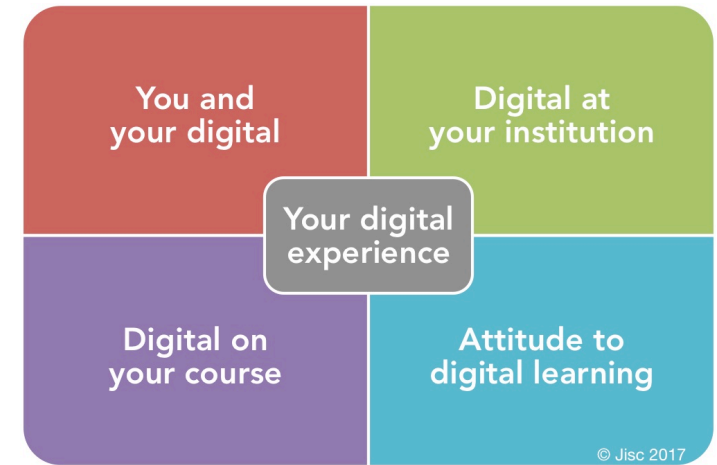


This version of the Student digital experience benchmarking tool has been fully updated for 2018 and mapped to the Digital experience tracker (student survey) version 2017-18. This means it can be used to map and monitor tracker data in key areas. The purpose of the benchmarking tool is still to support conversations between staff and students, whether or not the tracker is used.

The four areas of the student tracker survey have been used to update – and in some cases extend – the original 12 benchmarking factors.



Using the benchmarking tool

- Gather stakeholders – discuss each issue and consider where the organisation sits currently along the spectrum.
- Each column builds on the one before. However:
- You may find some more ‘advanced’ features appearing before some less advanced ones. This is a guide only - organisations are different!
- More likely you will find that practice is more advanced in some parts of the organisation than in others. This is an opportunity to identify and celebrate the good practice, and encourage others to aspire.
- Use these conversations - with staff and students - to identify priorities for enhancing the student digital experience. Where is the organisation doing particularly well, or falling particularly short. What next steps will be achieved, and by when?

Using the benchmarking tool with the tracker

These are ideas for using column 1 of the new benchmarking tool.

- Students can base their discussions in part on findings from the tracker survey. For example, column 1 could include headline messages from relevant free text questions, and/or statistical findings.
- Tracker leads can map priority issues from the tracker survey onto the benchmark, and identify the relevant 'next steps'. These next steps could be communicated with students at the same time as feeding back the tracker findings (e.g. in a 'you said, we did' style)

Good practice principle	First steps	Developing	Developed	Outstanding
Students' digital access ('you and your digital')				
<p>Students are supported to use their own devices for learning (Bring Your Own Device or BYOD)</p> <p><i>Relevant data from the student Tracker:</i></p> <p><i>Qu 4: personal devices</i></p> <p><i>Qu 5: personal digital practices</i></p> <p><i>Qu 9 (support to use my own digital devices)</i></p> <p><i>Qu 10: sources of support</i></p>	<p>Students can use their own devices/services on campus networks: restrictions are reasonable and fully explained.</p> <p>Teaching staff do not discourage students from using their own devices in class unless there are reasons why switching off is necessary and/or supportive of learning.</p>	<p>Students can use third party services and media e.g. Google, Dropbox, Facebook, Skype, youtube, alongside college/ university systems.</p> <p>Loan and/or preferential purchase schemes available for some students.</p> <p>College/university systems optimised for mobile.</p> <p>Secure storage for devices on campuses.</p> <p>IT support is oriented on students' own devices and services.</p>	<p>Clear BYOD policy linked to policies designed to redress disadvantage e.g. loan and purchase schemes.</p> <p>Students have on-demand access to support for using their own devices and services.</p> <p>Students are advised on the applications, online resources and skills that will be most valuable in their course of study.</p> <p>Access to personal digital devices is enabled for all learners.</p>	<p>Learners are fully involved in developing policies and practices around personal device use.</p> <p>Teaching staff give learners control over how they use their own devices and services for learning.</p> <p>Students can access (and offer) peer support for effective use of personal devices and applications.</p> <p>Students have access to 24/7 support e.g. video for a wide range of personal devices, software and services.</p>

Good practice principle	First steps	Developing	Developed	Outstanding
<p>Students are prepared to study with digital technologies</p> <p><i>Relevant data from the student Tracker:</i></p> <p><i>Qu 5: Personal digital practices</i></p> <p><i>Qu 10: Sources of support</i></p> <p><i>Qu 17 (three items on digital skills)</i></p>	<p>From the start, students know what hardware, software and services are available to them.</p> <p>From the start, students know where they can get support with digital access and skills.</p> <p>Students receive an introduction to the use of key digital systems such as the library, (virtual) learning environment and any assessment systems.</p>	<p>Before they start, students receive advice about the personal devices and software that will be useful to them in their studies.</p> <p>Course introductions cover the key software to be used in teaching and learning.</p> <p>Course information covers when the relevant skills will be introduced and practised.</p> <p>Lecturers and tutors are aware of current digital study practices and are able to support students effectively.</p>	<p>Students can access college/ university systems before they start their studies.</p> <p>Students can meet in safe online spaces before they start their studies.</p> <p>There is a staged induction process, mapped to the student learning journey, with support for students' digital needs.</p> <p>There is on-demand access to resources/opportunities supporting students' digital study practices*.</p>	<p>Students have opportunities to try digital content and learning activities pre-arrival.</p> <p>Arriving students can assess their digital skills and receive personal feedback.</p> <p>New students are mentored by existing students with study skills, including digital study practices*.</p> <p>Students help to co-create the induction experience, including digital activities.</p>

Good practice principle	First steps	Developing	Developed	Outstanding
<p>Digital technologies are used to support access and inclusion</p> <p><i>Relevant data from the student Tracker:</i></p> <p><i>Qu 6: Assistive technologies</i></p> <p><i>Qu 9 (BYOD, health and wellbeing, online safety)</i></p>	<p>Learners have access to assistive technologies to meet identified needs, and support in using them.</p> <p>Information for students is accessible on a range of devices/platforms.</p> <p>Digital learning content is available on a range of devices/platforms.</p> <p>Digital policies e.g. 'bring your own' do not create new barriers to access and inclusion.</p> <p>Students have training in online safety and respect.</p>	<p>All learners are informed of the benefits of assistive technologies and how they can access and use them ('accessibility for all').</p> <p>Course activities can be undertaken using devices, software and services chosen by students.</p> <p>Staff know how to apply guidelines on accessibility and inclusivity when developing digital content and activities.</p> <p>There are positive initiatives to promote internet safety.</p>	<p>Digital technologies are used to deliver inclusivity across learning, teaching and assessment practice e.g. 'assessment for all'.</p> <p>Course content is available in a variety of media with formatting optimised for a variety of devices.</p> <p>Digital media are used to support outreach and communication, with an inclusivity agenda.</p>	<p>All digital investments and policies are examined for potential impact on access, inclusion and equality.</p> <p>Students with diverse needs are involved in developing the digital environment for learning.</p>

The digital environment ('digital at your college')				
<p>A robust, flexible digital infrastructure is provided to support C21st learning</p> <p><i>Relevant data from the student Tracker Qu. 7 (data on reliable wifi; file storage and back-up)</i></p> <p><i>Qu 13: rate digital provision</i></p>	<p>Robust wifi in study areas.</p> <p>Students have access to generic software and services such as email, file storage and back-up wherever they are studying.</p> <p>Parity of provision is the norm across campus locations and courses of study.</p>	<p>Robust wifi everywhere including social/residential spaces.</p> <p>Students have sufficient data storage for their needs.</p> <p>Single sign-on to college/university systems</p> <p>Students have reliable remote access to all their course-related information, software and services.</p> <p>Students have access to up-to-date software, digital hardware and systems for learning</p> <p>Minimal failures and down-times for core systems.</p>	<p>On-going investment in networks and services to meet changing student needs.</p> <p>Infrastructure planning is joined up with other aspects of the student experience.</p> <p>Foresight and flexibility to accommodate emergent and specialist uses of technology.</p> <p>Students can access their own learning data e.g. grades via a dedicated interface / dashboard.</p> <p>Multiple redundancies ensure robust, reliable service provision.</p>	<p>Five-year (at least) plan to develop digital infrastructure.</p> <p>Students are engaged as stakeholders in decisions about the digital environment, along with student-facing staff.</p> <p>Students can use their own dashboards/interfaces to access relevant data and information services.</p> <p>Key digital services 'for life'.</p> <p>Students have their own web domains.</p>

<p>Real-world spaces and places are optimised for digital learning</p> <p><i>Relevant data from the student Tracker</i> <i>Qu 7 (Data on computers and printers)</i> <i>Qu 8 (Access to university devices)</i> <i>Qu 16 (Teaching rooms)</i></p>	<p>Classroom technologies are reliable.</p> <p>Students have access to computers and printers when they need them.</p> <p>Digital presentation is available in all main learning spaces.</p>	<p>Classroom technologies are fully supported in use.</p> <p>Students have access to a range of generic and specialised hardware and digital tools e.g. instrumentation, media editing suites, cameras, advanced computing.</p> <p>A variety of fixed computing facilities are available to support independent, formal and informal group learning.</p> <p>Data/lecture capture is available in all main learning spaces.</p>	<p>Wireless printing and automatic back-up (to personal storage space) available everywhere.</p> <p>Learning and shared spaces across campus(es) are optimised for device use e.g. charge points, flexible desk spaces, flexible furniture and room divides, shared plug-and-play screens.</p> <p>Data/lecture capture is available in some smaller learning spaces.</p> <p>All new builds and upgrades are informed by the current and future requirements of digital learners.</p>	<p>Five-year (at least) plan to develop virtual estate alongside real estate.</p> <p>Students engaged as stakeholders in decisions about the learning environment.</p> <p>All students can access and use digital devices in all learning spaces where appropriate.</p>
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Digital learning ('digital on your course')				
<p>Teaching staff are confident users of digital technologies and media for teaching and learning</p> <p><i>Relevant data from the student Tracker</i></p> <p><i>Qus 11 and 12: what one thing...?</i></p> <p><i>Qu. 18: rate digital teaching</i></p> <p><i>Qus 19-22</i></p> <p><i>Preferences for digital teaching</i></p>	<p>All teaching staff are able to use core systems such as the virtual learning environment, assessment systems and lecture capture.</p> <p>Some teaching staff have specialist skills e.g. online facilitation, instructional design.</p> <p>There is training for teachers in all core systems and in some additional tools and techniques.</p> <p>e-learning staff are available to support teaching staff with digital activities</p>	<p>All teaching staff can use the specialist academic/ professional technologies of their subject area.</p> <p>Teaching staff can assess a variety of digital outcomes e.g. assignments, test results, learning digital games, instrumentation and simulation environments, digital artefacts.</p> <p>There is a growing cohort of teaching staff with digital expertise, supported by e-learning specialists.</p> <p>Workshops are available to support the development of digital teaching skills.</p>	<p>All teaching staff can design digital activities to meet the demands of the topic and student needs.</p> <p>Digital pedagogies are in routine use, such as borderless or flipped classroom, open or public pedagogies, networked learning, co-design.</p> <p>There is a specialised centre or team dedicated to digital learning and teaching.</p> <p>Dedicated funding and staff support digital initiatives and innovation projects.</p> <p>Teaching staff have time set aside to develop digital skills.</p>	<p>All teaching staff are expected to develop their digital skills: there are specific rewards for digital expertise and innovation.</p> <p>Teachers and students work in partnership to develop new digital approaches.</p> <p>There are excellent digital teaching and learning projects that have been recognised outside the organisation.</p>

<p>Students have access to high quality digital learning materials</p> <p><i>Relevant data from the student Tracker</i> <i>Qu 7 (data on online course materials e-books and e-journals)</i> <i>Qus 11 and 12: what one thing ...?</i> <i>Qu. 15: the VLE</i> <i>Qu 16 (software)</i></p>	<p>All course information and much course content is available online via a VLE/Learning Management System or similar.</p> <p>Students have access to a range of texts in digital format e.g. e-books, e-journals.</p> <p>Students understand that there are different types of learning content and know how to avoid plagiarism.</p>	<p>Course materials include video, quizzes and other multi-media content where appropriate.</p> <p>Students have access to library services from their own devices and via their own interfaces.</p> <p>Reading lists include digital resources, apps, and (where appropriate) data.</p> <p>Students have support for content management e.g. reference management or managed bookmarks and links.</p>	<p>Students find, curate and share digital resources as part of their course work.</p> <p>Students have a basic understanding of different licences e.g. creative commons.</p> <p>High quality learning materials developed in-house e.g. podcasts, screencasts, animations, games.</p> <p>Students have support for choosing, using and sharing different content types and to access content services.</p>	<p>Students develop digital resources in their own right.</p> <p>All staff have access to digital media and content creation services: learning materials are openly shared where appropriate.</p> <p>Students can suggest digital content purchases and are involved in developing library/content services.</p> <p>Digital content is managed strategically, including materials created by students.</p>
<p>Digital/online learning activities are varied and add value</p> <p><i>Relevant data from the student Tracker</i> <i>Qus 11 and 12: what one thing...?</i> <i>Qu 14: Digital course activities</i> <i>Qu. 16 (online assessments)</i> <i>Qu. 18: Rate digital teaching</i> <i>Qus 19-22</i> <i>Preferences for digital teaching</i></p>	<p>Most courses offer online activities e.g. through a virtual/online learning environment.</p> <p>Some formative and summative assessment takes place in digital platforms.</p>	<p>Digital learning activities are offered in all courses e.g. online discussions, quizzes, collaborative tasks, live polling.</p> <p>A number of fully online courses are available.</p> <p>Interactive learning experiences are increasingly available e.g. serious games, interactive tutorials, simulations and virtual worlds.</p>	<p>Students undertake creative, knowledge-building activities such as coding, digital making, authoring wikis and blogs</p> <p>Students participate in authentic online activities of their profession, vocation or research area.</p> <p>Students are linked in to subject-specialist networks.</p>	<p>Students engage in authentic digital projects e.g. original design, data collection and analysis, learning in global networks, contributing to collaborative research.</p> <p>Face-to-face and online students can work towards the same awards with parity of experience and shared curriculum spaces.</p>

<p>Students' digital capabilities are supported and progressed through-out their studies</p> <p><i>Relevant data from the student Tracker</i></p> <p><i>Qu 5 Personal digital practices</i></p> <p><i>Qu 10: Sources of support</i></p> <p><i>Qu 17 (3 items on digital skills)</i></p>	<p>ore technologies are covered at induction.</p> <p>Specialist software and systems are introduced as appropriate in courses of study.</p> <p>Support and/or guidance on digital skills are available to students on an open access basis.</p> <p>There are opportunities to practice subject-specialist or career-related skills.</p>	<p>Early course tasks use digital technologies to embed digital habits and expectations.</p> <p>Digital technologies are introduced and practiced in appropriate contexts throughout the course of study.</p> <p>Assessments involve a range of digital tasks and media.</p> <p>Students have opportunities to build on and demonstrate their digital skills through project work, research/professional practice, work placements, e-portfolios.</p>	<p>Digital capabilities are fully embedded into the curriculum with assessed outcomes and specialist support.</p> <p>Students can choose from a range of media to express their ideas and outcomes.</p> <p>Digital capability is included in graduate attribute statements and assessed in course QA/ review.</p> <p>Students' digital capabilities are regularly (self)assessed and reflected on e.g. at key transition points.</p>	<p>Learners' digital skills are used as assets to support negotiation/co-creation of the curriculum.</p> <p>Students are rewarded for their digital expertise and innovation.</p> <p>Student digital champions or similar support other students' use of digital technologies.</p> <p>Students' digital skills are recognised and rewarded e.g. badges, pathways to extra-curricular awards, support for external accreditation, prizes.</p>
<p>Courses prepare students for digital workplaces</p> <p><i>Relevant data from the student Tracker</i></p> <p><i>Qu 5: personal digital practices</i></p> <p><i>Qu. 17 (digital skills, chosen career, and digital workplace)</i></p>	<p>Students have support pre-graduation to build a digital profile or CV.</p> <p>Support is available for online identity management e.g. from a careers/employability service.</p>	<p>Students have access to an e-portfolio platform or equivalent to curate and showcase their learning achievements.</p> <p>Students are fully prepared for online job searching e.g. with diagnostic tools and psychometric tests.</p>	<p>Students use state-of-the-art digital tools, and practice current digital techniques of their subject area.</p> <p>Digital employability skills and networking are embedded into courses of study; students research their chosen careers.</p> <p>All students build a digital record of their course work and co-curricular activities.</p> <p>Present-day students have access to alumni network for mentoring and careers guidance.</p>	<p>Students produce professional quality-digital artefacts and showcase these to prospective employers</p> <p>Digital technologies are used to support experiences of professional, workplace or academic practice.</p> <p>Employers are involved in designing digital experiences or awards for students.</p> <p>Working futures are actively studied and debated, including the impact of digital change.</p>

Student engagement ('your attitude to digital')

<p>The digital environment fosters a sense of belonging and supports students' wellbeing</p> <p><i>Relevant data from the student Tracker</i></p> <p><i>Qu 5 (discuss informally on social media)</i></p> <p><i>Qu 9 (BYOD, health and wellbeing, societies and clubs)</i></p> <p><i>Qu 19 (2 questions about feeling connected)</i></p> <p><i>Qu 21 (isolated; less likely to attend)</i></p>	<p>Core services/systems are easy and intuitive to use on a range of devices, including mobile.</p> <p>Students can contact support services (including personal tutors where appropriate) online.</p> <p>Students can connect with peers online in a variety of safe and supported ways.</p> <p>All students are aware of policies on safe, respectful behaviour in digital spaces.</p> <p>All students are aware of the risks of sharing content and engaging with others online.</p> <p>It is clear how students can report concerns about their safety/wellbeing and get support online.</p> <p>Student data is used transparently and ethically.</p>	<p>Students can personalise college/university services e.g. with a profile, personalised desktop etc.</p> <p>Students can choose how they receive digital information and communications.</p> <p>Key digital services such as email are extended to students before they arrive and after they leave.</p> <p>Students can get engaged with their course online before they arrive.</p> <p>Learner data is used to provide a more responsive student experience.</p> <p>Students have access to non-digital alternatives in learning where appropriate.</p> <p>Students have training in online safety, responsibility and ethical issues</p>	<p>Key digital services available to students 'for life'.</p> <p>Students have an e-portfolio, learning journal, CV-for-life or other professional toolkit they can take beyond their studies.</p> <p>Sign-up to college/university systems is treated as a means of achieving identity.</p> <p>The student digital experience is mapped from first contact to alumnus, with the emphasis on building a sense of belonging.</p> <p>Learning data is widely used by student-facing staff to provide a more personalised experience.</p> <p>Digital investments are assessed for long-term impacts on the human and natural environment.</p> <p>Students have safe spaces and skilled support to explore and develop their digital identity/ies</p>	<p>Students are consulted about how their data is used to support their experience.</p> <p>Collaborative systems promote online communities of practice across staff/student boundaries</p> <p>Students can use college services to manage and promote their own interest groups e.g. society-based.</p> <p>Prospective students, current students and alumni are connected through shared networks.</p> <p>Staff and student groups work together to explore solutions to cyber-bullying and risky online behaviours.</p> <p>Staff and student groups work together to explore the impacts of digital technology on student wellbeing</p>
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<p>Students are involved in developing the digital environment</p> <p><i>Relevant data from the student Tracker</i></p> <p><i>Qu 16 (personal data)</i></p> <p><i>Qu 17 (involvement in decisions)</i></p>	<p>Students are told where to go for help with digital issues.</p> <p>Students are told what networks, devices and hardware are available to them.</p> <p>Students are told what digital content and services are available to them.</p> <p>Students are told how the college/university uses their personal data..</p>	<p>Students understand and have a say in policies affecting their use of digital technologies e.g. fair use, plagiarism and copyright, 'switch it on', e-safety and respect.</p> <p>Some students are involved in decisions about digital provision through user groups and other feedback.</p> <p>All students know the processes for addressing problems with digital provision or online behaviour.</p>	<p>Student reps have a good understanding of digital issues.</p> <p>There is a network of student champions (or similar) who are fully engaged in digital initiatives and awareness raising.</p> <p>Students are regularly consulted about their digital experience (e.g. with the Tracker): their feedback is acted on by services and departments.</p> <p>Informal feedback is routinely sought in teaching groups and around specific services/ issues: this is accessible and engaging.</p>	<p>Students are involved as partners in developing the digital environment and the digital experience, and are trained and supported to engage fully in these roles.</p> <p>Staff and student groups work together to understand digital issues in and out of the curriculum, and to take forward solutions.</p>
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