



Digital Competencies Survey - DigiCONS

Introduction to the Project

'Digital Co-Creation with Nursing Students: Enhancing Digital Competencies' (DigiCONS) is an international research initiative that has been built on a body of empirical research conducted with nursing students since 2020. The project aims to strengthen the digital competencies of nursing students through co-creation, collaborative learning and evidence-based research.

What is this research about?

This project collects anonymous student data to identify pockets of digital inequalities across different nursing courses and aims to enhance students' digital capacity as learners and future professionals. It centres on understanding how to achieve digitally inclusive learning and teaching practices, empowering nursing students to thrive in an increasingly digital learning and professional environment. The survey has been supported by the Robert Gordon University 'Impact Accelerator' funding and has been developed based on previous empirical research, according to the following frameworks:

- 'The Seven Elements of Digital Literacies' by JISC (the Joint Information Systems Committee (UK): [JISC_REPORT_Digital_Literacies_280714_v6.indd](#)
- The EU Digital Competence Framework 2.0 <https://ec.europa.eu/jrc/en/digcomp/digital-competence-framework>

More information on the project can be found on <https://digiconshealth.com/>

Why is this research being done?

Data gathered from this survey will help us to develop digital teaching and learning strategies and consider digital literacy enhancement in different courses.

How will the data be used?

Data collected will be used in research results and publications; however, data will be collected anonymously, and no one will be identified in any ensuing publication of this research.

What will happen if you decide to participate?

If you agree to participate, select the "I agree to participate" box at the bottom of this screen, then continue to the survey. The survey will take approximately 20 to 30 minutes to complete. When you have completed the survey questions, press the SUBMIT button at the end to finish.

What are the risks associated with participation in this research project?

The risk associated with participation in this project is minimal. This study is not connected to assessment or academic performance in any way. Data will be collected anonymously. Survey participation is voluntary. You may refuse to participate and you may refuse to complete specific questions in the survey.

You may withdraw from the study at any time until you submit your responses at the end of the survey. After that point, it will not be possible to review, change or remove content.

How will your privacy be protected?

Our institutions and our project team subscribe to the ethical conduct of research and to the protection at all times of the interest, comfort, and safety of participants. Study data will be collected anonymously. Survey responses will be used only for this research project.

The survey data will be stored on an encrypted storage device for the duration of the study and destroyed at the end of the project.

The following section takes you to the consent page.

1. Consent

By ticking the consent box below, I am verifying that I have read and understood the information about this study, provided in the survey introduction, and I agree to participate in this research project. I confirm that I am 18 or more years of age. I understand that participation is entirely voluntary. I understand that once I submit my survey responses that the data will be aggregated into a larger pool of anonymous data. Because the survey is anonymous, I understand that I can only withdraw up to the point when I submit my responses.

I consent to the anonymous gathering of my responses through this survey and the storage of these responses for the duration of the study on an encrypted device. I understand that data will be destroyed at the end of the project. I understand that my answers to questions will only be used for the purposes of this study.

I agree to take part in this online survey *(If you answer 'Yes', you will continue with the survey now. If you answer 'No', you will not see the survey).* *

Yes

No

Demographics

First we would like to gather some basic information about you.

Demographic categories have been based on the European Commission EUROSTAT guidelines.

2. What is your sex?

- Female
- Male
- Other (please specify)

3. What generation do you belong to?

- 1. Generation Z (born 1997-2012)
- 2. Millennial generation (born 1981-1996)
- 3. Generation X (born 1965-1980)
- 4. Baby Boomer (born 1946-1964)

4. Please select your country of birth.

- AD - Andorra
- AE - United Arab Emirates
- AF - Afghanistan
- AG - Antigua and Barbuda
- AI - Anguilla
- AL - Albania
- AM - Armenia
- AO - Angola
- AQ - Antarctica
- AR - Argentina
- AS - American Samoa
- AT - Austria
- AU - Australia

- AW - Aruba
- AZ - Azerbaijan
- BA - Bosnia and Herzegovina
- BB - Barbados
- BD - Bangladesh
- BE - Belgium
- BF - Burkina Faso
- BG - Bulgaria
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- BJ - Benin
- BL - Saint Barthelemy
- BM - Bermuda
- BN - Brunei
- BO - Bolivia
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- BS - Bahamas, The
- BT - Bhutan
- BV - Bouvet Island
- BW - Botswana
- BY - Belarus
- BZ - Belize
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- CC - Cocos (Keeling) Islands
- CD - Congo, Democratic Republic of the
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- CG - Congo, Republic of the
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- CI - Cote d'Ivoire
- CK - Cook Islands
- CL - Chile
- CM - Cameroon
- CN - China

- CO - Colombia
- CR - Costa Rica
- CU - Cuba
- CV - Cape Verde
- CW - Curacao
- CX - Christmas Island
- CY - Cyprus
- CZ - Czech Republic
- DE - Germany
- DJ - Djibouti
- DK - Denmark
- DM - Dominica
- DO - Dominican Republic
- DZ - Algeria
- EC - Ecuador
- EE - Estonia
- EG - Egypt
- EH - Western Sahara
- ER - Eritrea
- ES - Spain
- ET - Ethiopia
- FI - Finland
- FJ - Fiji
- FK - Falkland Islands (Islas Malvinas)
- FM - Micronesia, Federated States of
- FO - Faroe Islands
- FR - France
- FX - France, Metropolitan
- GA - Gabon
- GB - Great Britain
- GD - Grenada
- GE - Georgia
- GF - French Guiana

- GG - Guernsey
- GH - Ghana
- GI - Gibraltar
- GL - Greenland
- GM - Gambia, The
- GN - Guinea
- GP - Guadeloupe
- GQ - Equatorial Guinea
- GR - Greece
- GS - South Georgia and the Islands
- GT - Guatemala
- GU - Guam
- GW - Guinea-Bissau
- GY - Guyana
- HK - Hong Kong
- HM - Heard Island and McDonald Islands
- HN - Honduras
- HR - Croatia
- HT - Haiti
- HU - Hungary
- ID - Indonesia
- IE - Ireland
- IL - Israel
- IM - Isle of Man
- IN - India
- IO - British Indian Ocean Territory
- IQ - Iraq
- IR - Iran
- IS - Iceland
- IT - Italy
- JE - Jersey
- JM - Jamaica
- JO - Jordan

- JP - Japan
- KE - Kenya
- KG - Kyrgyzstan
- KH - Cambodia
- KI - Kiribati
- KM - Comoros
- KN - Saint Kitts and Nevis
- KP - Korea, North
- KR - Korea, South
- KW - Kuwait
- KY - Cayman Islands
- KZ - Kazakhstan
- LA - Laos
- LB - Lebanon
- LC - Saint Lucia
- LI - Liechtenstein
- LK - Sri Lanka
- LR - Liberia
- LS - Lesotho
- LT - Lithuania
- LU - Luxembourg
- LV - Latvia
- LY - Libya
- MA - Morocco
- MC - Monaco
- MD - Moldova
- ME - Montenegro
- MF - Saint Martin
- MG - Madagascar
- MH - Marshall Islands
- MK - Macedonia
- ML - Mali
- MM - Burma

- MN - Mongolia
- MO - Macau
- MP - Northern Mariana Islands
- MQ - Martinique
- MR - Mauritania
- MS - Montserrat
- MT - Malta
- MU - Mauritius
- MV - Maldives
- MW - Malawi
- MX - Mexico
- MY - Malaysia
- MZ - Mozambique
- NA - Namibia
- NC - New Caledonia
- NE - Niger
- NF - Norfolk Island
- NG - Nigeria
- NI - Nicaragua
- NL - Netherlands
- NO - Norway
- NP - Nepal
- NR - Nauru
- NU - Niue
- NZ - New Zealand
- OM - Oman
- PA - Panama
- PE - Peru
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- PG - Papua New Guinea
- PH - Philippines
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- PL - Poland

- PM - Saint Pierre and Miquelon
- PN - Pitcairn Islands
- PR - Puerto Rico
- PS - Gaza Strip
- PS - West Bank
- PT - Portugal
- PW - Palau
- PY - Paraguay
- QA - Qatar
- RE - Reunion
- RO - Romania
- RS - Serbia
- RU - Russia
- RW - Rwanda
- SA - Saudi Arabia
- SB - Solomon Islands
- SC - Seychelles
- SD - Sudan
- SE - Sweden
- SG - Singapore
- SH - Saint Helena, Ascension, and Tristan da Cunha
- SI - Slovenia
- SJ - Svalbard
- SK - Slovakia
- SL - Sierra Leone
- SM - San Marino
- SN - Senegal
- SO - Somalia
- SR - Suriname
- SS - South Sudan
- ST - Sao Tome and Principe
- SV - El Salvador
- SX - Sint Maarten

- SY - Syria
- SZ - Swaziland
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- TD - Chad
- TF - French Southern and Antarctic Lands
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- UA - Ukraine
- UG - Uganda
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- US - United States
- UY - Uruguay
- UZ - Uzbekistan
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- VC - Saint Vincent and the Grenadines
- VE - Venezuela
- VG - British Virgin Islands
- VI - Virgin Islands
- VN - Vietnam
- VU - Vanuatu
- WF - Wallis and Futuna
- WS - Samoa

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- YT - Mayotte
- ZA - South Africa
- ZM - Zambia
- ZW - Zimbabwe

6. What is your first language?

7. What is your marital status?

- Single
- Married/ Domestic partnership
- Widowed
- Divorced/ Separated

8. Are you currently employed?

- Full-time employment (I carry out full-time a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.)
- Part-time employment (I carry out part-time a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.)
- Unemployed
- Student (Full-time)
- Student (Part-time)
- Other (please specify)

9. If you carry out a job / profession (full or part-time) please state your sector of employment.

- Agriculture, forestry and fishing
- Manufacturing, mining and quarrying and other industry
- Construction
- Wholesale and retail trade; repair of motor vehicles and motorcycles
- Transportation and storage
- Accommodation and food service activities Information and communication
- Financial and insurance activities
- Real estate activities
- Professional, scientific and technical activities Administrative and support service activities
- Public administration and defence; compulsory social security

- Education
- Human health and social work activities
- Arts, entertainment and recreation
- Other service activities
- I do not carry out a job/ profession

10. What is the highest level of education you have got?

- Undergraduate University Study (3 years or longer: e.g. BA, BEd, BSc, Integrated Masters)
- Graduate Apprenticeship
- Postgraduate Studies (PG Certificate, PG Diploma, MSc, PhD)
- Other (please specify)

11. What is your current level of study?

- Undergraduate University Study (3 years or longer: e.g. BA, BEd, BSc, Integrated Masters)
- Graduate Apprenticeship
- Postgraduate Studies (PG Certificate, PG Diploma, MSc, PhD)
- Other (please specify)

12. What is the mode of delivery of your course?

- Full-time on-campus
- Part-time online
- Full-time online
- Blended (mix of on-campus and online)

13. In what year of study are you?

- 1st year
- 2nd year

- 3rd year
- 4th year
- 5th or more

14. Are you an articulating student from further education/college (i.e. joining your degree programme directly in year 2)?

- Yes
- No
- Not sure
- Other (please specify)

15. What is your current course?

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Survey Guidelines

Levels of Digital Literacies/ Competencies

This survey explores your digital competencies/literacies. Throughout the survey you will be asked to rate your responses on the following self-assessed scale of one to five.

Level 1: Novice The digital task is new to me. I am currently developing basic knowledge and skills in this area, but I need help either to complete or to learn how to complete this sort of task.

Level 2: Basic I have foundational knowledge in this area. I can perform simple digital tasks with help from others.

Level 3: Intermediate I have more than foundational knowledge, but I am not yet advanced in this area. I can usually complete complex digital tasks independently, although I sometimes need help from someone more advanced than I am.

Level 4: Advanced I have advanced knowledge in this area, though I am not an expert. I can perform complex digital tasks without assistance. I adapt easily to learning new knowledge and skills. Others sometimes ask me for help.

Level 5: Expert I have mastered the knowledge and skills for this area. I apply my knowledge and skills to create and redesign processes, tools, and/or technologies appropriately and effectively. As an expert in this area, I frequently show others how to complete these tasks.

Everyday Participation as Digital Citizen

Survey Questions

16. Please rank your 'Everyday Participation as a Digital Citizen' for the following activities *(please select 'More info' below to see the digital literacies/competencies levels again).*

e-democracy (e.g., accessing voting information and political information online; taking an active role in democratic processes online)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-government (e.g., obtaining knowledge about current laws, legislation and government, accessing and using government online services, such as legal information)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-finance (e.g., online banking, price comparison websites, managing personal/student finance)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-commerce (e.g., online shopping, buying & swap apps)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-health (e.g., accessing and using health services online, e-consult with doctors, NHS 24 online services)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-wellbeing (e.g., personal health tracking, e-fitness, e- mental health self management)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-leisure (e.g., playing online games, socialising online)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-learning (e.g., looking for new digital opportunities to grow as a person such as online webinars, online training, watching YouTube videos and following an active approach to sourcing information)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

e-employment (e.g., working remotely, using digital content and tools for work purposes)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI tools (e.g., ChatGPT, Copilot, Gemini, Claude, NovelAI, Jasper AI, DALL-E, Midjourney, Runway) for generating information, refining ideas, planning & organising in everyday life (e.g. finding recipes, drafting emails, travel planning).

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI for home and personal convenience (e.g., Alexa, Siri, Google Assistant) for reminders, setting alarms, listening to music) and smart home systems (e.g., heating, lighting) - Using AI for navigation

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI for health and wellbeing (e.g., Using AI powered fitness, sleep tracking, mindfulness and meditation apps.)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Understanding how AI provides personalisation, recommendations or influences targeted online content (e.g., what we see or do online, what news or videos appear in our feed, which advertisements we see, or what products are recommended to us).

- Novice
- Basic
- Intermediate
- Advanced
- Expert

17. Do you participate in any other digital citizen activities not described above?

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18. How did you acquire the digital skills needed to participate effectively in relation to the activities selected above? (e.g., at work, at home, via training etc)

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ICT (Information Communication Technologies) Proficiency

Survey Questions

19. Please rank your ICT Proficiency with completing different tasks using the following digital tools.

Technological devices (e.g., laptops, tablets, smartphones, desktop computers; connecting to the Internet/wi-fi)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Web browsers (e.g., Chrome, Explorer, Firefox, Safari etc.)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Search engines (e.g., Google, Bing etc.)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

University digital administrative services (e.g., email, student data portal)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

University learning management systems (e.g. Moodle, Blackboard, Brightspace)

- Novice
- Basic

- Intermediate
- Advanced
- Expert

Communication Platforms (e.g. Zoom, Skype, Microsoft Teams, Google Hangouts)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

General AI-powered tools and platforms (e.g., ChatGPT, Grammarly, Copilot, Google Gemini)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Electronic patient records apps that include AI elements

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Specialised AI-powered platforms used in healthcare for administering tasks and patient screening diagnostics (e.g., Microsoft Cloud for Healthcare, Mia)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

20. Please give an example of how you learned to use one of the tools listed above (e.g., at work, at home, via training etc). Did you learn on your own or someone helped you?

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21. How do you stay up-to-date with the digital tools you use from the above list?

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22. What do you do when things go wrong with the technologies you are using?

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ICT (Information Communication Technologies) Productivity/ Use

Survey Questions

23. Please rank your ICT Productivity/ Use in relation to the areas listed below:

Data Management: organising, managing, storing, and sharing digital files for your learning through Internet spaces and/or your university's online systems (e.g. saving coursework securely, sharing your work on Moodle)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using productivity tools, such as calendars, task lists, project and time management apps, to make learning more efficient (e.g., Microsoft Project, Outlook/Google calendar, Trello, Toggl)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Sharing securely your digital files with others (e.g., sharing files on Moodle, via email)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Proof reading/ spell-checking your work

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Creating formatting styles (e.g., Table of Contents, report-writing styles)

- Novice

- Basic
- Intermediate
- Advanced
- Expert

Using AI-powered tools to support productivity (e.g., auto-reminders, auto-caption, transcription) using Microsoft 365 AI enabled applications and Viva Insights.

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Information Literacy Skills

Survey Questions

24. To what level can you identify each type of information in the following contexts?

Scholarly/academic literature (e.g., journal articles, conference papers, book chapters, other publications written and vetted by subject experts)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Professional literature (e.g., Professionals Organisations such as Nursing and Midwifery Council publications, Royal College of Nursing Publications, Royal College of Midwives Publications, Health Professional Blogs, The Royal College of Paramedics, Scottish Government publications/policy)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

College of Midwives Publications, Health Professional Blogs, The Royal College of Paramedics, Scottish Government publications/policy)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Popular information (e.g., general discussions on social media, websites and blogs)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

AI-generated information (e.g., outputs from tools like ChatGPT, Copilot, or Gemini)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

25. Please rank your Information Literacy skills in relation to the areas listed below:

Finding digital information relevant to your academic studies, using informal Web sources (e.g. Google, Google Scholar, Bing or other search engines).

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Finding digital information relevant to your academic studies, using databases (e.g. CINAHL, Medline, Science Direct, Cochrane Library).

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI tools to support information discovery (e.g., overviews of evidence-based practice, recommendations, summaries of medical conditions, nursing interventions)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using online collection tools for gathering digital information together in new ways (e.g., Slideshare, List.ly, Pinterest, Quora, Scoop.it, etc.)

- Novice
- Basic
- Intermediate
- Advanced

Expert

Evaluating whether digital information is trustworthy and relevant

Novice

Basic

Intermediate

Advanced

Expert

Verifying AI-generated content against scholarly sources (e.g., cross-checking summaries or clinical explanations generated by tools like ChatGPT or Google Gemini with peer-reviewed journal articles, NICE guidelines, NMC standards, or trusted databases such as CINAHL and Cochrane Library to ensure accuracy, safety, and professional relevance)

Novice

Basic

Intermediate

Advanced

Expert

Organising the digital information you find for your learning through folders, bookmarks, reference management software, and tagging

Novice

Basic

Intermediate

Advanced

Expert

Understanding academic integrity/honesty when accessing & using information online (e.g., plagiarism, collusion)

Novice

Basic

Intermediate

Advanced

Expert

Understanding how to share information publicly online, respecting and acknowledging the work of others (e.g., using creative commons licensing, providing references/citations to original works)

Novice

Basic

- Intermediate
- Advanced
- Expert

Using artificial intelligence-generated content ethically, in line with academic integrity and professional standards (e.g., ensuring patient confidentiality and complying with GDPR when using tools like ChatGPT, Google Gemini or Co-Pilot)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Referencing digital information sources, adhering to a referencing style (e.g., Harvard referencing style)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Identifying AI-generated citations that do not exist (e.g., 'artificial hallucinations/ hallucinations')

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Digital Research Skills

Survey Questions

26. Please rank your 'Digital Research Skills' in relation to areas listed below:

Finding research raw/open data online (e.g., open health data, national statistics sources such as the Scottish Public Health Observatory, Information Services Division Scotland, The World Health Statistics)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Organising and storing research raw/open data online (e.g., using tools such as RefWorks or Microsoft Word to annotate or summarise findings)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using a Critical Appraisal Tool (e.g., CASP)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using a survey tool (e.g., Mentimeter)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using methodologies to cleaning, transforming and preparing open data sets (e.g., available on the Internet, via different organisations, research institutions)

- Novice

- Basic
- Intermediate
- Advanced
- Expert

Understanding how evidence- based research are used to construct arguments, make decisions, and/ or solve problems

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Following ethical, legal, and security guidelines when using research data (e.g., Social, Ethical and Professional Guidelines, personal data protection regulations such as GDPR).

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI-powered tools to support research tasks (e.g., hypothesis generation, assisting with literature reviews and identifying patterns in datasets, with tools such as Elicit, Semantic Scholar, Research Rabbit, Consensus)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

27. If you look online for digital research data sets, where do you normally go to find them? *(please leave blank if you do not use digital research data sets).*

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28. If you routinely use tools for organising and storing digital research data, which one(s) do you use most often? Why? *(please leave blank if you do not use a tool routinely).*

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Digital Creation Skills

Survey Questions

29. Please rank your 'Digital Creation Skills' according to the following areas listed below:

Video creation (e.g., creation and editing)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Infographics (e.g., Canva)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Blogs/ Wikis

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Vlogs/ Podcasts

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Creation of audio files (e.g. using Audacity, Voice-over presentations)

- Novice
- Basic

- Intermediate
- Advanced
- Expert

Using Simulation/Virtual Reality Tools (e.g. virtual hospital/community)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Data visualisation (e.g., Excel, SPSS)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using Apps (e.g. My RGU, BNF British National Formulary)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI-powered tools (e.g., ChatGPT, Adobe Firefly, DALL·E, Synthesia) to support digital content creation in health promotion, education and practice (e.g., generating visuals/leaflets/ infographics, voiceovers)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

30. Are there any digital creation skills (not listed above) that you would like to further develop? (please leave blank if you do have any additional areas to add).

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Digital Communication Skills

Survey Questions

31. Please rank your 'Digital Communication' skills in relation to areas listed below:

Participating professionally (e.g., reviews, comments, likes) in a range of digital networks (e.g., social and professional networks) related to your interests, work, and/or academic subject

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Understanding expected behaviour/code of practice in online environments (e.g., NMC/HCPC Social Media guidance)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Communicating respectfully, inclusively & confidentially, recognising that digital media can be used to intimidate, shame, and harass other people

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Communicating professionally via email with others (e.g., peers, tutors, mentors)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Actively participating in online learning environments (e.g., discussion forums)

- Novice

- Basic
- Intermediate
- Advanced
- Expert

Recognising false or damaging online communications (e.g., fake news, misinformation)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Actively sharing your specialist ideas (e.g., academic or professional) in a range of online communication media (e.g. social media such as LinkedIn, Twitter, Facebook)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Sharing information using external communication tools (e.g., WhatsApp, Viber, Skype)

- Novice
- Basic
- Intermediate
- Advanced
- Expert


Designing online communications for different purposes (e.g., online discussions, blog messages, twitter threads to persuade, inform, entertain, guide, and support)

- Novice
- Basic
- Intermediate
- Advanced
- Expert


Using AI-powered tools to enhance digital communication (e.g., disseminate patient education materials, draft professional emails, generate inclusive language, summarise discussion threads, or tailor messages for different health audiences)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

32. How do you usually deal with digital information that is false or damaging?

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33. Please describe an example of a digital discussion you have initiated or facilitated, relevant to academic and professional learning (please leave blank if you have not done this before).

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Digital Innovation Skills

Survey Questions

34. Please rank your 'Digital Innovation' in relation to areas listed below:

Developing new ideas and projects using online tools and technologies (e.g., using tools in innovative ways to create presentations, projects, apps, video resources and designs)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Engaging with professional digital innovations (e.g., telehealth initiatives, the use of smartphones and health online applications for consultations and patient care)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Working collaboratively on different aspects of a creative/ innovative project/ service design & managing the process as a team

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Promoting new online tools and opportunities to others (e.g., proactively promoting creative ideas and projects)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI-powered tools to support nursing innovation and collaboration (e.g., creating community health initiatives & campaigns, building visual prototypes/mock-ups of nursing tools or clinical resources, automating clinical

workflows in new ways, predicting using health data analytics)

Novice

Basic

Intermediate

Advanced

Expert

Digital Identity Management

Survey Questions

35. Please rank your 'Digital Identity Management' in relation to the areas listed below:

Managing your online profiles on different digital media (e.g., social media) in a way that is suitable for personal, professional, and academic purposes

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Understanding how your online personal data are collected and used in different systems and use privacy settings appropriately

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Being aware of the potential positive or negative impact of what you communicate online on your online reputation

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Making sure outcomes of learning and other achievements are accessible in online forms (e.g., via an e- portfolio, digital CV, personal website)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Understanding the impact of your online interactions (e.g., how you project yourself to others online)

- Novice

- Basic
- Intermediate
- Advanced
- Expert

Using online analytics to explore your impact and influence on others

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Establishing healthy boundaries/ habits in using social media (e.g., monitoring time spent online).

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI-powered tools to enhance your digital professional identity or promote your career highlights, specialties and values (e.g., drafting professional bios, refining your digital CV/ résumé)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Digital Learning and Development

Survey Questions

36. Please rank your 'Digital Learning and Development' in relation to the areas listed below:

Participating in online learning opportunities and resources (e.g., online courses, podcasts, global conversations on X, quizzes, online tutorials, simulations, or open lectures) Adopting new ways of learning online (e.g., online workshops, virtual labs, video-tutorials, webinars)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Working collaboratively and supportively with other learners, using online technologies where appropriate (e.g., via your university's online education system (Campus Moodle), Office 365, other apps and online environments or via your previous working experiences)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using online tools to take notes, annotate, and collate learning materials, review, and revise learning (e.g., Evernote, Notion, Google Apps, Scribble)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using online tools to record learning events/outcomes and use them for self-analysis, reflection, and showcasing of achievement (e.g., in an e-portfolio or learning blogs)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Receiving and responding to online feedback about your academic work

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using learning communication systems (e.g., Zoom, Teams) to learn collaboratively

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Sharing your online knowledge and skills, helping other learners (e.g., mentoring others)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI-powered tools to support continuous learning and professional development (e.g., creating personalised study plans for improving personal clinical/health related skills; summarising health lecture content into digestible formats, setting up AI-driven alerts or digests for nursing updates/ trends)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Digital Wellbeing

Survey Questions

37. Please rank your 'Digital Wellbeing' in relation to the areas listed below:

Feeling comfortable, in control, and safe when using digital technologies

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Recognising that digital information and media can cause distraction, overload, and stress, and disconnecting when necessary

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Considering the rights and wrongs and the possible consequences of your online behaviour

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Acting positively against cyberbullying and other damaging online behaviours

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Managing online and real-world interactions in ways that support healthy relationships

- Novice
- Basic

- Intermediate
- Advanced
- Expert

Using digital media to access wellbeing services, monitor health conditions (e.g., student support services)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Using AI-powered tools to support wellbeing and digital ethics (e.g., accessing mental health resources, tracking mood or sleep patterns, exploring health, personal or ethical issues)

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Understanding stressors and inequalities created by AI technology-mediated emotional and social support.

- Novice
- Basic
- Intermediate
- Advanced
- Expert

Overall Digital Competencies

38. Digital competencies to complete your academic work

Which level best describes your digital competencies to complete your academic work (e.g., using digital tools and processes as set in your course?)


- Novice
- Basic
- Intermediate
- Advanced
- Expert

39. Artificial Intelligence Competencies

Which level best describes your digital competencies for effectively integrating Artificial Intelligence (AI) into your learning and future practice?

- Novice
- Basic
- Intermediate
- Advanced
- Expert

40. We are interested to speak to students and explore ideas around digital literacy/competences and support that can be designed. All names of students who take part will be entered in a lucky draw for a chance to win a £20 Amazon Voucher. If you are interested to take part please leave your name and email. All conversations will be treated confidentially and anonymously.

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Thank you

If you have any questions please send an email to the project team: info@digiconshealth.com