Learner digital experience insights survey 2020
UK further education (FE) survey findings
Foreword from Sally Dicketts
Chief executive officer, Activate Learning and Association of Colleges (AoC) president (2020/21)

Colleges play a significant role in building communities and supporting their local economy, and the COVID-19 pandemic has brought this sharply into focus. Innovative practices were rapidly put in place to teach remotely during lockdown, and we saw colleges championing digital as a way of supporting learners. As learners now return to college, the further education (FE) sector is helping the UK bounce back - upskilling, reskilling and providing pathways for those who have recently left school. Whether students are learning on campus, remotely, or with a blended approach, they are using digital systems and learning platforms, connecting and collaborating with their peers and tutors, accessing support for their wellbeing, and benefitting from a nurturing college community.

However, there are some concerning results too, which expose issues of digital and data poverty, and raise questions over whether learners have adequate access to devices, wifi and other essential systems and services. Students seem to be relying on smartphones to access digital learning, with 52% saying they use one for their studies. Meanwhile, 68% use a laptop, 28% use a desktop, and 25% use a tablet. That leaves a significant number potentially using sub-optimal mobile phone resources and, more worryingly, 3% of learners saying they don’t have access to any digital device. That’s a small percentage, but in real terms, it’s 574 individuals for whom learning online is a real challenge. I’m pleased to note that 76% of learners rate the quality of digital teaching and learning on their course as ‘good’, ‘excellent’ or ‘best imaginable’, and that 75% rate the quality of their organisation’s digital provision similarly highly. This validates the investment colleges have been making in their digital environments.

While 66% of learners surveyed rated the quality of support they received from their college to develop their digital skills as ‘good’, ‘excellent’ or ‘best imaginable, only 51% agreed they receive guidance about the digital skills they need for their course, and only 41% agree that their organisation underpins every aspect of that experience. Jisc’s learner digital experience insights survey 2020 gives crucial insights into where we are now and what students may need in future, highlighting how 19,137 learners in colleges and sixth forms experience and use technology to support their learning. These findings highlight the valuable work colleges have been doing. I intend to take full advantage of the expert advice and support provided by Jisc and hope colleges will do the same, working to ensure they are being asked to use. Whilst 60% of learners surveyed rated the quality of support they received from their college to develop their digital skills as ‘good’, ‘excellent’ or ‘best imaginable, only 51% agreed they receive guidance about the digital skills they need for their course, and only 41% agree that their organisation provides them with the chance to assess their digital skills. Student confidence in essential knowledge and behaviours, such as digital wellbeing and safety, was low with only 54% agreeing they were informed about their health and wellbeing as a technology user.

A key theme emerging from this year’s survey was the need to support students to develop their digital skills. We cannot continue to assume that all learners are confident with the new digital tools and apps they are being asked to use. We need to consider the way they integrate technology into their delivery, ensuring learners are offered interactive and engaging experiences, and opportunities to collaborate online. Contact with their tutors, both synchronously and asynchronously, is critical to keeping learners engaged and giving them a sense of belonging. Yet the survey findings show that 33% of learners never work online with other learners. This has to change, the college experience must reflect collaborative workplace practices and help students connect with the wider learning community. While preparing them for the realities of employment, this can also help mitigate feelings of isolation, build support networks, and maintain motivation to study.

A journey of digital development
Tackling digital poverty and exclusion
Transformational learning design
Developing the digital capabilities of learners
A journey of digital development
Improving the digital experience of learners
	Survey findings
	Theme one: you and your technology
	Theme two: technology at your organisation
	Theme three: technology in your learning
	Theme four: developing your digital skills

Published September 2020
This year, 19,137 learners from 36 further education and sixth form colleges took part in our Learner digital experience insights survey.

The survey was conducted between October 2019 and May 2020. The COVID-19 pandemic occurred towards the end of the survey and has been a unique factor this year. 65% of learners who completed the survey did so before the lockdown on 23 March 2020 and move to off campus learning; 35% completed it on or after this date. While this may have influenced the responses of some learners, attitudes and opinions generally take longer to form and it would be methodologically unsound to assume that responses relate specifically to a pre- or post-COVID-19 experience. The 2021 survey results will provide a greater opportunity for comparison.

We have drawn upon additional research on the impact of COVID-19 on learning as well as the survey findings to look forward and consider how we can use this combined knowledge to better understand the role and potential of technology in learning and to make positive improvements to the digital experience of all learners.

The high level of satisfaction from learners in terms of the quality of organisational provision and use of technology in teaching and learning is encouraging, but there are also some major concerns about digital and data poverty and whether learners have adequate access to devices, wifi and other essential systems and services.

The rapid move to remote learning has amplified the need for pedagogical learner centred approaches and a fresh look at learning design.

The FE and skills sectors are acknowledged as supportive but there are questions about how visible and accessible this support is. The survey findings show that more needs to be done to develop learners’ digital skills and confidence throughout their learning journey.

The data presented here gives a national picture that provides a useful comparison for the individual data sets that each participating college obtains. The sector has experienced unprecedented and unforeseen challenges that will continue for some time. These individual data sets provide a strong basis upon which colleges can develop their own digital strategy and construct the digital experience they want their learners to have. The survey yields rich and detailed data – use it to inform focused conversations with learners to gain additional insight and forward direction for the challenges that lie ahead.

It has never been more important to listen to the learner voice and to work in partnership with learners to ensure their digital experience delivers what they need while shaping the digital future of the learners that follow.

Listening to the learner voice

Learner quote: digital identity and wellbeing
“It really scares me when I don’t know what to do in situations (hacking, phishing, racism online) and I don’t know how to protect myself.”
Theme one: you and your technology

Theme one explores what access to devices learners have, both those they personally own as well as those provided by their organisation. In theme one, we also look at use of, and support for use of, assistive technologies and how confident learners are in using technology.

What personally owned devices do learners use in their learning?

On first glance, personal ownership of devices looks broadly positive for learners, but there are major concerns about digital exclusion. A small percentage of learners (3%) don’t have access to any of these devices and we cannot be sure that the devices that learners are using are of a sufficiently high specification, or appropriate for the activities they need to engage with and the organisational systems they need to access.

- 82% smartphone
- 68% laptop
- 28% desktop
- 25% tablet

How often do learners help others to develop digital skills?

- Often 25%
- Sometimes 63%
- Never 13%

It is encouraging to see how many learners help others. Is there potential to extend this further using peer-to-peer approaches to encourage collaboration, emulate workplace practices and amplify impact?

Assistive technologies

Learners were asked about their use of four specific assistive technologies: screen readers, dictation, alternative input devices and screen magnification. The figures show that more could be done to support users in their use of assistive technologies.

- 10% of learners used at least one of four assistive technologies
- 61% of those who used at least one of them said their organisation offered support to do so

Attitudes and confidence in using technology

The range of responses is interesting – while many learners were confident at trying out new or innovative technologies far fewer enjoyed doing so and many were neutral.

- 49% of learners enjoyed trying out new and innovative technologies
- 45% were comfortable using mainstream technologies
- 6% preferred not to use technology unless they had to

- 72% either ‘very’ or ‘quite’ confident at trying out new technologies
- 23% gave a neutral response
- Only 5% of learners said they were either ‘not very’ or ‘not at all’ confident

Learner quote: access to hardware

“Laptops or tablets should be given on long term loan as some people do not have access to a computer at home and then find it hard to meet their deadlines.”

Learner quote: access to devices for learning

“Teach us basic computer skills like Microsoft Word because we don’t understand it as we use our phones.”
Theme two: technology at your organisation

The questions asked in theme two help us to understand how learners experience the digital environment provided by their organisation. This includes access to essential services and systems, their use of learning platforms, the support they receive and confidence in how data is collected and used.

Quality of organisational digital provision

- 75% of learners rated the quality of their organisation’s digital provision as ‘good’, ‘excellent’ or ‘best imaginable’
- Only 5% rated digital provision as ‘poor’, ‘awful’ or the ‘worst imaginable’

This is a positive endorsement of the efforts that FE and sixth form colleges have made so far but we cannot be complacent and there is more that can be done to provide a robust and future looking learning experience.

Access to essential services

These figures are lower than is desirable – access to these services is critical to learning.

- 68% of learners said they had access to reliable on campus wifi
- 63% agreed that their organisation let them access online systems and services from anywhere
- 57% agreed that their organisation supported them to use their own digital devices

Access to digital resources on demand

Access to resources that are increasingly regarded as essential to learning is variable. This is even more of a concern when learners also lack reliable access to essential services. You may already be providing these resources, indeed Jisc members have access to e-books as part of their subscription. The issue could be more about raising awareness. The percentage of learners who said they had on demand access to the following digital resources at their organisation were:

- 73% online course materials
- 50% file storage and backup
- 32% e-books and e-journals

Digital activities over the last week

Many learners used their learning environment to check course dates or deadlines and to submit coursework. Far less used quizzes or took part in collaborative work with other learners.

- 61% checked course dates or deadlines
- 58% submitted coursework
- 37% used their learning environment to discuss coursework with other learners
- 33% took a quiz
- 21% worked with other learners on a shared presentation or report
- 13% did none of these

Confidence in how data is collected and used

- Only 37% of learners agreed that their organisation had told them how their data was collected and used
- 21% disagreed that they were told

Legal considerations mean that it is unlikely that this issue has not been addressed, at least in induction. What more can be done to make this meaningful to learners within curricula activities and to reinforce understanding of the responsibilities and safeguarding aspects they are likely to encounter in both personal situations and employment?

Involvement in digital decisions

- Only 26% of learners agreed that they got the chance to be involved in decisions about digital services
- 28% disagreed that they had this opportunity

Our research shows that when learners have an opportunity to contribute, all users benefit. It is a question of making it clear why you value their contribution and the ways in which they can contribute as equals.

Involvement in digital decisions

“Frequent wifi outages and long loading times for teachers’ desktops really disrupts the digital teaching/learning.”

Learner quote: digital infrastructure

“It would be way less confusing if we only had to check one platform that had messages and info about ALL our assignments.”

Learner quote: digital environment

“Frequent wifi outages and long loading times for teachers’ desktops really disrupts the digital teaching/learning.”
Theme three: technology in your learning

In theme three we discover more about what digital tools or apps learners use, the digital activities they find useful and the frequency with which they engage in common digital practices. We also find out how motivated learners are to use technology and who supports them most to use technology in their learning.

Overall quality of digital teaching and learning

The average (mean and median) rating for the overall quality of on-course digital teaching and learning was ‘good’.

» 76% of learners rated the quality of digital teaching and learning on their course as ‘good’, ‘excellent’ or ‘best imaginable’.

» Only 5% rated it as ‘poor’, ‘awful’ or the ‘worst imaginable’.

Motivation to use technology to support learning

» 69% of learners said they felt ‘very’ or ‘quite’ motivated to use technology to support their learning.

» Only 5% were ‘not very’ or ‘not at all’ motivated.

Could the key to improving this be highlighting the career and workplace relevance of technology?

Who supports you most to use technology in your learning?

» 50% course lecturers

» 18% other learners

» 15% online videos and resources

» 12% friends and family

» 6% other support staff

The fact that half of learners cite their lecturers as providing most support highlights a need to ensure that there is at least an equal emphasis on the skills development and support of staff.

What is most useful to learners?

» 25% practice questions online

» 25% interactive polls or quizzes in class

» 23% course-related videos

» 15% time working online with other students

» 10% references and readings

Learners found subject-specific activities directly related to their study most helpful but perhaps more can be done to support independent research and collaboration.

What one thing could organisations do to improve the quality of digital teaching and learning?

The top four themes were:

» Help teaching staff to develop digital skills so they can support learners effectively.

» More quizzes, polls and interactive learning in class.

» Improve consistency and navigation of the learning environment with a simple page structure.

» Make sure everyone has access to a computer.

Carrying out digital activities

On a monthly or more frequent basis:

» 86% of learners said that they got digital feedback on their work but 14% said they did not get this at all.

» 79% worked with data (eg analysis or visualisation) but 21% said they never did this.

» 68% of learners created a digital record or portfolio of their learning, 31% said they never did so.

» Although 68% of learners worked online with other learners, 33% said they never did this.

» Only 28% of learners said they used simulations, virtual or augmented reality. 71% of learners said they never did so.

The combined ‘weekly or more’ and ‘monthly or less’ statistics give a positive view on how frequently learners received digital feedback and worked with data but surprisingly high numbers of learners said they never worked online with others or created a digital record or portfolio – two valuable experiences that support future employment.

There is potential to make greater use of simulations, virtual and augmented reality; technologies that can be particularly beneficial for practical subjects.
Theme four: developing your digital skills

Theme four is all about the opportunities and support learners have to develop their digital skills as they prepare for future study and employment.

Quality of support to develop digital skills

- 66% of learners rated the quality of support they got from their organisation to develop their digital skills as ‘good’, ‘excellent’ or ‘best imaginable’
- 27% rated it as average
- Only 7% rated it as ‘poor’, ‘awful’ or the ‘worst imaginable’

Discussing learners’ digital skills

- 20% of learners did not discuss their digital skills either during induction, during one to one sessions with tutors, in lectures and classes or with other learners

Less than half discussed their digital skills in lectures/classes and fewer did so during one-to-one sessions with tutors, during induction or with other learners. There are clearly opportunities to make discussing digital skills, their importance to future study and career goals a more integral aspect of tutorial and curricula activities.

Organisational support for digital skills development

- 51% of learners agreed they received guidance about the digital skills they needed for their course, 42% gave a neutral response and 11% disagreed
- 41% agreed that their organisation provided them with the chance to assess their digital skills (eg for career planning), 48% gave a neutral response and 11% disagreed
- 51% agreed they were informed about staying safe online
- 58% agreed they were informed about keeping personal data safe
- 58% agreed they were informed about online copyright and plagiarism
- 54% agreed they were informed about their health and wellbeing as a technology user

Large numbers of learners gave neutral responses to these questions which requires further investigation.

Developing learners’ digital skills

While nearly two thirds of learners said their organisation supported them to develop basic IT skills, other areas of digital development received less favourable responses:

- 62% said they were supported to develop basic IT skills
- 57% supported to develop research and information skills
- 27% supported to develop skills to create digital materials
- 26% supported to develop their data analysis skills
- 22% supported to develop skills in use of specialist software
- 19% supported to manage digital identity

How informed do learners feel about key digital behaviours?

- 63% agreed they were informed about staying safe online
- 58% agreed they were informed about keeping personal data safe
- 58% agreed they were informed about online copyright and plagiarism
- 54% agreed they were informed about their health and wellbeing as a technology user

Given the importance of safeguarding and levels of concern over digital wellbeing, these responses are disappointing. Colleges must emphasise online learner privacy and personal safety. What opportunities are there to continue to scaffold understanding of these issues and the support available throughout the learner journey?

What one thing should organisations do to help learners develop their digital skills?

Most learners expected to talk to subject/course tutors and tutorial teams about digital issues, though not all felt that staff had the necessary expertise. Other themes were that learners wanted more:

- Individual assessment of their digital skills
- Time to practice
- Practical, task-based and ‘real life’ approaches to digital skills
- Regular support (eg on a weekly basis)
Improving the digital experience of learners

Looking across the survey findings, there are some clear indications of the challenges the sector needs to address to improve the digital learning experience.

Three that stand out are:

» Tackling digital poverty and exclusion
» Transformational learning design
» Developing the digital capabilities of learners

Tackling digital poverty and exclusion

Not all learners have personal access to the devices they need to study effectively, particularly when off campus. On campus provision may be good but lack of personal access to devices, wifi and affordable data, essential services and systems leads to digital exclusion. These are critical issues that present significant barriers that limit opportunities to learn.

Are learners’ own devices up to spec?

Relatively few learners who responded to the survey used a personally owned desktop computer or a tablet device. We can speculate that this may be because they have previously relied on using devices provided on campus but there are some big unknowns and broader concerns:

» How up to date are the personally owned devices that learners are using? Do they have sufficient processing speed and up-to-date wireless adaptors?
» Do learners’ personal devices have the capacity to access the content provided?
» Do learners have access to the software they need?
» Are learners having to share devices with others?

Device loan schemes for use both on and off campus and access to software together with comprehensive support for those who use their own devices can mitigate some of these issues. Don’t assume that learners know how to make full use of their devices or how to troubleshoot and fix technical problems.

Can smartphones do it all?

While it appears that high percentages of learners own a smartphone and use these for their learning, the move to off campus learning has highlighted that we need to know more about what learners are using their smartphones for. We know that smartphones have revolutionised access to resources and that there are many innovative uses in creating, sharing and recording learning that should continue, but:

» How interactive are the activities that learners use their smartphones for? Are these more transactional than transformational (eg accessing calendar information and submission dates)?
» Is reliance on use of smartphones holding learners back in terms of not exposing or providing opportunity for learners to build competence in using the broader range of devices, software and apps they will encounter in the digital workplace and future study?

Off campus wifi

Personal access to broadband and wifi is unaffordable for many. This presents a real barrier to learning online and can also lead to isolation and damage wellbeing. Jisc, the Association of Colleges (AoC), Universities UK (UUK) and ucisa are working with telecoms companies to explore this issue and what steps can be taken to address this. Are there any local initiatives that provide free wifi in public spaces that you could make your learners aware of?

Space to study

Both on and off campus, learners need suitable places to study and take assessments. It can be difficult to find a quiet place at home and learners may not have access to appropriate desks, chairs and other ergonomic equipment. Ensure that estates policies provide a range of appropriate settings with charging points and secure storage. Promote these to learners and signpost health and safety support and guidance – including low-cost approaches, ideas for home study and any equipment available on loan.
Transformational learning design

The rapid move to remote learning during the COVID-19 pandemic has pushed technology to the fore. While COVID-19 is presenting many challenges, it is also opening up new opportunities. The necessity of trying out new approaches along with research and critical reflection on what has worked well, and what hasn’t, is helping the sector to move forward.

Looking at the data from the survey alongside Jisc and the AoC’s work on shaping the digital future of FE and skills highlights the importance of considering technology as an integral aspect of learning design. New pedagogical approaches are required

Effective use of technology to support learning requires fresh pedagogic thinking that moves beyond the translation of face-to-face activities to an online environment. Staff need support to explore and make the most of hybrid blends of synchronous, asynchronous, face-to-face and online approaches and the security of operating in a culture that encourages innovation.

The survey findings show that learners are motivated to use technologies but engagement in some common digital activities is patchy. Learners gave mixed responses when asked about teachers’ use of digital tools and platforms, the help they gave in using digital tools for learning and how well signposted useful digital resources were.

Accessibility and wellbeing are fundamental aspects of learning design

Ensuring learning is accessible is a legal requirement and improves the learning experience for everyone. Poor learning design and the way that technology enabled learning is managed and presented can have a negative impact on digital wellbeing. Accessibility and wellbeing are fundamental aspects of learning design.

Industry relevance is key

Learners want to know that their study experiences are genuinely preparing them for the future. They need to use technologies, devices, software and apps that they will encounter in their employment and ongoing study and they need access to this off campus as well as on. Encourage learners to showcase their achievements digitally – with online recruitment a common practice, learners need to know how to market themselves effectively online.

Learning should be active and interactive

What is the learning process you want learners to engage in? Learners value and rely upon their learning environments but it is not clear how interactive engagement via organisationally provided platforms is, or the range and extent of ‘out of class’ learning activity. Ensuring content and systems are mobile optimised is a ‘given’ – use of smartphones opens up many opportunities beyond basic access.

Connecting online builds a sense of community

More could be done to engage learners online. Technology-mediated collaboration is a common workplace practice that learners need to develop yet few learners worked on shared activities online or discussed coursework with others. Learners value interaction with lecturers and peers as well as the timeliness of digital feedback. Embedding opportunities within the curriculum for learners to interact with tutors and fellow learners fosters a sense of belonging and creates a supportive environment.

Keep it simple

There are so many technologies available and a keen desire from organisations and staff to innovate. Being selective about the platforms and technologies you expect learners and staff to use to deliver a core suite of systems and software well, with focused support, will help you to build a strong basis from which innovation can grow.

Developing the digital capabilities of learners

Continuous and highly visual support for developing digital capabilities is essential for all learners. Whatever subject they are studying or their intended employment destination, learners need digital skills for employment, future learning and for life.

Showcase your support

FE providers support a wide range of learners – from those more dependent on tutors for guidance and inspiration to those who are ready to take ownership of, and lead, their own digital skills development. The range and extent of support is likely to be far bigger than learners realise, and the survey findings show that while most providers offer this support, learner awareness of where and how to access this can be patchy. The roles of all who play a part in supporting digital capabilities may also be unclear to learners – many organisations have specialist technologists or roles with similar expertise within the learning resources teams and some organisations support learner champion or ambassador programmes. Pooling the various support mechanisms and the efforts of all stakeholders will provide a cohesive approach, make best use of the collective resource and provide clearer signposting.

Mixed levels of confidence

While learner satisfaction with their organisation’s support was reasonably positive, over a quarter rated it as average. High numbers of learners gave neutral responses to questions that asked them about the guidance they received on the digital skills they needed for their courses or the opportunities they had to assess their digital skills. Substantial numbers said that they never had an opportunity to discuss their digital skills or that they did not feel sufficiently confident about data protection, managing their digital identity and looking after their digital wellbeing.
A journey of digital development

The concept of a digital development journey is one where opportunities to discuss and develop digital skills are embedded in all stages of the learning experience with opportunities to revisit topics and grow capability and confidence. It recognises that learners will arrive with a diverse array of skills and experiences and helps them to take charge of their own digital development.

Stages of engagement

It begins at the first point of contact, before learners start their studies with you, when you have opportunities to:

» Tell learners how technology will be used in their studies, how it will be used to support them, the value of the experiences they will have and the skills they will develop.
» Explain the relevance of the digital aspects of their learning to their future career plans.
» Suggest or provide digital skills development activities that learners can engage in while they are waiting to start their courses.
» Invite them to self-assess their digital skills and explore opportunities to develop these prior to course commencement.

It turns into a commitment on induction when you:

» Reiterate and extend the information you gave at the beginning, illustrating these with real-life examples relevant to subjects being studied.
» Provide initial training on how to access systems and resources, legal aspects and wellbeing.
» Signpost the different support options (online guidance and resources, the people and roles who provide support for digital skills development).
» Encourage learners to self-assess their digital capabilities and present them with opportunities to discuss their development needs and aspirations — our digital capabilities role profile for learners can help learners understand the terminology and build a common language.
» Identify learner skills gaps and map these to subject demands — plan to address these in curricula activities.
» Outline how ongoing discussions about digital development, digital wellbeing and GDPR will be woven into curricula activities.

It is important at this stage not to make it too overwhelming — there are plenty of opportunities to develop this throughout curriculum, tutorial and independent study time. Revisiting topics at key times will extend knowledge and deepen understanding.

See also our guide to planning induction for autumn 2020.

Providing these opportunities as a continuous thread running through the overall learning journey will expand knowledge, deepen understanding and foster independent learning.

Continue the digital thread as an embedded theme throughout their studies:

» Include digital development conversations as part of regular curricula activities — with lecturers, with tutorial, learning resource, student support and careers teams.
» Embed learning on essential topics within curricula with appropriate subject-related examples to make the importance and relevance of topics like GDPR, digital wellbeing and online identity come alive for learners and ensure they know how to safeguard themselves.
» Actively promote the resources and support that you provide — not just once but on a regular basis, timing specific topics to coincide with relevant curriculum activities and national initiatives where possible (eg safer internet day).
» Foster independent digital development and encourage learners to look beyond the resources and guidance their tutors provide.
» Some subjects may require access to specialist software — ensure training and support for these is built in with opportunities to develop these skills further with each new task or assignment.
» Encourage learners to share their digital skills and knowledge with others.

Recognise, celebrate and reward digital achievements on completion of studies:

» Acknowledge and celebrate digital skills development. There are many opportunities to do so and these are generally good promotional activities for the organisation too. Digital badges, internal awards and special occasions linked to external schemes (eg the discovery tool, idea.org.uk) are some examples.
» Make sure that digital developments are promoted in learner digital portfolios and career planning.
» Recognise too the input and value of those who support others (eg learner champions/ambassadors and academic and support staff).
» Consider engaging alumni to promote the value and relevance of digital capabilities beyond their study and to support career progression.
Get involved

See the digital experience through the eyes of your students and staff

Sign up to take part in our 2020/21 survey

We’ll be running the 2020/21 digital experience insights surveys for students from October 2020 to April 2021. If you are interested in participating in this or our other surveys for teaching staff, professional services staff and researchers please contact us at help@jisc.ac.uk putting ‘digital insights’ in the email subject line.

Find out more at: digitalinsights.jisc.ac.uk

Read the full survey report which includes a question by question analysis of findings from students in UK further and higher education.

Shaping the digital future of FE and skills

Our new project focuses on realising the potential of technology to benefit the further education sector now and into the future. Driven jointly with the Association of Colleges (AoC), the project brings together college leaders, teachers, learners, sector bodies and edtech experts.

A new strategy for FE will be published in autumn 2020 and includes our digital elevation model that explores the interrelationship between external drivers, the lifelong learner journey and the inputs that providers must mould within a financially constrained reality.

Find out more at: https://jisc.ac.uk/shaping-the-digital-future-of-fe-and-skills

Contact your account manager

Let’s work together to transform your digital experience https://jisc.ac.uk/contact/your-account-manager

Acknowledgements

Authors: Clare Killen and Mark Langer-Crame.
Contributors: Sarah Knight, Ruth Drysdale, Helen Beetham, Tabetha Newman and Darren Colquhoun.

Our thanks go to our expert panels of higher and further education representatives, who assisted us in shaping this report, and all the colleges who took part in the student insights survey this year.