### FE and Skills: vision

#### Now

**Learner progression**
- Learners require:
  - greater control over their learning, particularly around transition points to college, further study or work
  - access to employers for apprenticeships, and to apply for jobs
  - a full range of digital skills to be employable
  - more flexible courses to align with work and family commitments
- Colleges are increasingly collaborating and sharing to meet these needs.

**Learning environment**
- Colleges are physical spaces for learners to study and meet but there is an increasing move towards blended learning.
- The drive to join up learning environments physically and virtually is encouraging innovative thinking and exploration of technology to facilitate more mobile and virtual learning.

**Data**
- Effective use of data is essential to improve quality, performance and learning.
- The availability of national data sets provides an opportunity for improved planning to meet labour market requirements and employer demand.

**Expertise**
- Employers are looking for evidence of relevant digital skills from learners applying for jobs.
- Providers need digitally skilled staff and are exploring ways to support them in enhancing their digital capabilities.

#### 2020

In 2020 learners feel empowered in their journey through education to employment for their chosen career path. Learner satisfaction has increased as:
- educational and vocational digital skills are now firmly embedded within the learning process and they can study flexibly
- they can monitor their progress towards their goals and compare themselves to peers, making it easier for them to choose pathways to employment
- they can display achievements and interact with potential employers building relationships whilst studying, making it easier to find employers for apprenticeships and when applying for a job
- College provision is allied to the local labour market ensuring there are promising careers available to learners.

**Learner progression**
- Blended and flipped learning allow learners to begin courses throughout the year and combine modules and content to personalise their learning to suit their skills and goals.
- Learners can take courses in multiple institutions either to contribute to one qualification or to contribute to a portfolio that is externally validated.

**Learning environment**
- The virtual learning resource centre, rather than relying on user initiated search, provides customised search and proactively delivers resources to the learner based on their need.
- Early alerts and improved intervention strategies enable more learners to stay and complete courses.
- Learners can view progress and achievement, track their performance and set targets to meet goals leading to employment and progression.

**Data**
- Colleges routinely use business intelligence and analytics to meet planning, quality, performance and labour market requirements to maximise funding.
- Mobile digital portfolios allow learners to demonstrate their practical experiences and achievements to employers.

**Expertise**
- Learners have access to personalised training in digital skills that is tailored to their career goals.
- Staff have access to sophisticated online training and to tools that help them to plan and monitor the continuous improvement of their digital capability.
# FE and Skills: what could Jisc contribute?

This vision explores issues that will pose significant challenges to the FE and Skills sector. If we are ambitious and move fast then all these challenges can be met using technology. At Jisc, we aim to utilise the power of our network to deliver that technology by working with providers and organisations from all sectors. Some of our existing projects have started to address the vision. Some areas of the vision will require new development work. In all our work we will follow these principles:

- Wherever possible, we will seek to work with existing technology and experts rather than starting from scratch.
- We will work closely with providers to scope and develop solutions.
- We will use a variety of approaches to acquire funding for development work.
- We will move fast by focusing on a small number of the most pressing challenges.

This page of the vision will continue to change and develop as new ideas emerge or existing ones develop.

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<th>Jisc R&amp;D</th>
<th>Learning environment</th>
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<tr>
<td><strong>Systems procurement</strong></td>
<td><strong>Seamless enrolment</strong></td>
<td><strong>Adaptive learning system</strong></td>
<td><strong>Online CPD service</strong></td>
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<tr>
<td>Jisc works with commercial suppliers to provide cost effective and integrated learning environment, finance, human resources and student management systems.</td>
<td>What if one online application gave the college all the information it needs and applying to college was as easy and secure as shopping online?</td>
<td>Can Jisc work with relevant partners to develop a new type of learning management system that adapts to student needs based on learning analytics and other data?</td>
<td>Jisc is developing a service to improve the digital technology skills of practitioners.</td>
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<tr>
<td><strong>Learning analytics service and learner app</strong></td>
<td><strong>Learning resource centre</strong></td>
<td><strong>Personalised education</strong></td>
<td><strong>College analytics</strong></td>
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<td>Jisc works in partnership with learning providers and commercial suppliers to provide an effective learning analytics solution.</td>
<td>What if there was a virtual learning resource experience to give all students seamless access to inclusive and accessible resources?</td>
<td>What if learners had an app that could make recommendations on assignment and module choices based on the job they want?</td>
<td>Could Jisc work with partners to deliver a suite of tools and dashboards that colleges can use to make data driven decisions?</td>
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<td><strong>Data</strong></td>
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Jisc is developing a service to improve the digital technology skills of practitioners.

What if learners could demonstrate to employers the practical skills they acquire while training in order to progress to apprenticeships?
Brenda is delighted that moving all their corporate systems to shared cloud hosted systems improved performance and reduced costs. Shared student records and resource management systems have reduced the college annual operating budget.

The new reporting tool allows Brenda’s team to produce the reports they need in a fraction of the time it took previously. This has freed up more time to spend on collecting and analysing business intelligence to produce actionable insights that can improve the way the college operates and makes decisions.

Brenda
College finance director

2020

1. Make savings and increase efficiencies without sacrificing quality

David has invested in a new personalised learning platform that better meets learners evolving demands and allows him to meet targets for increased learner satisfaction. The platform is linked to a learner analytics service that has increased student retention rates by allowing early intervention with ‘at risk’ students.

The online application process and integrated systems makes life much easier for him as it speeds up enrolment and increases accuracy, providing timely data reports to funders, which allows him to plan effectively and maximise resource efficiency.

David
Vice principal

2020

1. Make the application process easier for students and the college

2. Access to data to produce reports quickly

3. Find new ways to work with local businesses

Business intelligence dashboards have helped match college courses with local labour market demands increasing the amount of learners who successfully find employment after graduation.
**FE and Skills: vignettes**

### Steve

**Aspiring plumbing apprentice**

- **2020**

1. **Develop relevant skills**
   - Steve is confident he has the digital skills employers are seeking and is looking forward to further developing these as he studies his apprenticeship so that he can eventually start his own business.

2. **Find an employer and apprenticeship while at college**
   - Steve has three employers interested in taking him on. Steve uses an app to collate photos and video of him demonstrating the vocational skills that employers have said they are most interested in. The app also records his attendance and punctuality at the college, and is endorsed by his lecturer so employers can be sure he will be an effective employee.

### Claire

**Digital marketing apprentice**

- **2020**

1. **Make the right choices that will lead to a sustainable career**
   - Claire uses her career pathway tool to plan her progression options. Then she uses the learning analytics app to plan her study to keep her on track towards her employment goals.

2. **Plan her study so it fits her life and goals**
   - Claire is a heavy user of the colleges online learning services and having anytime access to the online library helps Claire study flexibly allowing her more time to focus on extra curricular activities that improve her chance of finding the job she wants.

3. **Showcase her full range of skills to potential employers**
   - Claire links completed examples of her creativity and projects she has undertaken to her professional profile, so that employers can follow her progress and seek her out. Based on her profile Claire lands a job with an exciting local company.
FE and Skills: vignettes

2020

Paul
Learner with specific learning difficulties

Paul knows that no matter where he decides to work, whether on campus or off, his personal settings will be ready and waiting on whatever device he uses.

When he arrived at college Paul was nervous about technology, but now, thanks to personal support, Paul knows where to find accessible apps that he can use in his study. Thanks to these apps and to high quality, easy to access online resources, Paul is much more confident about achieving his learning goals.

1. Personalisable college systems that meet his learning needs

2. Access to accessible and inclusive apps and content that help him study

2020

Jennifer
Local employer

Jennifer works directly with the college to develop employment focused learning, she uses the college’s online learning tools to expose learners to real work activities. Jennifer spends a small amount of time each week engaging with learners via the online platforms. Thanks to this direct input Jennifer gets most of her new employees and apprentices directly from the college because she knows she can rely on their quality.

Jennifer uses the apprentice app to view profiles and assess employability in advance of the interview making the recruitment process quicker, cheaper and easier for her.

1. Wants to work with her local college to recruit young people with the right skills for her business

2. Wants to make her recruitment process as efficient as possible