Professional services staff digital experience insights survey 2020/21
UK further education (FE) survey findings
March 2022
Contents

3  Foreword from Alice Colban
4  Key statistics
5  Executive summary
8  Theme one: you and your technology
10 Theme two: digital platforms and services at your organisation
12 Theme three: technology in your work
14 Theme four: your digital development
16 Hearing what professional services staff had to say
20 Get involved
20 Supporting you
21 Acknowledgements

NB: survey responses may not add up to 100% due to rounding or questions where professional services staff had the option to select more than one response.

This data is shared under Creative Commons licence: CC BY-NC-SA 4.0 (https://creativecommons.org/licenses/by-nc/4.0/)
Foreword from Alice Colban
Chief operating officer and deputy CEO, Jisc

The pandemic has demonstrated to us all that business can, in general, be effectively conducted by employees who are remote from the workplace. Professional services teams in further education colleges are no exception.

It’s common now to see adverts for fully remote roles, hybrid roles that mix office attendance with home working, and jobs with flexible working patterns. This all serves to widen the pool of candidates, who will no doubt appreciate the greater choice around when and where to work.

To succeed in their jobs, and to feel motivated and valued, people need the right practical, technical and personal support, wherever they’re based.

The further education sector moved mountains to quickly shift work and study online at the start of the first lockdown and beyond, but it’s clear that, like the teachers we have also surveyed, some professional services staff continue to face challenges around remote and online working.

Two years after the pandemic started, and a minority (11%) still do not have fit-for-purpose laptops, and other hardware, and a similar proportion (10%) don’t have the necessary software.

Others report unreliable or slow wifi (32%) and poor connections to the virtual private network (VPN), shared drives and online resources (23%). These problems are not only frustrating, but also impact productivity and business efficiency.

It’s important to remember, though, that even with the right equipment and reliable connections, remote or online working doesn’t suit everyone’s disposition or situation.

Unsurprisingly, many people responding to the survey missed the social aspect of working in the same physical space with colleagues and report increased feelings of isolation or anxiety.

Collaborative technology, such as Zoom, enables teams to stay in touch with regular virtual catch-ups or drop-in sessions, while managers can find it useful to increase the number of online one-to-ones with staff, and to take time during these meetings to check on wellbeing.

Not everyone is lucky enough to have a spare room, or a quiet space where they can set up a desk and shut the door at the end of the day. For those whose kitchen table, or sofa double as an office, we have all experienced it can be hard to ‘switch off’ from work. ‘Screen fatigue’ is another consideration.

Colleges will be bearing in mind then, that for some staff, having the option of working on campus (depending upon governments’ current pandemic advice) will be important for their mental health.

Conversely, others feel good working from home because there are fewer distractions, it feels safer from a pandemic perspective, they save time and money by not commuting and there’s more ‘space’ for family and leisure activities.

College human resources staff will be busy navigating through changes in working arrangements and supporting managers’ conversations with their direct reports. Open and honest conversations are critical here, alongside clear policies and guidance for home/remote working.

While the pandemic has kick-started a move towards digital transformation in the FE sector, including how staff are supported to work remotely, only a minority of providers are advanced on this journey.

It will take time for all to muster and implement the investment, technical and cultural changes this requires. In the meantime, we hope the results of this survey will provide useful insight for decision-making.

1 Teaching staff digital experience insights survey 2020/21; UK further education (FE) survey findings (https://ji.sc/teaching-staff-digital-insights-2020-21)
The survey was conducted between October 2020 and June 2021. There were 2,570 responses from 25 colleges/sixth form colleges. This represents 9% of all colleges in the UK (excluding Wales\(^1\)). 22 of these were based in England, two in Scotland and one in Northern Ireland.

The highest response rate from a single FE organisation was 420 professional services staff (52% of their total professional services staff population) and the overall average response rate was 103 responses per organisation (on average, around 35% of the professional services staff population in each organisation).

### Gender of participants

- **73%** female
- **27%** male
- **1%** other

### How many years had staff worked in their organisation in a professional services role?

- **12%** less than a year
- **26%** one to three years
- **27%** four to nine years
- **36%** ten years or more

---

\(^1\) 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
An evolution in flexible working practices

Professional services staff form the backbone of our colleges, and, like teaching staff and learners, were not exempt from the impact of the pandemic on their day-to-day role. The 2020/21 digital experience survey had a focus on online and remote working - the successes and challenges that staff faced resonated with some of the findings in the teaching¹ and learner² digital experience surveys. As overlapping themes occur between the surveys, it allows colleges to focus on making changes that can impact everyone involved in college life and facilitate continued online working. With flexibility likely to be a key factor in finding and retaining professional services staff in colleges, the findings highlight examples of good practice and identify areas for improvement.

The right equipment for the job

There was almost an even divide for professional services staff working online, working on site and doing a mix of both, with the majority of those who were working online doing so from home.

Although 81% of staff rated the support they received for online or remote working as good or above, several experienced multiple problems with access to wifi, systems and platforms, the equipment and software they needed to do their jobs or a suitable place to work. To enable staff to successfully work remotely they need:

• To have access to adequate, up-to-date equipment such as laptops, (dual) monitors, mouse, keyboard etc. with all necessary software installed to allow them to fulfil their role

• Be provided with, or loaned, items such as chairs or desks for suitable home office set-up

• To have reliable, fast wifi and good, stable connection to the VPN and servers

• Easy access to shared drives, documents and resources

Some staff found they needed to use their own devices so support for doing so was important.

Technical support and training

Staff faced technical challenges that required prompt support and guidance. Responsive support is a high priority for professional services staff who engage in a range of digital activities as part of their job role. Many staff were positive about the quality of support they received and were able to access all the organisation support they needed online, but there were some frustrations that the support was not always timely which had a negative impact on their job role.

Staff enjoyed learning and developing their skillset, but less than half of staff surveyed said they were offered support or training to develop several key digital capabilities. Only 27% of staff said they had an assessment of their digital skills and training needs and just 50% said they received guidance on the digital skills they needed in their job role. More digital support could come in the form of:

- Creating departmental IT champions as a first port of call
- Make ‘how to’ and trouble-shooting guides for key digital skills available
- Increase IT support where possible and open alternative entry to access such as live chat
- Provide more training and allow more time for it to be undertaken

**Productivity**

As a whole, staff felt that colleges should support flexible working for those who want to continue working remotely.

For many staff, working online at home meant they were more productive in a comfortable, distraction free environment, which felt less stressful. They commented on the new skills they had gained and new opportunities to collaborate with a wider range of colleagues, although some found the loss of readily available peer support and face-to-face interaction difficult.

Aspects such as file sharing, working protocols and effective use of the communication channels were areas that respondents felt could be improved.

**Wellbeing**

Wellbeing was a key theme that emerged from responses to questions about the most positive and negative aspects of remote working. Staff felt safe in their own home, had reduced anxiety around catching COVID-19 and found they had a better work/life balance, especially with the reduction of travel which saved time and money. Contrary to this, some staff felt isolated and found it difficult to ‘switch-off’ from work. Staff also complained of health issues such as screen fatigue and back strain.

Professional services staff wellbeing needs could be enhanced by encouraging open and honest discussions with their managers and colleagues about the support that they require.

**Communication is a key to progression**

Just over a third of staff agreed that there had been an opportunity for them to be involved in decisions about online working but only 46% felt their concerns were being heard. The survey results provide a useful resource for colleges to engage and act on the needs of their professional services staff.
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

Guides and resources

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


Code of practice for wellbeing and mental health analytics (https://ji.sc/wellbeing-analytics): suggests how education providers can ensure their use of data to support wellbeing does not create risks for students or staff.

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

Vision and strategy toolkit (https://ji.sc/vision-strategy-toolkit): a collection of tools curated for leaders in higher education who are devising and implementing plans for the future.

How to shape your digital strategy (https://ji.sc/shape-your-digital-strategy): how to create a broad, organisationally-focused digital strategy that develops digital capabilities and harnesses the potential of digital devices and services.

IT infrastructure reviews and key findings (https://ji.sc/IT-infrastructure-review): a series of structured reviews with Jisc members highlights the risks associated with long-term under-investment in IT and digital infrastructure, throughout the UK further education and skills sectors.

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, Professional services staff and professional services teams.

Communities

Accessibility and Inclusion Community of Practice (https://ji.sc/accessibility-community)

Digital leaders community group (https://ji.sc/digital-leaders): Share your digital leadership stories and learn from peers and sector experts.

Theme one: you and your technology

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

Mode of working (could select one option)

- 37% online working (either alongside others or on your own)
- 32% a mix of physically on site and online working
- 31% physically on site

Professional services staff were mostly working online; with similar numbers either working physically on site or combining online and on site working. Professional services staff who have worked at their organisation for one year or more were more likely to work online and those who had been working for less than a year were more likely to work physically on site.

Where were staff working online? (could tick all that applied)

- 77% at home
- 41% on campus in your office, work spaces, libraries etc
- 0% off campus in public spaces (eg cafes)
- 4% I have not been working online

Most staff were working online at home although just over 40% worked online in their office or other workspaces. A small number of staff did not work online at all.

Problems encountered when working online (yes/no responses)

- 32% poor wifi connection
- 23% access to online platforms/services
- 12% no safe, private area to work
- 11% no suitable computer/device
- 10% need specialist software
- 9% mobile data costs

A third of staff said they had encountered problems with poor wifi connection and just under a quarter said that they had problems accessing online platforms/services. 10% of staff said they had faced three or more of the listed problems although 52% of staff said they had not encountered any problems at all when working online.
Use of assistive technologies (could tick all that applied)

5% of all teaching staff who responded to the survey said that they used at least one of four assistive technologies and 46% of those said they had been offered support to do so.

- 3% screen magnification
- 2% screen readers (text to speech)
- 2% dictation (speech to text)
- 0% alternative input devices (eg switches)
- 95% none of these

Staff quote:
“Poor connections and dropouts can be very disruptive to communications and collaboration.”
Theme two: digital platforms and services at your organisation

In theme two we looked at how well professional services staff felt their organisation supported them with the technology they needed to work remotely – 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 professional services staff in decision-making about online working.

Involving professional services staff in decisions about online working

- 36% were given the chance to be involved in decisions about online working (44% neutral, 20% disagreed)

Over a third of staff agreed that they had the opportunity to be involved in decisions about online working. This is higher than the number who agreed to a similar question in the previous year’s survey and is an encouraging and positive trend.

Organisational systems, services and support

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

- 79% communicated effectively online eg email, messaging, notifications (17% neutral, 4% disagreed)
- 72% were enabled to access online systems and services from anywhere (22% neutral, 6% disagreed)
- 70% provided a good online environment for collaboration (26% neutral, 4% disagreed)
- 52% were supported to use own digital devices (37% neutral 11% disagreed)

The majority of staff agreed that their organisation communicated effectively online, they could access online systems and services from anywhere and a good online environment for collaboration was provided. Just over a half of them agreed that they were supported to use their own digital devices.

The online environment

The percentages of staff who agreed with various statements about their online working environment were:

- 77% safe and secure (21% neutral, 2% disagreed)
- 59% reliable (31% neutral, 10% disagreed)
- 59% easy to navigate (33% neutral, 8% disagreed)
- 53% well designed (38% neutral, 9% disagreed)

Most professional services staff agreed that their online working environment was safe and secure. Although moderately high numbers agreed that their online working environment was reliable, easy to navigate and well designed, approximately a third of staff gave neutral responses.
Staff quote:
“Virtual meetings are a more efficient way to have meetings. I’m able to meet and collaborate with several colleagues across different departments, colleges and parts of the country.”
Theme three: technology in your work

Theme three explored how technology had been used whilst working online, the range of work activities and the overall quality of support for online and remote working.

**Overall quality of support for online and remote working** (could select one option)

Overall, professional services staff were very positive about the quality of support for online and remote working. 81% rated it as 'best imaginable', 'excellent', or 'good'.

- 4% best imaginable
- 33% excellent
- 44% good
- 15% average
- 3% poor
- 1% awful
- 0% worst imaginable

**Range of remote working activities** (could tick all that applied)

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

- 76% live video meeting
- 68% uploaded documents to shared drive
- 43% supported other staff/students to work online
- 41% managed communications with staff/students about the ongoing situation
- 40% worked with team members eg on a shared presentation/report
- 12% held online drop in session(s)
- 11% produced learning resources or 'how-to' videos

High percentages of professional services staff had produced and uploaded course materials, given feedback to learners and delivered live teaching sessions. Around a quarter of professional services 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.
What responsibilities does your job role include? (tick all that apply)

- 39% support students/staff with their digital skills
- 33% support the use of digital resources
- 30% support the use of digital systems
- 14% teach students
- 11% trial technology innovation projects
- 43% none of these

Staff quote:
“I have still been able to continue working and contacting people, uploading data and completing tasks that support me in my job role.”

Professional services staff encompass a wide range of roles, with many supporting staff and students with their digital skills alongside supporting the use of digital resources and systems.
Theme four: your digital development

How well supported did professional services staff feel in getting to grips with remote working? Theme four looked at the guidance and opportunities professional services staff 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 effective online working (could select one option)

Overall, professional services staff were very positive about the support they received for working effectively online. 76% rated it as ‘best imaginable’, ‘excellent’, or ‘good’.

- 4% best imaginable
- 30% excellent
- 42% good
- 19% average
- 4% poor
- 0% awful
- 0% worst imaginable

Confidence in aspects of online working

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

- 65% could access all the organisational support services they needed online (27% neutral, 8% disagreed)
- 64% working online made them feel safe (33% neutral, 3% disagreed)
- 63% the working expectations placed on them had been reasonable (24% neutral, 13% disagreed)
- 46% the concerns of staff and their representatives were being heard (42% neutral, 12% disagreed)

Many staff were positive that they had been able to access all organisation support services online, that they felt safe working online and the working expectations that had been placed on them were reasonable during the pandemic situation. Just under half of staff agreed that they felt that their own and their representatives’ concerns were being heard with a similar number giving a neutral response.

Where do professional services staff go for help with working online? (could tick all that applied)

- 71% IT/e-learning staff
- 67% colleagues
- 39% department or team leader
- 37% online videos and resources
- 16% friends and family
- 6% library staff
- 5% don’t need help

Professional services staff were most likely to seek help from IT/e-learning staff or their colleagues with working online. Very few staff felt that they didn’t need any help at all.
Support and guidance

The percentages of professional services staff who agreed they had received support for online working and digital skills development were:

- **69%** support for working online/away from campus (27% neutral, 5% disagreed)
- **50%** guidance about the digital skills needed in their job role (38% neutral, 11% disagreed)
- **35%** time to explore new digital tools and approaches (45% neutral, 21% disagreed)
- **27%** an assessment of their digital skills and training needs (46% neutral, 27% disagreed)
- **18%** reward and recognition for the digital skills you develop (50% neutral, 31% disagreed)

Most professional services staff agreed that they had support with working online but only half agreed that they had guidance about the digital skills needed in their job roles. Just over a quarter of staff agreed that they had an assessment of their digital skills and training needs, which was the same number of staff that disagreed with this statement.

Developing the digital skills of professional services staff

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

- **41%** keeping student data safe under GDPR
- **36%** behaving safely and respectfully online
- **33%** protecting your privacy in online spaces
- **30%** basic IT skills
- **29%** equality and accessibility legislation
- **26%** specialist software for your role
- **18%** creating digital learning materials
- **11%** digital copyright and licensing
- **10%** managing social media and/or public web pages

Organisations offer a wide range of support/training to develop staff digital skills, but less than half of staff said they were offered these options. Less than a third said they were offered support with basic IT skills and around a quarter reported being offered support with specialist software for their role.

Staff quote:

“Sometimes it’s difficult to get support due to demand on the IT team.”
Staff quote:
“I am able to concentrate fully on a specific task and complete it without constant interruptions.”
Hearing what professional services staff had to say

Professional services staff were asked to say what they thought were the most positive and negative aspects of remote working, how they felt the support for online and remote working could be improved and what one thing they felt their colleges should do to help them work effectively online. Their responses reveal that working preferences are individual – what some professional services staff really like, others do not.

The most positive aspects of remote working

There were 1,827 free text responses to this question. Professional services staff liked:

Working in a different environment

• Remote working felt more convenient. Staff felt they could work flexibly by adjusting their hours to suit or opting to work from home or the office. They could fulfil their job role alongside coping with pandemic related issues such as home-schooling

• The environment felt more comfortable and quieter which allowed for working in a more relaxed atmosphere. This felt less stressful, improved mental health and enabled a better work/life balance. Staff felt safe in their own home which reduced anxiety around the risk of catching COVID-19

• Reduction in travel time to work gave time and money saving benefits. Travel time was also saved by not needing to move between sites for in-person meetings

• Working remotely meant the working environment had less distractions and interruptions. This improved concentration and focus — open-plan offices can be loud. Consequently, staff felt their productivity and time management improved

Gaining new skills

• Staff enjoyed learning and developing their digital skills such as using new software or technology via remote working

• Online training was easy to attend

Communicating with colleagues differently

• Staff still felt connected to colleagues using video calls (especially with cameras on), phone calls and instant messaging. Communications were more immediate which felt more efficient

• Meetings were still able to be facilitated which some staff noted were more focussed, and more productive. Online meetings were easier to attend for colleagues from different sites/organisations than in-person meetings

• Staff felt it was a positive that they could access the systems they needed from anywhere

Being able to continue to do their job

• Connection to the remote desktop to access all files and software needed enabled staff to successfully continue their job role uninterrupted

• Having access to good quality equipment and accessories made a difference to the ability to work effectively and was preferable to having to use their own.

• Ease of access to resources/shared documents enabled collaborative working

• Staff who worked with learners were pleased that they could continue to teach and support learners online, exploring new teaching strategies where possible, and felt that some learners were more engaged

• Staff felt they were able to build better relationships with learners, especially those who were less confident in a whole classroom environment. Breakout rooms allowed for successful one-to-one learner support
The most negative aspects of remote working

There were 1,736 free text responses to this question. Professional services staff disliked:

Home office set-up and equipment
- Lack of adequate provision of equipment and accessories of sufficiently high specification (eg laptops, phones or dual monitors) to fulfil work requirements. For some, this meant they had to rely on use of personal equipment
- Not all staff had a suitable place to work at home, including desk space and appropriate seating; it was more challenging if there was no privacy from others present
- Lack of access to hard-copy material, printers or scanners while working remotely
- Slow internet, poor wifi connections, problems accessing documents and files, speed and remote access to VPN and systems were frustrating

Effect on health and wellbeing
- Some staff found it was difficult to switch off from work and easy to spend additional hours working or forgetting to take breaks. This had a negative impact on work/life balance
- Health issues such as screen fatigue, neck, eye and back strain were reported from being online for extended periods of time. Some of these issues were likely caused or exacerbated by poor home office set-up
- Working remotely could be isolating and some staff felt lonely. This had a negative impact on their mental health and increased anxiety

Lack of support and digital skillset
- Staff were frustrated with slow responses to IT queries which meant they couldn’t perform their job roles
- Staff, especially new starters, encountered challenges when learning new systems and procedures online, and in finding colleagues who could resolve issues
- Frustrations with colleagues who lacked digital skills, eg the ability to share information or access shared drives

Challenges of online communication and collaboration
- Staff missed face-to-face contact with colleagues and felt disconnected. There was less opportunity to socialise with each other and have informal discussionss
- Reduced face-to-face contact meant an increase in meetings, emails and communications via other channels like instant messaging. This slowed decision making processes and resolution of issues. Online meetings were not always successful due to technical issues
- Outside of the office environment, it was more challenging to access colleagues to get immediate answers or to collaborate
- Some staff felt there was a delay in communicating important organisational developments or news which have traditionally been more easily shared in the office

Effect on working with learners
- Staff missed the face-to-face contact with their learners and felt this impacted on learner engagement
- Difficulties arose when trying to support learners who couldn’t access the internet, or who did not have the technology required at home eg some learners were using mobile phones
Staff quote:
“"I miss the social aspect, knowing that if I’m working on site, I can pop along and speak directly to colleagues.""
Improving the support for online and remote working and helping professional services staff to work effectively online

Professional services staff were asked what one thing their organisation should do to improve the support of online and remote working (1,320 free text responses) and what one thing their organisation should do to help them work effectively online (906 free text responses). Some professional services staff could not suggest any improvements at all and asked for the current support levels to continue but overall, they wanted colleges to:

Allow the continuation of hybrid working
- Allow hybrid working for those staff who would like to continue working remotely
- Encourage staff to take more breaks and have time away from the screen
- Ensure that staff are given or loaned suitable equipment so they can successfully fulfil their job role from home, including desktop or laptop computer, monitor, mouse, keyboard etc. Staff would also benefit from having access to other items for home office set-up such as a comfortable chair to use
- Allow staff time for tasks within their job role to be completed by having a realistic expectation of their workload whilst becoming familiar with a new way of working

Provide more technical support and training
- Encourage faster response times to issues and queries, especially those that require IT support so staff can undertake their job role. This could be in the form of a live chat functionality or provision of a ‘helpline’
- Increase IT support resource alongside more ‘how to’, ‘trouble-shooting’ or video demonstration guides with themes such as basic IT training, the use of online communication tools (Teams, Zoom etc), best practice when using software such as SharePoint and OneDrive, or working remotely successfully
- Improve responsiveness of communications eg if systems are down or updates are imminent
- Staff would like more training, including refresher sessions, on systems and software, especially if they are new to the organisation
- More importantly, staff said they needed more time to engage in training, develop their skillset and explore new technologies/software
- Consult staff on training needs and provide opportunities to have an assessment of capabilities so that training can be tailored to individual requirements

Improve communications
- Provide a clear strategy for how to use communication systems — some staff felt overwhelmed by the number of communication channels available, and found it difficult to manage
- Improve college-wide communications so all staff are informed of any changes and ensure good communication between departments
- Encourage staff to provide timely responses to email questions and queries. Ensure that staff working remotely have access to a camera, headphone and mic so communication can continue
- Managers should keep in touch with their reports and have regular catch-ups including a focus on staff well-being — remote working can be isolating

Staff quote:
“Offer qualification based online digital skills courses to bring all staff up to a good level of IT skills.”
Ensure reliability of systems and tools

- Provide a single platform or service where all important information can be easily found by staff
- Improve speed and stability of the VPN, on-site wifi and servers
- Ensure that access to the intranet, software and systems is reliable so tasks that rely on them can be completed efficiently
- Continue to invest in software and systems and ensure that they are all up-to-date

Staff quote:
“Provide staff with good quality equipment that can handle remote working.”

- Check that laptops include all the latest software required for effective task fulfilment
- Allow easier access to shared drives, documents and resources
- Encourage better structure to document libraries to aid information access
- Ensure that learners have access to all equipment, devices, and software so that staff can support them successfully
Get involved

See the digital experience through the eyes of your professional services staff

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

If you would like to find out more about the digital experience of your professional services staff or if you are interested in participating in our other surveys for teachers or learners 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 (https://ji.sc/he-strategy) showing how Jisc, as a trusted lifelong learning digital partner, will support the UK FE and skills sectors.

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://ji.sc/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

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