

ESSENTIAL DIGITAL SKILLS PROGRAMME BENEFITS REALISATION REPORT 2022-2023- AND THREE-YEAR REVIEW

Executive Summary

The Essential Digital Skills Programme continues to be popular amongst King's students and has returned positive results for the third year running.

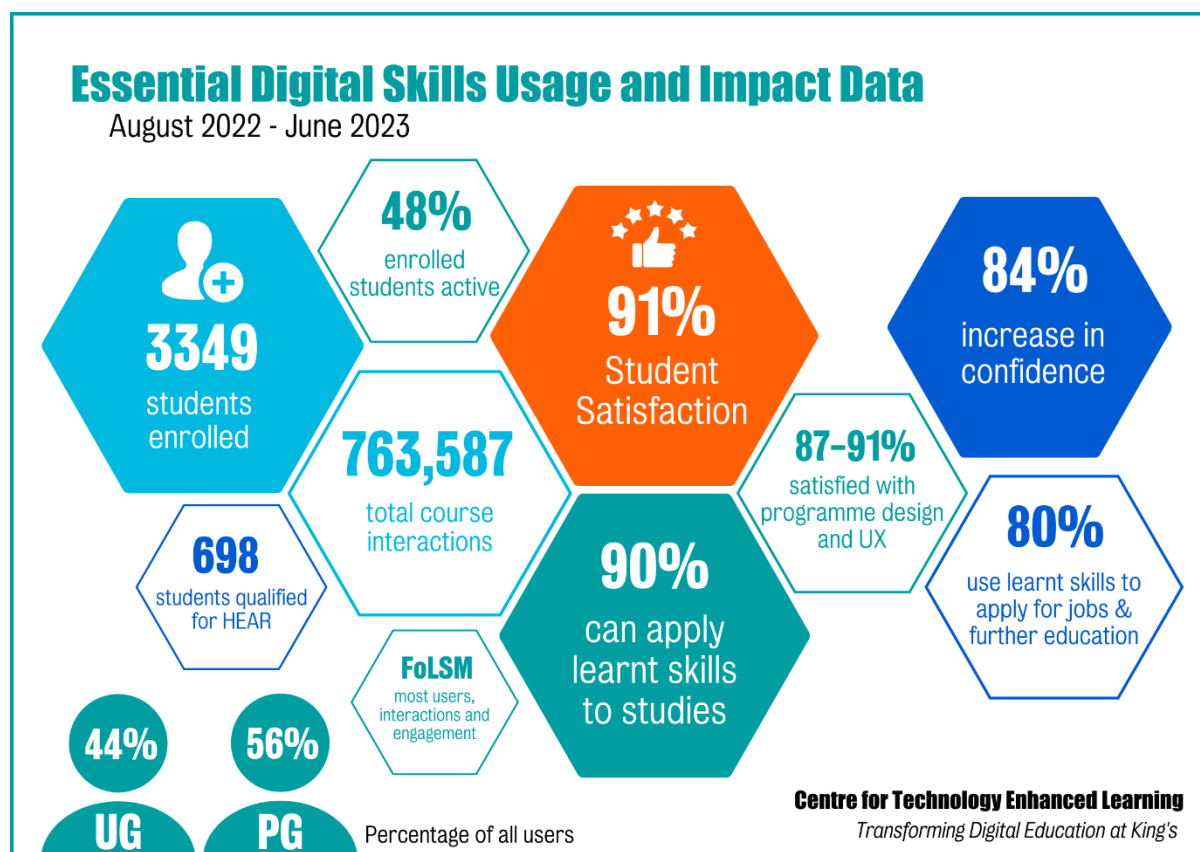


Figure 1: Essential digital skills usage and impact data

- Over 3000 students enrolled into the programme during the 2022-2023 academic year in which 48% of these students were classed as active users as they engaged with the programme KEATS page 20 times or more.
- In comparison to last year, student enrolment to the programme was down 18%, however student engagement was up 5% and the number of students qualifying for HEAR accreditation increased by 19%, indicating that enrolled students were more engaged in the programme than in 2022-2023.
- Postgraduate students continue to enroll and engage with the programme slightly more than undergraduate students, and students from the Faculty of Life Sciences & Medicine continue to have the highest enrolment and engagement with the programme, followed by the IOPPN and Faculty of Social Sciences & Public Policy students.
- The programme feedback remains positive with overall satisfaction at 91%, which is a 3% increase from last year.

- The programme continues to have a positive impact on students' confidence, learning and behaviour. 90% of the 161 students that completed the programme evaluation agreed that they could apply what they learnt to their studies at King's, 80% reported using what they learnt to apply for jobs and further study, whilst 84% reported an increase in confidence in the digital world, since undertaking the programme.
- A key strength has been the user experience (UX) design of the programme on KEATS, with results from 1462 responses reporting satisfaction between 87%-91% on the presentation, navigation, and organisation of the programme.
- Whilst most students hear about the programme via welcome to King's comms, a challenge for the programme has been getting consistent senior stakeholder engagement. More needs to be done to promote the importance of the programme to new students throughout their first year at King's.
- Overall, the results this year illustrate the value of the essential digital skills programme in supporting student success at King's. Adopting a truly holistic, highly contextualised, and fully flexible approach to learning are some of the reasons why the programme remains a success three years on.
- The Essential Digital Skills programme provides benefits for King's students and supports King's strategic goals as illustrated in figure 2.
- Where faculties have formally engaged with the programme such as in the case of the health workforce initiative, it has had a positive impact on their student's engagement with the programme.

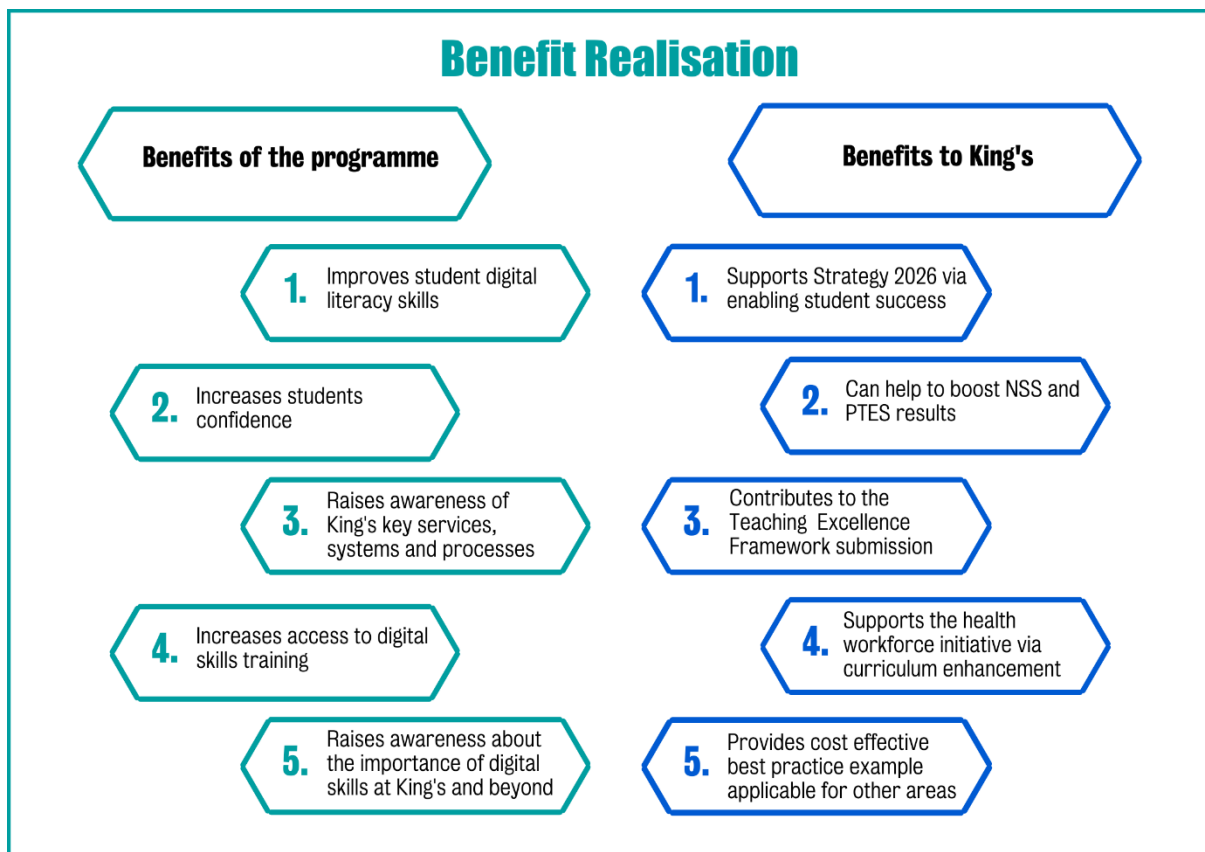


Figure 2: Benefits realisation

- The programme also supports student wellbeing via the theme wellbeing in the digital world.
- If implemented appropriately, the programme can also help to support student retention, because it reduces technical barriers to learning.

Background of the Essential Digital Skills Programme

The [Essential Digital Skills Programme](#) is a fully online, self-paced programme, hosted on KEATS, that teaches undergraduate and postgraduate students the digital skills required to support their academic, professional, and personal development and build confidence in the digital world. It focuses on teaching five main themes which are:

- Online learning platform (KEATS)
- Digital tools to equip students for success
- Being a good digital citizen
- Wellbeing in the digital world
- Resources for studies

The programme is optional, so students can complete the whole programme or just use the content as a resource. Students who successfully complete the programme receive a Higher Education Achievement Report (HEAR) accreditation and/or a King's digital certificate so that prospective employers know that King's students have essential digital skills. Students can work through the programme in their own time alongside their degree, and it takes approximately 30 hours to complete all the content and assessments.

The programme was launched in September 2020, and a [benefits realisation report](#) was published in August 2021, which outlined its impact. The current benefits realisation report will assess the programme's performance in the 2022-2023 academic year (third year running) and compare this year's performance to that of previous years (2020-2021 and 2021-2022) for context.

RESULTS

The programme was evaluated using user and engagement data (via KEATS reports); chapter surveys that measured perceived ease of use and usefulness of the content; and a programme survey that measured student’s reaction to the programme (level 1), learning from the programme (level 2), behaviour since the programme (level 3) and impact of the programme (level 4), using Kirkpatrick’s (1959) four-measure model.

2023 Faculty Usage Data

Faculty	Interactions	% Active	Users	Postgrad	Undergrad
Faculty of Life Sciences & Medicine	222,343	58%	790	261	529
Faculty of Social Science & Public Policy	123,569	47%	520	360	160
Institute of Psychiatry, Psychology & Neuroscience	113,873	51%	581	441	140
King's Business School	81,412	42%	379	308	71
Faculty of Arts & Humanities	65,206	39%	276	157	119
Florence Nightingale Faculty of Nursing	55,865	44%	262	79	183
Faculty of Natural, Mathematical & Engineering Sciences	48,529	45%	233	111	122
Dickson Poon School of Law	31,060	42%	182	139	43
King's School of Professional and Continuing Education	11,788	38%	68		68
Faculty of Dentistry, Oral & Craniofacial Sciences	6,716	31%	32	18	14
Other	3,275	38%	26	2	24

Graph 1: Faculty enrolment and usage data 2023

- In both 2023 and 2022, the Faculty of Life Sciences & Medicine (FoLSM) had the most students enrolled in the programme, the most interactions, and the highest engagement rate. Their engagement rate increased by 11% between 2022 to 2023.
- The Institute of Psychology, Psychiatry and Neuroscience had the second highest engagement rate with 51% which was up 8% on the previous year.
- The Faculty of Social Sciences & Public Policy had the second highest interactions with the programme, and the third highest engagement rate at 47%, which was up 6% from 2022.
- Every faculty except for the Faculty of Art’s & Humanities and the Dental Institute, increased their engagement. The largest increase in engagement was by King’s Professional and Continuing Education (PACE), who’s engagement increased by 20% between 2022 to 2023. However, this is most likely attributed to divisional changes that occurred, with the Modern Language Centre and King’s Foundation students joining King’s PACE.
- The Dental Institute’s engagement remained the same at 31% in both 2022 and 2023, whereas the Faculty of Arts & Humanities engagement decreased by 6% during the same period. The decrease in the Faculty of Arts & Humanities could be attributed to the Modern Language Centre moving into the Professional and Continuing Education directorate in 2023.

Programme Evaluation Results

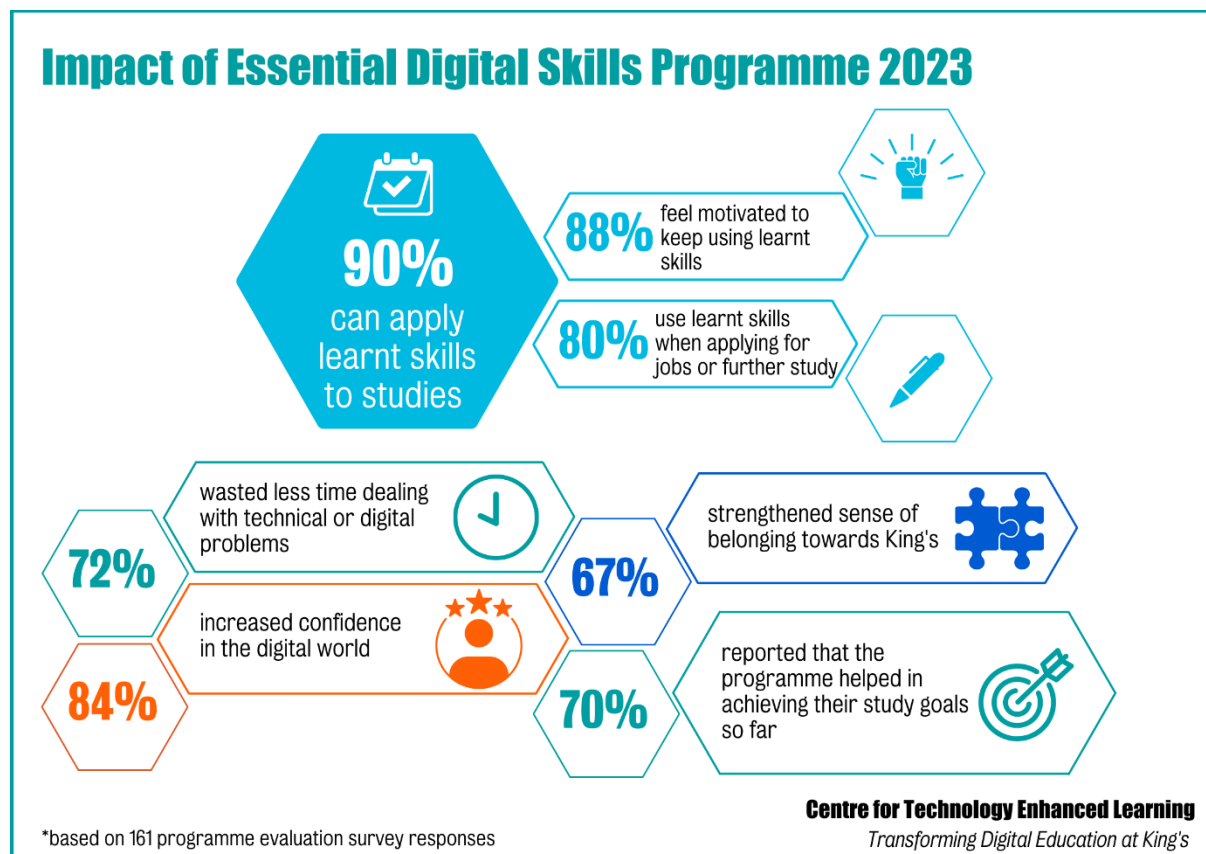


Figure 3: Impact of Essential Digital Skills Programme 2023

- The results indicate that students learnt valuable skills to support their academic, career and personal development, as 90% of students agreed that they can apply the skills that they learnt to their academic studies, whilst 80% agreed that they were using the skills that they learnt when applying for jobs or further study, and 88% feel motivated to keep using the skills they learnt.
- The digital skills programme also had a positive impact on students' confidence with 84% reporting that their confidence in the digital world increased because of the programme.

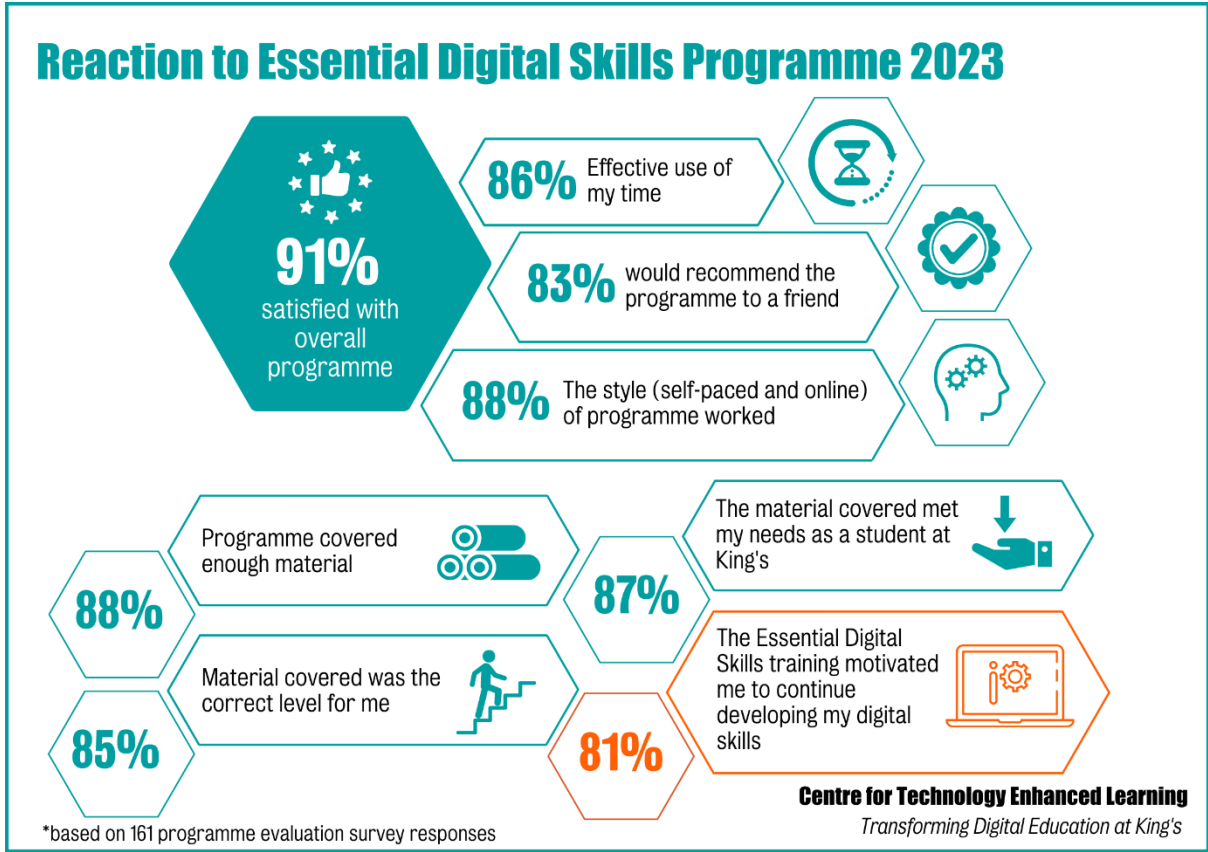


Figure 4: Reaction to the essential digital skills programme

- Student satisfaction for the Essential Digital Skills Programme was high at 91%, and 86% of students felt taking the programme was an effective use of their time.
- 85% of students felt that the material was at the right level for them, which is interesting considering both postgraduate and undergraduate students take the programme. This reconfirms the belief that the programme is most helpful for first year King's students.
- Despite student's returning to campus, 88% felt that the style of the programme worked for them.

Students were asked “What is the biggest change you’ve noticed in your studies so far with the new skills you developed or learnt on the Essential Digital Skills training?” The main themes were:

- Confidence
- Skill development
- Efficiency
- Awareness

Students reported an increase in confidence, learning or developing a skill, improved efficiency and time management, and an awareness of tools and services available to support their development.



Figure 5: Student feedback quotes

Chapter Evaluation Results: Perceived Usefulness and Ease of Use

Each chapter section was evaluated to measure perceived usefulness and ease of use. Figure 6 indicates the percentage of students who found the chapter content extremely or very useful. Only the top 12 out of 20 have been included.

Figure 6 also includes the percentage of students who strongly or somewhat agreed with statements (blue shaded hexagons) which were designed to measure ease of use. The average across the 4 chapters have been included.

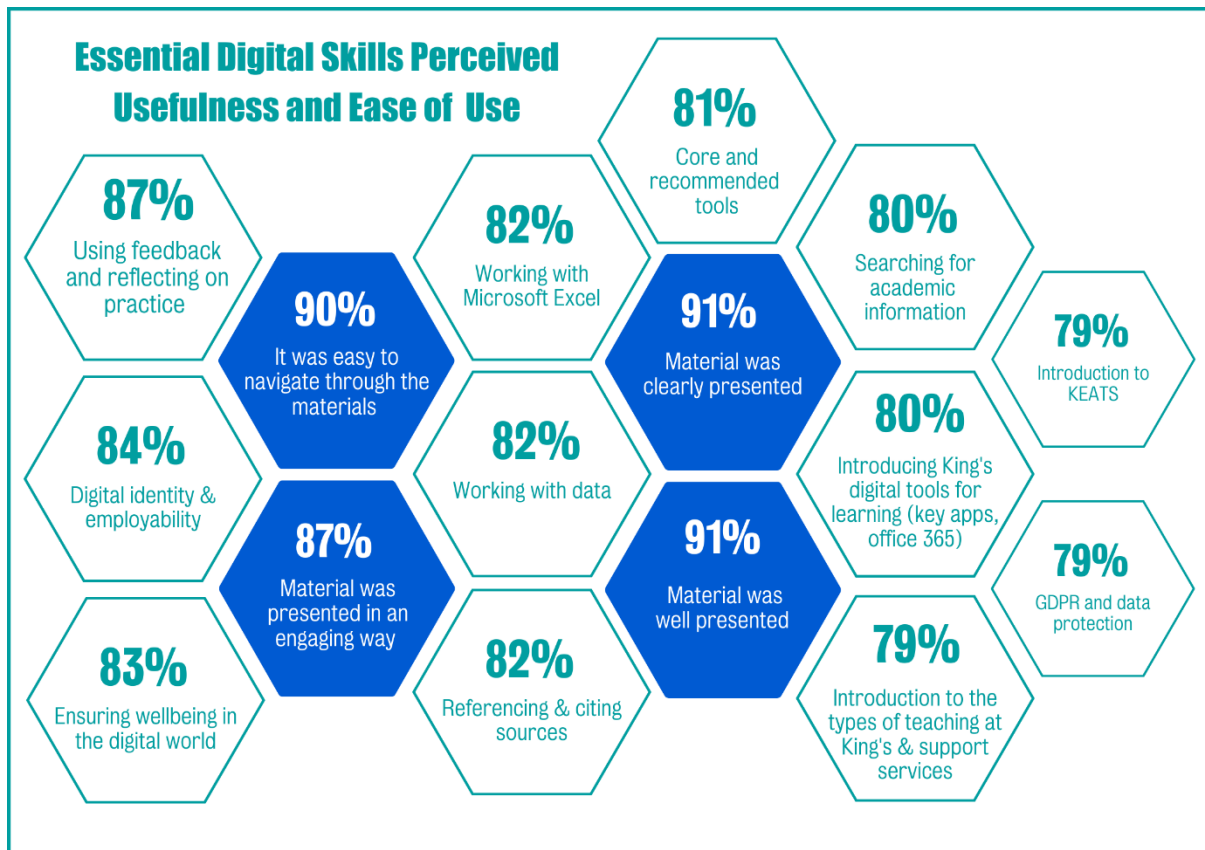


Figure 6: Essential digital skills perceived usefulness and ease of use

- Using feedback and reflecting on practice was perceived to be the most useful section of the programme, as 87% of students found it extremely or very useful.
- The programme design and user experience scored between 87%-91%.
- The evidence suggests that students were more likely to do the programme because they found it easy to use and useful.

Why did students complete any individual chapter within the programme?

There were a variety of factors that determined whether students completed a single chapter within the programme. Students found the below factors to be extremely or very important.

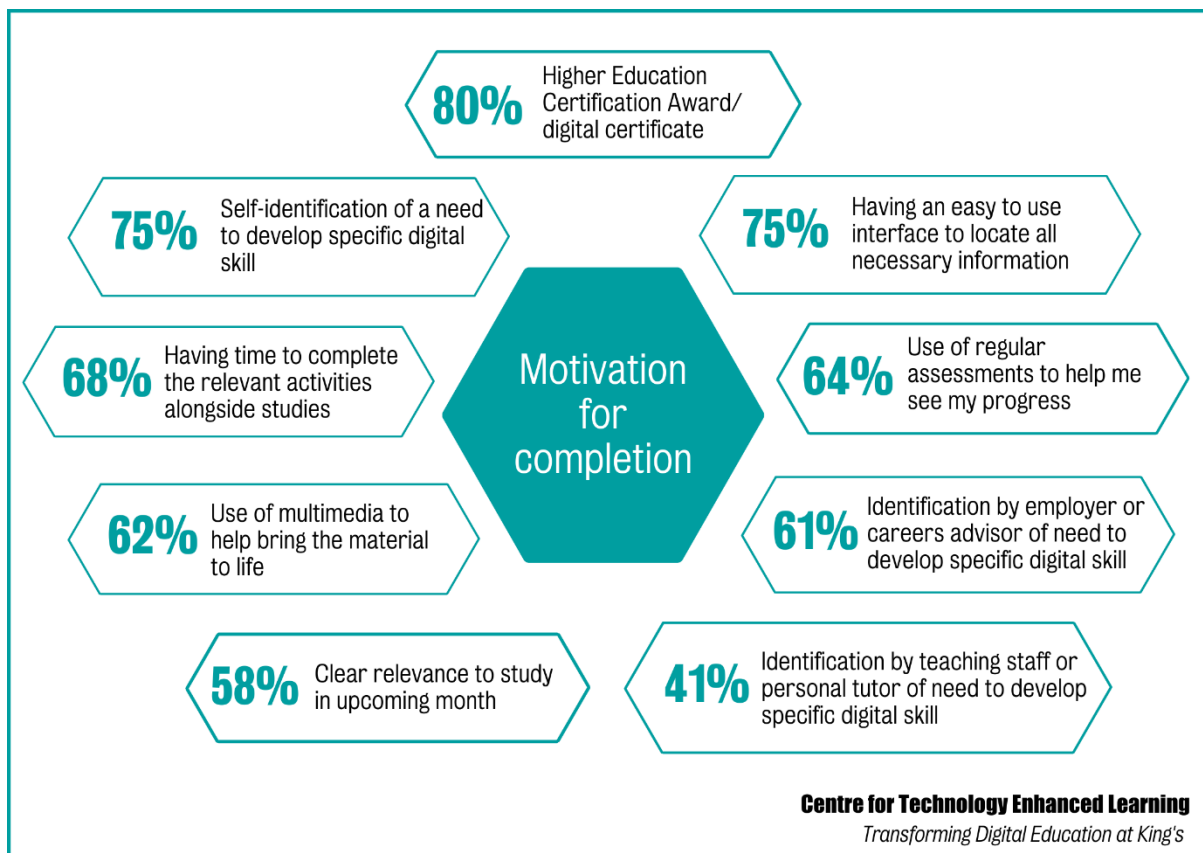


Figure 7: Motivation for completion

- The potential to receive a certification was the most important factor in determining whether students completed any individual chapter of the programme. Being able to acquire the evidence for completing the programme proved to be an effective motivator.
- Self-identification of a need to develop a skill and having an easy interface were also found to be important motivational factors.
- Over 2/3 of respondents rated the importance of having the time to do the course as a factor for completion, therefore academic programmes should consider this wherever possible.
- Identification by a teaching staff or personal tutor was the least important factor in determining whether students completed a chapter of the programme. This could be partly because most students reported finding out about the programme via welcome comms.
- Overall, students appear to be proactive in identifying where they need to develop and getting the support they need, rather than waiting for this to be identified for them by staff. Making it easy for students to access the digital skills support via the KEATS programme site enabled students to help themselves thus providing further evidence of the importance of perceived usefulness and ease of use in influencing engagement with the programme.

HISTORIC OVERVIEW

Over the past three years, nearly 12,000 King’s students have joined the essential digital skills programme, providing over 2.5 million interactions with the course during this period.

	2021	2022	2023	3 years total
Users	4373 50% undergrad 50 % postgrad	4095 44% undergrad 56% postgrad	3349 44% undergrad 56% postgrad	11,817 students 46% undergrad 54% postgrad
Active users *20 or more interactions with the KEATS programme page	44% 50% undergrad 50% postgrad	43% 42% undergrad 58% postgrad	48% 45% undergrad 55% postgrad	45% 46% undergrad 54% postgrad
Interactions	970, 868	788,683	763,587	2,523,138
HEAR accreditation	954	586	698	2,238

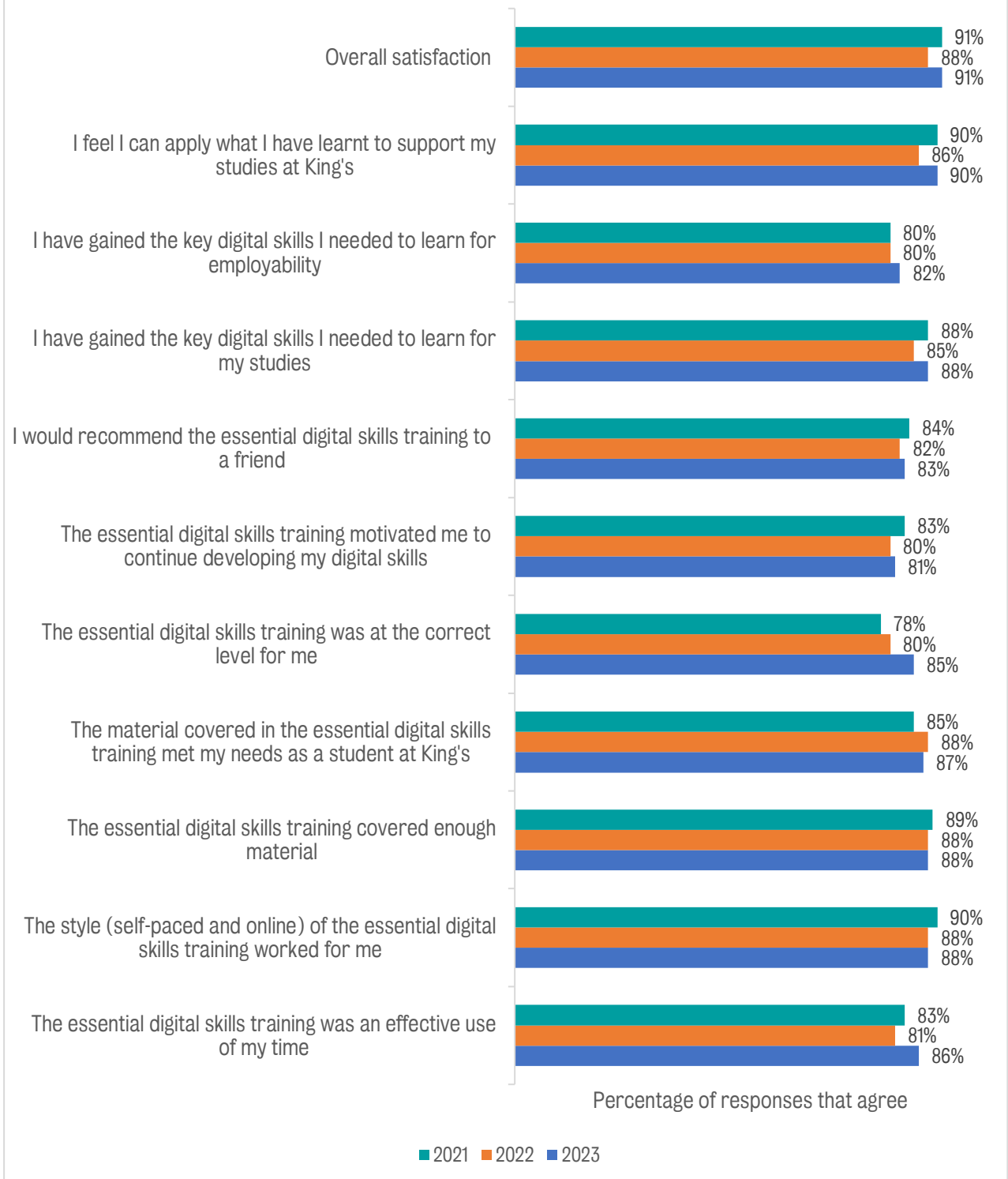
Table 1: Overall programme usage data for 2021-2023

- There has been a decline in students enrolling into the programme. From the first year of the programme to the third year, student enrolment declined by 23%, with the largest decline of 18% taking place between the second and third year.
- Despite an 18% decrease in student enrolment from 2022 to 2023, the active user rate increased by 5% during this period, which indicates that enrolled students were more engaged in the programme in 2022-23.
- In terms of users, there were more postgraduate students than undergraduate students both enrolling and engaging with the programme.
- There were no changes between postgraduate and undergraduate users over the past two years, however when compared to 2020, there has been a 6% decrease in undergraduates and 6% increase in postgraduate students.

Why was engagement up in 2023

- Use of the KEATS engagement tool to increased comms to students that were enrolled into the programme.
- Faculty of Life Sciences & Medicine imbedding essential digital skills programme within their academic programme.

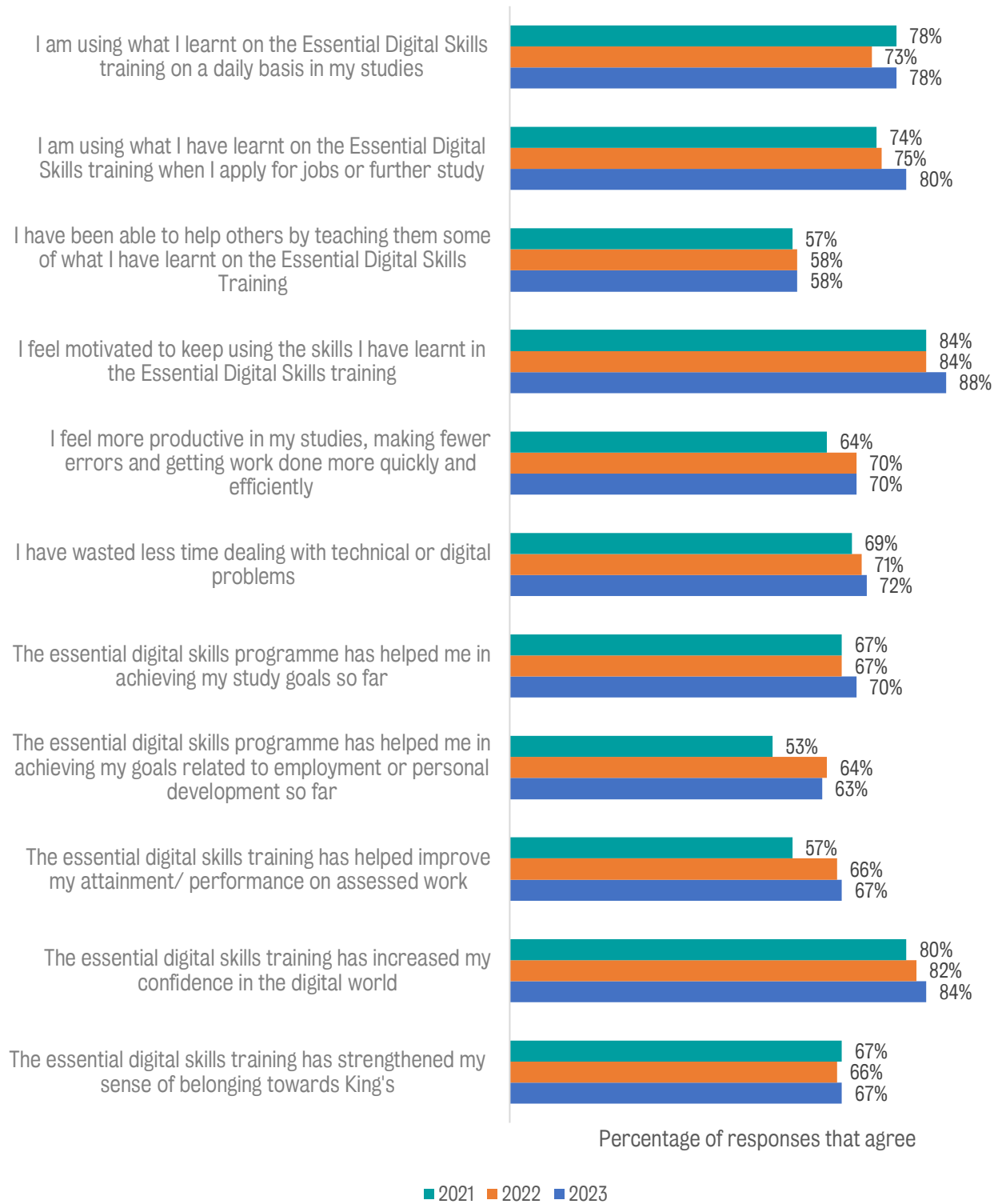
Programme Reaction Results 2021 vs 2022 vs 2023



Graph 2: 2021-2023 programme reaction results

- Students' reaction to the essential digital skills programme has been overwhelmingly positive over the past three years with student satisfaction averaging at 90%.

Impact of the Programme 2021 vs 2022 vs 2023



Graph 3: 2021-2023 programme impact results

LESSONS LEARNT AND RECOMMENDATIONS

Successes

- Tailoring and contextualising content for King's students
- Organising content to follow student journey.
- Jointly led by academic and professional service staff.
- Effective collaboration with subject matter experts across the university
- Imbedding evaluation throughout the programme
- Continuously reviewing feedback and responding accordingly
- Utilising and integrating King's tools (i.e. LinkedIn learning) appropriately
- Expert design team that utilised the KEATS educational design template and associated tools efficiently

Challenges

- Minimal senior stakeholder engagement since pandemic ended.
- Difficulty consistently communicating the programme throughout the year.
- Keeping content up to date and engaging.
- Limited resources
- Conflicting college demands

Recommendations

1. The Essential Digital Skills Programme should form part of first year student's formal induction and transition to King's, and be actively encouraged by programme leaders (via KEATS and programme handbooks for example)
2. The current content should be reviewed and updated where appropriate using student chapter and programme evaluation survey feedback.
3. Additional digital skills programmes (further and advance levels) should be created for students who want to advance their knowledge.
4. Review resources and funding to ensure the current programme standard can remain, and assess investment required for further development.
5. A staff Essential Digital Skills Programme that compliments the student programme should be created on KEATS, to support new and existing teaching staff.