are given guidance about the digital skills they are expected to have in their role (7% disagree), and 40% highly rate the quality of support they get from their organisation to develop their digital skills(13% rate this poorly). 59% of professional services staff feel their organisation supports them well to deliver their role. (PSQ 23, 26 & 20)
1. Enhanced learning

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

* 1. 83% of learners rated the quality of digital teaching and learning on their course as good or better (LQ28), 59% agree their virtual learning environment is easy to navigate (4% disagree) (LQ15), and 62% of learners agree that the system for submitting work and getting feedback works well (LQ13). Only 10% of learners use live polls or quizzes weekly or more in class (LQ 25) whereas 49% use digital tools or apps to make notes recordings in their own time, weekly or more (LQ 21). 14% of learners find interactive quizzes and polls most useful with 28% rating the availability of practice questions most useful (LQ 23).
	2. 66% of teaching practitioners agree their learning environment is reliable (6% disagree ) with 62% finding it easy to navigate (5% disagree) (TQ 13). 83% of teaching staff give digital feedback to individual students weekly or more (TQ 18) with 69% agreeing the system for marking work and giving feedback works well (TQ 12). 16% use live polls or quizzes in class weekly or more whereas 44% never do (TQ 18).
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. 9% of learners said they used assistive technologies such as screen readers, dictation tools, alternative input devices and screen magnification (LQ6). Of those learners who use assistive technologies, 81% said they are provided with support from their organisation (LQ6a). 67% of learners agree their organisation supports them to use their own digital devices (LQ18)
	2. 59% of learners highly rate the delivery methods on their course to enable learning in both English and Welsh languages (LQ 29)
	3. 18% of teaching practitioners said they used assistive technologies such as screen readers, dictation tools, alternative input devices and screen magnification (TQ4). Of those who use assistive technologies, 72% said they are provided with support from their organisation (TQ4a).
	4. 81% of teaching practitioners agree they are informed about equality and accessibility legislation (TQ30).
	5. 54% of teaching staff highly rate the support received in their teaching programme to enable learning in both English and Welsh languages (TQ26)
	6. 7% of professional services staff said they used assistive technologies such as screen readers, dictation tools, alternative input devices and screen magnification (PSQ4). Of those who use assistive technologies, 67% said they are provided with support from their organisation (PSQ4a).
	7. 81% of professional services staff agree they are informed about equality and accessibility legislation (PSQ24).
	8. 56% of professional services staff say they are well supported to perform their role in both English and Welsh languages (PSQ20)
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. 65% of learners agree they are informed about staying safe online, 67% agree they are informed about keeping personal data safe and 62% agree they are informed about health and wellbeing as a technology user (LQ34).
	2. 89% of teaching practitioners agree they are informed about keeping student data safe under GDPR, 70% agree they are informed about their health and wellbeing as a technology user and 72% agree they are informed about digital copyright and licencing (TQ30).
	3. 89% of professional services staff agree they are informed about keeping student data safe under GDPR, 78% agree they are informed about their health and wellbeing as a technology user and 67% agree they are informed about digital copyright and licencing (PSQ 24).
1. Understanding benefits

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

* 1. 72% of learners are motivated to use technology to support their learning (LQ26) and 68% are confident to try out new technologies (LQ11).
	2. Only 32% of teaching practitioners agree their organisation provides them with reward and recognition for the digital skills they develop, whilst 27% disagree (TQ29).
	3. 83% of teaching practitioners are motivated to use technology to support their teaching (TQ20) and 72% are confident to try out new technologies (TQ9). However, 77% have never used simulations, virtual or augmented reality (TQ19).
	4. No professional services staff agree their organisation provides them with reward and recognition for the digital skills they develop, whilst 41% disagree (59% neutral) (PSQ23).
	5. 89% of professional services staff are motivated to use technology to support their job role (PSQ16) and 81% are confident to try out new technologies (PSQ9).
1. Continual improvement

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

* 1. 54% of teaching practitioners feel informed about innovations in digital teaching and learning (TQ30), and 54% enjoy trying out new technologies (TQ7). However, only 44% agree that their organisation provides them with time to explore new digital tools and approaches (TQ29).
	2. 57% of teaching staff discuss their digital skills in staff meetings / CPD sessions and informally with managers whereas half of teaching staff discuss their digital skills at meetings with colleagues (TQ31). Also, 78% of teaching staff have access to online skills training resources whenever needed (TQ10).
	3. 59% of professional services staff said they enjoy trying out new technologies (PSQ7).
	4. About two thirds of professional services staff discuss their digital skills in staff meetings / CPD sessions and informally with managers, whereas 59% discuss their digital skills at meetings with colleagues and only 30% at appraisals (PSQ25). 78% also stated they have access to online skills training resources (PSQ10).
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. 69% of learners highly rate the delivery methods on their course to meet the needs of current or potential employers (LQ29)
	2. Only 6% of learners prefer to turn to other students for support in using technology in their learning, similar to 2019 when it was 7%. 15% make use of online videos and resources up from 8% in 2019 (LQ22).
	3. Over half of teaching practitioners turn to other teaching colleagues most for support in using digital technologies in their teaching with just 16% making use of online videos and resources (TQ23).
	4. 69% of teaching staff agree their organisation provides a good online environment for collaboration, higher than FE (65%) and ACL (59%) (TQ16).
	5. 59% of professional services staff turn to other colleagues most for support in using digital technologies in their work role with 19% making use of online videos and resources (PSQ18).
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. Availability of digital facilities:

|  | Learners | Teaching practitioners | Professional services staff |
| --- | --- | --- | --- |
| Access to facilities:* Reliable Wi-Fi
* Online course
* e-books and e-journals
* File storage and back-up
* Recorded lectures
* Online skills training
* None of the above
 | (LQ12)63%65%20%34%15%58%8% | (TQ10)70%21%82%7%78%3% | (PSQ10)70%82%78%3% |

* 1. 81% of learners rated the quality of their learning provider’s digital provision as good, excellent or best imaginable (LQ20).
	2. 72% of teaching staff rated the quality of their organisation’s digital provision as good, excellent or best imaginable (TQ17).
	3. When asked what would be most useful to them, 7% of learners stated more computers in computer rooms, 14% more laptops or tablets available in class and 17% more laptops or tablets available on long term loan (LQ19).

Report compiled September 2021 by:

**Alyson Nicholson**
Head of Jisc Wales

Alyson.Nicholson@jisc.ac.uk