

CITSCAPES Project Survey Report

(Discussion Paper)

Last updated 14 November 2001

A CITSCAPES Publication

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Acknowledgement

The Project Team would like to thank all individuals at HEIs across the UK for returning the Survey Questionnaires and for providing additional information and assistance. Special thanks also go to Karen Barton and André Reibig for compiling this report and to the members of the Advisory Committee for providing useful suggestions.

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CITSCAPES Survey Report

Contents

Acknowledgement	2
1. Introduction and Background	4
2. Response Rate of the Survey Questionnaires	5
3. Method of Analysis	8
3.1. Grouping of Institutions in Questionnaire A and B	8
4. Questionnaire A	10
4.1. Background and Key Questions	10
4.2. Return Rate	10
4.3. Responses to Questions in Section A.....	10
4.5. Comments and Prospective	25
5. Questionnaire B.....	26
5.1. Background and Key Questions	26
5.2. Return Rate	26
5.3. Responses to Questions in Section B.....	27
6. Questionnaire C.....	32
6.1. Return Rate	32
6.2. Background and Key Questions	33
6.3. Responses to Questions in Section C.....	34
7. Cross Tabulations	41

1. Introduction and Background

The survey was carried out in order to obtain information on key dimensions in student C&IT induction provision from all UK HEIs. A number of key questions were developed addressing strategic issues and practical considerations of student C&IT induction. It was apparent that these questions were wide ranging, and could not be answered by one individual within an institution. A three-part survey questionnaire was therefore developed addressing three separate aspects relating to student C&IT induction: strategic issues ([Questionnaire A](#)), general approach to delivery ([Questionnaire B](#)) and details of provision ([Questionnaire C](#)). The analysis is laid out, firstly, to point to the overall results of all respondents and, secondly, all HEIs are grouped by characteristics in profile tables.

Questionnaire A - strategic role, character of student C&IT induction provision

Questionnaire B - overall organisational responsibility/general organisation of C&IT induction provision

Questionnaire C - student C&IT providers/mode of course delivery/goals of provision

While the collation of the Strand 1 Contact Forms was in progress, work started in early June on designing the General Survey Questionnaire. Specific questions and the design of the Survey Questionnaire were discussed and improved on a weekly basis.

The Project Team was particularly wary of the ambiguity of the term 'induction', which is often understood to refer to a short, one-off introductory session, before the start or at the beginning of an academic course or programme. We defined the term 'induction' in a wider and more general sense, referring to '...the whole process of giving students support or training to equip them with computer skills to enable them to benefit fully from their studies...' ¹. Terms such as student 'C&IT training' or 'C&IT skills development' appear to be limiting in that they may exclude courses with a wider educational purpose than simply 'skills development'. Examples of such programmes might include C&IT modules within BEd degrees; courses or modules that address social, cultural and economic implications of C&IT; and any programmes where contemporary C&IT skills are embedded into the credit-bearing scheme of any academic discipline. These, and potentially other activities, all have the effect of enhancing student C&IT literacy, and it was important that they were considered in the study. Moreover, the term 'training' is often regarded with negative connotations, especially when contrasted with 'education', and we did not wish to become involved in the debate over the respective merits of training and education.

At the beginning of August 2000, a three-part questionnaire was piloted at four HEIs and was sent for comment to the CITSCAPES Advisory Committee. Within two weeks the Project Team had received useful feedback which was incorporated into the final draft. The process of developing the General Survey Questionnaire highlighted some difficulties.

First, the Project Team faced the problem of selecting key questions in the field of student C&IT induction and training, which took into account strategic as well as practical issues of provision and mode of delivery. Secondly, it was recognised that the effective administration of the questionnaire would be crucial. It was decided that the three-part questionnaire should be sent to the CITSCAPES Liaison Person requesting them to forward two parts (Questionnaires A and C) to the relevant individuals within their institution and to complete questionnaire B personally (see Appendix A). The questionnaires were also available in electronic form on a temporary project web site. The survey pack was posted to 173 institutions on 8 September 2000. Three institutions from the original list of 176 were not sent the survey for the following reasons: one institution had merged with another HEI; one institution had declined to co-operate with the project during Strand 1; and one institution was identified as being part of another HEI.

We were aware that, potentially, some of our established contacts may have changed their role since the initial contact was made, and that some institutions may have undergone substantial changes in their approach to C&IT training. However, it was recognised that capturing dynamic changes in a new field of research is always difficult, and it was hoped that some more specific aspects of such changes would be described in the complementary case studies.

In order to create a list of possible case study candidates, the analysis of the General Survey Questionnaire began as soon as 20% of all institutions replied, and eventually aided in the selection of candidates. A template for the data analysis for all three parts of the questionnaire was also developed and tested.

¹ This definition was stated in all of the letters accompanying the survey questionnaires sent to the HEIs

2. Response Rate of the Survey Questionnaires

As in Strand 1 - establishing initial contacts at the HEIs - it was deemed essential to send out a reminder letter to all HEIs which had not returned some or all parts of the three-part questionnaire. By the time this reminder letter was mailed, 50 institutions (29%), out of 173 had returned at least one part of the questionnaire. An email reminder was sent out together with information regarding the launch of our project website. Shortly afterwards, we sent a 2nd and final written reminder to the liaison contacts requesting the completion and return of those parts of the questionnaire we had not yet received. Chart 2 shows the rate of return of the questionnaires over the duration of the data collection period. The times when the reminder letters were sent out are indicated, showing that these had a positive effect on the number of returns received.

By the end of the data collection process at the beginning of January 2001 we had received at least one of the questionnaires from 99 institutions (57%) (see Table 2a). The number of institutions who have returned at least one copy of Questionnaire C is 73 (42%), significantly lower than the number of Questionnaire B, 86 (50%) and Questionnaire A, 93 (54%). One possible reason for this could be that Questionnaire C is aimed at providers of C&IT training, most probably at departmental/unit level, and might therefore be delayed in return. Secondly, it is a more substantial questionnaire than the others, and a lower return rate can therefore be expected. A more detailed breakdown of the numbers of questionnaires returned is shown in Table 2. Particularly outstanding is the number of HEIs that have returned all three sections (70), which accounts for over 40% of all HEIs in the UK.

The Survey Questionnaire was sent to either the CITSCAPES liaison person, or to the Pro-Vice Chancellor/Vice Principal of Teaching and Learning in institutions where no liaison person had been established. It is worth noting that 13 HEIs which previously did not provide a liaison person at Stage 1 of the project, did return at least one section of the Survey Questionnaire. This leaves us only with a further 13 HEIs (8%) which have not responded to any of our requests (excluding the one institution that declined collaboration with the Project in writing).

Overall Response Rate

Section A	54% (93)
Section B	50% (86)
Section C (one entry per HEI)	42% (73)
HEIs returning at least one section	57% (99)
Total HEIs	100% (173)

Table 2.a

The number of respondents is italicised in brackets.

Response Rate of Sections A, B and C

All Sections	40% (69)
Section A-B only	6% (11)
Section A-C only	1% (2)
Section B-C only	1% (2)
Section A only	6% (11)
Section B only	2% (4)
Section C only	0% (0)
None returned	43% (74)

Table 2.b

The number of respondents is italicised in brackets.

CITSCAPES Survey Report

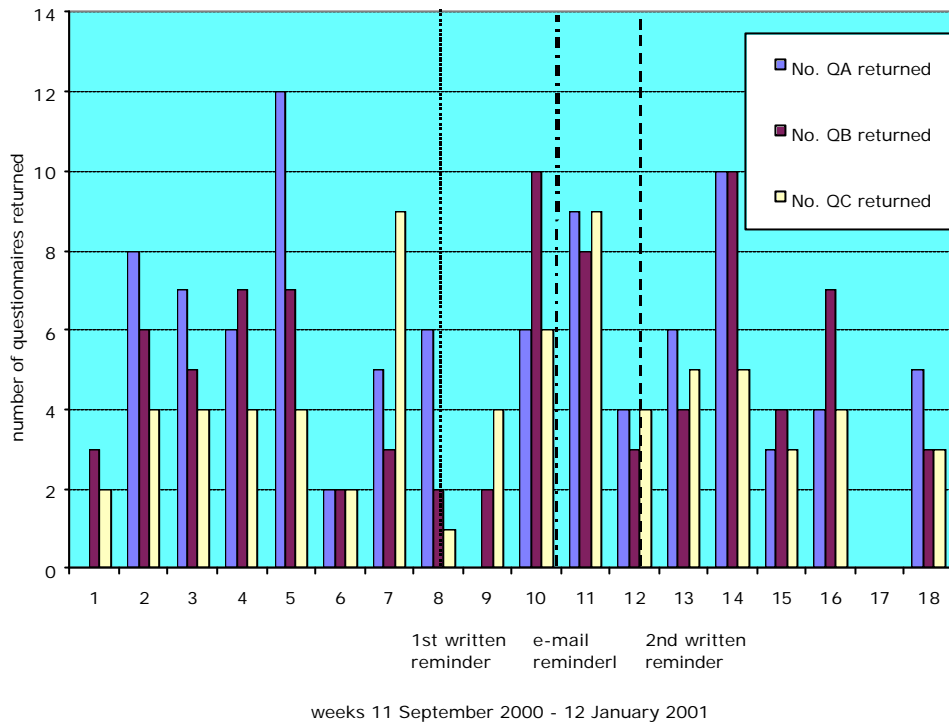


Chart 2. - General Survey Questionnaire Response Rate

CITSCAPES Survey Report

Profile:

Questionnaire Response Rate

HEI Size	Small	Medium	Large	
All Sections	48% (31)	41% (24)	29% (14)	
Section A	54% (35)	56% (33)	51% (25)	
Section B	52% (34)	54% (32)	41% (20)	
Section C	48% (31)	41% (24)	37% (18)	
None	45% (29)	39% (23)	45% (22)	
Total per group	100% (65)	100% (59)	100% (49)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
All Sections	42% (25)	29% (12)	37% (19)	68% (13)
Section A	57% (34)	52% (22)	40% (21)	53% (10)
Section B	52% (31)	43% (18)	40% (21)	84% (16)
Section C	42% (25)	38% (16)	37% (19)	68% (13)
None	42% (25)	40% (17)	37% (19)	68% (13)
Total per group	100% (60)	100% (42)	100% (52)	100% (19)
FT League Table	Top	Middle	Bottom	Not in League
All Sections	32% (11)	34% (11)	32% (11)	47% (37)
Section A	55% (17)	50% (16)	55% (17)	53% (42)
Section B	48% (15)	44% (14)	48% (15)	53% (42)
Section C	55% (17)	38% (12)	45% (14)	47% (37)
None	42% (13)	47% (15)	39% (12)	42% (33)
Total per group	100% (31)	100% (32)	100% (31)	100% (79)

Table 2c

The number of respondents is italicised in brackets. Note that percentages and number of respondents do not add up to the total in each group, but relate to the total per group. For example, 42% (25 universities) out of 60 Pre-1992 Universities returned all Questionnaire sections. 54% (35) out of 65 small HEIs returned Section A of the Questionnaire.

Note that the figures in brackets are the actual number of respondents. All results have been rounded to the nearest full percent.

HEI Size: Small < 5000 students, Medium > 5000 students, Large > 15000 students
 Monotechnics are usually smaller, single faculty or specialised colleges such as music and arts colleges. Other HEIs are multi-faculty colleges that have yet been granted university status.

Figures used in determining categories are drawn from published statistics from HESA, UCAS, QAA and the UK higher education funding councils. HESA data is for the 1997-98 academic year, the latest year for which figures are available. These agencies played no part in compiling the FT 100 League Table, are not responsible for any conclusions drawn from the data. The FT 100 League Table "measures performance on a relative – not absolute – basis." See <http://specials.ft.com/ln/ftsurveys/industry/scbbbe.htm> (See also Section 3 of this report)

Emerging Issues:

1. Is there a relationship between a higher return rate of all sections of the questionnaire and the size of the HEIs? Are smaller HEIs able to communicate more effectively, or were they simply keener to participating in our survey?
2. Why did Pre-1992 HEIs find it easier to return all sections compared to Post-1992 HEIs?
3. There seems to be no significant connection between the position of HEIs in the FE League Table and the questionnaire return.

4. Is the higher return rate of all sections amongst smaller HEIs an indicator that management of the questionnaire was easier in smaller institutions or is it linked to the management of C&IT itself?

3. Method of Analysis

3.1. Grouping of Institutions in Questionnaire A and B

3.1.1. HEI Size

The chart below illustrates the distribution of HEIs against their student numbers. It was deemed to be useful to group all respondents into small (< 5000 students, medium (> 5000 students) and large institutions (> 15000 students). It was assumed that the type and nature of C&IT provision may also be dependant on the size of the institution.

Out of 173 HEIs which received the survey pack, 65 are small, 59 are medium and 49 are large HEIs, which creates a fairly even spread

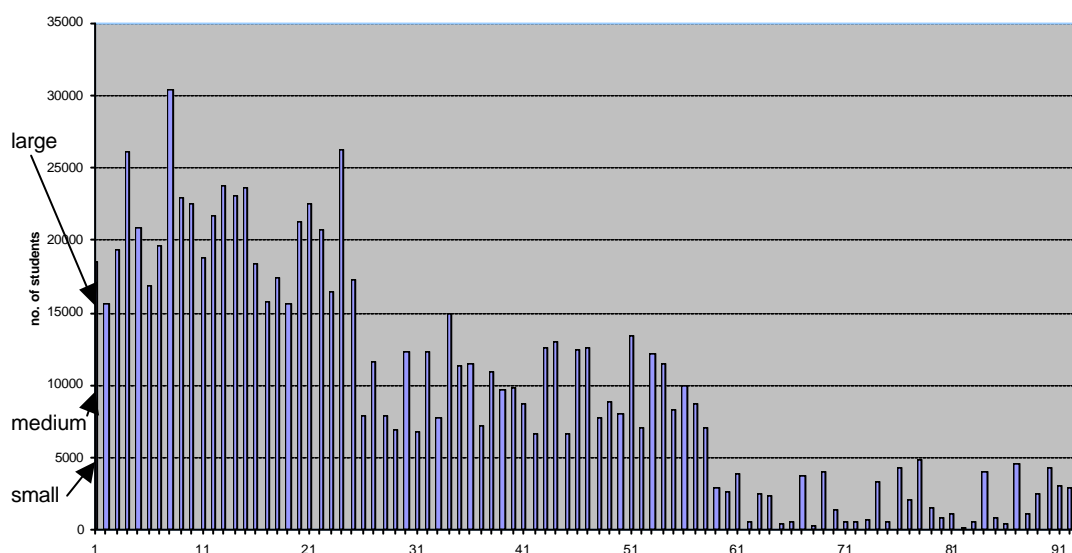


Chart 3. – Distribution of student numbers for each of the 93 HEIs returning the strategic Questionnaire A in the survey.

Chart 3 show the distribution of HEIs according to their student numbers. From this it seems reasonable to use the above group benchmarks of

small < 5000 students

medium > 5000 students

large institutions > 15000 students

3.1.2. University Type

We felt it would be interesting to analyse whether the nature of the strategic responses is dependant on the type of HEI. We decided the respondents fell into four groups:

Pre-1992 Universities

These HEIs are also sometimes referred to traditional universities or institutions that follow a traditional model of organisation. Characteristics of traditional institutions are strong and powerful faculties and an emphasis on research.

CITSCAPES Survey Report

Post-1992 Universities

These HEIs are also referred to as modern or new universities, which emerged from Polytechnics. A characteristic of these institutions is the emphasis on vocational training.

Monotechnics

The response to our strategic questionnaire may also depend on the purpose of the particular HEI. Whilst Pre and Post 1992 Universities are offering a wide range of courses and are organised under a large number of faculties, Monotechnics are specialised colleges, such as art colleges, with a defined subject remit. These are also usually small HEIs.

Other HEIs

We classified as 'Other HEIs' institutions that have developed a multi-faculty structure, but are not full universities. These are often medium size HEIs.

3.1.3. FT 100 University League Table

The nature of the response to our strategic questionnaire may also depend on the position in the FT 100 University League Table 2000. Here an HEI ending up in the bottom third of this table, has perhaps fewer resources to implement a full C&IT induction programme than an HEI finishing up in the top third. There are also 79 HEIs, mainly colleges, that are not listed in this league table. We thought it would also be interesting to profile their responses. Figures used in determining categories are drawn from published statistics from HESA, UCAS, QAA and the UK higher education funding councils. HESA data is for the 1997-98 academic year, the latest year for which figures are available at the time our survey was carried out. These agencies played no part in compiling the FT 100 league table, are not responsible for any conclusions drawn from the data. The FT 100 table "measures performance on a relative – not absolute – basis."

See <http://specials.ft.com/ln/ftsurveys/industry/scbbbe.htm>

When the data of this survey was analysed the new League Table for 2001 was published. Unfortunately, the data of this table could not be used for this survey. Please see <http://specials.ft.com/universities2001/index.html>

However, the profiling of HEIs in this way should be treated with caution, and one should avoid swift conclusions. We would like to emphasise that the survey results and the profiling of HEIs are simply observations and that the dynamics in this field should not be underestimated.

4. Questionnaire A

4.1. Background and Key Questions

The Survey Questionnaire A was developed as part of the CITSCAPES Project to investigate the current situation and prospective outlook in student C&IT induction in the UK Higher Education sector. The questionnaire was intended to investigate general strategic issues surrounding student C&IT induction; that is, any measures put in place to foster student C&IT literacy. We suggested that an individual in charge of such strategic matters should complete this questionnaire. The CITSCAPES liaison contact was requested to forward this questionnaire to such an individual, along with an enclosed covering letter and self-addressed envelope. In the majority of cases this was expected to be a person at senior management level, for example, a vice-principal or pro-vice chancellor.

Questionnaire A aimed to answer the following questions about the current situation in the HEI sector:

- A) *Is student C&IT induction part of an institutional strategy at senior management level?*
- B) *If student C&IT induction is viewed as a priority, how is it approached and organised?*
- C) *How does senior management view the future of student C&IT induction at their institution?*

4.2. Return Rate

The 93 respondents of Questionnaire A are grouped into three categories.

Size	Small		Medium		Large	Total respondents
Total respondents/group	38% (35)		35% (33)		27% (25)	100% (93)
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs	Total respondents	
Total respondents/group	37% (34)	24% (22)	23% (21)	17% (16)	100% (93)	
FT League Table	Top	Middle	Bottom	Not in League	Total respondents	
Total respondents/group	18% (17)	17% (16)	18% (17)	46% (43)	100% (93)	

Table 4.2 - Questionnaire A Response Rate by Groups of HEIs

The number of respondents is italicised in brackets.

Emerging Issues:

1. What is the reason for the tendency that small HEIs tend to have a higher return rate of this section than medium and large HEIs?
2. Why is the return rate among Pre-1992 universities significantly higher than amongst the other groups?

4.3. Responses to Questions in Section A

4.3.0. Identification of Relevant Senior Manager

The first section of the questionnaire requested the name and position of the individual completing it. Completion of this section offered us an overview of who, according to the liaison person, is likely to deal with such strategic issues. It was hoped that by analysing the positions of the individuals completing this questionnaire, it would assist us in gaining an overview about how C&IT induction is organised within the HEI.

Certain groupings of the roles and positions can be made. One Principal completed the form him/herself. At the next level we find four Deputies, one Assistant, twelve Pro-Vice-Chancellors, two Vice-Principals, and an Executive Assistant to the Vice-Chancellor, altogether twenty. Additionally we find individuals from the "Learning and Teaching" area, numbering twelve. A "Director of Academic Affairs" may be linked to this group. There are two committee chairs: the Chair of the Information Strategy Committee and the Convener of the sub-committee on C&IT in "Learning and Teaching". Twelve Heads of Information Services represent the growing trend of converging Library and IT Services. In three further cases this area is associated with "Learning Support". There are two heads of "Academic Services" who may be akin to heads of Information Services, and two heads of Information Strategy. "Learning Technology" as a specific area is represented four times. Three heads of Information Systems may, on the other hand, be more closely related to heads of IT or Computing

CITSCAPES Survey Report

Services, who form the largest group of twenty. There are four administrators, two registrars, a Director of Administration and an Assistant Secretary. Seven others form a “miscellaneous” group: a Director of Quality Enhancement, a Dean of Faculty (Education), a Head of Digital Futures, a Head of Business School, one Senior Lecturer in IT, one Senior Lecturer in Applied IT and one Lecturer in ICT and ES. On two questionnaires no response was provided for ‘position’.

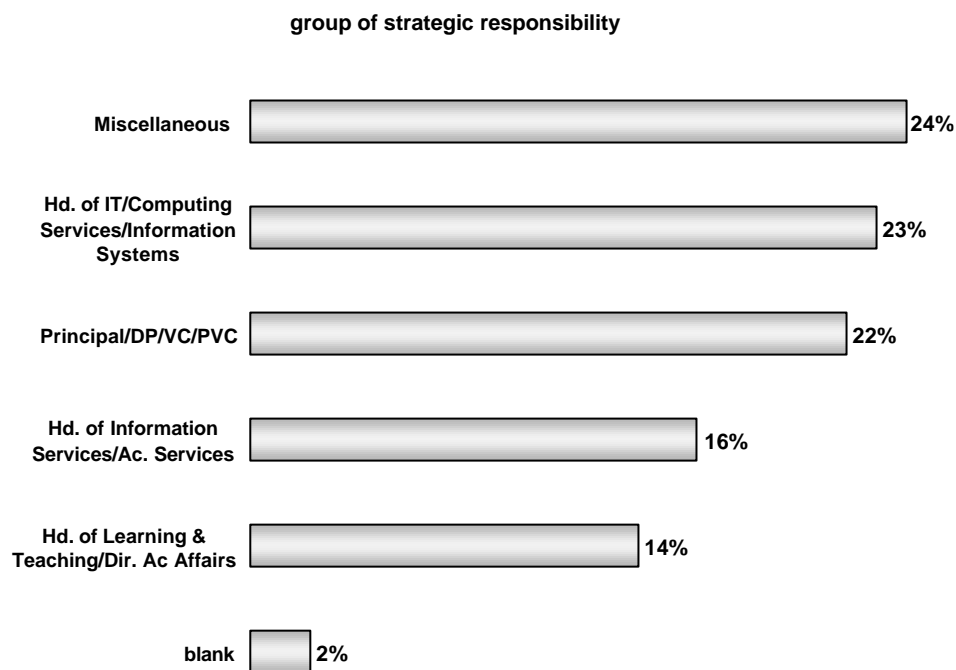


Chart 4.3. - Identification of the relevant service manager

Char 4.3 depicts these main groups, and highlights that the main positions of the individuals with strategic responsibility are Head of IT/Computing Services or Information Systems, Vice Principals/Pro-Vice Chancellors and Heads of Learning and Teaching/Academic Affairs.

It is apparent from this that there is no straightforward pattern in the identification of an individual with strategic responsibility for student C&IT literacy. When the matter is not handled at the highest administrative level (e.g. Principal/Vice-Principal level) there are three further main areas, where this is located:

- i. Individual or service with a focus on “Teaching and Learning”
- ii. Individual or service with a remit in “Integrated Information Services”
- iii. Individual or service in “IT or Computing Service”

(In several cases the first two of these are grouped together).

This combination of “Teaching and Learning” and “Integrated Information Services” illustrates a growing trend that the provision of student C&IT induction, in a wider sense, is no longer viewed as a matter of teaching computing skills to those who are eager to acquire them. Increasingly C&IT literacy is becoming a key component in the whole student learning environment. The relatively high number of HEIs where Teaching and Learning Services have responsibility for student C&IT induction indicates that this challenge is being addressed by some institutions. It appears that IT or Computing Services are becoming less appropriate loci for the creation of an institutional strategy in this area, and that “Teaching and Learning” will continue to gain an elevated importance. Also, the creation of an Integrated Information Service flags the acknowledgement that support for learning, teaching and research should be conceived and carried out in an integrated fashion. Information

CITSCAPES Survey Report

Services sometimes include a specific learning support element, and may collaborate increasingly closely with Teaching and Learning Services.

See also Final Report Phase 1 (*FR*) Chapter 5

4.3.1. Question A1: What management area of your institution has a remit for student C&IT induction?

Our intention behind this question was to gain further information on how C&IT induction is organised. We expected that a large number of HEIs would handle this under the umbrella of computing services. However, following the trend of C&IT skills development being part of an integrated ‘learning and teaching’ or ‘literacy’ strategy as described in the previous section, we also expected a large number of responses to be in the information and academic services area.

General Response:

Question A1: What management area of your institution has a remit for student C&IT induction?

Senior Management	12% (11)
Learning & Teaching/Library (Academic Sector)	30% (28)
Information Services	27% (25)
Computing Services	8% (7)
Mixed and Miscellaneous	16% (15)
None	8% (7)
Total respondents	100% (93)

Table 4.3.1.

Emerging issues:

1. Learning & Teaching as well as Information Services seems to be the predominant areas for the provision of student C&IT induction programmes.

4.3.2. Question A2: What level of priority is given to student C&IT induction?

General Response:

Question A2: What level of priority is given to student C&IT induction?

Highly important	60% (56)
Fairly important	32% (30)
Not considered a major priority	4% (4)
Any combination of the above	3% (3)
Total respondents	100% (93)

Table 4.3.2.

Profile:

Question A2: What level of priority is given to student C&IT induction?

HEI Size	Small	Medium	Large	
Highly important	71% (25)	58% (19)	48% (12)	
Fairly important	26% (9)	33% (11)	40% (10)	
Not major priority	3% (1)	6% (2)	4% (1)	
Any combination	0% (0)	3% (1)	8% (2)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Highly important	59% (20)	50% (11)	71% (15)	63% (10)
Fairly important	35% (12)	36% (8)	29% (6)	25% (4)
Not major priority	3% (1)	5% (1)	0% (0)	13% (2)
Any combination	3% (1)	9% (2)	0% (0)	0% (0)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Highly important	65% (11)	69% (11)	47% (8)	60% (26)
Fairly important	29% (5)	25% (4)	41% (7)	33% (14)
Not major priority	0% (0)	3% (1)	3% (1)	6% (2)
Any combination	3% (1)	0% (0)	3% (1)	3% (1)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.2.a

The table states, for example, that 25 out of 35 (71%) small HEIs which have returned Questionnaire A regard C&IT induction for students as highly important.

Emerging Issues:

1. Why do small HEIs tend to assign a higher importance to C&IT induction than medium and large HEIs?
2. Why, do Monotechnics, which are often smaller institutions too, assign a higher importance to C&IT induction than 'Other' HEIs, Post-1992 and Pre 1992 universities?
3. Is there a connection between those HEIs finishing at the bottom of the FE League table and their tendency of attaching less importance to C&IT induction provision or are they simply lacking resources for implanting such programmes?

CITSCAPES Survey Report

Response	Comment
Any combination less than nurses	I believe it varies according to the schools. Students in computing, for example, need
Any combination	All students given an email address on entry to University, but no routine C&IT skills audit for each student on entry to their programmes.
Not priority	Level of priority can be a or b, depending on who one speaks to. Currently c, but this is likely to change
Any combination	It is up to the school what priority they give it
Highly important	Recently assumed much more importance - we are beginning to tackle this whole area more consistently - neglected in the past

4.3.3. Question A3: Is student C&IT induction incorporated in strategic documents? (E.g. strategic plans, regulation, etc.)

General Response:

Question A3: Is student C&IT induction incorporated in strategic documents?

Yes	69% (64)
No	29% (27)
Any combination of the above	2% (2)
Total respondents	100% (93)

Table 4.3.3.

Profile:

Question A3: Is student C&IT induction incorporated in strategic documents?

HEI Size	Small	Medium	Large	
Yes	71% (25)	76% (25)	56% (14)	
No	26% (9)	21% (7)	44% (11)	
Any combination	3% (1)	3% (1)	0% (0)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Yes	68% (23)	59% (13)	67% (14)	88% (14)
No	32% (11)	36% (8)	29% (6)	13% (2)
Any combination	0% (0)	5% (1)	5% (1)	0% (0)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Yes	76% (13)	63% (10)	59% (10)	72% (31)
No	24% (4)	38% (6)	41% (7)	23% (10)
Any combination	0% (0)	0% (0)	0% (0)	5% (2)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.3.a

Emerging Issues:

1. The inclusion of provision for student C&IT induction in strategic documents is also an indicator of the importance assigned to this area. We found again that the overall majority of HEIs in our survey set out their strategic approach towards C&IT in plans and/or regulations. However, during the process of collecting the data, we realised that this question is slightly ambiguous. Strategic plans and regulations are not necessarily the same.
2. Why seem small and medium size HEIs to be more likely to include C&IT provision for students into their strategic documents than large HEIs?

CITSCAPES Survey Report

3. Why are Monotechnics, Pre-1992 universities and 'Other HEIs' more likely to include provision into strategic documents than pre and post-1992 universities?
4. What is the reason for those HEIs appearing at the middle and bottom third of the FT League Table to be less inclined to include C&IT provision into strategic documents, although all HEIs are now obliged requested to do so?

4.3.4. Question A4: Is systematic provision made for student C&IT induction at your institution?

General Response:

Question A4: Is systematic provision made for student C&IT induction at your institution?

Yes	74% (69)
No	23% (21)
Any combination of the above	3% (3)
Total respondents	100% (93)

Table 4.3.4.

Profile:

Question A4: Is systematic provision made for student C&IT induction at your institution?

HEI Size	Small	Medium	Large	
Yes	83% (29)	79% (26)	56% (14)	
No	14% (5)	18% (6)	40% (10)	
Any combination	3% (1)	3% (1)	4% (1)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Yes	71% (24)	68% (15)	81% (17)	81% (13)
No	29% (10)	23% (5)	14% (3)	19% (3)
Any combination	0% (0)	9% (2)	5% (1)	0% (0)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Yes	71% (12)	88% (14)	59% (10)	77% (33)
No	29% (5)	13% (2)	35% (6)	19% (8)
Any combination	0% (0)	0% (0)	6% (1)	5% (2)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.4.a

Emerging Issues:

1. This question was included in the questionnaire in order to establish the level of provision. It becomes apparent from this data that the vast majority of HEIs participating in our survey take an organised approach towards C&IT induction. Again we should acknowledge that the term 'systematic provision' could have a variety of meanings at strategic level.
2. Why are small HEIs/Monotechnics more able to provide systematic provision?

4.3.5. Question A5: How could student C&IT induction at your university be described?

General Response:

Question A5: How could student C&IT induction at your university be described?

No specific provision is made	0% (0)
Largely devolved to faculties and departments and other units	41% (38)
Structures have been developed centrally for all students	39% (36)
Any combination of the above	20% (19)
Total respondents	100% (93)

Table 4.3.5.

Profile:

Question A5: How could student C&IT induction at your university be described?

HEI Size	Small	Medium	Large	
Devolved to faculties	31% (11)	36% (12)	60% (15)	
Centrally developed	57% (20)	33% (11)	20% (5)	
A mixture of both	11% (4)	30% (10)	20% (5)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Devolved to faculties	24% (8)	77% (17)	24% (5)	50% (8)
Centrally developed	38% (13)	18% (4)	62% (13)	38% (6)
A mixture of both	38% (13)	5% (1)	14% (3)	13% (2)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Devolved to faculties	29% (5)	38% (6)	71% (12)	35% (15)
Centrally developed	29% (5)	38% (6)	24% (4)	49% (21)
A mixture of both	41% (7)	25% (4)	6% (1)	16% (7)
Total number/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.5.a

Emerging Issues:

1. The difficulty in this question is accurately capturing how C&IT induction is organised. It seems that a devolved approach is currently slightly ahead of centrally developed structures. However, we should not overlook the fact that approximately one fifth of the 93 HEIs that replied have student C&IT induction organised as a 'mixed economy' provision. What type of HEI are these, will be examined in the cross tabulations.
2. Why maintain large HEIs a more devolved system? Are there any difficulties in administrating a centrally developed provision system in large institutions? Do large and powerful faculties resistant to a centralised C&IT induction programme?
3. Are there any specific advantages for Monotechnics is operating a centralised system?
4. Why do bottom third HEIs FT use a more devolved approach than those ending up in the middle or in the top third?

4.3.6. Question A6: Who provides student C&IT induction?

General Response:

Question A6: Who provides student C&IT induction?

One unit or department	20% (19)
More than one unit or department	77% (72)
No provision	0% (0)
Any combination of the above	2% (2)
Total respondents	100% (93)

Table 4.3.6.

Profile:

Question A6: Who provides student C&IT induction?

HEI Size	Small	Medium	Large	
One unit or department	34% (12)	15% (5)	8% (2)	
More than one dep.	63% (22)	85% (28)	88% (22)	
Any combination	3% (1)	0% (0)	4% (1)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
One unit or department	24% (8)	9% (2)	38% (8)	6% (1)
More than one dep.	71% (25)	91% (20)	57% (12)	94% (15)
Any combination	3% (1)	0% (0)	5% (1)	0% (0)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
One unit or department	29% (5)	6% (1)	12% (2)	26% (11)
More than one dep.	65% (11)	94% (15)	88% (15)	72% (31)
Any combination	6% (1)	0% (0)	0% (0)	2% (1)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.6.a

Emerging Issues:

1. It seems, perhaps unsurprisingly, that the level of centralisation in delivering induction is connected to the HEI size, with small HEIs using one unit or department for delivery, whereas medium and large HEIs are more likely to use more than one unit or department.
2. Is there a particular reason why Post-1992 universities and 'Other HEIs' are using to more than one unit or department?
3. Are HEIs that end up in the middle or bottom of the FT league Table less likely to use one unit or department than those finishing up in the top third of this statistics?

4.3.7. Question A7: What kind of provider(s) delivers student C&IT induction?

General Response:

In order to gain more clarity about how student induction is delivered, we have analysed further those responses that replied by ticking more than one of the above options. Table 12 illustrates the most common combinations. We found that combination 'Service Department' - Academic Departments by far the most common combination.

Question A7: What kind of provider(s) delivers student C&IT induction?

a) Service department or agency	19% (18)	Option a & b	92% (47)	Option a & d	0% (0)
b) Academic department	26% (24)	Option a, b & c	8% (4)	Option a, b, c & d	0% (0)
c) Outside contractor	0% (0)	Option a & c	0% (0)	Option b & d	0% (0)
d) No provision	0% (0)	Option b & c	0% (0)	Option c & d	0% (0)
Any combination of the above	55% (51)				
Total respondents	100% (93)				

Table 4.3.7.

Profile:

Question A7: What kind of provider(s) delivers student C&IT induction?

HEI Size	Small	Medium	Large	
Service dep./agency	23% (8)	21% (7)	12% (3)	
Academic department	26% (9)	30% (10)	20% (5)	
Outside contractor	0% (0)	0% (0)	0% (0)	
Any combination	51% (18)	48% (16)	68% (17)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Service dep./agency	29% (10)	9% (2)	24% (5)	6% (1)
Academic department	12% (4)	45% (10)	19% (4)	38% (6)
Outside contractor	0% (0)	0% (0)	0% (0)	0% (0)
Any combination	59% (20)	45% (10)	57% (12)	56% (9)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Service dep./agency	35% (6)	13% (2)	12% (2)	19% (8)
Academic department	12% (2)	31% (5)	35% (6)	26% (11)
Outside contractor	0% (0)	0% (0)	0% (0)	0% (0)
Any combination	53% (9)	56% (9)	56% (9)	56% (24)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.7.a

Emerging Issues:

1. We noted above that large HEIs tend to use a more devolved approach towards C&IT induction. They also seem to employ a mixture if academic and service departments.
2. Why tend Post 1992 Universities to use academic departments for C&IT provision?
3. Whilst a 'combination of both' seems to be a predominant option throughout the sector, it seems that those in the top third use also service departments more than those ending up in the middle or bottom of the League Table.

4.3.8. Question A8: How would you characterise the relationship between staff C&IT development and student C&IT induction?

General Response:

Question A8: How would you characterise the relationship between staff C&IT development and student C&IT induction?

Closely linked	23% (21)
Loosely connected	39% (36)
Addressed separately	34% (32)
Any combination of the above	4% (4)
Total respondents	100% (93)

Table 4.3.8.

Profile:

Question A8: How would you characterise the relationship between staff C&IT development and student C&IT induction?

HEI Size	Small	Medium	Large	
Closely linked	43% (15)	15% (5)	4% (1)	
Loosely connected	34% (12)	42% (14)	40% (10)	
Addressed separately	20% (7)	39% (13)	48% (12)	
Any combination	0% (0)	3% (1)	8% (2)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Closely linked	18% (6)	5% (1)	33% (7)	44% (7)
Loosely connected	35% (12)	45% (10)	48% (10)	25% (4)
Addressed separately	44% (15)	41% (9)	14% (3)	31% (5)
Any combination	3% (1)	9% (2)	5% (1)	0% (0)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Closely linked	18% (3)	6% (1)	6% (1)	37% (16)
Loosely connected	35% (6)	44% (7)	47% (8)	35% (15)
Addressed separately	35% (6)	50% (8)	41% (7)	26% (11)
Any combination	12% (2)	0% (0)	6% (1)	2% (1)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.8.a

Emerging Issues:

1. Although the JISC funded SCAITS Project at University of East Anglia investigated the field of staff C&IT training, it was considered important to investigate whether or not staff C&IT training is seen to be aligned with student C&IT induction at the strategic level. A close relationship has the advantage that staff are not only made aware of student C&IT needs, but also that their training is coupled to the dynamically changing C&IT skills that students require to succeed in their course. The question how 'closely' these areas are linked, what constitutes 'loose links' and what exactly is the nature and the argument for addressing this issue separately, will be pursued further in the case studies.
2. Why do small HEIs tend to follow a close link between staff training and student C&IT induction? Is this because they tend to be more centrally organised?
3. Why do large HEIs tend to address this issue more separately?

CITSCAPES Survey Report

4. A close link is also more observed by Monotechnics and other HEIs, which tend to be small and medium size institutions, whilst Pre- and Post 1992 universities tend to address this issue separately.
5. Is there a link between availability of resources to address this issue together and the position in the FT League Table?
6. There does not seem to be a significant difference between middle and bottom performers in the FT League Table regarding the relationship of staff training and student C&IT induction. Is there a particular reason for this?

4.3.9. Question A9: How could the current position regarding student C&IT induction at your institution be best described?

General Response:

Question A9: How could the current position regarding student C&IT induction at your institution be best described?

Stable (likely to continue for the next two to three years)	55% (51)
Transitional (in the process of change but the destination is unclear)	32% (30)
Tentative (something new is just being piloted or launched)	10% (9)
Any combination of the above	3% (3)
Total respondents	100% (93)

Table 4.3.9.

Profile:

Question A9: How could the current position regarding student C&IT induction at your institution be best described?

HEI Size	Small	Medium	Large	
Stable	63% (22)	55% (18)	40% (10)	
Transitional	29% (10)	33% (11)	36% (9)	
Tentative	6% (2)	6% (2)	20% (5)	
Any combination	3% (1)	3% (1)	0% (0)	
Total respondents/group	100% (35)	100% (33)	100% (25)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
Stable	64% (21)	32% (7)	62% (13)	56% (9)
Transitional	26% (9)	41% (9)	33% (7)	31% (5)
Tentative	9% (3)	18% (4)	0% (0)	13% (2)
Any combination	3% (1)	9% (2)	5% (1)	0% (0)
Total respondents/group	100% (34)	100% (22)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
Stable	59% (10)	56% (9)	29% (5)	63% (27)
Transitional	35% (6)	38% (6)	29% (5)	30% (13)
Tentative	6% (1)	6% (1)	29% (5)	5% (2)
Any combination	6% (1)	0% (0)	12% (2)	2% (1)
Total respondents/group	100% (17)	100% (16)	100% (17)	100% (43)

Table 4.3.9.a

Emerging Issues:

1. We hoped to learn from this question whether the approach towards student C&IT induction is likely to change in the HE sector. We expect it to do so. However, the option 'stable' can have a variety of meanings to anyone at strategic level of management. The results seem to indicate that more than half of all HEIs in our survey have C&IT established in some form or another. 'Stable' could however also mean 'non-existent'. Further cross-tabulation will shed light onto this possibility. An additional one-third regards their situation as transitional. We can assume that in the light of the increasing importance of C&IT in Higher Education, and with initiatives such as C&IT literacy rather than generic skills, a trend towards stable yet continuously developing C&IT strategies in the UK's HE sector can be anticipated. However, we should note that some institutions who answered 'transitional' may already have achieved a high degree of 'stable' systematic delivery of student C&IT, but are about to implement new measures for further improvement.
2. Why do smaller HEIs view their situation more stable than medium and large HEIs?

CITSCAPES Survey Report

3. Why are large HEIs in a more transitional and tentative situation than small HEIs?
4. Are Post-1992 universities less likely to be in a position to a stable C&IT provision to their students due to more limited resources?
5. Since student C&IT induction is seen less of a priority for those HEIs finishing in the bottom third of the FT League Table, does this constitute a reason why these HEIs seem to be less able to provide a stable C&IT induction provision?

4.5. Comments and Prospective

Although our survey summary can only provide a general snap shot about the current situation in student C&IT induction across the UK Higher Education Sector, it became however apparent to us that there is an increasing tendency of information services merging with C&IT skills. Some comments in the strategic questionnaire A indicate this. The situation regarding C&IT induction and literacy is recognised to be highly dynamic and therefore likely to change quickly.

'At present there is no SYSTEMATIC C&IT induction for students. Library staff and IT support staff provide ad hoc induction. The situation is acknowledged as a priority area. This year, data has been collected on student PC ownership and C&IT competence. It is planned to target future, more systematic, induction through use of this data. And C&IT issues are referred to in more general library induction sessions, as detailed in Questionnaire C.'

'We are moving to a more centralised model involving computer-based diagnosis and development of student IT skills, alongside voluntary development/accreditation opportunities.'

'We are a large research-led university and Information Services do not have the resources to train all u/g students with IT training (e.g. word processing, spreadsheets, databases etc.). We do provide this for staff and taught & research postgraduates. We provide research skills training to the latter category. We provide induction training to u/g and are looking to ECDL as a way of introducing IT training to u/g.'

'The idea of generic C&IT induction is now rather outdated, given the diverse (and often advanced) range of skills many students have on entry. Embedded C&IT induction within general study-skills customised for each subject is the way forward.'

'The College realises it should be providing C&IT skills training as part of a wider provision including report writing, presentation skills, statistics, study skills etc. i.e. NOT as a separate entity. It has been raised at various committees but no structured way forward has yet been determined.'

'Identified as area for potential change in Learning and Teaching Strategy for College, but fraught with difficulty.'

5. Questionnaire B

5.1. Background and Key Questions

Survey Questionnaire B was developed as part of the CITSCAPES Project to investigate the current situation and prospective outlook in student C&IT induction in the UK Higher Education sector. This section of the questionnaire was intended to investigate whether or not HEIs in the UK have made a general provision for student C&IT induction and, if so, how these programmes are organised and delivered. We expected that the Project Liaison Person, established during Strand 1 of the project, would complete this questionnaire. It was hoped that the Liaison Person would have a general overview on student C&IT induction and provision at their own HEI. If the CITSCAPES Liaison Person was unable to complete this questionnaire, we requested that it be forwarded to an individual within the institution with such a general overview.

Questionnaire B aimed to answer the following questions about the general current situation of student C&IT induction at HEIs throughout the UK:

- A) What is the locus of responsibility of student C&IT induction? (i.e. Does a senior member of staff have overall responsibility for student C&IT induction and which functional areas/committees deal with such matters?)*
- B) Is there a centralised 'Student Computing Environment' to which all students have access including disabled students?*
- C) Who are the main providers of student C&IT induction and what is the nature of provision for students and staff?*

5.2. Return Rate

Questionnaire B Response Rate by Groups of HEIs

Size	Small		Medium		Large	Total respondents
Total respondents/group	40% (34)		37% (32)		23% (20)	100% (86)
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs	Total respondents	
Total respondents/group	36% (31)	21% (18)	24% (21)	17% (16)	100% (86)	
FT League Table	Top	Middle	Bottom	Not in League	Total respondents	
Total respondents/group	17% (15)	16% (14)	17% (15)	49% (42)	100% (86)	

Table 5.1.

5.3. Responses to Questions in Section B

5.3.1. Question B1: Does a senior member of staff have overall responsibility for student C&IT induction? If so, who?

General Response:

*Question B1: Does a senior member of staff have overall responsibility for student C&IT induction?
If so, who?*

No individual	58% (50)
One individual	37% (32)
More than one individual	5% (4)
Total respondents	100% (86)

Table 5.3.1.

Profile:

*Question B1: Does a senior member of staff have overall responsibility for student C&IT induction?
If so, who?*

HEI Size	Small	Medium	Large	
No individual	44% (15)	63% (20)	75% (15)	
One individual	53% (18)	31% (10)	20% (4)	
More than one individual	3% (1)	6% (2)	5% (1)	
Total respondents/group	100% (34)	100% (32)	100% (20)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
No individual	61% (19)	78% (14)	38% (8)	56% (9)
One individual	32% (10)	17% (3)	57% (12)	44% (7)
More than one individual	6% (2)	6% (1)	5% (1)	0% (0)
Total respondents/group	100% (31)	100% (18)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
No individual	67% (10)	57% (8)	73% (11)	50% (21)
One individual	20% (3)	43% (6)	20% (3)	48% (20)
More than one individual	13% (2)	0% (0)	7% (1)	2% (1)
Total respondents/group	100% (15)	100% (14)	100% (15)	100% (42)

Table 5.3.1.a

Emerging Issues:

1. This question sought to investigate whether or not one senior manager could be identified to be in charge of all aspects of student C&IT induction. Slightly more than one third of the institutions responding answered that this was the case. Almost 60% of the returns stated that no single individual is in charge of student C&IT induction. Only four HEIs (5%) answered that more than one individual has overall responsibility for student C&IT induction.
2. In the analysis of *Questionnaire A* we recognised that the majority of institutions with a centralised approach, consisted of smaller HEIs. One could suggest that the majority of those smaller HEIs with a centralised approach are also those which use one committee to deal with student C&IT programmes.

5.3.2. Question B2: Which committees have a remit in student C&IT induction?

General Response:

Question B2: Which committees have a remit in student C&IT induction?

No committee	20% (17)
One committee	24% (21)
More than one committee	56% (48)
Total respondents	100% (86)

Table 5.3.2

Profile:

Question B2: Which committees have a remit in student C&IT induction?

HEI Size	Small	Medium	Large	
No committee	12% (4)	22% (7)	30% (6)	
One single committee	21% (7)	22% (7)	35% (7)	
More than one committee	68% (23)	56% (18)	35% (7)	
Total respondents/group	100% (34)	100% (32)	100% (20)	
University Type	Pre-1992 Unis	Post-1992 Unis	Monotechnics	Other HEIs
No committee	26% (8)	28% (5)	14% (3)	6% (1)
One single committee	29% (9)	28% (5)	19% (4)	19% (3)
More than one committee	45% (14)	44% (8)	67% (14)	75% (12)
Total respondents/group	100% (31)	100% (18)	100% (21)	100% (16)
FT League Table	Top	Middle	Bottom	Not in League
No committee	27% (4)	21% (3)	27% (4)	14% (6)
One single committee	47% (7)	21% (3)	27% (4)	17% (7)
More than one committee	27% (4)	57% (8)	47% (7)	69% (29)
Total respondents/group	100% (15)	100% (14)	100% (15)	100% (42)

Table 5.3.2.a

The table states, for example, that 8 out of 18 (44%) post-1992 Universities have more than one committee dealing with matters relating to student C&IT induction.

Emerging Issues:

Comments	Size
<i>We are a highly devolved university. Information Services provides an 'open programme' of IT training & a research skills programme to staff and postgraduates.</i>	Large
<i>It is the responsibility of individual academic schools to teach students ICT skills. Basic introductions to the facilities available to students are conducted by Information Services staff.</i>	Large
<i>No overall responsibility. I am responsible for centrally provided induction; I also advise academic departments about IT provision, but have no responsibility for implementing it.</i>	Medium
<i>Student Services Manager, Computing Services who takes responsibility to provide computing induction and basic skills training.</i>	Medium
<i>It is part of a core skills programme. The Programme co-ordinator would be the only person with overall responsibility</i>	Small
<i>A recently created University-wide group will carry this responsibility until such time as new systems are in place.</i>	Large
<i>Senior Vice Principal, but also Vice Principal in charge of Student and Staff C&IT and convener of UCTL</i>	Medium
<i>Head of Information Services. This post reports direct to the Principal.</i>	Small

CITSCAPES Survey Report

Comments	Size
<i>Learning Resources Centre manager (for curriculum), IT Manager (for login/email induction)</i>	<i>Small</i>
<i>Departments, colleges and libraries each organise their own induction courses. OUCS runs a range of IT training modules.</i>	<i>Large</i>
<i>Currently Head of Learning and Educational Development, about to change to Director of Information Resources.</i>	<i>Medium</i>
<i>User Support manager, CCS, responsible for co-ordinating central provision and liaising with schools.</i>	<i>Medium</i>
<i>Most is done at a departmental level and targeted at specific curriculum support issues.</i>	<i>Medium</i>
<i>Head of Department Maths/IT. But this is not absolutely clear - some of my departmental staff have been developing courseware for auditing and delivering courses and the IT dept delivers basic ICT courses.</i>	<i>Small</i>
<i>Shared between Librarian & Director of Information Services and Pro-Director for Taught Courses</i>	<i>Small</i>
<i>Vice Principal (Finance and Resources)</i>	<i>Small</i>
<i>Head of Digital Futures</i>	<i>Small</i>

5.3.3. Question B3: Are all students provided with a login ID?

General Response:

Question B3: Are all students provided with a login ID?

Yes	98% (84)
No	2% (2)
Total respondents	100% (86)

Table 5.3.3.

5.3.4. Question B4: Are any special provisions made for disabled access to C&IT resources?

General Response:

Question B4: Are any special provisions made for disabled access to C&IT resources?

Yes	98% (84)
No	2% (2)
Total respondents	100% (86)

Table 5.3.4.

Emerging issues:

The results in **Table 5.3.4.** indicate clearly that most HEIs are aware of the usefulness of Information Technology to support the studying and communication of disabled students. However, the question we asked is of a very general nature. More research is needed to investigate the status and quality of support in C&IT for disabled students. Nevertheless, since the Disability Discrimination Act of 1995, the HE sector has undertaken steps in order to widen access for disabled students. However, we expect that equal opportunity and course provision for disabled students is in the process of becoming a major priority for the HE sector in the UK. The partial success of offering separate provision for disabled students is expressed by the fact that 98% of all respondents have claimed that such provision is offered at their HEI.

5.3.5. Question B5: Which departments/units are the main providers of student C&IT courses/programmes?

We emphasised in a note to this question that that we did not require a list of all academic departments who offer some sort of provision or are marginally involved. We were primarily interested in those faculties, departments, C&IT induction and training units, or major outside contractors in charge of C&IT at the institution and/or subsidiary schools or campuses. We also requested to indicate the nature of provision they might offer to the students by using the appropriate letter from the list below. If the information was available to them, we requested them to also indicate whether the same provision was offered to academic staff by ticking the 'staff provision' field.

C&IT induction courses and programmes are in the majority of responses offered as part of academic courses, followed by 'C&IT course provided by a service department or unit'. Also common is the provision of C&IT courses as part of a 'student skills' programme. Further, it was discovered that the majority of HEIs carry out their C&IT induction programmes through either one or two units or departments. Regarding staff training, most respondents seem to deliver their C&IT training through service departments or units, or through stand-alone programmes. The respondents could tick more than one option, and we therefore listed only the number of departments and/or units that provide a particular kind of programme. Some departments provide more than one programme. A number of departments provide more than one programme, which made it difficult to use percentages in the analysis.

Question B5: Which departments/units are the main providers of student C&IT courses/programmes?

	For students	For staff
Stand-alone C&IT skills programme	41	20
C&IT course offered as part of a student skills programme	57	6
C&IT skills offered as part of an academic course	109	8
C&IT course provided by a service department/unit (e.g. Computing Service or Library)	77	44
Element of student special needs & support services	34	8
None of the above	4	0

Table 5.3.5.

Number of units carrying out at least one type of provision

0 units	1 unit	2 units	3 units	4 units	5 units	6 units	7 units	8 units	Average units
2	22	23	18	6	8	1	0	2	2.7
2%	26%	27%	21%	7%	9%	1%	0%	2 %	

Table 5.3.5.a

6. Questionnaire C

6.1. Return Rate

Size	Small	Medium	Large	Total respondents
Total respondents/group	42% (31)	33% (24)	25% (18)	100% (73)

Table 6.a: Number of HEIs that returned Part C, grouped by size

Size	Small	Medium	Large	Total respondents
Total respondents/group	31% (35)	29% (42)	40% (58)	100% (145)

Table 6.b: Number of units/departments that returned Part C, grouped by size

Copies	Copies of Questionnaire C one entry per institution	Total Questionnaire C returned
1 copy	71% (52)	36% (52)
2 copies	5% (4)	6% (8)
3 copies	10% (7)	14% (21)
4 copies	3% (2)	6% (8)
5 copies	1% (1)	3% (5)
6 copies	5% (4)	17% (24)
7 copies	1% (1)	5% (1)
8 copies	0% (0)	0% (0)
9 copies	1% (1)	6% (1)
10 copies	0% (0)	0% (0)
11 copies	1% (1)	8% (11)
<i>Total</i>	100% (73)	100% (145)

Table 6.c

6.2. Background and Key Questions

The Survey Questionnaire C was developed as part of the CITSCAPES Project to investigate the current situation and prospective outlook in student C&IT induction in the UK Higher Education sector. The questionnaire was intended to investigate student C&IT providers, mode of course delivery and the goals of provision set out by the actual departments and/or units that provide student C&IT induction.

We suggested that this questionnaire should be completed by the individual person(s) in charge of provision in faculties, schools or central unit of your institution. The CITSCAPES liaison contact was requested to forward this questionnaire to such individuals in charge of the units or departments identified under Question B5 along with an enclosed covering letter and self-addressed envelope. In the majority of cases this was expected to be a person at medium management level, for example, a head of academic department or service unit.

The analysis of Questionnaire C poses some difficulty. Whilst centralised institutions may send in a maximum of one or two copies of Questionnaire C, we are unsure about the number of returns we could have exposed from devolved C&IT approaches. The nearest guess can be optioned from the number of providers listed in Questionnaire B5. However, since the analysis of this part of the questionnaire aims to establish how student C&IT induction is delivered at each department or unit, we will analyse all returns individually.

Questionnaire C aimed to answer the following questions about the current situation in the HE sector:

- A) What are the goals of provision?*
- B) What is the mode of delivery?*
- C) How is the programme funded?*

6.3. Responses to Questions in Section C

6.3.1. Question C1: Title of Course/Programme

Question C1: Area of remit for C&IT

IT induction course/programme	26% (37)
Part of Degree Courses	32% (47)
Library and Information/Academic Skills Programme	11% (17)
Subject Specific Skills Course	19% (28)
Miscellaneous	10% (15)
No answer	2% (3)
Total respondents	100% (145)

Table 6.3.1.

This was a text field. We have tried to categories the responses into the above options.

6.3.2. Question C2: Student category for which provision is made

Question C1: Student category for which provision is made

Undergraduate	46% (66)
Postgraduate	6% (9)
Both	48% (69)
No answer	1% (1)
Total respondents	100% (145)

Table 6.3.2.

6.3.3. Question C3: How many students per year take part in your course(s) programme(s)?

Question C3: Tendency of student numbers in courses/programme between academic year 1998-99, 1999-2000 and 2000-2001?

Undergraduate	
Stable	42% (60)
Increasing	28% (40)
Decreasing	14% (21)
No answer	16% (23)
Total respondents	100% (145)
Postgraduates	
Stable	21% (31)
Increasing	14% (21)
Decreasing	7% (10)
No answer	57% (83)
Total respondents	100% (145)

Table 6.3.4.

6.3.4. Question C4: How would you best describe the type of C&IT course/programme you provide?

Question C4: How would you best describe the type of C&IT course/programme you provide?

Stand alone C&IT skills programme	11% (16)
Course is part of an elementary student skills programme	8% (12)
Course part of an academic course/programme	32% (46)
Course provided by a service agency/unit	10% (15)
Element of student special needs & support services	1% (2)
Any Combination	36% (52)
No answer	1% (2)
Total respondents	100% (145)

Table 6.3.4.

6.3.5. Question C5: What are the specific goals of your provision?

This text field was completed by 92% of respondents. The answers ranged widely:

Some respondents stated that their course/programme was designed to ‘achieve a baseline standard of C&IT skills for all students’ and added specific programme details such as accreditation. A number of respondents highlighted also general educational goals that can be achieved or advanced through the use of C&IT. A significant number of respondents also outlined very subject specific usages of C&IT depending on the specific remits of the particular academic course programme. It was also noted that C&IT induction programmes and further skill units are helpful in preparing students for the challenges and requirements of the professional environment after their studies.

6.3.6. Question C6: How is the programme delivered?

Question C6: How is the programme delivered?

Taught classes (tutor-led)	43% (62)
Self teach (paper based)	1% (2)
Self teach (on-line, Web, CD ROM)	2% (3)
Any combination	53% (77)
No answer	1% (1)
Total respondents	100% (145)

Table 6.2.6.

6.3.7. Question C7: How is your course/programme funded?

Question C7: How is your course/programme funded?

Earmarked central funding	12% (17)
Routine department service/funding	54% (78)
Project or grant income	1% (1)
Funded by departments with students on programme	13% (19)
Funded by students themselves	0% (0)
Funded by sponsorship/commercial organisation	0% (0)
Other	3% (4)
Any combination	16% (23)
No answer	2% (3)
Total respondents	100% (145)

Table 6.3.7.

6.3.8. Question C8: When do most students take this course/programme?

Question C8: When do most students take this course/programme?

Before entry	0% (0)
On entry (e.g. 'induction week')	8% (11)
During their first year of study	48% (69)
Any time during their degree programme	17% (25)
Any combination	26% (38)
No answer	1% (2)
Total respondents	100% (145)

Table 6.3.8. – Time of completion

6.3.9. Question C9: Are students tested or surveyed on their current level of C&IT skills prior to entry to the course/programme?

Question C9: Are students tested or surveyed on their current level of C&IT skills prior to entry to the course/programme?

Yes	28% (41)
No	70% (101)
No answer	2% (3)
Total respondents	100% (145)

Table 6.3.9. – Needs assessment prior to programme

6.3.10. Question C10: Is there a set level of C&IT competence, which your institution has defined and which your course or programme is intended to deliver?

Question C10: Is there a set level of C&IT competence, which your institution has defined and which your course or programme is intended to deliver?

Yes	30% (44)
No	68% (98)
No answer	2% (3)
Total respondents	100% (145)

Table 6.3.10.

Emerging Issues:

1. ECDL emerged 21 times as the level of competence

6.3.11. Question C11: Is the course/programme linked to an internal or external certification scheme?

Question C11: Is the course/programme linked to an internal or external certification scheme?

Yes	37% (53)
No	62% (90)
No answer	1% (2)
Total respondents	100% (145)

Table 6.3.11. – Certification scheme

Emerging Issues:

1. ECDL emerged 21 times as the level of competence

6.3.12. Question C12: Are students awarded credit points for successful completion of the course/programme?

Question C12: Are students awarded credit points for successful completion of the course/programme?

Yes	50% (73)
No	46% (67)
No answer	3% (5)
Total respondents	100% (145)

Table 6.3.12.

6.3.13. Question C13: Does the course/program include additional units or components beyond the basic level?

Question C13: Does the course/program include additional units or components beyond the basic level?

Yes	48% (69)
No	49% (71)
No answer	3% (5)
Total respondents	100% (145)

Table 6.3.13.

6.3.14. Question C14: Is the programme compulsory?

Question C14: Is the programme compulsory?

Yes	63% (91)
No	34% (50)
No answer	3% (4)
Total respondents	100% (145)

Table 6.3.14.

Emerging Issues:

1. It emerged frequently that the course programme is compulsory for all new entrants and honours students.

6.3.15. Question C15: Are course/programme feedback or evaluation procedures in place?

Question C15: Are course/programme feedback or evaluation procedures in place?

Yes	90% (101)
No	7% (10)
No answer	3% (4)
Total respondents	100% (145)

Table 6.3.15.

6.3.16. Question C16: Where are the materials developed and/or produced?

Question C16: Where are the materials developed and/or produced?

Produced/developed in-house	67% (97)
Consortium or sharing arrangement (Specify)	1% (2)
Bought in/commercially available (Specify)	3% (5)
Any combination	26% (38)
No answer	2% (3)
Total respondents	100% (145)

Table 6.3.16.

Emerging Issues:

1. A frequent source for materials is ECDL and Electronic Paper.

6.3.17. Question C17: Where is the teaching located?

Question C17: Where is the teaching located?

Department/Faculty clusters	43% (63)
Central Clusters	37% (54)
Other location?	4% (6)
Any combination	14% (21)
No answer	1% (1)
Total respondents	100% (145)

Table 6.3.17.

6.3.18. Question C18: What areas does the basic syllabus cover?

Question C18: What areas does the basic syllabus cover?

a) Keyboard skills	55% (80)
b) Network login and network environment	81% (117)
c) General Introduction to the operating system	70% (101)
d) File management	73% (106)
e) Word processing	81% (118)
f) Printing	74% (108)
g) Writing and laying out an essay or report	53% (77)
h) Writing a CV	34% (50)
i) Spreadsheets	63% (92)
j) Transferring data between applications	52% (75)
k) PowerPoint presentations	52% (76)
l) Introduction to database usage	46% (67)
m) Introduction to statistical packages	27% (39)
n) Computer aided learning	26% (37)
o) Programming	14% (20)
p) Email	81% (118)
q) WWW access and basic navigation techniques	80% (116)
r) WWW page design	28% (41)
s) Evaluation of on-line information	43% (63)
t) Introduction to bibliographical databases	47% (68)
u) On-line library catalogue search techniques	60% (87)
v) Effective use of C&IT	39% (57)
w) Using help systems and support services	63% (62)
x) Copyright, intellectual property right, data protection and legal issues	33% (48)
y) Potential use and misuse of C&IT	35% (51)
z) Other	21% (30)
No answer	5% (7)
Total respondents	100% (145)

Table 6.3.18.

Teaching Objectives

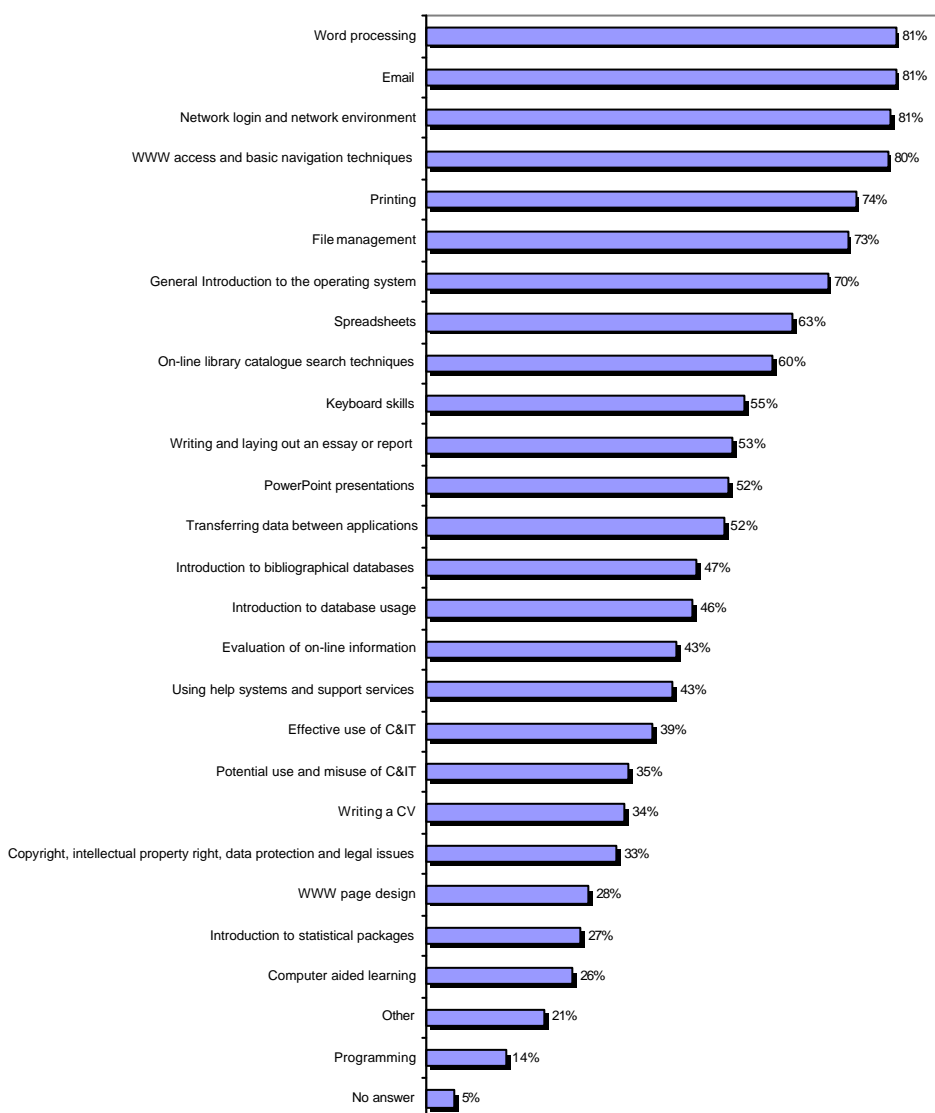


Chart 6.3.18.

7. Cross Tabulations

A2 Level of Priority - A3 C&IT in Strategic Documents

A2 Level of Priority - A8 Staff Training - Student Induction Relationship

A2 Level of Priority - A9 Current Position at HEI

A3 C&IT in Strategic Documents - A4 Systematic Provision

A4 Systematic Provision - A5 Structural Organisation

A4 Systematic Provision - A6 C&IT Providers

A4 Systematic Provision - A8 Staff Training - Student Induction Relationship

A4 Systematic Provision - A9 Current Situation

A5 Structural Organisation - A6 C&IT Providers

A6 C&IT Providers - A7 Type of Providers

A5 Structural Organisation - B1 Number of individuals with overall responsibility for C&IT

*In the following we highlighted those cells **yellow** which contain relevant percentages.*

7.1.1. A2 Level of Priority - A3 C&IT in Strategic Documents

A2 Level of Priority - A3 C&IT in Strategic Documents

	Yes	No	Any combination	Total A2 respondents
Highly important	86% (48)	13% (7)	2% (1)	100% (56)
Fairly important	43% (13)	53% (16)	3% (1)	100% (30)
Not priority	25% (1)	75% (3)	0% (0)	100% (4)
Any combination	67% (2)	33% (1)	0% (0)	100% (3)

Table 7.1.1.a

The table should read left to right: 48 (86%) out of 56 HEIs which stated under A2 that C&IT induction is highly important at their institution, also have this subject incorporated in strategic documents. The yellow highlighted data is the most relevant. The high percentages for the data under 'any combination' can be largely ignored due to the small number of respondents in this group.

A3 C&IT in Strategic Documents - A2 Level of Priority

	Highly important	Fairly important	Not priority	Any combination	Total A3 respondents
Yes	75% (48)	20% (13)	2% (1)	3% (2)	100% (64)
No	26% (7)	59% (16)	11% (3)	4% (1)	100% (27)
Any combination	50% (1)	50% (1)	0% (0)	0% (0)	100% (2)

Table 7.1.1.b

This table should read left to right: 48 (75%) HEIs out of 64 which have C&IT induction incorporated in strategic documents, also regard this subject as highly important.

Emerging Issues:

1. These tables indicate a degree of consistency

7.1.2. A2 Level of Priority - A8 Staff Training - Student Induction Relationship

A2 Level of Priority - A8 Staff Training - Student Induction Relationship

	Closely linked	Loosely connected	Addressed separately	Any combination	Total A2 respondents
Highly important	32% (18)	38% (21)	27% (15)	4% (2)	100% (56)
Fairly important	10% (3)	43% (13)	43% (13)	3% (1)	100% (30)
Not priority	0% (0)	25% (1)	75% (3)	0% (0)	100% (4)
Any combination	0% (0)	33% (1)	33% (1)	33% (1)	100% (3)

Table 7.1.2.a

A8 Staff Training - Student Induction Relationship - A2 Level of Priority

	Highly important	Fairly important	Not priority	Any combination	Total A8 respondents
Closely linked	86% (18)	14% (3)	0% (0)	0% (0)	100% (21)
Loosely connected	58% (21)	36% (13)	3% (1)	3% (1)	100% (36)
Addressed separately	47% (15)	43% (13)	9% (3)	3% (1)	100% (32)
Any combination	50% (2)	25% (1)	0% (0)	25% (1)	100% (4)

Table 7.1.2.b

Emerging Issues:

1. Does close linkage imply a degree of planning that in turn is indicative of a high priority to the respondents? High priority is not in itself a strong indicator that close linkage of student induction and staff training will be present.

7.1.3. A2 Level of Priority - A9 Current Position at HEI

A2 Level of Priority - A9 Current Position at HEI

	Stable	Transitional	Tentative	Any combination	Total A2 respondents
Highly important	73% (41)	20% (11)	5% (3)	2% (1)	100% (56)
Fairly important	20% (6)	57% (17)	17% (5)	7% (2)	100% (30)
Not priority	50% (2)	25% (1)	25% (1)	0% (0)	100% (4)
Any combination	67% (2)	33% (1)	0% (0)	0% (0)	100% (3)

Table 7.1.3.a

A9 Current Position at HEI - A2 Level of Priority

	Highly important	Fairly important	Not priority	Any combination	Total A9 respondents
Stable	80% (41)	12% (6)	4% (2)	4% (2)	100% (51)
Transitional	37% (11)	57% (17)	3% (1)	3% (1)	100% (30)
Tentative	33% (3)	56% (5)	11% (1)	0% (0)	100% (9)
Any combination	33% (1)	67% (2)	0% (0)	0% (0)	100% (3)

Table 7.1.3.b

Emerging Issues:

1. Perhaps awareness that they were in a transitional state led respondents to conclude that sufficient priority was not attached. One might suppose that high prioritisation would be a driver of change. This does seem to be the case.

7.1.4. A3 C&IT in Strategic Documents - A4 Systematic Provision

A3 C&IT in Strategic Documents - A4 Systematic Provision

	Yes	No	Any combination	Total A3 respondents
Yes	86% (55)	14% (9)	0% (0)	100% (64)
No	52% (14)	44% (12)	4% (1)	100% (27)
Any combination	0% (0)	0% (0)	100% (2)	100% (2)

Table 7.1.4.a

A4 Systematic Provision - A3 C&IT in Strategic Documents

	Yes	No	Any combination	Total A4 respondents
Yes	80% (55)	20% (14)	0% (0)	100% (69)
No	43% (9)	57% (12)	0% (0)	100% (21)
Any combination	0% (0)	33% (1)	67% (2)	100% (3)

Table 7.1.1.b

Emerging Issues:

1. A strategic approach is clearly linked to systematic provision.

7.1.5. A4 Systematic Provision - A5 Structural Organisation

A4 Systematic Provision - A5 Structural Organisation

	Largely devolved	Centrally developed	A mixture of both	Total A4 respondents
Yes	30% (21)	51% (35)	19% (13)	100% (69)
No	71% (15)	0% (0)	29% (6)	100% (21)
Any combination	67% (2)	33% (1)	0% (0)	100% (3)

Table 7.1.5.a

A5 Structural Organisation - A4 Systematic Provision

	Yes	No	Any combination	Total A5 respondents
Largely devolved	55% (21)	39% (15)	5% (2)	100% (38)
Centrally developed	97% (35)	0% (0)	3% (1)	100% (36)
A mixture of both	68% (13)	32% (6)	0% (0)	100% (19)

Table 7.1.5.b

Emerging Issues:

1. As might be expected, HEIs with central organisation almost universally offer systematic provision (b). HEIs with no systematic provision have largely devolved structures (a).

7.1.6. A4 Systematic Provision - A6 C&IT Providers

A4 Systematic Provision - A6 C&IT Providers

	One unit / dep.	More than one unit	Any combination	Total A4 respondents
Yes	26% (18)	71% (49)	3% (2)	100% (69)
No	0% (0)	100% (21)	0% (0)	100% (21)
Any combination	33% (1)	67% (2)	0% (0)	100% (3)

Table 7.1.6.a

A6 C&IT Providers - A4 Systematic Provision

	Yes	No	Any combination	Total A6 respondents
One unit / dep.	95% (18)	0% (0)	5% (1)	100% (19)
More than one unit	68% (49)	29% (21)	3% (2)	100% (72)
A mixture of both	100% (2)	0% (0)	0% (0)	100% (2)

Table 7.1.6.b

Emerging Issues:

1. Systematic provision is not linked to a one-door approach (a). However, a one-door approach is an indicator of systematic provision (b).

7.1.7. A4 Systematic Provision - A8 Staff Training - Student Induction Relationship

A4 Systematic Provision - A8 Staff Training - Student Induction Relationship

	Closely linked	Loosely connected	Addressed separately	Any combination	Total A4 respondents
Yes	25% (17)	43% (30)	28% (19)	4% (3)	100% (69)
No	14% (3)	29% (6)	52% (11)	5% (1)	100% (21)
Any combination	33% (1)	0% (0)	67% (2)	0% (0)	100% (3)

Table 7.1.7.a

A8 Staff Training - Student Induction Relationship - A4 Systematic Provision

	Yes	No	Any combination	Total A8 respondents
Closely linked	81% (17)	14% (3)	5% (1)	100% (21)
Loosely connected	83% (30)	17% (6)	0% (0)	100% (36)
Addressed separately	47% (15)	43% (13)	9% (3)	100% (32)
Any combination	75% (3)	25% (1)	0% (0)	100% (4)

Table 7.1.7.b

Emerging Issues:

1. Systematic provision is not strongly correlated with the close linkage of student induction and staff training (a). However, the presents of such linkage is an indicator of systematic provision.

7.1.8. A4 Systematic Provision - A9 Current Situation

A4 Systematic Provision - A9 Current Situation

	Stable	Transitional	Tentative	Any combination	Total A4 respondents
Yes	64% (44)	29% (20)	4% (3)	3% (2)	100% (69)
No	24% (5)	43% (9)	29% (6)	5% (1)	100% (21)
Any combination	67% (2)	33% (1)	0% (0)	0% (0)	100% (3)

Table 7.1.8.a

A9 Current Situation - A4 Systematic Provision

	Yes	No	Any combination	Total A9 respondents
Stable	86% (44)	10% (5)	4% (2)	100% (51)
Transitional	67% (20)	30% (9)	3% (1)	100% (30)
Tentative	33% (3)	67% (6)	0% (0)	100% (9)
Any combination	67% (2)	33% (1)	0% (0)	100% (3)

Table 7.1.8.b

Emerging Issues:

1. HEIs with systematic provision tend to view themselves as stable (a) and vice-versa (b). However, many HEIs in a transitional state also see themselves as having systematic provision.

7.1.9. A5 Structural Organisation - A6 C&IT Providers

A5 Structural Organisation - A6 C&IT Providers

	One unit / dep.	More than one unit	Any combination	Total A5 respondents
Largely devolved	5% (2)	95% (36)	0% (0)	100% (38)
Centrally developed	42% (15)	56% (20)	3% (1)	100% (36)
A mixture of both	11% (2)	84% (16)	5% (1)	100% (19)

Table 7.1.9.a

A6 C&IT Providers - A5 Structural Organisation

	Largely devolved	Centrally developed	A mixture of both	Total A6 respondents
One unit / dep.	11% (2)	79% (15)	11% (2)	100% (19)
More than one unit	50% (36)	28% (20)	22% (16)	100% (72)
Any combination	0% (0)	50% (1)	50% (1)	100% (2)

Table 7.1.9.b

Emerging Issues:

1. HEIs with a one-door approach tend strongly to have a central structure. This reinforces the findings in Table 7.1.5.b.

7.1.10. A6 C&IT Providers - A7 Type of Providers

A6 C&IT Providers - A7 Type of Providers

	Service department	Academic department	Any combination	Total A6 respondents
One unit / dep.	68% (13)	21% (4)	11% (2)	100% (19)
More than one unit	7% (5)	28% (20)	65% (47)	100% (72)
Any combination	0% (0)	0% (0)	100% (2)	100% (2)

Table 7.1.10.a

A7 Type of Providers - A6 C&IT Providers

	One unit / dep.	More than one unit	Any combination	Total A4 respondents
Service department	72% (13)	28% (5)	5% (1)	100% (18)
Academic department	17% (4)	83% (20)	0% (0)	100% (24)
Any combination	4% (2)	92% (47)	4% (2)	100% (51)

Table 7.1.10.b

Emerging Issues:

1. The use of service departments is indicative of a one-door approach.

7.1.11. A5 Structural Organisation - B1 Number of individuals with overall responsibility for C&IT

A5 Structural Organisation - B1 Number of individuals with overall responsibility for C&IT

	No individual	One individual	More than one indiv.	Total A5 respondents
Largely devolved	83% (24)	14% (4)	3% (1)	100% (29)
Centrally developed	24% (11)	58% (19)	9% (3)	100% (33)
A mixture of both	56% (10)	39% (7)	6% (1)	100% (18)

Table 7.1.11.a

A5 Structural Organisation - B1 Number of individuals with overall responsibility for C&IT

	Largely devolved	Centrally developed	A mixture of both	Total B1 respondents
No individual	53% (24)	24% (11)	22% (10)	100% (45)
One individual	13% (4)	63% (19)	23% (7)	100% (30)
More than one indiv.	20% (1)	60% (3)	20% (1)	100% (5)

Table 7.1.11.a

Emerging Issues:

1. As might be expected, devolved structures do not tend to have one individual in charge, but central structures do.