Contents

3 Key statistics

4 Executive summary

6 Theme one: you and your technology

8 Theme two: technology at your organisation

10 Theme three: technology in your teaching

12 Theme four: developing your digital skills

15 Listening to what teaching staff had to say

18 What’s next

20 Get involved

20 Supporting you

All the quotes in this report are taken from comments made by teaching staff in their survey responses.

This data is shared under Creative Commons licence: CC BY-NC-SA 4.0 Attribution-NonCommercial-ShareAlike.
The FE teaching staff survey was conducted between November 2021 and July 2022. There were 2,691 respondents from 30 organisations. Twenty-two organisations were based in England, four in Wales, three in Scotland and one in Northern Ireland.

The highest response rate from a single FE organisation was 224 teaching staff (56% of their total teaching staff population) and the overall average response rate was 90 responses per organisation (on average, around 31% of the teaching staff population in each organisation).

Survey responses may not add up to 100% due to rounding or questions where respondents had the option to select more than one response. Where percentage agree scores are given, they have been calculated based on the positive responses only without including neutral responses.

There are occasions in this report when we have compared the experience of teaching staff with the experience of learners from our corresponding 2021/22 digital experience insights survey for learners. You can view this earlier report online at https://bit.ly/DEI-FE-learners-2022.

Key statistics

Gender of participants

- 59% Female
- 40% Male
- 1% Other eg non-binary

Ethnicity of participants

- 92% White
- 3% Asian or Asian British
- 2% Black, African, Caribbean, or Black British
- 2% Mixed ethnicity
- 1% Other ethnic group

Length of time at organisation in a teaching role

- 12% Less than a year
- 17% 1 to 3 years
- 27% 4 to 9 years
- 44% 10 years or more

Staff who identified as being disabled or having an additional support requirement

- 92% No
- 8% Yes

Subject area taught

- Agriculture, horticulture and animal care
- Arts, media and publishing
- Business, management and law
- Construction, planning and the built environment
- Education and training
- Engineering and manufacturing
- Health: public services and welfare
- History, philosophy and theology
- Information and communication technology
- Languages, literature, culture
- Leisure, sport and travel
- Preparation for work and management
- Retail and commerce
- Science and mathematics
- Social sciences

The FE teaching staff survey was conducted between November 2021 and July 2022. There were 2,691 respondents from 30 organisations. Twenty-two organisations were based in England, four in Wales, three in Scotland and one in Northern Ireland.

The highest response rate from a single FE organisation was 224 teaching staff (56% of their total teaching staff population) and the overall average response rate was 90 responses per organisation (on average, around 31% of the teaching staff population in each organisation).

Survey responses may not add up to 100% due to rounding or questions where respondents had the option to select more than one response. Where percentage agree scores are given, they have been calculated based on the positive responses only without including neutral responses.

There are occasions in this report when we have compared the experience of teaching staff with the experience of learners from our corresponding 2021/22 digital experience insights survey for learners. You can view this earlier report online at https://bit.ly/DEI-FE-learners-2022.
Executive summary

The survey took place between November 2021 and July 2022, providing teaching staff from across further education with the opportunity to feed back on their digital experience and create a collective voice.

This report provides insight from the 30 organisations and 2,691 staff who took part. While there are clear findings and themes, such as the majority (69%) rating the quality of the online learning environment as above average, it’s also apparent that individual experiences have been broad and varied when navigating the evolving digital landscape and it’s not always been a positive experience.

Throughout their responses, teaching staff shone a spotlight on the issues that impacted their ability to teach effectively and their learners’ abilities to learn to their full potential. These issues included lack of time to develop new skills, poor existing digital infrastructure, connectivity issues and lack of access to appropriate devices. This highlights the need for ongoing efforts to recognise these issues and put into action creative, impactful and cost-effective remedies.

Reducing inequalities

Teaching staff come equipped with a range of tools, skills, prior experience and personal circumstance, which create a rich environment for learners. Yet, without ongoing investment, existing inequalities can be widened. For example:

- Two in five (41%) agreed they were supported to use their own devices. However, using personal devices for work purposes creates a possible equity risk between staff with personal devices available for work use and those without
- When teaching online, 16% faced issues caused by having no safe and/or private area to work
- Teaching staff were most likely to seek help from teaching colleagues (79%). Yet, more than a fifth stated they would seek help from friends and family, a potential source of inequality for those without social capital to call on for help

Connectivity as a barrier to online teaching

Connectivity issues affected two in five teaching staff, with 38% saying ‘poor wifi connection’ had made it difficult for them to teach online. This reduced by 14 percentage points (it was 52% in 2020/21) yet remains a concern. This experience mirrors that of learners, with 38% also stating they experienced problems with poor wifi when learning online (https://bit.ly/DEI-FE-learners-2022).

Increasing accessibility

Many commonly used apps and software offer a range of accessibility features. Yet two-thirds (66%) of teaching staff stated they didn’t use any of the accessibility tools listed, such as ‘spelling and writing support’, ‘screen magnification’, ‘captions or transcriptions on videos’, ‘dictation’, ‘screen reader’ or ‘alternative ergonomic devices’.

The majority (63%) of teaching staff who used these features stated they had not received training or support to do so.

This low uptake by teaching staff is mirrored by FE learners (https://bit.ly/DEI-FE-learners-2022), with 77% stating they did not use any of these tools.

While individual staff and learner needs will vary and the quality of accessibility features will be software dependent, these findings highlight the need for increased staff training and uptake of these features to demonstrate and champion their use. In this way, learners will become more aware of the full toolbox of accessibility features to aid their ongoing productivity and, for many, this will reduce barriers to learning.
Listening to staff voices

When asked what one thing would improve the effectiveness of online teaching, three main themes emerged:

• Enhanced staff development

• Improving learner support

• Greater access to technology and improved digital infrastructure

Organisations who took part in the survey are provided with their own results and qualitative data. This enables provider-specific targeted development and support for digital teaching and learning.
Theme one: you and your technology

In theme one we establish which devices and technologies teaching staff used for teaching and whether they had any additional support requirements.

Devices regularly used for teaching (could tick all that applied)

- 78% laptop
- 70% desktop computer
- 35% smartphone
- 35% additional screen
- 25% additional microphone or headset
- 25% additional camera or webcam
- 19% tablet
- 1% none of these

Teaching staff were most likely to regularly use a laptop for teaching, closely followed by desktop computer. More than a third regularly used a smartphone for teaching.

Levels of uptake and support provided for tools or features that assist users (could tick all that applied)

The percentage of teaching staff who used them were:

- 17% spelling or writing support
- 14% captions or transcripts on video
- 12% dictation: speech to text
- 11% screen magnification
- 8% screen reader: text to speech
- 4% alternative ergonomic devices
- 66% none of these

While many of these features and tools are commonly found in readily used apps or pieces of software, two-thirds of teaching staff said they didn’t use any of those listed.

Of those teaching staff who stated they used at least one of these tools or features, the majority (63%) had not received any support to use them.

The low uptake of these tools was mirrored by FE learners (https://bit.ly/DEI-FE-learners-2022), with over three quarters (77%) stating they used none of the tools or features listed.

Support to buy or loan devices

Of those who selected one or more of the devices above, the majority had been supported to buy or loan them.

- 69% supported to buy or loan devices
- 31% not supported to buy or loan devices

The majority of learners (78%) had not been given, loaned, or helped to buy devices.

“To date, online teaching support has assumed that everyone has a certain set of skills to navigate technology and the training has been speedy and with large groups. Just as for our learners, when taught online a lot is missed.”
“One thing that would help me teach effectively is continued training as there are always new features being added.”
Theme two: technology at your organisation

In theme two, we looked at the quality of the online teaching environment, how well teaching staff were supported to access it off campus, and the effectiveness of online communication. We also looked at the apps staff found useful in their teaching and their preferences for future investment.

Overall quality of the online teaching environment

- 1% best imaginable
- 14% excellent
- 54% good
- 24% average
- 6% poor
- 1% awful
- 0% worst imaginable

69% of teaching staff rated the quality of the online learning environment as above average (best imaginable, excellent or good) and 7% rated it as below average.

What technologies were provided to support teaching staff? (could tick all that applied)

Teaching staff were provided with a variety of systems, platforms and applications to support their teaching including:

- 83% live video classes
- 58% virtual learning environment
- 45% online assessment or testing platform
- 44% dashboard for tracking learner progress
- 38% collaborative applications
- 6% none of these

Future investment preferences

Teaching staff were invited to choose one of four options for future investment. Their preferences were:

- 36% more computers and devices
- 30% upgrade platforms and systems
- 18% specialist software for your courses
- 16% IT support
Microsoft Teams

Teaching staff digital experience insights survey 2021/22 UK further education (FE) survey findings

Digital tools or apps staff found useful for teaching
Teaching staff were asked to give an example of a tool or app they found useful for learning. There were 2,067 responses to this question and 112 tools or apps were cited.

The top 10 most frequently cited apps were:

• 30% Microsoft Teams
• 12% Kahoot
• 6% Padlet
• 4% Showbie
• 3% Nearpod
• 3% Google Classroom
• 3% Microsoft PowerPoint
• 3% Canvas
• 2% Mentimeter
• 2% Zoom

Microsoft Teams was the most popular app or tool mentioned by 30% of respondents. It received more than twice as many mentions as the next most frequently cited app (Kahoot, 12%, a game-based learning platform).

This mirrored findings from learners (https://bit.ly/DEI- FE-learners-2022), where Microsoft Teams was also the top-ranking tool or app (29%). However, for learners, Kahoot ranked eighth, highlighting different preferences between teaching staff and learners.

In free text comments teaching staff expressed a wish for more time to try out different platforms.

“To make online teaching more effective provide time to prepare lessons and try platforms other than Microsoft.”

Support, communication, and involvement
The percentages of teaching staff who agreed with statements about various aspects of support were:

• 64% communicated with effectively online (30% neutral, 7% disagreed)
• 57% supported to access online platforms and services off site (34% neutral, 9% disagreed)
• 41% supported to use own devices (40% neutral, 20% disagreed)
• 26% given the chance to be involved in decisions about teaching platforms (43% neutral, 31% disagreed)

Three in five (57%) said they were supported to access online platforms and services off site. Sector consultations suggested a variety of inhibiting factors, including:

• The cost of ‘use anywhere’ licences
• Availability of technical support for users working from home
• The challenge of providing remote VPN support

Teaching staff were generally positive about the effectiveness of online communication and most (91%) agreed or gave a neutral response to feeling supported to access online platforms and service off site. For cyber security reasons, it is inadvisable for staff to use their own devices in work-related activities so the fact that some are using them is an area of concern, both in terms of security risks and also in equity of access to organisationally provided devices.

Figure 1. Word cloud showing the top ten tools or apps that staff found useful for teaching.
Theme three: technology in your teaching

In theme three we looked at how technology was used in teaching, including the range of activities that further education teaching staff engaged in, where their teaching was taking place and how closely this met their preferences. We also asked teaching staff whether they had experienced any problems when teaching online.

Where online teaching took place? (could tick all that applied)

- 74% at home
- 40% on site
- 0% in public spaces eg cafes
- 6% none of these

More than 1 in 20 stated ‘none of these’ in response to where they tended to be when working online, reflecting that, at the time of the survey, the majority of taught classes took place mainly on site.

“Different subjects are more suited to online than others. No one size fits all.”

Mode of teaching – on site, blended or online

In the most recent semester/term, taught classes had taken place:

- 75% mainly on site
- 19% a mix of on site and online
- 5% mainly online

Future preference for mode of teaching:

- 60% mainly on site
- 36% a mix of on site and online
- 3% mainly online

Further education teaching staff had a slightly higher preference for blended teaching than learners did (36% teaching staff; 29% learners).

Teaching staff had a stronger preference for ‘a mix of on site and online’ teaching in the future than was currently experienced (19% 2022; 36% future). Teaching mainly on site is the clear preference for teaching staff (60%); consultation suggests this is likely to reflect the vocational and practical nature of many FE subjects.

Convenience, fairness, impact and effectiveness of teaching online

The percentages of teaching staff who agreed with statements about teaching online:

- 42% was convenient for them (34% neutral, 23% disagreed)
- 23% allowed them to assess learners fairly (42% neutral, 35% disagreed)
- 20% enabled learners to make good progress (43% neutral, 36% disagreed)
- 19% allowed them to teach in the ways that they preferred (36% neutral, 45% disagreed)
- 15% made them feel part of a community of staff and learners (39% neutral, 46% disagreed)
Problems when teaching online
(could tick all that applied)

More than half had experienced one or more of these problems when teaching online:

- **38%** poor wifi connection (a reduction of 14 percentage points from 52% in 2020/21)
- **17%** no suitable computer/device (a reduction of 5 percentage points, from 22% in 2020/21)
- **16%** no safe, private area to work (a reduction of 5 percentage points from 21% in 2020/21)
- **12%** can’t access teaching platforms (not asked in 2020/21)
- **7%** mobile data costs (a reduction of 7 percentage points from 14% in 2020/21)
- **45%** none of these

Of the four questions also asked in 2020/21, all showed improvement. Wifi connectivity saw the highest year on year improvement but remains the greatest concern for teaching staff.

This mirrors learners’ experience, with 38% also saying they encountered problems with poor wifi when learning online (https://bit.ly/DEI-FE-learners-2022).

“Improve wifi and accessibility on site. Some classrooms have awful signal.”

---

Range of teaching activities
(could tick all that applied)

When asked about online teaching activity in the last two weeks, the percentages of teaching staff who had completed these activities were:

- **65%** produced and uploaded course materials
- **32%** taught a live online lecture or class
- **30%** taught a mixed face-to-face/online class
- **18%** supported online collaboration
- **16%** recorded and uploaded a lecture or class
- **7%** moderated a text-based discussion
- **5%** taught a virtual lab, practical or field work activity
- **1%** used virtual reality headsets in class
- **22%** none of these

Teaching staff were twice as likely to have produced and uploaded course materials than host a live online lecture or class.

“Allow time to research specific tools that can be used to teach online. I feel we are expected to do this all in our own time.”
Theme four: developing your digital skills

How much support, guidance and training did teaching staff receive to develop their digital skills and use technologies effectively to teach online? In theme four we find out more about digital skills development and support offered.

Skills training and support provided to teaching staff
(could tick all that applied)

The percentages of staff who said they were provided with skills training and support were:

- 52% teaching online
- 46% behaving safely and respectfully online
- 45% equality and inclusivity
- 45% keeping learner data secure
- 37% basic IT skills
- 36% online teaching and assessment
- 31% creating accessible digital content
- 26% digital copyright and licensing
- 18% delivering effective digital assessments
- 16% specialist software for teaching your subject area
- 12% none of these

Just over half had been provided with support and training for teaching online, yet only 16% had been given training in specialist software for their teaching area.

Overall support for effective online teaching

- 2% best imaginable
- 13% excellent
- 42% good
- 31% average
- 11% poor
- 2% awful
- 1% worst imaginable

56% of teaching staff rated overall support to teach effectively online as above average (best imaginable, excellent or good) and 13% rated it as below average.

Support for online teaching and digital skills development

The percentage of teaching staff who agreed they had received support were:

- 50% guidance about the digital skills needed in their teaching role (37% neutral, 13% disagreed)
- 31% an assessment of their digital skills and training needs (42% neutral, 27% disagreed)
- 27% time to explore new digital tools and approaches (35% neutral, 38% disagreed)
- 19% reward and recognition for their digital skills (45% neutral, 36% disagreed)

Over a third (38%) disagreed when asked if they were provided with time to explore new digital tools and approaches.
Who did teaching staff turn to for help with online and digital skills? (could tick all that applied)

- 79% teaching colleagues
- 59% online videos and resources
- 52% IT staff
- 28% teaching and learning/e-learning staff
- 21% friends and family
- 18% other professional staff
- 15% library/learning resources staff
- 2% I don't look for help

Teaching staff were most likely to seek help from teaching colleagues. More than a fifth stated they would seek help from friends and family, highlighting a potential source of inequality for those without social capital to call on for help.

“Provide training in effective online teaching strategies and allow for sharing of practice among teaching staff.”
“Provide opportunities for observing online lessons or peer teaching online to support the development of skills. Many staff I know who have struggled found a lot of the difficulty was not being able to contextualise the ideas given to them.”
Listening to 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, and the one thing they felt their employer should do to help them teach effectively online. Their responses are diverse, but there are some common benefits and pitfalls among the individual likes and dislikes.

The most positive aspects of online teaching

There were 2,694 complete responses (at least one-word answer). Aspects that teaching staff found positive included:

• The time and cost savings resulting from being able to reduce their commute and everyday expenses

  “No commute is good for evening classes where learners can stay at home after a day’s work.”

• The additional freedoms of working in a convenient and comfortable environment. For many this was at home, which gave the opportunity for greater work-life balance and led to increased productivity

  “Work/life balance: being able to cut my commute time and get back more time to spend with family – and feeling happier for it!”

• The advantages of being able to continue teaching uninterrupted when faced with lockdowns

• The ability for online teaching to reduce some of the barriers to attendance and participation for learners, including creating greater equity for those with health, wellbeing or access issues

• Online teaching and remote working reduced disruption caused by adverse weather and transport issues

• Software used when teaching online had specific advantages such as the ability to:
  > record live classes and pre-record sessions
  > screen share when sharing useful resources
  > host breakout rooms
  > offer individual support while facilitating an online class

• Online teaching encouraged increased communication from introverted learners

  “Some learners that are too shy to contribute to class are more likely to join in from behind a keyboard.”

• Some stated poor behaviour was easier to control while teaching online, minimising class disruption

• Online teaching provided learners and staff with the opportunity to develop digital skills and confidence

  “Improving my own confidence using IT.”
The most negative aspects of online teaching

There were 2,694 complete responses (at least one-word answer). Aspects that teaching staff found negative included:

- Many teaching staff stated that they believed remote teaching was not an adequate substitute for in-person teaching. This was of particular concern for practical and vocational subjects, especially for assessments.

- Some staff felt isolated when teaching online and reported that it took longer to build effective support relationships with learners.

- Concerns were raised that not all staff and learners had access to a suitable work or study environment.

- Not all teaching staff and learners had appropriate devices to support effective teaching, studying or learning.

- Poor wifi created an obstacle for staff and learners, reducing their ability to access and contribute to online sessions. This issue included both lack of reliable signal and the costs associated with home broadband and mobile data.

- There were difficulties linking and connecting different software and systems, perhaps exacerbated by staff and students using their own devices.

- Reduced levels of learner attendance for online classes was a concern, whether this was a choice on the part of the learner or due to access issues of one sort or another.

Improving the effectiveness of online teaching

There were 2,694 complete responses (with at least a one-word answer). Suggestions to improve the effectiveness of online teaching fell into three overall categories.

Staff development

Teaching staff identified a need for enhanced digital skills development and their own continued professional development (CPD) and had suggestions for how this could be achieved:

- Ensure more time is allocated for teaching staff to focus on their continued professional development.

"We need time and practice to take in all the tools that can be used."

- Provide greater support for digital skills development including regular sessions and check-ins.

- Provide digital training at various levels to suit all needs without assuming prior knowledge and ensure all staff have chance to contribute.
“Longer basic courses not hijacked by experienced teachers asking advanced questions.”

- Ensure staff training takes into consideration different learning styles. Some staff requested face-to-face IT workshops

“Cater to all learning types, I do not learn well from written e-learning or just videos. I need a more blended/kinaesthetic style of support.”

- Provide teaching staff with subject-specific digital support

**Teachers would like to see improved support for learners:**

Suggestions for improvements to learners’ digital experiences included:

- Offer enhanced pastoral support to learners
- Make it easier for learners to access digital content

“My laptop is now starting to get old, and it struggles to keep up with what I am doing. It probably needs to be upgraded.”

**Technology: access and infrastructure**

Teaching staff also suggested improvements to IT infrastructure including:

- Ensure adequate access to high-quality devices and IT equipment for both staff and learners.
- Provide suitable digital platforms and software, with functionality needed for effective teaching and learning

“Providing me with a tablet would enable me to record tutorial videos and upload onto VLE. It’s quite difficult using my phone.”

- Improve wifi connectivity so that it is available in all learning spaces and explore ways of mitigating broadband costs
- Improve stability of the virtual learning environment (VLE)
- Streamline organisational systems to improve connectivity and compatibility

“Systems should be better connected.”
What’s next

How the FE and skills sector can support teachers and staff on their digital transformation journey

The COVID-19 pandemic forced educators to move teaching and assessments online, which has dramatically accelerated the sector’s digital transformation journey.

Teachers and support staff had to quickly learn new tech skills to enable remote teaching and assessments, and support their students to get the best out of the available resources.

Educational organisations have also had to re-evaluate their digital infrastructure and connectivity, making sure the right technical support is in place to cope with the increasing need for blended and remote learning.

As the world begins to adjust to the ‘new normal’ following the pandemic, it is vital that educational organisations understand how staff have adapted to these new ways of working and provide appropriate support for those who need it. This survey can help identify barriers to achievement and establish solutions.

Recommendations

Listen to staff

The first step in identifying barriers to high-quality digital working is to ask the right questions. The picture across the FE sector will differ, but at each organisation leaders should consider auditing their IT equipment and digital infrastructure, the level of staff training and support and the quality of connectivity. There is no ‘cure all’ solution to improving digital transformation within education. However, there are several tools that can help organisations identify areas to prioritise.

Encouraging staff to engage in this survey not only allows Jisc to conduct a ‘temperature check’ on digital experience across the FE sector, it also provides those taking part with their own organisational data for analysis, insight and targeted intervention.

Using the Jisc digital elevation tool (DET)

The Jisc digital elevation tool allows senior strategic leaders in FE and skills organisations to complete an online self-assessment of their digital infrastructure and staff capabilities. Once areas of strength and improvement have been identified, institutions can encourage staff to use Jisc’s digital capabilities discovery tool to spotlight where additional support should be provided, ensuring staff feel heard and any issues are tackled head on.

Connectivity as a barrier

More than a third (38%) of respondents to this survey of teaching staff stated that poor wifi connections (whether on campus, at home or on the move) had been a barrier to producing high-quality online learning. Worryingly, Jisc’s latest learner digital experience insights survey for the FE sector showed the same. As education increasingly relies on technology, the need for reliable connectivity is vital to ensure staff and learners have access to the digital resources they need, anytime and anywhere.

Jisc provides the world-class Janet Network to more than 18 million users in education and research worldwide. Over the next three years, Jisc will be providing a second, fully funded 1GB connection for all eligible UK FE members. This second connection will improve resilience across the network.

Staff, students and visitors to campuses may also gain access to the global eduroam roaming service on wifi-enabled devices, allowing them a greater level of connectivity when using devices remotely. For members signed up to this service, Jisc offers technical support and consultancy.

Reducing inequalities

Ensuring parity of online access and technical support across the board, regardless of subject or where the teaching is taking place, is paramount to creating an inclusive, tech-enabled workforce. While the cost of equipping all staff with digital devices may not be attainable for every FE organisation, the introduction of a device library, where equipment can be loaned for off-campus use, could be a helpful compromise.

Support and education around working digitally should also be accessible to all staff, not just those operating in tech-focused subjects. With learning resources increasingly available online, it is important that staff have access to the tools they need and the skills to use them appropriately.
Again, mapping the digital capabilities of staff through online assessment tools can help institutions understand where support is most needed.

**Improving accessibility**

Two-thirds (66%) of respondents to this survey stated that they did not use accessibility tools such as captions or transcription on videos, or dictation and screen reader tools when teaching. While we can assume that some of these individuals may not need to use inclusive technology, the majority (63%) of teaching staff who stated they did use these features said they had not received training or support to do so, and this is a concern.

For those who struggle with visual and hearing impairments, these tools can provide much needed support when working online and can help both teachers and students excel. For those without a specific need, inclusive technologies can make working online easier and improve efficiencies, giving time back to staff to devote to their students.

Jisc provides advice to members on the use of accessibility tools and can tailor this to each educational organisation. Jisc is also running a series of workshops on staff accessibility training for members who wish to learn more.
Get involved

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

Our 2022/23 digital experience insights survey for learners opened in October 2022. If you would like to find out more about the digital experiences 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.

Shaping the digital future of FE and skills

Realise the potential of technology to benefit the further education sector now and into the future. A joint project with the Association of Colleges (AoC). Explore the work to shape the digital future of FE and skills.

The digital elevation tool

An online self-assessment tool for senior strategic leaders in FE and skills organisations, designed to build organisational agility and resilience. See how our digital elevation tool can support your digital journey.

Let’s work together to transform your digital experience

Contact your relationship manager: https://jisc.ac.uk/contact/your-account-manager
Acknowledgements

Our thanks go to our expert panels of further education representatives and stakeholders who helped us in shaping this report, and to all the colleges who took part in the teaching staff insights survey this year.
Teaching staff digital experience insights survey 2021/22 UK further education (FE) survey findings

Jisc data analytics
0333 015 1165
help@jisc.ac.uk
digitalinsights.jisc.ac.uk
@JiscAnalytics

Jisc
4 Portwall Lane
Bristol
BS1 6NB
0203 697 5860