Building digital capability service support webinar

Wednesday 11 November 2020

# Transcript

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## LG

Welcome to everyone this morning and great to have you here. And I know that a lot of people will be following up with the session via the recording. And so this is one of our series of webinars focusing on a number of different topics all focused on helping to support your use of the discovery tool, and very much encourage you to share your thoughts, feedback, questions and discussion. It's a fairly informal session and so please contribute as we go through. And we'll also be stopping for questions at the end of each section. So the focus of today's session is twofold, we're firstly going to share some of the findings from our analysis of staff and student feedback forms over the last year from September 2019 to August this year. And the second half of the is going to be really on hearing from you and exploring your needs and requirements of the service. So if you have thoughts as we go through, please do add them into the chat, we'll try and pick them up at the end of each session. But as I say, if you would like to comment, or ask any questions by audio, please do as we go through. But before I do that, I wanted to just remind you all of who we are, I'm sure you would have all had contact with all of us at various different points. But if you are new to the service, and this is, who we are, and the sorts of things that we do for the service, and but I would like to invite ME just to say a few words to introduce himself as our new customer success advisor.

## ME

Hello, good afternoon. It's lovely to meet lots of you if only virtually, hopefully we get to meet each other face to face properly one day. So I started at just around about May this year, and came from HESA incidentally. And my time here, I've been very much focused on building digital capability. But we'll also be working with a digital experience insights team as well. And my role really is to support you through the pre-sales process. But also, once we're on the onboarding process and through the life of the contract with you, what I'd like to do is to be able to make sure that when we when we meet up, when we discuss, that I'm aware of any issues that you're having and share those with LG and the rest of the team. So that we can make sure that we're getting the very best for you out of this building digital capability service. So please do get in contact with me and just give me a call or drop me an email through [help@jisc.ac.uk](mailto:help@jisc.ac.uk) if you need any, any further assistance.

## LG

And just to say also, that also Lou McGill, a consultant who works with us on the service is also with us on the webinar. So should also be here to answer any queries and questions that you have. So, just to move on to our first section, which is really just showing some of the analysis from our staff and student feedback forms. There's a number of slides, I'll try and go through them fairly quickly and then we can try and pick up any questions at the end. There's a lot of numbers involved. So just to set the scene we have, as of the 9th of November, we have over 27,000 users of the discovery tool, and that is 15, over 15,000 students over 12,000 staff users. These are from over 70 subscribing organisations are delighted to be working with you all on that. And that includes 44 universities, 34 colleges and three others. And collectively, we now have over 25,000 questions sets completed and that's roughly distributed, give or take a few, between staff and students. So that's overall service usage. Out of the respondents of the discovery tool we had the, sorry, the respondents from the feedback forms on the discovery tool over the past year, we had a total of 539 responses captured between the 20th September 2019 and the 18th of August 2020. These are the staff respondents, I'll get onto students in a moment. Most of these were from UK higher education or further education organisations - we had over 200 from each and relatively small numbers from other types of organisations as you can see. So of those 539 respondents, 249 had completed the overall digital capabilities question set, 38 completed the teaching in FE and skills question set; 90 for the accessibility and inclusion questions; and then 9 had completed the HE teaching questions and the library and learning resource questions. So just to take you through some of the analysis. The first set of questions they were asked in the feedback form, were around ease of use of the discovery tool and how easy they'd found various aspects of the tool. And that included the signup process, the dashboard, format and flow of questions, and finding and using relevant question sets, and then the report. So this is an analysis of those responses by organisation type, you can see that orange they found them very hard to use, grey was quite hard, yellow was quite easy, and the light blue is very easy. And of the total responses that we had across all those five discovery tool elements, over 90% of staff from UK HE, FE, and non UK organisations found all aspects of the tool either quite or very easy to use. And overall 80% of staff from a UK independent training providers found it quite easy to use.

We also asked them about ease of use by each of those elements of the discovery tool, including the reports and all the various aspects, and very reassuringly over 90% of staff found all elements of the tool, quite or very easy to use. And I think the highest was on the signup process in the dashboard at 97%. And next was format and flow of questions at 94%. And then the report was at 93% and finding using relevant question sets at 93%. And so respondents were also asked for further comments on what did and didn't make sense to them. And several staff members provided responses that the tool made sense, and it was easy to use. key benefits seems to be that staff had learnt more and reflected on their digital capabilities. But we'll say a little bit more about benefits a little bit further down the line. And they're just a couple of sample quotes. In terms of areas for improvement, one key theme was around relevance - so there were some comments around certain aspects of the tool weren't specifically relevant to a respondents context. And again, we'll come back to that issue a little bit later on. Another area of improvement mentioned was around language, assumed levels of knowledge for those who may be a bit less confident with IT, some reference in some comments to the length and complexity of questions and reports with a few finding that the process could have been simplified, and a little better explained. But, you know, we're always trying to work with that balance between clarity and length in terms of balance around questions and reports. So we can have some discussion around that later. But that these comments need to be set in the context of those overall very positive responses from the majority of staff.

So section two of the feedback form focused on usefulness. So staff respondents were asked how useful the discovery tool elements were. Blue was didn't use it at all, orange was no use at all, grey quite useful, and yellow was very useful. So overall, most elements were considered quite useful or very useful, only a small number of respondents finding things not useful or not using them at all. With 86% finding answering questions quite a very useful 87% finding the information in the report on the visualisation quite or very useful. 83% found the developing capable and proficient ratings quite or very useful and 81% on the resources. So again, reassuring figures there. Responses on usefulness varied by type of organisation. So this chart showed the differences with blue being no use at all orange being quite useful, grey being very useful. And they show that 90% of staff in UK higher education and almost 90% of staff in further education finding all elements either quite or very useful. And almost 100% of staff from non UK organisations finding the tool quite or very useful, which is interesting, shows the usefulness of the service broader than just within the UK. So the comments on, oops, sorry, so this is about asking staff whether they plan to follow the suggested next steps. And again, over 80% of staff in UK higher education or further education were agreeing that they had already, or planned to, follow the next steps. And that's good news, because most people would be completing the feedback form, excuse me, at the point at which they’ve completed the question sets, so they may not have yet had time to explore the resources. And that's just showing their intention to do so. Further comments on the usefulness of the discovery tool did vary, many respondents provided very positive feedback and praise. That's just a couple of the quotes that we had on that qualitative feedback. And then in terms of areas for improvement, again, these generally echoed some of the open comments that we had in the section before. And several staff members also highlighted that reports were useful, but they maybe hadn't yet had a chance to view the resources, and that they were going to be doing so in the future.

In terms of the overall experience of staff in terms of their understanding, again, very reassuring over 80% of staff are agreeing that it helped them assess their own digital capabilities. So these are important because these give us some evidence around the benefits that staff are finding from using the discovery tool. And over 75% agreeing it helped them understand what digital capabilities were. And apologies because I updated these slides just before we came on, oh no that's right, over 50% were agreeing it helped them develop their digital capabilities. And that's really important, because as I say, they would have only completed this feedback form at the point at which they completed the question sets. And so pretty much not really at the point that they'd had a chance to engage with the feedback or the resources. And so I think that's reassuring that over 50% are already agreeing that that process of running through the questions had helped them develop their digital capabilities. And over 70%, were agreeing that the feedback was useful, and experience was positive overall, and just under 80% agreed that the interface was well designed.

In terms of overall ratings, as you can see, all the overall feedback was very positive with staff making use of resources and agreeing it was useful. And nearly 80% of FE staff, over 80% of HE staff and staff from outside the UK rated the tool either good, excellent or best imaginable. And these are just some of the other positive quotes, it would have been nice to have included all of them in here. I did particularly like the one at the bottom, so I've made that a little bit bigger! But it's nice to see some of the enthusiastic responses that we're getting from staff. I'll give you just a moment to read through those. I think one of the key benefits does seem to be that staff like the opportunity to reflect on their skills, and they appreciated the feedbacks, the pointers, and also found an accurate representation of their strengths and areas of development. And just to share also just a few of the best and the worst comments there. Again, a range and again, some on one side and some on the other side so a varied set of responses. And I like the fact that one of them had said the worst aspect of the tool was learning how little they actually knew. So that's just a summary of the staff feedback and before I move on to that are there any questions? Okay, I’ll carry on.

So in terms of the student responses, we had 182 responses from students on the feedback forms, and they completed the discovery tool between the 2nd of September 2019 and the 18th of August 2020. And these again, were from a range of organisations that included colleges, universities, but also other UK organisations. The majority of respondents were from colleges and universities, very few, the sample size for others was was very, very small. And 87 of those student respondents had completed the question set for new and arriving students and 91 had completed the current student question set. So when asked how easy they found various aspects of the discovery tool, from the left there you can see the dark blue is impossible, orange was very hard, grey was quite hard, yellow was quite easy, the light blue towards the right, very easy. So a majority of respondents across all organisation types finding the tool very easy to use. Over 90% of students from all organisation types found it quite or very easy to use in terms of ease of use by discovery tool elements, so again, they were asked how easy it was to use the reports the finding and using the question sets, format and flow questions, dashboard, signup process. With over 90% of students agreeing or strongly agreeing that all elements of the tool were easy to use.

And here's just a couple of examples of some of the positive quotes that we had from students. I think many, were suggesting that there, there wasn't anything further that we could do to improve the discovery tool, which again, is very reassuring. Areas for improvement, that was just an interesting comment from one student, they'd love to have the full set of questions available to them after they completed it. So they actually had a checklist of the actual activities that they didn't take that can serve as a to do list for their future learning. I mean, obviously, we do provide feedback in their reports. But that's that was an interesting suggestion to consider going forwards. In terms of overall usefulness, over 90%, finding all aspects of the tool either quite or very useful, so very useful was grey, quite useful was orange. In terms of whether they plan to follow the next steps, over 90% of students in universities, 80% students in colleges were agreeing that they had already, or planned to, follow those next steps in the report. And again, just some comments there on the usefulness, overall usefulness of the discovery tool.

And just to highlight one of the areas for improvement, which is interesting, because again, we do get, we do get feedback that says something about length, but also about wanting to sort of shorten and make much lighter some of the content. And here we had a comment, asking for some more in depth questions, to enable us to get an even better picture of them to make the analysis that was made. So in terms of the overall experience and understanding of students, again, we have over 80%, agreeing it helped them assess their digital capabilities. So again, in terms of the benefits that they're finding from the tool, over 80% were agreement, it helped them understand what digital capabilities were. And that was slightly less for staff 70%. Over 70% agreed it helped them develop their digital capabilities, which is pretty strong, we had that over 50, just over 50% for staff, and over 80% agreed that the feedback was useful, the interface was well designed, and overall the experience was positive. So all round, the feedback from students has, in general been slightly higher than the staff. And overall feedback positive across all types of organisations and 95% of the university students and over 70% of FE students rating the tool as good, excellent or best imaginable. Some of the positives from the qualitative comments there picked out for you to have a read through.

And some of the free text comments around areas for improvement. Picking up on some of those issues around relevance about maybe there being too much information to engage with, concise pointed report, and focused suggestions. And just a snapshot there of some of the best and worst comments that we had.

So finally, really, I just wanted to highlight some of the more detailed analysis we're looking to do around some of the themes. And I think they're useful because they can highlight some of the things that we often have conversations with, with you, around implementation of the discovery tool, as things that we can focus on in terms of the messaging around the tool for staff and students. So there's something about making clear that they're, you know, the goal of the tool is not to is not assuming that they need to be proficient in all areas of capability, and that they have to consider the actions and the resources that are in the reports and the feedback that they get, in the light of the context of their own roles, their own subjects. And that some supporting conversations around the report can be really useful in helping them focus and target their actions down into something that's much more specific for them. We do also have obviously the different question sets that do get more tailored for particular staff, and staff in particular groups. So that's another way of addressing those issues around relevance and tailoring. And there was something about, a number of comments around them understanding where reports were on the dashboard and not being sure that they could return to their reports once they're done them. So maybe just again, just some guidance, making it clear that that when the tool is introduced, that the dashboard is there for them to return to at any point, that they can return to their reports at any point. And they can retake their reports at any point. And there was a couple of comments about not being able to progress through questions. And I think that relates to the issue that they do have to move the slider bar in terms of the confidence questions. And so again, just a question to be aware of that might come up in in your sessions. And in terms of follow up and support, a few comments around they weren't quite clear where they could get support, or how the reports were going to be followed up. So again, just something to think about, really, in terms of the planning that you do to make sure that there's a clear a clear strategy there. And finally, just around ensuring benefits are clearly communicated. So there were some comments, you know, just saying, I really don't know why I’m being asked to do that. I mean, hopefully, we're getting less of that in the current context. But just emphasising really, that they need to be really clear on what the purpose is, and what the benefits will be to them, and maybe to you as an organisation moving forwards.

So that's it from me, and happy to take any questions on any of that, or any comments, reflections, whether that's sort of fitting with the experiences that you're having?

## Participant

Lisa, can I ask a question, please? Hi.

One of the questions that I've been asked is, is it possible to overlay a report? So people who've taken the questionnaire, they've got a report, then they've done some stuff, and they want to look at the distance travelled. And as far as I'm aware, the only way that they can do that is if they retake the question set, at which point their previous resort report is overwritten. And they, one of the questions that was asked is, is there a way of comparing the two without actually either printing them off or saving them and trying to look at them side by side?

## LG

Thanks, that's a really good point and something that we have had raised before as well. And currently, the answer is no to that. So it works in the way that you've described. And I think that's something that we can take forward into the session next about sort of further requirements, because that's a really good suggestion. Thank you.

## Participant

Yes, I think that that was what they were saying, you know, somebody said, you know, if you sort of printed it off on a clear sheet, you could overlay it somehow. But that that was what they were talking about was, you know, I want to be able to show that I've made a significant improvement.

## LG

No definitely, thank you. Any other thoughts? Well, hopefully, you're all heartened by the, by the stats there. I think they all report, you know, very positive, that's great reassurance not to say there aren’t further improvements that we can, we can be making, but overall on balance, it seems to be working well for many staff and students. Okay, so I'll stop there and hand over to SF who's going to take us into the next session.

## SF

Okay, so the next part is really, for yourselves. I mean, it's about you. Just to introduce myself, I think probably, I know quite a lot of you here already. But to anyone who doesn't know me, I'm the product owner for the data and digital capabilities area. So my responsibilities then are kind of around new developments and enhancements to our existing service. So really, very, very keen to hear from you about what your thoughts and ideas are, around how we could make the service better. And, and really anything that's not working or anything coming out of those evaluations or things from conversations that you can feed into. And really what we want to do is make sure that the service feeds in to your organisational objectives or your personal objectives. So anything we can do to help you with that. It's a chance to discuss today. And so it's not just about the discovery tool, I'd like everyone to think quite broadly about the whole area of building digital capabilities, you know, So could it be that, you know, it could be about the new online maturity toolkit that we've launched, the audit tool, or any products in that area at all. So, thinking of the wider context, can I just do a little straw poll check, how many people have seen either of these reports before. So just to say that the learning and teaching reimagined report is is a very new one, it was just launched last week. And that was with a number of organisations working together. So UUK, Advance HE, Emerge Education. And it's quite an extensive piece of research done kind of post COVID, on what the needs are, and what the recommendations are really, for institutions and organisations. And one of the key themes that keeps coming out in that report is about the need to focus on blended learning. And as we know, if you're going to look at blended learning, then that needs to be underpinned by staff skills, confidence in digital capabilities, but also around the curriculum, and designing a blended curriculum, designing for digital capabilities in the curriculum. And then similarly, this,

## LG

But we're not seeing your shared screen.

## SF

I wonder, oh, gosh, thank you. Maybe I haven't actually clicked share? Oh, there we go. Okay, so um, I've got, yeah, I've got these open in a browser window. So yeah, if you haven't seen those, I would really strongly recommend having a look at them. So this is the learning and teaching reimagined report here. And sorry, I'm just going to go to the main page here. So you can see some of the recommendations they've made there, to make sure that you know that you've got that strategic approach to digital. And you know, if this helps you to make the case in your organisation, then that's a really good way to use these reports, I can put some of these links into the chat if you'd like, Oh, thank you, CK, thank you. And on the far side, there's the shaping the digital future for FE and skills. And again, that makes similar recommendations. So it's clear that we're on the right track. But I think what I'd like to work with you on particularly is is drilling down into the detail of what that actually means in terms of the tools that you're using, in terms of what you can do with the data that you're getting from the discovery tool, how you're supporting individuals. Thank you, CK, you know, to work on the actual detail of realising that. So the following slides are not in any particular order. And they're not nearly as beautiful or formatted as LGs. But it's really just to open the conversation. So what are your priorities in your organisation? Why did you subscribe to the digital capability service? And what are you hoping to get from it? I'm going to start picking on people, here, any volunteers? I mean, employability was coming out as a key theme across a lot of the conversations that were had as part of that research. So would you say that employability is, you know, kind of improving the digital skills for students in the workplace, it's something that's important for you, you can type something in the chat or take the mic.

## Participant

I’ll just come in here from Scotland's Royal College, what we're using it for primarily is that the staff cohort, we're just building it, it's sort of a champions environment where we find out who are the champions of certain skills, skill sets, and we're kind of using the Microsoft Office 365 platform to do that, by adding in our skill sets. And so we've found, we've done the digital capabilities for our staff, and now we're seeing where the strengths and weaknesses are. So we're asking staff to tag themselves as you know, experts in this area and that area or, and so it's just to build up an environment of knowing what staff can do and where to go to get help. So it's been, like, very useful for us in that in that way.

## SF

That's great. So yeah, it's it's pretty useful to know that, that you're using that champion model. And are you when you're saying what areas they good at and where they'd like to work on? Are you actually using the the digital capabilities framework?

## Participant

Yes, yes. Yeah. Yeah, we're using that as the sort of foundation for it anyway. So well, obviously, within ourselves, our own organisation, we got specials, like specialities, and different sort of, you know, scientific areas of excellence. So we're just kind of using it as a framework and a guidance to guide us on where the skills lie.

## SF

Oh, thank you, thank you that’s really helpful. It that similar for others? Oh, I got a message, CPD for staff and student development and future work place at programme level. So are you actually kind of including digital capability, you know, designing digital capabilities into the curriculum as part of that?

## Participant

So yeah, can you hear me okay? Yes, yes. We kind of feel that the approach at programme level, so that we can make sure that students are thinking about their digital capabilities in terms of what they need to do in their studies now, and then obviously, their future career aspirations, some of which are very defined like students on pharmacy, for example. So they've got very clear ideas. For others, it may be a little bit more general about what they feel the digital skills that they will need to be, to sell themselves and to enter the workplace initially. So we obviously use the, use the surveys, the digital insight surveys, and we sort of look at where students are feeling that they are supported to develop their digital skills, or otherwise. And we're just sort of looking at how we can assess how digital skills are developed to the programme level, and what activities can be developed a little bit more or built in to enable students to do that. And one of those things would be in their first year in the first semester, completing the discovery tool, so that they can obviously get a benchmark for themselves and talk to students about taking ownership of your digital skills, what tools we have for them to be able to do that. So that's where we are at the moment.

## SF

Oh, thanks for sharing that. And are you actually using any of the kind of support we've got for adding your own resources or pointing people to your own institutional CPD at the moment?

## Participant

We haven't been adding in our own. Although we may be having a change of situation with our access to LinkedIn Learning. So we have been making quite a lot of use of that and trying to point students towards how they use that effectively for the things that, you know, once they've maybe engaged with one of the shorter resources at the end of the diagnostic tool, when they've chosen something that they feel is important to them, how they can use things like LinkedIn learning. But we might be looking at perhaps our own resources, but not at the moment.

## SF

Thanks. Okay. Anyone else? Are you doing the same.

## Participant

So we're doing similar sorts of things. We have used, we have added some of our own tools, our own resources. We're using it very much to be a catalyst for conversation for staff development. So, digital is a push that we're doing throughout the organisation. So during colleagues one to ones, one of the strands we’re asking them to prioritise is digital. And then the report that they have is obviously the catalyst for that conversation on which areas they wish to develop. And it's just, we found that because as some of the feedback said, that was shared earlier, lots of colleagues are slightly overwhelmed with the volume of resources and things that are signposted. So we found that having a conversation with a manager where they look through the report together and pick out which which areas are a priority to them, and which resources they're going to do, as a way of just unpicking, and for those who are slightly overwhelmed by the volume of resources, enabled them to choose ones that were relevant to them.

## Participant

I would definitely agree with that. And, and probably would like to have a conversation with you about that, because that's one of the things that that we found with our pilot groups, because we're just at the beginning of this journey. There's an awful lot that you could do. How do you choose what to do? And for us, our initial priority was to support the Office 365 rollouts among staff in the college. Because we were finding that staff were not using OneDrive, they were not using the Microsoft packages effectively. And they were struggling with teams. And that was before we went into the COVID world. But I think one of the things that that we're finding we're having to do at a local level, is actually identify the specific packages for people. So I know that Lou's done a lot of work to link the Office 365 tools into the Jisc carousel. What we're finding we're having to do within the college is to take that and break it down. So to say, you know, if you're at the developing level, these are probably the specific Microsoft resources that you need. If you're at a capable level, this is what will take you on to proficient. If you're proficient, this is what you might want to be looking for. So we've really had to, to break it down into bite sized chunks for people. So we've established a link from the carousel item out to our own learning and development hub. And that's where we're building this rack of resources. Because I think for some people, it is about, there's so much choice, where do I start? And making sure that they're doing the things that will add value in the organisation, and not just oh, that looks interesting, I'll spend 20 minutes exploring it. Yes, we want people to do that bit. But we also want them to spend 20 minutes exploring how to get their files onto OneDrive. And how to use Microsoft Teams, so similar challenges.

## SF

Thanks, thanks, I’ve just seen a question there, a question about understanding student reported data. Yeah, go for it. Thank you so much.

## Participant

Thanks, I'm specifically looking at supporting student digital skills within the institution. And one of the big things that's come out of this is that reporting for the data is based I think, on the HESA/JACS subject codes, and trying to map that to our students at undergraduate, postgraduate and doctoral level, and understanding it at a department level, is proving really problematic. So it reports how students are doing but in things that don't really make sense to myself, and hence, the department's directors of teaching and learning. I'm sort of, I suppose, looking for some support or help as to help to make sense because the heat maps and everything, they're great. They just don't really mean anything. And we're getting such a divergence of reports on capabilities, what we're trying to do is really understand that, ideally, down to a programme that will put at least at a department level, because clearly different students from different academic backgrounds have very different needs in terms of digital skills and capabilities.

## SF

That's really useful. And it does actually take me on to the next thing that I wanted to talk about. So yeah, if you've got anything further on this slide, then do pop it in the chat. But I think also thinking about the time I will move on, because the next thing I wanted to ask was, how could it be enhanced? And we've had, obviously, you know, the team has a lot of conversations with them, with our subscribers, and there are kind of certain themes that come out. And I think what you were talking about there, Kevin is the second thing here, about customisations. Yeah. So it's, it's always I mean, I've just listed a few of the themes, if you like, and there's a lot of detail in in some of these. And, and I'll just give you a bit of background as to how it works, basically, because you, those of you who've seen the data, you'll see that you can see this, the values for your own organisation, and then you can see them benchmarked. you know, nationally, in your sector. The trade off is always between the usefulness of the benchmarking and the usefulness of your own data. And so we've had some thoughts about this. And I think what I was going to come on to towards the end, but I will say now, actually, is what we'd really like to do is work with, with some of you, I think, you know, some of the ideas that you mentioned earlier on, around things that you're doing in your organisation's we'd really love to kind of work with you closely to see how we can support you with that. And this might be another one. So you mentioned subjects and departments. Is there kind of one that you would choose, is it kind of subjects for the students, because students can obviously see into the level of study as well as their subject area.

## Participant

So is this still aimed at me? Yeah, yeah. Yeah. So I met with an Associate Dean for one of our faculties and because it's anonymous, obviously the students getting the information. So you know, there are always opportunities for us to get academic tutors to sit down with students and for them to reflect on their reports and discuss their reports and look at the recommendations but institutionally, what we want to be able to do is by faculty, take those visualisations and say okay for a head of department, these are the responses of your students sitting within a particular department within the university. And then to identify from that, areas in which students are reporting high low levels of confidence. First then to look at how we relate those back to institutional resources that we may have. I think, essentially, we want to be able to use the information from the tool to help us determine which resources we've already got to evaluate those effectively against that framework. And for us to identify needs gaps, where the resources we need to build. At the moment, we have, you know, a sort of cross institutional, we can look up in new and existing students, we can look at particular levels, but we really can't understand where our students sit within the responses that we're getting back. And it would take away from the anonymity of the tool for us to then try and get back to the students and say, did you complete this? Would you send us your report, so we can actually look at it and really understand are there groups of students within particular levels of their education, or particular subject areas who are identified because of the activities and tasks that we're expecting them to do, particularly in the current teaching programme, where those needs are. So if we're asking students to participate with online learning, clearly, we expect some of those capabilities which identifying them to do collaborative work, working online managing tasks, etc, etc, that they may be struggling, that usual thing, they won't necessarily have those skills or understand that they have these skills. And we need to give them the reassurance that they have or to identify resources that will support them.

## SF

That makes a lot of sense to me, yes. So is that echoed by others in the group today?

## Participant

I suppose I think the same is true for staff, heads of faculty want to know what their staff needs are, so that they can support staff development. And that's true for us in the learning and development function. We want to know what staff needs are so we can tailor the resources appropriately. Whether that's using our existing resources, or whether it's sourcing new ones. So I think, you know, it's the same issue from the staff perspective, as it is from the students perspective, you know, who, where are the gaps? How might we sell them?

## SF

Thanks.

And so just a balance this, is anyone using the benchmarking information that you get from departments at all?

No? Because I think I had a kind of idea about this, which is that I think, sometimes I can imagine that it's useful to benchmark subject areas, you know, like, how are my computer scientists doing compared to computer scientists across the UK? But given that departments very rarely slot in precisely into the headings that we've given you? Do you think anyone would mind if we lost the benchmarking there completely?

## Participant

I'm going to jump in again, I think it's I think it's useful, but I think it's only useful if you understand what that benchmarking means. And I think, you know, I absolutely agree with the last participant, it's the same for staff. For us, for all tools, there has to be purpose, there has to be meaning. And I think trying to show this to academic staff at the moment and say, you know, your students are reporting this and please don't worry, because that's fairly normal across the sector isn't really useful, or actually our students are assessing themselves as being higher or lower is really useful. The problem at the moment is that we have subjects like agricultural or medicine and dentistry and things, we don't actually run those types of courses. But clearly, some of our students may be in bio sciences or whatever else are being reported in there. And therefore, that's where the difficulty is, it's not that the information isn't useful, it's just that we're struggling to really get down to a level where we really understand which students are sitting in which groups and therefore, for those, those senior staff to understand. And I guess the same would be the same argument for staff, if they don't really understand where their students are sitting, they become less inclined to engage with the tool themselves, and it becomes cyclical.

## SF

So that's very valid, and you're echoing, you know, things that have been fed back to us over the past year in individual conversations. So just a little word of warning here, just the fact that I'm agreeing with you doesn't mean that it's something we can do quickly. It's kind of quite deeply embedded in the discovery tool, the way that that mechanism works. And but I mean, certainly, if enough people, and it sounds like there are enough people who would be interested in this, it's something that we would kind of put at the top of the list of things to explore doing. What about the other categories there? Is there any kind of demand or appetite for new question sets? Particularly data capability?

## Participant

I mean, from a sort of business support side, there was the, potentially data capability would be something that would be of interest. I mean, I think we're keen that both academic and business support staff develop the digital skills. So something that was a question set with a focus potentially on more of the business support elements may may be useful.

## SF

Yeah, thanks. I think it is the whole area of kind of data capability has just evolved so rapidly, just in the last couple of years, I’d even say. And sorry just looking at the chat there. But yes, I think some of the skills around data, it's almost about understanding what data is available and what you can do with it. For planning, that's useful. What about research? Anyone come across a demand for question sets for researchers or professional staff or any other group of staff or subject area?

## SK

I’d be also interested just to see which question sets you are directing your staff to? You know, we know we've got the new question set around effective teaching online, and know there is the focused one around accessibility and inclusion. So just be interested just to hear whether, whether everyone is focusing just on getting the minimum there with doing the generic question set, and what pathways you then are putting through for staff, thinking about those more roles specific or theme specific questions?

## SF

I was just saying, we look at the stats every month don't we with the team. And we know that they are being used, but we're not quite sure about the mechanism that that people are using to roll them out. We don't know whether people are trying them randomly or whether you're saying, you know, accessibility is a focus or effective online teaching is a focus.

## SK

It’s those self-guided pathways through that, I think would be very interested in just hearing people's thoughts on.

## Participants

We've certainly told people to start with the basic question set, because we think that is a good place to start, and are looking at, then, for our teachers, obviously the teaching question set. That's one of the comments we got back, typically, oh, that means teachers have to do twice as much as support staff, because they have to do two questionnaires and support staff only do the one. And yeah, okay. And but I think if certainly for getting organisational level data, getting everybody to start with the basic level questionnaire is a good place to start and then using the others more as sort of CPD activity to say, OK, so then let's look at it in terms of your role, then let's look at it in terms of accessibility. But I think to get benchmark data, we need some consistency for benchmarking.

## SF

And I've also scribbled on the the earlier comment about a term overlay reports as well, which I think is interesting. And finally, I think in the last couple of minutes, I just mentioned the last one, so things like tracking individuals has not really been how it was designed originally the discovery tool, it was designed to be personal, reflective, developmental, but increasingly, we're kind of, well, we've had a few people say, you know, can we track what resources are being accessed? Can we track, I think the overlaying reports was about tracking student progression. So would you say that's a theme and across the board that’s coming through?

## Participant

Absolutely. I don't think I don't think it has to be anonymous, or, you know, or not, I think I think being able to see students who have engaged with the moment, we can simply see how many students have engaged, how many have completed, how many are in progress, but we can't then see those next steps to see if there is any correlation between their assessments and something within the tool that they've accessed, which I think therefore, listening to some of the earlier, comments from other people, means that everybody's scrambling to try and create content outside of the tool that maps back to the digital capabilities framework for their own resources in many ways, trying to keep that in a space would be helpful to us. Because again, we expect students to identify areas of development, but to understand that they don't necessarily need to do anything about that now, or that might actually be, while it's a developmental area, may not be something that they need to do. The more information that we can see about that journey through the tool to the skill to the competency to the impact helps us in terms of future students and future development.

## Participant

I think that's a good point on the staff front as well, that we promise staff anonymity, when we say that we can't drill down to see what individual users do. And I'm working in FE now, I worked in HE previously, and I know that in HE that was very important to people, they liked that anonymity and that increased engagement. I think that there's a flip side to that, which is that the anonymity can also mean, they don't know whether I've done it or not, so maybe I won't. And if we're looking to link outcomes to professional development reviews, as James was saying, then we're relying on the individual to share that information with their manager, which they should, but managers aren't able to see who in their team is engaging, they can only see that some people in their team are engaging. And not everyone. So I think it's a bit of a chicken and egg really, in that if we can see who's engaging, whether they be staff or students, we're able to look at who isn't, and therefore, where we target some support. But on the other hand, the fact that we know who's engaging, maybe will turn some people off. So I'm not exactly sure what the answer to that question is. And I don’t doubt that anyone else will fully, but I think it is worth considering whether that's an option that you can, can turn off or on, or you can make it available to people at certain levels in the organisation. Because, ultimately, you know, we're doing this because we want to see an improvement. And certainly, it, I guess it's the same for everybody, it's certainly true for us in FE, that that has to be a measurable business improvement, we want to see a return on our investment. So we need staff to engage, we need to see who's engaging and what they're doing. And then we need to measure the distance travelled.

## SF

It's really helpful, actually. And it's really interesting how, you know, I've been with the service for a few years. And it's interesting how perceptions are changing, and culture in organisations is changing. And our needs are getting, you know, more finely honed, and just, I've just noticed the time, just thank you very much for engaging with this. Just to say very quickly, finally, before I hand back to Lisa, is we would love to work with you. If you'd like to try the new audit tool, or if you'd like to discuss anything that we've talked about today in any more depth, maybe just put something into the chat pane or something so, we know you're happy to be contacted. I'll hand back to Lisa with that. Thanks,

## LG

Thanks. Do you have the next slide?

So just to finish off, really just a couple of reminders. We, as hopefully you will know, we have a community practice event next week. And we're delighted that some of you are able to share your experiences with us during that event. If you haven't registered for it, please do, there's a link to our event form where you can do that. We've got some excellent sessions, that the agenda has been updated on the event page, so you can see everyone who's contributing there.

SF has already mentioned our new model, the organisational maturity model. And as she said, we'd be delighted for anyone really to work with us on just seeing how that can be used in practice. So do get in touch with us around that. And we mentioned in the last newsletter that we have just recently launched a new group data visualisation feature, and that is really aimed at those of you who are subscribing as a group of organisations to better enable you to see a collated view across organisations of that data. So, if you are in that category and would like to be part of the pilot that we're doing, let us know. And you will also see a group data tab now on your data visualisations but that's not going to be relevant to all of you. Just a heads up that there are some changes coming to our privacy statements around retention periods of data. And we will be in touch with you next week with a communication around that so if you have any queries, again, get in touch with us at [help@jisc.ac.uk](mailto:help@jisc.ac.uk) and we can pick those up. And finally, just a reminder that this recording of this webinar, and all previous support webinars for the service are all available from our subscribers hub support and community page. So you can dip in and pick those up at any point. And on that note, I'll just see if there's any final questions or queries?

No, lovely, well, thank you so much to everyone who's engaged with the session, we really do value your feedback and helping us think through the complicated issues of how we work with you to improve the service further. So that's been very valuable. And I look forward to seeing you all either next week or one on one of our next webinars.

Okay, thanks, everyone.

## ME

Thank you, everybody.