

5. How good is the access we offer to software and services?

- Students know what is available for their use and recognise the digital services provided by the institution, e.g. library subscriptions and databases
- Students have access to generic tools e.g. email, browser, productivity software (e.g. Office), presentation software, reference management, online discussion spaces, timetable and calendar, file management
- Students have seamless access to course content, both internal (lecture notes, journal subscriptions, e-books etc) and guided access to external content
- Students are not unreasonably restricted in their use of personal and social digital services, apps, cloud applications and networks although with students under the age of 16, online safety is the over-riding concern and more restrictions will be necessary
- Students have access to specialist software and systems, licenses and access agreements relevant to their workplace and course of study
- >> Students have industry-standard software and systems to learn on, where relevant
- Students have access to modern, accessible, reusable digital resources (e.g. screen casts, virtual labs, animations e-tutorials)
- There are up-to-date recommendations to students on third-party educational software, services and apps to support their studies (especially low-cost/free)
- Students are involved in regular review of institutional systems to ensure they are meeting their needs for ease-of-use, functionality, and interface design

Enhancing the digital student experience: conversations that count

Benefits:

Design student: 'It's very important to me that we're learning on the latest versions, otherwise you'd have to start paying for courses to get you up to speed before you could even look for a job.'

Graduate student: 'We would tend to share apps and web sites we use, usually the free ones or with a thirty-day trial offer – no-one can afford to buy software when you're a student.'

For more information, visit: bit.ly/jisc-digitalstudentproject