Teaching staff digital experience insights survey 2020/21

UK further education (FE) survey findings

November 2021
Foreword from Heidi Fraser-Krauss
Chief executive

It’s a pleasure to be introducing Jisc’s 2021 digital experience insights survey of further education (FE) teaching staff. A vital tool in deepening our understanding of the sector’s experience of delivering digital pedagogy at an unprecedented scale during the past 18 months. The survey was carried out between October 2020 and July 2021, almost 3,000 staff from 29 colleges and sixth form colleges responded. The data gives us an unrivalled opportunity to learn lessons about what worked, and what needs rethinking to deliver a world class, technology enhanced, further education experience.

The importance of FE teaching staff in empowering communities with crucial skills cannot be underestimated; a digitally confident, digitally skilled, and well-supported teaching community is critical to achieving this. The last year and a half saw huge changes for colleges who moved their teaching and operations entirely online, with minimal time for preparation. College staff rose to this challenge tremendously, embracing the accelerated digital transformation of teaching and learning and trialling new ways of working that can enhance the student experience even as more teaching returns to being in person.

Unsurprisingly, 74% of the staff surveyed agreed that moving teaching online had fundamentally changed their role. Staff found themselves trying to support learners with technical issues at the same time as delivering teaching and, for many, this pushed them beyond their comfort zone. Having the technical confidence to trouble shoot and provide real-time support for individuals while maintaining an engaging learning experience requires a unique blend of skills and confidence!

Although 67% of respondents said they were offered support to develop their online teaching skills, only half received guidance about the digital skills needed in their changing role. FE Institutions, Jisc, and government must respond by increasing and enhancing the support offered to staff to build not just their digital capabilities, but also their confidence in delivering learning with digital technology.

As part of Jisc’s 2020-2023 Further Education and Skills Strategy (https://ji.sc/fe-skills-strategy-report), we have committed to helping embed best teaching and assessment practice and digital skills, as well as boosting colleges ambitions using digital resources and the Digital Elevation Model. We would welcome a similar commitment to supporting skills development in the important Post 16 Education and Skills Bill.

Positive findings clearly show how digital technologies can widen access both to learning, and to the profession of teaching itself. Many staff reported benefits of teaching online, including increased productivity, improved life balance, and increased contribution from less confident learners. It is the responsibility of us all to ensure that as many of these positive changes as possible are built into our future further education environment.

There were, however, several challenges moving teaching online. 52% of staff reported that they had encountered multiple problems including access to suitable equipment, good connectivity, online platforms or specialist software. These are the foundations for delivering online teaching in an accessible and engaging format, and is an area I believe Jisc, colleges, government and others can work together on. We need to ensure that the digital divide and disparity of access to digital technology is properly addressed.

Online learning is set to continue alongside face-to-face teaching - a blend of the two different modes can co-exist harmoniously offering new opportunities for teachers and learners. With this insightful data on staff experiences, a desire from all to be innovative and learn lessons from the last 18 months, we have a unique opportunity to define an exciting, digitally enhanced future for further education. Jisc looks forward to working with you to make this happen.
Key statistics

The survey was conducted between October 2020 and July 2021 and there were 2,822 responses from 29 colleges/sixth form colleges. This represents 11% of all colleges in the UK (excluding Wales). 26 of these were based in England, two in Scotland and one in Northern Ireland.

The highest response rate from a single FE organisation was 328 teaching staff (19% of their teaching population) and the overall average response rate was 97 responses per organisation (on average around 31% of the total teaching population in each organisation).

Gender of teaching staff participants

- 58% female
- 41% male
- 1% other

Female teaching staff were generally more positive about their teaching environment than male teaching colleagues.

How many years had staff worked in their organisation in a teaching role?

- 11% less than a year
- 24% one to three years
- 29% four to nine years
- 37% ten years or more

Staff who had taught at their organisation for less than a year were the most likely to rate the support they had received to teach online as above average. Conversely, staff who had taught there for more than a year were more likely to have agreed that online teaching had created technical challenges, changed their role as a teacher and added significant stress to their workload.

1 Note that FE colleges in Wales did not take part in this specific survey this year as they were participating in a different digital experience insights survey as part of a separately commissioned Welsh Government initiative.

Executive summary

Learning from the past to build the future

Coronavirus has changed many aspects of college life and raised challenges for teaching staff – challenges they have generally taken in their stride. The 2020/21 digital experience insights survey focused on online teaching, learning and working and, in this survey, we asked teaching staff to respond to the questions based on their experiences in the two weeks immediately prior to taking the survey.

The survey results highlight that teaching staff felt that there were some positive aspects to online teaching but also raised some concerns to address in the future.

Prerequisites for online teaching

Many staff encountered problems that interfered with their ability to deliver effective teaching online. Over 60% experienced at least one, and nearly a fifth reported having experienced three or more problems teaching online. Teachers also expressed concerns about the barriers students faced when learning online, and how disruptive this could be for session delivery. With so many teachers and students working and studying from home and for online learning to be successful, both need:

- Good, reliable and affordable wifi (consider wifi boosters or dongles for those most disadvantaged)
- Devices of a sufficiently high specification to meet work/study needs that are equipped with both general and subject specific software and apps
- Easy and reliable access to platforms that enable them to communicate with learners and peers in a well-structured and consistent way
- Access to high quality resources to support teaching. For example, library collections, free and subscription sets such as Jisc collections (https://ji.sc/Jisc-collections), Google, YouTube, Microsoft, LinkedIn Learning, open educational resources (OERs), and peer created resources
- Our 2020/21 student survey findings revealed that 70% of FE learners turn to their lecturers and tutors for help with online learning, so teaching staff need support and training for their own skills development that goes beyond the basics. They need to be able to confidently guide and support learners with their digital skills development, signpost specialist and self-help options and sometimes troubleshoot (particularly if the issue is disrupting a taught session). This duality of skill and confidence is sometimes overlooked and can be a cause of significant stress for teachers if not acknowledged and addressed
Actively promote good learning design

The increased focus on online delivery was inspiring for some and introduced teaching staff to new and engaging practices. 78% rated the quality of online learning and digital learning that their courses provided as above average.

Create channels and structures to encourage valuable pedagogic discussion around the benefits and limitations (and ways around these) on topics such as:

- Use of quizzes
- Sharing resources they had created themselves and OERs they had found
- Using chat tools for feedback
- Publishing lesson recordings for reuse
- Exploring the benefits of different online tools
- Building effective relationships with learners in online environments

Extending traditional peer support mechanisms to incorporate online teaching will help staff to:

- Share and co-develop effective practice
- Involve them more actively in discussions about online learning and assessment - this is beneficial for organisations and systems development teams as well as to staff themselves
- Save time
- Alleviate workload pressures
- Mitigate against staff feeling isolated and lonely

Support from Jisc

Exploring the impact of digital and data poverty on BAME learners

Read our report (https://ji.sc/impact-of-digital-bame-learners) which took a deep dive on the early data from our 2020/21 survey data. The report is helping us to better understand:

- The impact of digital and data poverty on Black, Asian and minority ethnic (BAME) learners’ educational experience and outcomes
- The extent to which BAME learners are disproportionately affected
- What steps can be taken to address digital and data poverty

Staff wellbeing

Teaching staff identified several benefits in working from home (productivity, time and financial savings, flexibility, improved home-work life balance etc) but also noted some stark drawbacks and concerns (increased workloads and additional pressures, discomfort from too much screen-time, feelings of isolation, loneliness, increased stress and anxiety).

Just as they have done for learners, colleges need to be mindful of the needs of teaching staff and provide proactive and accessible support during such a prolonged period of intense change when traditional face-to-face peer support mechanisms were not available.

Work with your teaching staff to make the most of your data

Teaching staff directly communicate with learners and play an instrumental role in the very essence of college life. Their insight and experiences are hugely valuable as we move forward. As key stakeholders, their input into how we shape future learning is essential.

Colleges who took part in the survey now have a rich data set and should seize the opportunity to work closely with teaching staff, to share and discuss their findings with them and gain further insight to transform teaching and learning. The responses to the free text questions show that they are keen to be involved.

Membership services

Our building digital capability service and the digital experience insights service are included in the membership for UK colleges.

Building digital capabilities (digitalcapability.jisc.ac.uk) helps organisations to support staff to develop their digital skills and practice and includes our innovative discovery tool.

Digital experience insights (digitalinsights.jisc.ac.uk) will help you to gather and analyse your own data from your students, teaching staff and professional services teams.

Guides and resources

Digital pedagogy toolkit (https://ji.sc/digital-pedagogy-toolkit) helping academics to make informed choices when embedding digital into the curriculum.

Our online learning benchmarking toolkit for further education (https://ji.sc/briefings-and-toolkits) will help you to map and develop your approach to online learning.

Our poster on the learner digital journey (https://ji.sc/learner-digital-journey) suggests ways in which you can promote support and development in digital skills development throughout all stages of learning - from pre-enrolment to successful completion.

Digital wellbeing briefings (https://ji.sc/digital-wellbeing) for senior managers and practitioners: these briefings explore key issues and responsibilities and set out good practice principles.

Digital wellbeing of learners (https://ji.sc/digital-wellbeing) it can be difficult to know where to begin when approaching how digital will impact on individuals, our guide outlines issues and positive approaches.

Online safety (https://ji.sc/online-safety): keep your organisation’s staff and students working safely online, whether they’re on or off-campus.
Theme one: you and your current teaching situation

In theme one we aimed to establish how and where staff were teaching and whether they had experienced any problems.

Mode of teaching (could select one option)

- 39% online teaching (on your own/with other teachers in your department)
- 31% physically on site
- 30% a mix of physically on site and online teaching

The most common mode of teaching was online (either on their own or with other teachers), with slightly lower percentages of teaching staff delivering teaching solely physically on site or by a mix of on site and online teaching.

Where were teachers doing their online teaching? (could tick all that applied)

- 75% at home
- 25% on campus in your office, work spaces, libraries etc
- 11% I have not been teaching online
- 0% off campus in public spaces (eg cafes)

The majority of teaching staff delivered online teaching from home, although 25% did so from on campus.

Online class sizes (could tick all that applied)

- 10% just you (eg one-to-one tutorial)
- 17% 2–6 learners
- 51% 7–16 learners
- 33% 17~50 learners
- 1% 51–100 learners
- 0% Over 100 learners

Over half of teaching staff had delivered online teaching to 7-16 learners which reflects the typical FE delivery model. Very few teaching staff had encountered class sizes of over 50.

Problems encountered when teaching online (yes/no responses)

- 52% poor wifi connection
- 29% access to online platforms/services
- 22% no suitable computer/device
- 21% no safe, private area to work
- 21% need specialist software
- 14% mobile data costs

Over half of teaching staff said they had experienced issues with poor wifi connection and nearly a third said they had problems with access to online platforms/services.

Over 60% of teaching staff said they had encountered at least one of the problems asked about and nearly a fifth (19%) had encountered three or more. Further analysis revealed that those who said they had been teaching online on campus were more likely to cite problems compared to teaching staff overall.

Use of assistive technologies (could tick all that applied)

- 6% dictation (speech to text)
- 4% screen readers (text to speech)
- 4% screen magnification
- 2% alternative input devices (eg switches)
- 87% none of these

Teaching staff quote: “When it goes wrong, for example, if the wifi drops out or the server is down, you are left floundering which makes you feel incompetent.”
Theme two: digital platforms and services at your organisation

In theme two we looked at how well teaching staff felt their organisation supported them with the technology they needed to teach online – the learning environment, the digital platforms, systems and services. Also important is how effectively the organisation communicated with them, facilitated collaboration online and to what extent organisations involved teaching staff in decision-making about online teaching.

Involving teaching staff in decisions about online teaching

- 38% were given the chance to be involved in decisions about online teaching (40% neutral, 23% disagreed)

In comparison with similar questions asked in previous years, more teaching staff agreed that they had the chance to be involved in decisions about online teaching, although nearly a quarter disagreed. This is a strong basis for future collaborative development.

Organisational systems, services and support

The percentages of teachers who agreed with statements about technology in their organisation were:

- 72% communicated effectively online eg email, messaging, notifications (21% neutral, 6% disagreed)
- 68% enabled to access online systems and services from anywhere (24% neutral, 8% disagreed)
- 57% provided a good online environment for collaboration (34% neutral, 9% disagreed)
- 50% supported to use own digital devices (36% neutral, 14% disagreed)

Most teaching staff agreed with these statements but only half agreed that their college supported them to use their own digital devices.

The teaching environment

The percentages of teachers who agreed with various statements about their online teaching environment were:

- 64% safe and secure (33% neutral, 3% disagreed)
- 52% reliable (35% neutral, 13% disagreed)
- 51% easy to navigate (38% neutral, 11% disagreed)
- 46% well designed (43% neutral, 11% disagreed)

Most teaching staff agreed that their online teaching environment was safe and secure but only around half of teaching staff thought it was reliable, easy to navigate or well designed.

Teaching staff quote:

“Accessing new platforms and systems created new/different options for teaching.”
Theme three: technology in your teaching

Theme three explored how technology had been used in teaching, the range of teaching activities, the overall quality of online and digital learning and the impact of teaching online on teachers’ roles.

Overall quality of online and digital learning (could select one option)

Overall, teaching staff were very positive about the quality of online and digital learning that their courses provided to learners. 78% rated it as ‘best imaginable’, ‘excellent’, or ‘good’.

- 2% best imaginable
- 18% excellent
- 57% good
- 18% average
- 4% poor
- 1% awful
- 0% worst imaginable

Range of learning activities (could tick all that applied)

The percentages of teaching staff who said they had carried out the following online teaching activities in the last two weeks prior to taking part in the survey were:

- 77% produced and uploaded course materials eg quizzes, assignments
- 76% fed back to students on their work (need not be summative)
- 73% live lecture/teaching session
- 66% supported students to learn online
- 65% marked/graded coursework
- 52% found and shared course materials made by others
- 36% held online drop in session(s)
- 35% recorded a lecture/teaching session
- 26% moderated an online discussion
- 23% supported a group project
- 8% virtual lab, practical or field work

High percentages of teaching staff had produced and uploaded course materials, given feedback to learners and delivered live teaching sessions. Around a quarter of teaching staff had moderated an online discussion or supported a group project. More transformational activities were less well represented and less than one in ten had run virtual labs, practical or field work sessions.

Impact of online teaching on role

The percentages of teaching staff who agreed with statements about the technical challenges, stress and any change in their role caused by online teaching were:

- 83% created technical challenges (14% neutral, 4% disagreed)
- 74% changed your role as a teacher (20% neutral, 6% disagreed)
- 65% added significant new stress to your workload (25% neutral, 10% disagreed)

The impact of delivering online learning on teaching staff is apparent. For many, the technical challenges were not just their own, but those of their learners, and trying to manage these while delivering teaching, as well as working in a change of role and was extremely stressful.

Teaching staff quote:
“There has been a huge increase in workload in preparing lessons which are suitable for remote learners.”
Theme four: your digital development

How well supported did teachers feel in getting to grips with online teaching? Theme four looked at the guidance and opportunities teachers were offered to develop their digital skills and whether they felt these were enough to help them achieve the expectations placed upon them.

Overall support for online teaching (could select one option)

Overall, teachers were moderately positive about the support they received for online teaching. 61% rated it as ‘best imaginable’, ‘excellent’, or ‘good’.

- 2% best imaginable
- 15% excellent
- 44% good
- 28% average
- 9% poor
- 2% awful
- 0% worst imaginable

Support and guidance

The percentages of teaching staff who agreed they had received support for learning online and digital skills development were:

- 59% support for teaching online/away from campus (31% neutral, 10% disagreed)
- 50% guidance about the digital skills needed in your teaching role (37% neutral, 13% disagreed)
- 30% an assessment of their digital skills and training needs (43% neutral, 27% disagreed)
- 27% time to explore new digital tools and approaches (37% neutral, 36% disagreed)
- 17% reward and recognition for the digital skills you develop (45% neutral, 38% disagreed)

Only half of teaching staff agreed they had been given guidance about the digital skills needed in their teaching role. Given the situation, this is lower than is desirable. Less than a third had an assessment of their digital skills and training needs – a vital guide to them as individuals and for their organisation in understanding skills gaps and their ability to provide targeted support.

Developing the digital skills of teaching staff

The percentages of teaching staff who said they were offered support or training to develop digital capabilities were (could tick all that applied):

- 67% teaching online
- 44% keeping student data safe under GDPR
- 42% creating digital learning materials
- 42% behaving safely and respectfully online
- 41% innovations in digital teaching and learning
- 36% basic IT skills
- 29% protecting your privacy in online spaces
- 27% equality and accessibility legislation
- 25% delivering effective digital assessments
- 20% specialist software for teaching your subject area
- 14% digital copyright and licensing

The majority of teaching staff had been offered training for teaching online and many had been offered support for creating digital learning materials.

The focus on legal, safety and compliance aspects of digital teaching and learning are lower than recorded in previous years, this may be a perception influenced by the immediacy of need to promote online learning as most colleges will have this in place.

Confidence in aspects of online teaching

The percentages of teaching staff who agreed with questions set specifically in the context of the current pandemic situation were:

- 50% could access all the organisational support services they needed online (36% neutral, 15% disagreed)
- 44% teaching online made you feel safe (45% neutral, 12% disagreed)
- 37% the teaching expectations placed on them had been reasonable (33% neutral, 30% disagreed)
- 29% the concerns of teaching staff and their representatives were being heard (44% neutral, 28% disagreed)

Half of the teaching staff agreed that they could access all the organisational support services they needed online, but fewer numbers agreed that the teaching expectations placed on them were reasonable and high numbers disagreed. Staff were divided as to whether their concerns were being heard.

Where do teachers go for help with online teaching? (could tick all that applied)

- 80% teaching colleagues
- 58% online videos and resources
- 55% IT/e-learning staff
- 22% friends and family
- 6% library staff
- 4% don’t need help

Teaching staff were most likely to seek help for online learning from their teaching colleagues followed by use of online videos and resources. Very few teaching staff felt that they didn’t need any help at all.
Hearing what teaching staff had to say

Teaching staff were asked to say what they thought were the most positive and negative aspects of online teaching, how they felt the quality of online and digital learning could be improved for learners, and what one thing they felt their colleges should do to help them teach effectively online. Their responses reveal that teaching preferences are individual – what some teaching staff really like, others do not.

The most positive aspects of online teaching

There were 2,210 free text responses to this question.

Teaching staff liked:

- **Skills development and confidence** – having the chance to learn new skills and technology was embraced and something teaching staff wished to continue in the future. Teachers felt their confidence in using new technology had improved.

- **Pedagogy** – teachers felt that creative approaches to teaching such as the use of quiz software, guest lecturers, recording lessons and other online tools led to an increase in learner engagement. These classes were fun and insightful, and learners responded well to them.

- **Support** – real-time sharing of live documents facilitated disruption-free one-to-one sessions and progress monitoring. Breakout rooms enabled provision of small group or one-to-one learner support.

- **Assessment** – online teaching made it easier to deliver more varied assessments using tools like document trackers or simply by having one-to-one chats on camera.

- **Efficient use of time** – the lack of commute resulted in more time being available for preparation, marking and building up a rapport with learners, generally creating a feeling of being more productive.

- **Easy access to resources** – access to all materials, activities and course requirements was highly valued by both teaching staff and learners.

- **Inclusion** – increased activity, collaboration and contributions in classes and online chat from less confident learners.

- **Communication with learners** – learners benefitted from being able to contact their teacher in a greater variety of ways (e.g., direct messaging tools and video chats). In some cases, this meant they received faster/more timely responses, and were able to discuss and share their work more easily.

- **Learner attendance** – continued to be strong and barriers to participation in classes due to local lockdowns or mobility issues were less problematic.

- **Flexibility** – being able to work from home, safely, improved mental health and work/life balance and reduced stress.

Teaching staff quote:
"I believe productivity among staff and some students has improved."

Teaching staff quote:
"It was easier to facilitate safe conversations with students."

Teaching staff quote:
"Isolation. It is very hard working from home when you don’t have regular team meetings and you are relatively new to the college. You can feel very alone at times."
The most negative aspects of online teaching

There were 2,419 free text responses to this question. Teaching staff disliked:

- **Technical support** – teaching staff felt learners expected them to fix technical issues in real time and were concerned that they didn’t necessarily have the skills to do this and that doing so was outside their roles. Some were frustrated by their own skills limitations and by the disruptions to practice when they could not find the help they needed.

- **Technology difficulties** – a lack of appropriate equipment and software for both teaching staff and learners caused disruption to practice and the learning experience. Slow internet connection at home often caused great disruption.

- **Practical sessions** – were difficult to conduct (if at all) when teaching online and teachers found it necessary to repeat these when learner attendance was low.

- **Difficulties in assessment** – the lack of face-to-face discussions with learners meant it was difficult to accurately assess learner work or give/receive appropriate feedback. Assessing of whole class understanding was challenging.

- **Work overload** – all the daily tasks (new and old) became very time consuming, even previously quick tasks took much longer.

- **Decline in wellbeing and mental health** – being home all day brought issues such as too much screen-time, migraines and isolation. The expectation to always be available to learners added further pressure. Technical issues, frustrations and the increase in workload led to exhaustion, headaches, insomnia, and an increase in stress and anxiety.

- **Lack of inclusion** – teaching staff with disabilities indicated they struggled with online teaching as they were unable to see or hear learners.

- **Rapport** – the lack of physical interaction was seen as a barrier to building relationships with learners. Teaching staff felt that not being able to read body language meant they were unsure if learners were fully engaged or if additional support was required. Some learners were unwilling to turn their camera on for classes – there are many valid reasons why this may be so but some staff found this frustrating.

- **Decline in student engagement and motivation** – teaching staff noted a reduction in learner interaction with only a minority taking part in online classes. They also felt there was a lack of learner motivation to attend online classes, possibly influenced by technical issues, which led to learner work deadlines not being met.

- **Lack of learner support** – teaching staff felt the connection with learners had been disrupted and had concerns that learners who needed extra help were not getting it.

Teaching staff quote:

“They can’t turn their cameras on while doing their tasks. Some students do not have the right equipment and use their phones.”

Improving the quality of online and digital teaching

Teaching staff were asked what one thing their organisations should do to improve the quality of online and digital learning for learners (2,076 free text responses) and what one thing their organisation should do to help them teach effectively online (1,721 free text responses). Some teaching staff could not suggest any improvements at all but overall, they wanted colleges to:

- **Improve access to equipment, systems and support**
  - Avoid disruption in lessons by ensuring that teaching staff and learners have access to all the equipment, software and systems they need.
  - Perhaps offer wifi boosters to minimise poor internet connection becoming a barrier to learning.
  - Ensure that access to systems is simple, consistent and easy to use for all.
  - Continue to invest in improving existing systems and ensuring upgrades are maintained.
  - Provide parity of support for teaching staff and learners, including better quality and accessible guidance.
  - Ensure guidance is available in multiple languages to support EAL learners.

Teaching staff quote:

“It can be difficult to get all students to participate especially in large groups when they sometimes lose concentration or find it difficult to motivate themselves online. Some students do not have the right equipment and use their phones.”

- **Improve quality of resources**
  - Ensure online resources are consistent in quality, clearly signposted and easily accessible to all.
  - Convert all existing materials into digital, interactive formats.
  - Allocate time for teaching staff to prepare effective online resources.

**Review staff working practices**

- Allow teaching staff more time to adjust to online teaching, re-shuffle workloads, plan and develop new approaches by adjusting the timetable and/or changing working hours.
  - Trust staff to teach effectively online and not set limitations on how it should be done.
  - Consider smaller class sizes to benefit learners and facilitate question asking by learners and encourage interaction (one-to-one tuition was suggested for specialist subjects).

**Provide more flexible and personalised training**

- Ensure teaching staff and learners are trained in how to use equipment and systems they need, and know how and where to access training materials.
  - Provide time for staff to invest in their own CPD and differentiate the level of training on offer to allow them to determine the most appropriate training for them.
  - Make sure that training sessions are accessible to all and delivered either in person or online in a variety of ways.

**Introduce a camera and microphone on policy**

- The ability to see people’s faces helps connect individuals and groups and facilitates interaction. This is difficult and inappropriate to enforce as it raises privacy issues for many (eg those with vulnerable people in the home, those without a private space to work).

Teaching staff quote:

“Don’t walk away from this, (online teaching) it’s great and we need to extend it.”
Get involved

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

Our 2021/22 digital experience insights surveys are now open and the cost of participating is included in the membership for UK colleges, meaning there is currently no charge for UK colleges.

If you would like to find out more about the digital experience of your teaching staff or if you are interested in participating in our other surveys for learners and professional services staff please contact us at help@jisc.ac.uk putting ‘digital insights’ in the email subject line.

Find out more at digitalinsights.jisc.ac.uk

Supporting you

Jisc elevating the UK further education and skills sectors

See our three year strategy for 2020 to 2023 showing how Jisc, as a trusted lifelong learning digital partner, will support the UK FE and skills sectors. Read the strategy (https://jisc.ac.uk/fe-skills-strategy).

Shaping the digital future of FE and skills

This initiative 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 and includes examples to inspire good practice. Explore the work to shape the digital future of FE and skills (https://jisc.ac.uk/digital-future-fe-skills).

Let’s work together to transform your digital experience

Contact your account manager (https://jisc.ac.uk/contact/your-account-manager).

Acknowledgements

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