



## Step Change: The Game of Organisational Digital Capabilities

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Beetham, H; Killen, C & Knight, S (2017)

Developing organisational approaches to digital capability. Available from

<https://www.jisc.ac.uk/guides/developing-organisational-approaches-to-digital-capability>

### StepChange case study

#### Cardiff University: Getting the conversation started

Cardiff University is home to the Wales Centre for Pharmacy Professional Education (WCPPE) which provides continuous professional development (CPD) in pharmacy across Wales. The centre is supported by a small team of learning technologists.

The team secured funding through the university's innovation fund to develop a digital CPD framework to support technologists with a view to developing innovative teaching practices using technology. By taking part in the pilot of Jisc's digital capability discovery tool, the university hoped to raise awareness of the importance of digital capabilities for staff and students, identify any gaps in support and inform future CPD requirements.

Use of Jisc's digital capability checklist for organisations with the senior project sponsor, learning technologists and school representatives provided a means of starting conversations, raising awareness and gathering information to establish the current situation in each school.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### Coleg y Cymoedd: building a digital workplace: a whole institution approach

Taking part in the pilot of Jisc's digital capabilities discovery tool aligns well with the broader vision and activities to build a digital workplace at Coleg y Cymoedd. A new digital vision has been launched that is based on a business model encompassing all aspects of the organisation including the culture and values, teaching and learning, the use of learning and data analytics, how the organisation invests in technology, what the college wants to achieve as a business and what the college wants learners to achieve beyond their learning experience in terms of digital capability, digital citizenship and transferable skills.

Taking a step back and asking 'what does a digital university or college look like?' highlights the need to assess the digital needs and potential of the organisation as a whole rather than rely on pockets of effective practice spreading organically. Developing staff digital capabilities is essential to the success of the digital vision.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### University of Derby: building a rich picture of organisational digital capability

The University of Derby decided to participate in the pilot of Jisc's digital capability discovery tool pilot to complement a range of other initiatives already underway including:

- The launch of a new technology enhanced learning (TEL) strategy in April 2017
- The Digital Derby steering group, an institution-wide project focusing on learning enhancement and the development of digital capabilities for staff and students
- The introduction of new digital practice programme baselines to aid programme teams to review and annually enhance their digital practice
- A digital experience survey rolled out to all staff to inform future digital service enhancements which achieved a 63% response rate
- A network of student digital champions to promote the use of digital resources and spaces across the university

In addition, the university hoped that the data generated by the pilot would contribute to the wider data set from all their other TEL initiatives.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### University of Hertfordshire: building digital capabilities through collaborative engagement

The University of Hertfordshire established a digital capabilities scoping group sponsored by the chief information officer and endorsed by the deputy vice chancellor. Group members representing the diverse interests of key stakeholders across the organisation were tasked to investigate the implementation of the Jisc digital capabilities framework and profiles to assess staff and student skills levels and identify requirements for a programme-based approach to development.

Taking part in the pilot of the digital capabilities discovery tool presented an opportunity to not only test the tool and work with colleagues nationally to refine and develop it further, but also to build on the experience of participating in the 2017 UCISA digital capabilities survey, raise profile of the digital capabilities internally and establish a collaborative approach for investigating the appetite for digital capabilities development across the university.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### The Open University: digital by design

Participating in the pilot of Jisc's digital capability discovery tool came at an opportune moment for The Open University (the OU). The university was engaged in a 'radical redesign' process with a focus on digital innovation as a means of transforming teaching and learning to offer flexible and personalised education, a streamlined curriculum and organisational efficiencies.

The university recognises that training and support for staff is an essential aspect of the redesign process and has been proactive in developing organisational approaches to digital capability (read their case study on developing a digital mindset). In addition to contributing to the development of a tool for the wider UK education sector, being involved in the pilot offers the OU additional insight into current levels of staff digital capabilities and provides anonymised data that can be used to establish a baseline picture and inform planning.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### University of Leicester: Our digital campus

Developing digital skills and capabilities are strategic priorities for the University of Leicester. Digital is at the core of how the university operates and the journey towards achieving its teaching, learning and research ambitions. The university is taking a whole-organisation view of what this will involve (teaching and research, students and staff, academic and professional services) and is working on several co-ordinated and interlinked strands that contribute to the overall implementation plan. These include:

- Developing student and staff digital
- Establishing forward-looking governance structures to facilitate collaboration
- Enhancing digital leadership skills
- Engaging in digital activities across disciplines and in global communities of practice

Communicating to stakeholders the vision and progress towards digital fluency

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### Anglia Ruskin University: a digital literacy framework for staff and students

Anglia Ruskin University has a clear goal for "staff to improve and extend their digital literacy skills" within their 2015-2017 learning, teaching and assessment strategy. This strong focus on professional learning and accreditation emphasises the requirement for staff to keep up to date with digital practice in their subject area.

The university's digital literacy framework drew on Jisc's definition of digital literacy and the EU's DigiComp framework and is now well established and used by staff. Staff are engaging through initiatives such as short, focused five-minute CPD activities rewarded by digital badges and tailored playlists of CPD resources from Lynda.com.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### Bournemouth University: a new vision for learning

The vision and values of Bournemouth University are defined by the 'fusion' of research, education and professional practice. This 'fusion' principle is being used to address a number of overlapping priorities including: evidence-based 'transformational change' aligned to the Teaching Excellence Framework; enhancing the student experience; addressing the need for 21st century skills and improved campus facilities (including core digital infrastructure).

Their TEL (technology-enhanced learning) strategy forum has a focus on sharing excellent practice and building innovation partnerships, research-teaching collaborations and action research projects, encouraging a diversity of digital practices to emerge and a broader, more scholarly idea of digital capability to become established.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### Lancaster University: digital fluency for everyone

Lancaster University is addressing cultural, infrastructure and skills development needs through Digital Lancaster, the digital version of the overall strategic plan.

Digital Lancaster sets out five goals: digital learning; digital design; digital expansion; digital communities; and digital engagement and has identified four key digital capabilities they need to cultivate including:

- Digital fluency for staff and students
- Digital infrastructures
- Digital innovation
- Digital governance

With a "recruit the best" strategy, the human resources function is exploring what this means for a digital organisation.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### The University of Brighton: digital literacies in professional development and the curriculum

The University of Brighton developed their own digital literacy framework in 2013 as part of a Changing the Learning Landscape project.

Practical Wisdom, the university's strategy for 2016-2021, includes several actions that require robust digital literacy skills.

The Centre for Learning and Teaching is leading the drive to improve digital capability in collaboration with the learning technology team and the library. The framework is facilitating a shared understanding and providing consistency through "talking a similar language". It is flexible enough to allow individual schools to respond differently.

Curriculum teams are embedding digital literacies in their work with students and academic staff required to reference the framework in the university's initial post-graduate certificate programme and when seeking recognition as fellows or senior fellows of the HE Academy.

Student learning and teaching ambassadors support other students and staff in their uses of digital technologies.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### The Open University: developing a digital mindset

The Open University has a comprehensive digital and information literacy (DIL) framework which was introduced in 2012 and is fully integrated into course design processes and academic professional development.

The 2016 Students First strategy of takes this a step further and includes a commitment to "develop a set of minimum competencies for digital literacy and provide programmes for development and support for all staff and students".

A range of initiatives is supporting the drive to improve digital capabilities across the organisation, addressing variable levels of digital confidence for teaching practice staff and developing an understanding of what new data literacy skills are required.

The DIL framework is being aligned to the Teaching Excellence Framework and the Research Excellence Framework and also is being mapped to the university's employability goals.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### The University of Southampton: working in partnership with students

The University of Southampton places a strong focus on research excellence and reputation with digital scholarship being recognised as being of strategic importance. The close working relationship between the library and the digital education team means that developments in digital scholarship and digital learning are being addressed in parallel.

The university works with iChamps, student digital partners, who lead their own projects and act as advocates and mentor new iChamps, offering workshops to share their skills. In collaboration with the Students' Union, the university is also training course leaders and representatives in how their digital practices can support their roles, using badges and accreditation pathways to recognise and reward their achievements.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### University College London (UCL): modern variations on a radical tradition

University College London (UCL)'s twenty-year vision: UCL 2034 commits the university to "supporting students to develop their digital capabilities to ensure that they are able to thrive in new working and learning environments".

The 2016-21 education strategy has specific objectives for the digital curriculum and the digital environment for learning and plans to expand their current student ChangeMakers programme to increase the number of staff-student innovation projects and site more student change agents within departments.

They are also encouraging students to participate in digital learning and scholarship through the Connected Curriculum scheme which engages students in research, scholarship and professional practice.

Read the full case study: [digitalcapability.jisc.ac.uk](https://digitalcapability.jisc.ac.uk)

### StepChange case study

#### University of Stirling: Evidence informed digital transformation

The University of Stirling took part in the 2017-18 student Jisc digital experience surveys to give students an opportunity to feedback on their digital learning experience and environment and to explore patterns or changes as they develop their digital learning transformation initiative.

The strategic vision of the university is ambitious and includes a real enhancement to the student experience – a core part of that is the digital element. The university therefore needs to have an insight into how students use various aspects of digital life so that the university offer is in alignment and that the systems and processes are in place.

Key findings from the student survey:

- 89% of students rated digital provision (software, hardware, learning environment) as good or above
- 72% agree we support them to use their own digital devices
- 72% rate the quality of digital teaching on their course as good or above
- 60% agree software used on their course is industry standard and up to date
- 37% agree course prepares them for digital workplace. In line with national benchmarking

Find out more: [digitalinsights.jisc.ac.uk](https://digitalinsights.jisc.ac.uk)

### StepChange case study

#### City of Wolverhampton College: evidence-based decision making

City of Wolverhampton College piloted Jisc's digital experience insight survey (students and staff) because it wanted to take students views into account when making decisions about the development of the digital strategy and the environment and resources they provide. The college wanted to know the impact of initiatives already in place and whether it was achieving a positive return on investment.

The data provided by the DEI service is enabling the college to act to improve the student and staff digital experience and to target resources where they are most needed. Many quick wins were identified that have already been actioned. Things that need more time and strategic effort are being fed into strategy, policy and funding cycles.

- The college achieved high response rates (43% students: 35% staff) by engaging through the pastoral care team
- Responsive service support facilitated sharing of findings with senior managers and staff
- Support provided by the wider pilot community was helpful in suggesting engagement strategies and possible customisations when running the survey in the future
- The students and staff 'voice' is now firmly referenced in the college's digital strategy

Find out more: [digitalinsights.jisc.ac.uk](https://digitalinsights.jisc.ac.uk)

### StepChange case study

#### Canterbury Christ Church University (CCCU): Engaging with students to build a better digital environment

A commitment to develop 'increasingly flexible modes of delivery, including through part time and blended learning' is a key strategic objective for Canterbury Christ Church University (CCCU). The aim of participating in the open pilot of the insights service was to gather detailed data on what students want and need in terms of their digital environment and the digital aspects of their learning experience. The data will enable CCCU to make improvements and to take the blended learning agenda forward in a way that works for their students.

Key findings from the student survey:

- Student responses indicate higher than expected access to personal devices: 81.7% have access to smart phones and 52% regularly access university systems and content via a mobile device – only 14% say they do not.
- A significant number of responses requested improvements to training and guidance for students.
- Approximately two thirds of students understood that being digitally capable was important to their future careers but a substantially smaller number felt adequately prepared.
- Students would like greater use of lecture recording.

Find out more: [digitalinsights.jisc.ac.uk](https://digitalinsights.jisc.ac.uk)

### StepChange resource

#### Change agents' network

The change agents' network (CAN) is a network of staff and students, supported by Jisc, who are working in partnership to support curriculum enhancement and innovation with technology. The network:

- Supports students working as change agents in FE & HE
- Networks and connects staff and students working in partnership on digital curriculum change projects
- Communicates and influences good practice

Find out more at: <https://can.jiscinvolve.org>

### StepChange resource

#### Developing successful student-staff partnerships

Jisc's online guide to developing successful student-staff partnerships is intended as a toolkit to help colleges and universities to improve the student digital experience. It provides a collection of effective practice resources, guidance, reflection points and tools to help you build strong and productive student-staff partnerships to develop your institution's digital environment.

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The guide was developed through our change agents' network which supports working in partnership with students as a driver for change in implementing technology enhanced learning.

Find out more at: <http://bit.ly/devSSSP>