

Strategic steps towards organisational digital capability

Our model suggests some practical actions and activities for you to consider to build digital capability in your organisation. The focus is on equipping your organisation, your staff and your students to operate effectively in an increasingly digital world.

Because each organisation differs in terms of size, priorities, structure, role composition, culture and many other factors it is important to work with stakeholders to develop a contextualised model appropriate to your needs.

The advice has been divided into four practical steps to get you started and is informed by the good practice identified in our model of the digitally capable organisation.



Killen/Jisc 2017 model CC BY-NC-ND

The full model with an expanded list of activities, tools and outcomes is available in our online guide "Developing organisational approaches to digital capability" which will shortly be available from <http://ji.sc/building-digicap>

Step 1: Vision and intent

Responsibilities and actions for senior leaders:

- » Work with stakeholders to identify vision and rationale for developing digital capabilities for your organisation
- » Focus on what you would like to achieve and how digital capabilities can contribute to your vision
- » Align aspirations for digital capability with other initiatives, policies and priorities - identifying where digital capabilities will enhance the performance and reputation of your organisation
- » Review the **Digitally capable organisation** model with stakeholders and the **organisational framework for digital capability** in relation to the current and desired situation
- » Work with stakeholders, using analytical tools such as our **audit tool** or **checklist** to ascertain the current situation and develop an outline action plan
- » Facilitate collaboration and the bringing together of all those who have a role or interest in developing digital capability including those responsible for the digital infrastructure of your organisation, estates teams and human resources teams
- » Review the range of digital support options available to staff and students to create a holistic approach that makes most effective use of resources
- » Signify the intention to embed digital capability development throughout the organisation by leading, championing, supporting and communicating the objectives and benefits of the plan for each stakeholder group, illustrated by evidence-based examples

Step 4: Support and consolidate

Responsibilities and actions for all:

- » Review and evaluate progress against goals set - at individual level and at organisational level
- » Report on progress using established reporting structures and procedures as well as informal networks and communities of practice
- » Review mechanisms for monitoring and evidencing success - amend and update as required
- » Gather case studies and examples of best practice sharing 'what works' and lessons learned
- » Feed successes into team meetings and staff and student development programmes, inviting those involved to lead sessions
- » Establish and support networks and special interest groups - both internal and external, subject specific and themes that are applicable to more than one subject or topic - making use of existing channels where they exist
- » Promote identified reward and recognition schemes to staff and students to encourage participation
- » Ensure development of individual digital capabilities is recognised within individual performance and appraisal mechanisms

Step 2: Design and construct

Responsibilities and actions for Heads of service, Heads of department/faculties, Programme managers, collaborative alliances:

- » Promote concept of digital professionalism to your team members and students encouraging an exploration of what this means to different audiences
- » Review data from organisational surveys that capture information relevant to digital capabilities or conduct your own survey if data is not available for this specific focus
- » Lead and engage your teams - communicating and conveying the importance and relevance to curriculum or target audience, providing clear direction but encouraging development of own approaches
- » Initiate **team profiling** including profiling of **different roles within teams**
- » Identify desired student digital capabilities and graduate attributes appropriate for subject or specialist areas
- » Liaise with other stakeholders including students and staff, professional and curriculum teams, support services
- » Align digital capability ambitions with other departmental or service team priorities
- » Review the existing support offer for all members considering local and cross-organisational support mechanisms (for example HR, library and information services, technical teams, student services, students' union, student experience teams, special interest groups (SIGs), communities of practice and networks)
- » Embed opportunities to develop, recognise, reward and accredit digital capabilities in HR, personal development and student award processes
- » Establish mechanisms for sharing, networking and collaboration - internally and externally including with specialist organisations
- » Embed digital capabilities in curriculum review processes

Step 3: Explore and contextualise

Responsibilities and actions for teams (staff and student, professional, service, academic, curriculum):

- » Review the **digital capability** framework and **six elements model** (individual)
- » Discuss the **profiles** most closely related to the roles of team members (with those identifying in the same role as well as with mixed roles within the same team)
- » Research subject and professional digital capabilities appropriate to role, subject and destination industries that students are likely to be seeking employment in
- » Individual team members self-assess own digital capabilities using the **discovery tool** and identify personal development options for discussion with line manager or team leader
- » Align and map individual findings from **discovery tool** activities with other team priorities and development plans (for example: plans to review or refresh curricula, new or updated services etc)
- » Individuals align professional development review (PDR) plans with relevant professional frameworks
- » Include opportunities to develop digital capabilities and digital graduate attributes in curriculum activities - make these clearly signposted with links to supporting resources
- » Collaborate with other team members and other teams on projects designed to improve your curriculum, service, learner experience etc

Our digital capability resources are available from <http://ji.sc/building-digicap>

Developing organisational approaches to digital capability

Our online guide on Developing organisational approaches to digital capability supports organisational leads with responsibility for developing staff and student digital capabilities in FE and HE. It offers a structured approach showing how our digital capability framework can be used alongside a suite of tools and resources to help you to build a contextualised model for developing digital capability in your organisation.

Strategic steps towards organisational digital capability

Our model for strategic steps towards organisational digital capability suggests practical activities for you to consider when developing a contextualised approach to digital capability for your organisation. Divided into four practical steps the model encompasses a wide range of organisational roles. Full detail of suggested activities, tools and potential outcomes for each stage are included in our online guide.

Building digital capabilities: The six elements defined

Our model portraying the **six elements of digital capability** as they relate to **individuals**. The six elements are defined using a generic profile that can be applied for all roles. See also our range of nuanced profiles for a range of roles in FE and HE. http://ji.sc/digicap_ind_frame

Developing digital capability: an organisational framework

This model defines the **six elements of digital capability** as they relate to **organisations** and looks beyond the capabilities of individuals and acknowledges that digital capabilities impact on, and are relevant to, all areas of university and college business. http://ji.sc/digicap_org_frame

Auditing digital capability: a tool for educational organisations

Our **audit tool** has been mapped to our digital capabilities framework for individuals and a separate framework for organisations. This tool has been designed for use by person or team engaged in digital capabilities work. It gathers together evidence from across the organisation and helps you to establish priorities for development. http://ji.sc/digicap_auditing

Digital capability checklist for organisations

Our **checklist** is a shorter version of our more detailed **audit tool** that may be an appropriate starting place for individuals or teams working to, or contributing to, a larger organisational audit. It uses the 'quick assessment' questions from the audit tool and provides guidance on where to go looking for the answers. http://ji.sc/digicap_checklist_org

Profiles to accompany the digital capabilities framework

A series of nuanced profiles for commonly found roles in FE and HE based on the digital capabilities framework (individual).

- » FE teacher
- » HE teacher (mapped to UK Professional Standards Framework)
- » Leader
- » Learner
- » Researcher
- » Learning technologist (mapped to Association for Learning Technology's CMALT Framework)
- » Library and information specialist (mapped to the CILIP Professional Knowledge and Standards base (PKSB))

Discovery tool

Our **discovery tool** gives you the opportunity to find out more about your own digital capability through a series of reflective questions aligned to our digital capabilities framework. You will receive a summary of your digital profile with suggested actions you can take to build your capability further and links to resources that you can use to support your development. <http://bit.ly/digcapdiscovery>

Case studies: Journeys towards digital capability

Fifteen FE and HE providers share their experiences of how they are working to improve their organisational digital capability and to support staff and students to develop digital capabilities. These examples show differing priorities and strategic approaches, how they are leading the change processes, the actions they have taken, how they are moving ahead and the lessons learned.

Digital leaders programme

Our four-day digital leaders programme will equip you with the tools, knowledge and skills to become a more effective digital leader. Aimed at current and aspiring leaders and managers from higher and further education organisations, this programme forms part of our wider approach to building digital capability in the sectors we support. jisc.ac.uk/training/digital-leadersprogramme

Digital capability project blog

Our blog to support building capability for new digital leadership, pedagogy and efficiency provides updates, links to the latest resources and other related activities to digital capability. <https://digitalcapability.jiscinvolve.org/wp>

Online learning readiness tool

This readiness tool will help individuals to identify their personal readiness for creating, delivering or supporting online learning. Users will be taken through a series of questions relating to the design of online learning activities or courses. As well as offering a reflective process the tool provides users with a brief synopsis of their experience levels and offers further resources to explore. <https://onlineready.jisc.ac.uk>