DIGITAL MATURITY SELF-ASSESSMENT TOOL

“SOARING TO DIGITAL TRANSFORMATION” PROJECT TEAM

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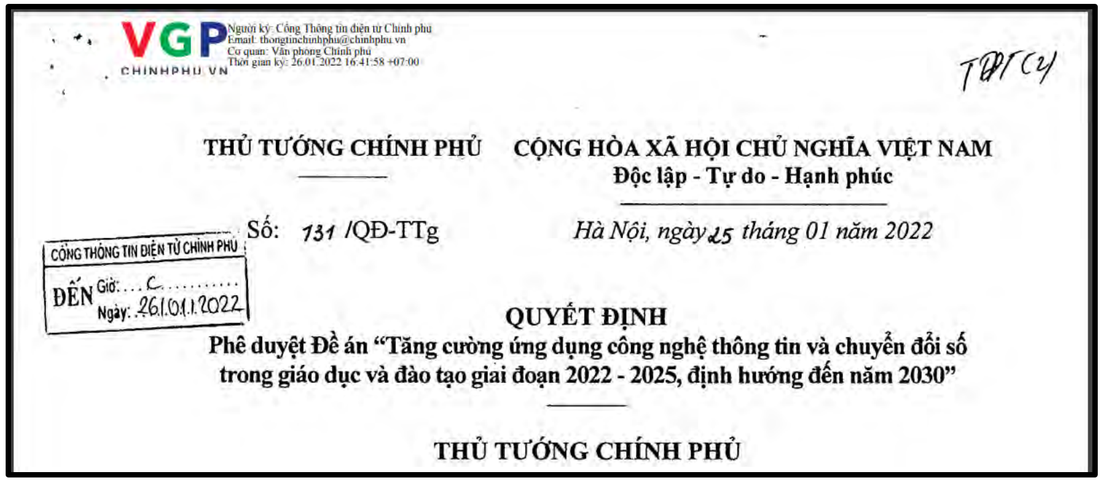
CONTENT

1. WHY IS DIGITAL TRANSFORMATION IMPORTANT?

COVID-19 & Social distancing



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TTĐT CV

THỦ TƯỚNG CHÍNH PHỦ

CỘNG HÒA XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do - Hạnh phúc

CỔNG THÔNG TIN ĐIỆN TỬ CHÍNH PHỦ
ĐẾN Giờ: ... C .....
Ngày: 26/01/2022

Số: 131 /QĐ-TTg

Hà Nội, ngày 25 tháng 01 năm 2022

QUYẾT ĐỊNH
Phê duyệt Đề án "Tăng cường ứng dụng công nghệ thông tin và chuyển đổi số trong giáo dục và đào tạo giai đoạn 2022 - 2025, định hướng đến năm 2030"

THỦ TƯỚNG CHÍNH PHỦ

BỘ GIÁO DỤC VÀ ĐÀO TẠO

CỘNG HOÀ XÃ HỘI CHỦ NGHĨA VIỆT NAM
Độc lập - Tự do – Hạnh phúc

Số: 4740 /QĐ-BGDĐT

Hà Nội, ngày 06 tháng 12 năm 2022

QUYẾT ĐỊNH
Ban hành Bộ chỉ số, tiêu chí đánh giá chuyển đổi số cơ sở giáo dục đại học

BỘ TRƯỞNG BỘ GIÁO DỤC VÀ ĐÀO TẠO

- Prime Minister 's decision no. 131/QD-TTg
- Ministry of Education and Training (MOET)'s Decision no. 4740/ QD-BGDDT

Digital Transformation is **UNAVOIDABLE!**

2. WHAT IS DIGITAL TRANSFORMATION?

According to scholars in this field:

“**Digital transformation** is a series of deep and coordinated **culture**, **workforce**, and **technology shifts** that enable **new educational and operating models** and transform an institution’s **business model, strategic directions, and value proposition**.(1) ”

CULTURE **WORKFORCE** **TECHNOLOGY**

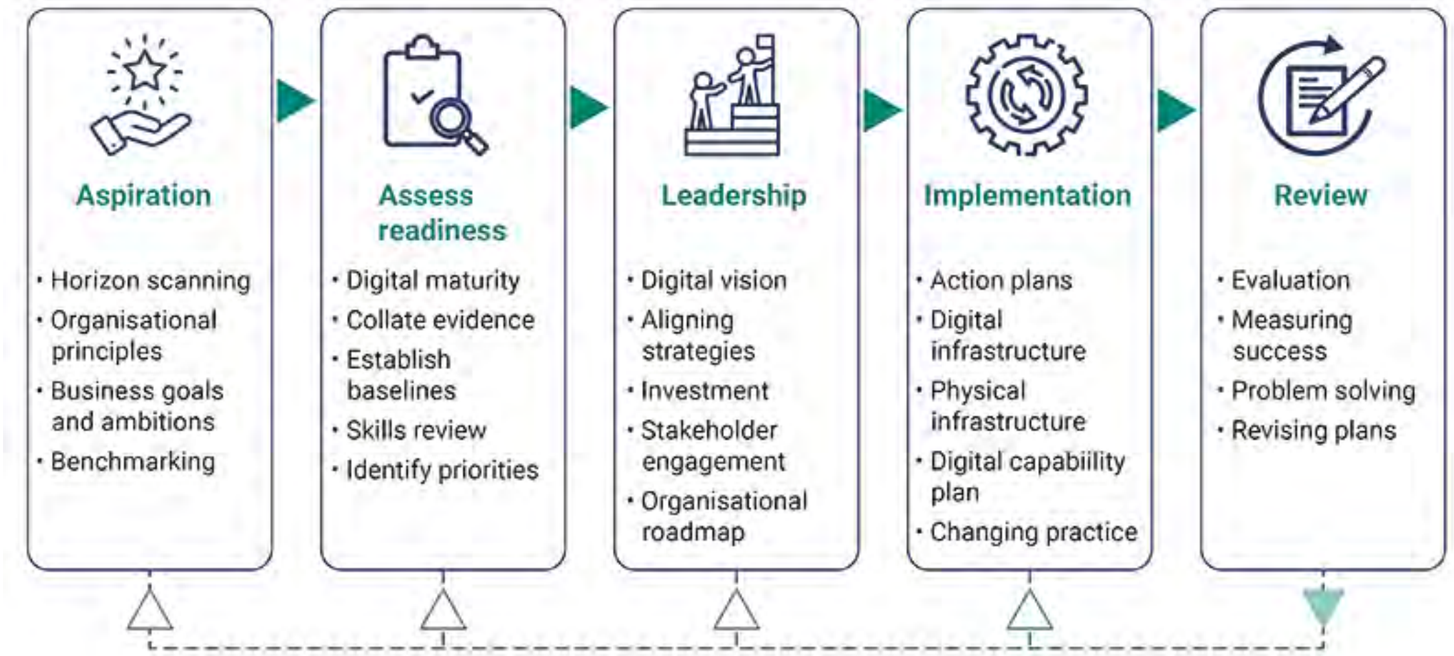
(1) Brown et al. Digital Transformation Signals: Is Your Institution on the Journey? Enterprise Connections (blog), *EDUCAUSE Review, May 12, 2020*

2. AND HOW TO ACHIEVE DX? -1

How to achieve Digital transformation (DX)?

- There is no single way to achieve digital transformation – it depends on the context of each organisation.

- However, there are some common elements to the process that need to be addressed.

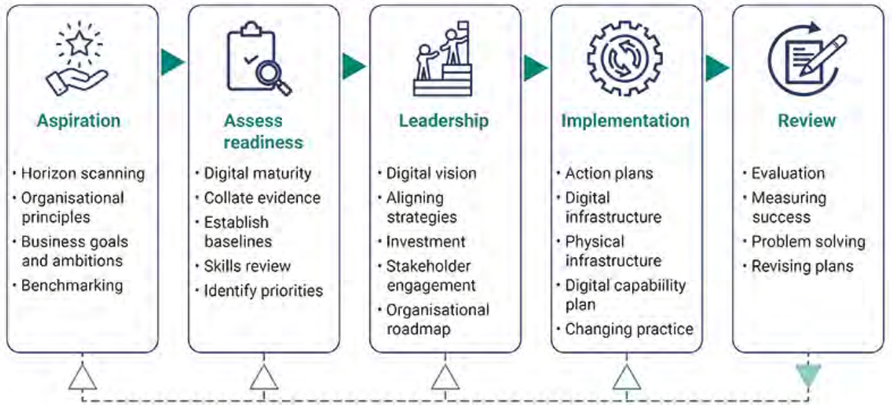


Source: McGill L., 2023, Digital transformation in Higher Education, JISC, Guides.

2. AND HOW TO ACHIEVE DX? -2

The steps to digital transformation - Diagram

1. **Aspiration:** horizon scanning, organisational principles, business goals and ambitions, benchmarking
2. **Assess readiness:** digital maturity, collate evidence, establish baselines, skills review, identify priorities
3. **Leadership:** digital vision, aligning strategies, investment, stakeholder engagement, organisational roadmap
4. **Implementation:** action plans, digital infrastructure, physical infrastructure, digital capability plan, changing practice
5. **Review:** evaluation, measuring success, problem solving, revising plans



Source: McGill L., 2023, Digital transformation in Higher Education, JISC, Guides.

3. “SOARING TO DIGITAL TRANSFORMATION” PROJECT

“SOARing to Digital Transformation” Project aims to:

- Foster successful implementation of digitalisation of Vietnamese Higher Education
- Support the diff**usion** of innovation and good practice in leading and managing change

Project approach - SOAR

(Strengths – Opportunity – Aspiration – Results)

Stage 1 (S= Self/Strengths)

> Developing and testing a tool for self-assessing HEI digital maturity, the SOARing to DX framework

PARTNERS

Bournemouth University

BRITISH UNIVERSITY VIETNAM BUV
CENTRE FOR RESEARCH & INNOVATION

UEH UNIVERSITY

TRUONG DAI HOC TRA VINH
TVU
TRA VINH UNIVERSITY

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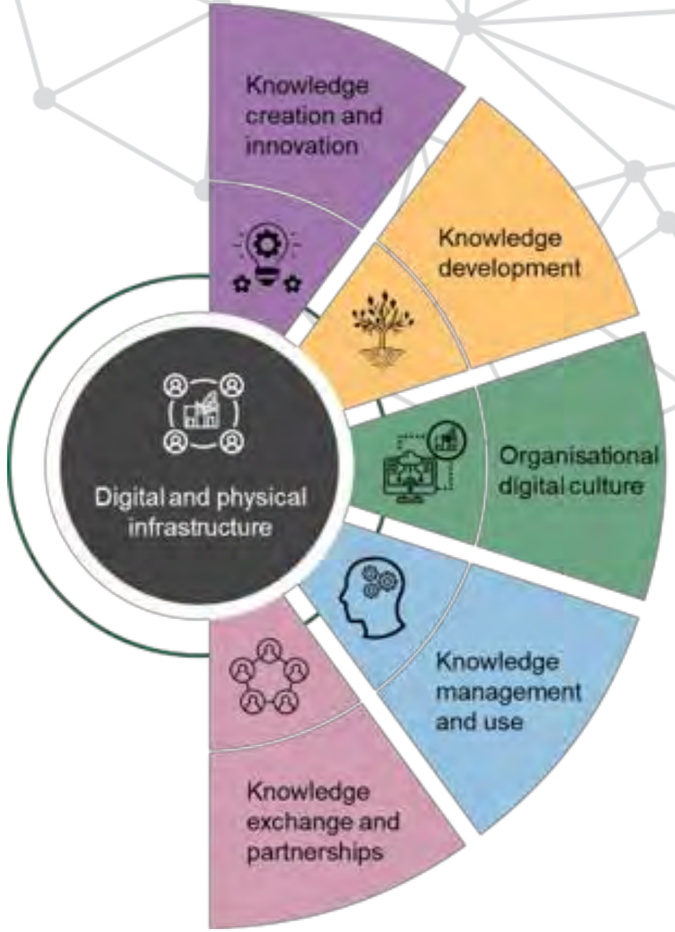
4. DIGITAL MATURITY SELF-ASSESSMENT TOOLKIT -1

HOW WE DEVELOPED OUR SELF-ASSESSMENT TOOL

- **Core framework:** Framework for digital transformation in Higher Education by JISC (UK)
- **Core model:** Maturity model for digital transformation in Higher Education by JISC (UK)
- Customization for Vietnamese Higher Education context:
  - Map with Vietnam MOET's criteria
  - Simplify the descriptions & keep only the essential components
  - Refine the questions for relevance to Vietnam context
- **3 versions of the tool:**
  - **1st version:** Oct 2023 – pilot in 1 partner institution
  - **2nd version:** Feb 2024 – pilot in 2 partner institutions
  - **3rd version:** Jun 2024 – public to wider institutions



4. DIGITAL MATURITY SELF-ASSESSMENT TOOLKIT -2

The essential toolkit for Vietnamese Higher Education:

1. Digital maturity self-assessment tool – this material (PPT file)
2. Report of digital maturity self-assessment results - Template (Excel file)
3. Action plan template (Excel file)

The resources by JISC, UK – for reference:

4. Digital transformation in Higher Education Guide – by JISC, UK
5. Framework for digital transformation in Higher Education – by JISC, UK
6. Maturity model for digital transformation in Higher Education – by JISC, UK

Note:

The Digital maturity self-assessment tool (no.1 above) was developed based on the Maturity model for digital transformation in Higher Education- by JISC, UK (no.6 above), but has been simplified and customized to better suit Vietnamese Higher Education context.

4. DIGITAL MATURITY SELF-ASSESSMENT TOOLKIT -3

WHAT IS "DIGITAL MATURITY SELF-ASSESSMENT TOOL"?

- **A MAP TO DIGITAL TRANSFORMATION (DX) FOR VIETNAMESE UNIVERSITIES**
  - Outlines different aspects of DX
  - Shows your location on the DX journey
  - Identifies desired DX destination
- **A STRATEGIC PLANNING TOOL**:
  - To promote cross-team approach to DX
  - To develop DX strategy
  - A starting point to create a holistic DX action plan

4. DIGITAL MATURITY SELF-ASSESSMENT TOOLKIT -4

WHAT THIS TOOLKIT IS NOT ABOUT:

- Telling you why you need DX
- Telling you what specific actions you need to do to achieve DX
- Telling you what your final DX destination should look like

DIGITAL TRANSFORMATION IS
YOUR INSTITUTION'S UNIQUE JOURNEY!

5. HOW TO USE THE TOOLKIT -1

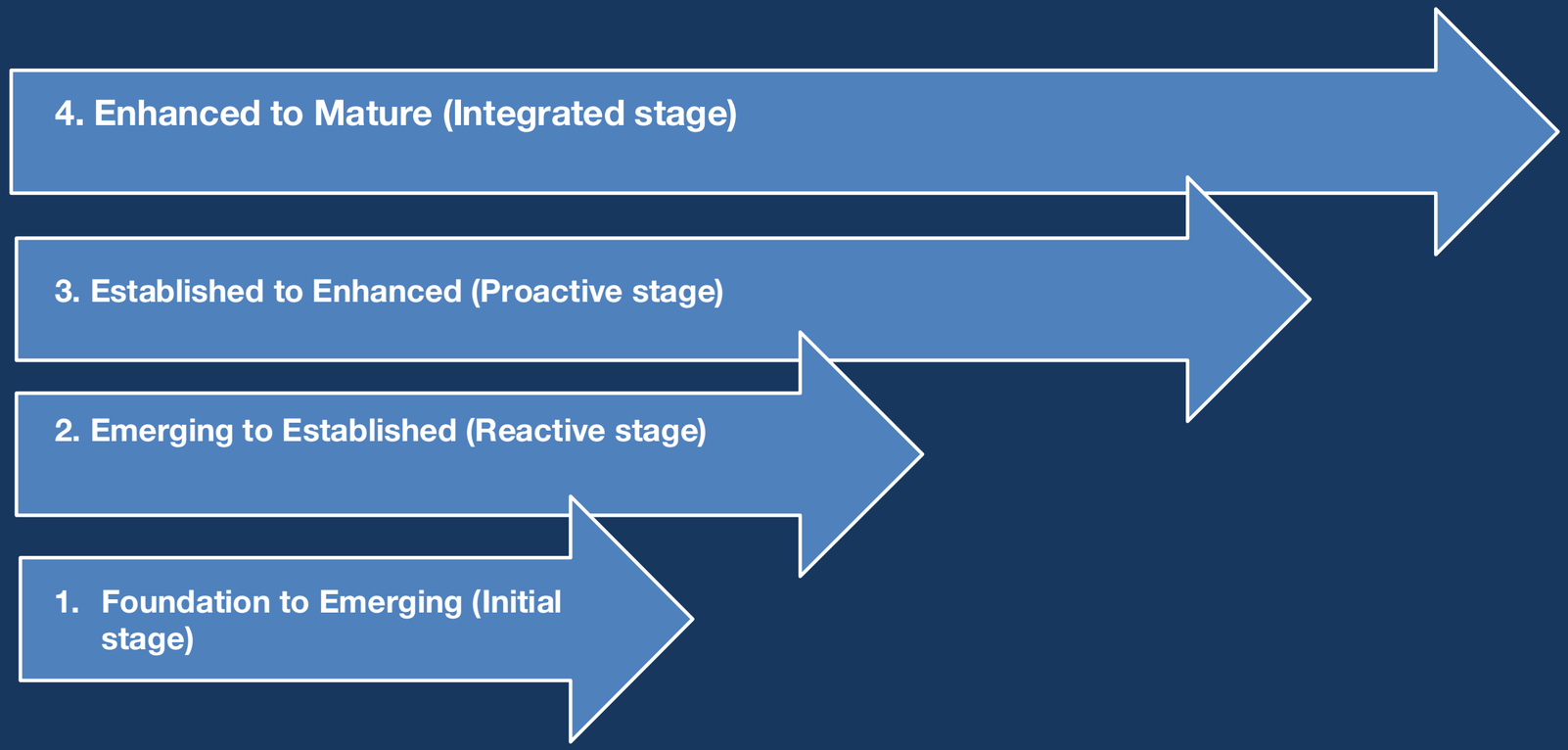
1. Identify and involve all related departments and stakeholders to the conversations
2. Self-assess your institution's maturity level by going through the set of 43 areas of activities (questions) selected for Vietnamese Higher Education institutions. Focus on the activities among your institution's priorities. You may skip unprioritized ones.
3. Understand the meaning of maturity levels (see next slides). Do not overstress your level. The conversations you have about DX matter more than the level!
4. Keep a record of discussions for later action planning

WHAT'S NEXT:

5. Decide your DX aim (maturity level goal for each area of activities)
6. Discuss action plans for each improvement point.
7. Create a cross-department action plan for the whole institution. Produce a DX strategy.
8. Implement action plans and review plans as appropriate
9. Map progress and re-assess maturity level

5. HOW TO USE THE TOOLKIT -2

UNDERSTAND MATURITY LEVELS



5. HOW TO USE THE TOOLKIT -3

UNDERSTAND MATURITY LEVELS:

1. Foundation to Emerging (initial stage)

- Lack of Awareness and Strategy
- Ad Hoc Investments
- Fragmented Systems
- Limited Innovation
- Very limited stakeholder engagement
- Isolated Digital Activities

2. Emerging to established (reactive stage)

- Lack of strategic digital leadership
- Short-term investment
- Unintegrated systems and operations
- Lack of innovation
- Lack of widespread stakeholder understanding and engagement
- Dispersed, project-based digital activities

5. HOW TO USE THE TOOLKIT -4

UNDERSTAND MATURITY LEVELS:

3. ESTABLISHED TO ENHANCED (PROACTIVE STAGE)

- Developing a proactive strategic approach
- Enabling effective digital leadership
- Making efforts to integrate systems and operations
- Engaging and upskilling all stakeholders
- Moving towards service delivery model

4. ENHANCED TO MATURE (INTEGRATED STAGE)

- Comprehensive and integrated strategic approaches
- Effective digital leadership
- Long-term and adaptable planning and investment
- Integrated, efficient systems and operations
- Engaged, informed and appropriately skilled stakeholders
- Partnership approaches to innovation
- Longer term service delivery model approach (less project based)

5. HOW TO USE THE TOOL -5

Suggested stakeholders to involve

1. Digital culture & mindset 2. Organisational identity 3. Organisational wellbeing	Top management (Operations and Academics), Human resources, IT
4. Innovation	Top management (Operations and Academics), Human resources, IT, Center for Innovation (or equivalent)
5. Research 6. Wider impact	Chief Academic Officer, R&D, Human resources
7. Curriculum management	Chief Academic Officer/RECTOR, Dean, IT, Student Engagement, Academic support, Training Affair, Center for Excellence in Learning Resources and Innovation (or equivalent)
8. Digital learning	Chief Academic Officer/RECTOR, Dean, IT, Student Engagement, Academic support, Training Affair, Center for Excellence in Learning Resources and Innovation (or equivalent); Quality Assurance; Assessment; Students
9. Digital teaching	Chief Academic Officer/RECTOR, Dean, Human resources, IT, Academic support; Training Affair, Center for Excellence in Learning Resources and Innovation (or equivalent); Quality Assurance; Assessment
10. Learner experience	Chief Academic Officer/RECTOR, Dean, Student Engagement, Academic support, Student Affair, Students
11. Information management and use	Chief Academic Officer/ RECTOR, Dean, Student Engagement, Academic support, Librarian
12. Data management and use	Top management, IT, Chief Academics Officer, Dean, Academic support, Human resources, Assessment
13. Communication	Top management, Marketing, Sales (Student Recruitment), Human Resources , Communication and Community Promotion
14. Digital infrastructure	Top management, IT, Equipment Management
15. Digital connectivity	IT, Equipment Management
16. Digital support	Academic support, IT, Helpdesk

6. ASSESSMENT QUESTIONS

PART 1

1. Digital Culture & Mindset
2. Organisational Identity
3. Organisational Wellbeing

1. DIGITAL CULTURE AND MINDSET

WHAT IS IT?

Includes the attitudes, behaviours, beliefs, and practices that shape people’s relationships with digital technologies and the ways these transform organisational activities. It includes how stakeholders approach innovation, collaboration, information-sharing, and the creation and consumption of digital content and how these can enhance their work and learning.

1.1 DEVELOP AND MODEL AN INTERNAL DIGITAL CULTURE THAT IS CONGRUENT WITH THE ORGANISATION'S MISSION AND VALUES

1. DIGITAL CULTURE AND MINDSET

Refer to examples of activities here

Foundation to Emerging (Level 1)	**a.** **[Integration and Adoption of Digital Technologies]** Use of digital tools is very limited and not organized. Few departments use digital tools, and there is no coordinated effort to include digital practices in the institution's main functions. **b.** **[Strategic Approaches]** There is no clear plan or strategy for using digital technologies. Efforts are random and lack direction. **c.** **[Stakeholder Understanding and Involvement]** Stakeholders do not understand the benefits of digital transformation. There are no plans to involve them in creating a digital strategy that matches the organisation's mission and values.
Emerging to Established (Level 2)	**a)** **[Integration and Adoption of Digital Technologies]** Digital tools and practices are used in a disorganized way. Some departments have plans for using digital tools in their main functions. **b)** **[Strategic Approaches]** Stakeholders do not have a common understanding of the benefits of a planned approach to digital transformation. **c)** **[Stakeholder Understanding and Involvement]** There are plans to involve all stakeholders in making a digital strategy that fits the organisation's mission and values.
Established to Enhanced (Level 3)	**a)** **[Digital culture]** Good progress has been made in creating a common digital culture. **b)** **[Stakeholder Understanding and Involvement]** A digital strategy is in place, and most people understand how it supports the organisation's vision and values. **c)** **[Organizational Planning]** Digital is part of the organisation's main plans, and a group from different departments oversees it.
Enhanced to Mature (Level 4)	**a)** **[Digital culture]** Digital culture is fully integrated into the organisation's mission and daily operations. **b)** **[Leadership in Digital Innovation]** The organisation is well-regarded for its use of digital tools in education and research. **c)** **[Agile Service-Based Model]** An agile, service-based model supports all digital developments (rather than scattered project-based activities). **d)** **[Culture of Collaboration and Innovation]** Strong teamwork, openness to new ideas, and knowledge sharing are present both inside and outside the organisation.

1.2 . EFFECTIVE DIGITAL LEADERSHIP

Refer to examples of activities here

1. DIGITAL CULTURE AND MINDSET

Foundation to Emerging (Level 1)	**a.** **[Digital leadership]** Leaders have little or no awareness of the importance of digital leadership. **b.** **[Training for senior leaders]** No formal training and no plan for training is available for senior leaders in digital skills. **c.** **[Contribution from senior leaders]** Senior leaders avoid contributing to a digital strategy. **d.** **[Digital initiatives]** Digital initiatives are minimal and sporadic. **e.** **[Support from senior leaders**] Senior leaders are not held accountable for digital performance. **f.** **[Emphasis on digital practices]** There is no emphasis on modeling good digital practices.
Emerging to Established (Level 2)	**a.** **[Digital leadership]** Leaders are becoming aware of the importance of digital leadership. **b.** **[Training for senior leaders]** Few formal training opportunities exist for senior leaders in digital skills. **c.** **[Contribution from senior leaders]** Some leaders lack confidence in contributing to a digital strategy. **d.** **[Digital initiatives]** Digital initiatives are implemented without clear coordination. **e.** **[Support from senior leaders]** Senior leaders may not be held accountable for digital performance. **f.** **[Emphasis on digital practices]** There is little focus on modeling good digital practices.
Established to Enhanced (Level 3)	**a.** **[Digital leadership]** The importance of digital leadership is recognised, and steps are being taken to support senior leaders in this area. **b.** **[Training for senior leaders]** There are some formal training and development opportunities for senior leaders around digital leadership, and they are increasingly able to contribute to a strategic vision for digital transformation. **c.** **[Accountability of senior leaders]** Senior leaders are expected to model good practice and may be held accountable for digital performance. **d.** **[Digital initiatives]** There is an effort to coordinate digital initiatives across the organisation and to encourage innovation.
Enhanced to Mature (Level 4)	**a.** **[Digital leadership]** Effective digital leadership is recognised and rewarded. **b.** **[Training for senior leaders]** Comprehensive training and development opportunities exist for senior leaders and governors to enhance their digital practice. **c.** **[Accountability of senior leaders]** Senior leaders are held accountable for digital performance and are expected to model good practice throughout the organisation. **d.** **[Culture of continous learning and improvement]** There is a culture of continuous learning and improvement. Digital innovation and collaboration are encouraged through opportunities for all staff to develop digital leadership skills.

1.3 . DIGITAL CAPABILITY OF ALL STAKEHOLDERS

Refer to examples of activities here

21. DIGITAL CULTURE AND MINDSET

Foundation to Emerging (Level 1)	**a.** **[Importance of digital skills]** Digital skills have not been formally integrated into teaching, hiring processes, or staff development. **b.** **[Awareness about digital skills]** There is limited awareness among faculty, staff, and students regarding the necessary digital skills. **c.** **[Responsibility for digital improvement]** The responsibility for improving digital skills is unclear and is typically managed by a few departments only.
Emerging to Established (Level 2)	**a.** **[Importance of digital skills]** The organisation recognises the importance of digital skills, but they are not fully incorporated into teaching or staff management. **b.** **[Awareness about digital skills]** Some resources are available for developing digital capabilities, although general awareness about what is required remains low. **c.** **[Digital skills requirement]** Initial efforts have been made to identify the digital skills required for specific roles, and some of these skills are included in job descriptions.
Established to Enhanced (Level 3)	**a.** **[Planning]** A strategic plan for digital capabilities exists, and the organisation is beginning to integrate these capabilities into its operations and educational culture. **b.** **[Training]** Multiple training programmes are available, and there are mechanisms for staff and students to assess their own digital capabilities. **c.** **[Digital skills requirement]** Digital skills are starting to form part of staff appraisals, and a framework exists to build these capabilities across various roles within the organisation.
Enhanced to Mature (Level 4)	**a.** **[Integration of Digital Capabilities]** Digital capabilities are fully integrated into all aspects of the organisation, from operational activities to policies. **b.** **[Leadership in Digital Development]** The organisation is recognised as a leader in the development of digital capabilities and may engage in partnerships to advance this area across the sector. **c.** **[Digital skills requirement]** Regular reviews are conducted to align digital capability requirements with all existing and newly created roles, and training programmes are adapted accordingly.

1.4. ESTABLISH AND SUPPORT A CULTURE OF INNOVATION AND EXPERIMENTATION

Refer to examples of activities here

1. DIGITAL CULTURE AND MINDSET

Foundation to Emerging (Level 1)	**a.** **[Innovation]** Innovation is rare and largely unnoticed. Efforts are isolated, driven by a few individuals, and lack visibility and impact. **b.** **[Support from Senior leaders]** Senior leaders show minimal awareness or engagement with innovative initiatives. There is no strategic focus on innovation or risk-taking. **c.** **[Decision Making & Problem-Solving Methods]** Decision-making is firmly rooted in traditional methods. Innovative projects are scarce, unstructured, and receive little support or resources.
Emerging to Established (Level 2)	**a.** **[Innovation**] Isolated pockets of innovation exist across the organisation, but there are no formal structures or processes in place to support and encourage this. **b.** **[Support from senior leaders]** Senior leaders may not be actively engaged in promoting a culture of innovation, and there may be little emphasis on experimentation or risk-taking. **c.** **[Decision making & problem-solving methods]** Traditional methods and processes are preferred for decision making and problem solving. Isolated project-based activities take place across the organisation.
Established to Enhanced (Level 3)	**a.** **[Innovation]** The importance of establishing and nurturing a culture of innovation and experimentation is recognised. There are some formal structures in place to support innovation, such as innovation labs or incubators, and senior leaders have actively started to promote a culture of experimentation. **b.** **[Planning]** The organisation has plans to invest in new technologies or processes to support innovation, and is committed to encouraging cross-functional collaboration and sharing of ideas. There is still some resistance to change and a lack of formalised processes for experimentation.
Enhanced to Mature (Level 4)	**a.** **[Innovation]** Innovation culture is deeply embedded in all organisational activities. There are formal structures and processes in place to support innovation. **b.** **[Support from senior leaders]** Senior leadership not only promotes but also models experimentation. **c.** **[Digital culture improvement]** Risk-taking is encouraged and failure is acknowledged as an opportunity for learning and growth. There is a focus on continuous improvement and the appropriate adoption of new technologies and processes. The organisation actively invests in and supports research and development, and there is a strong culture of cross-functional collaboration and idea sharing. **d.** **[Digital approach]** A 'digital by design' approach exists for new systems and services.

2. ORGANISATIONAL IDENTITY

WHAT IS IT?

The unique characteristics and qualities that define an organisation and distinguish it from others. Includes digital activities that support the promotion of strategic principles and values and how these inform business practices and impact on stakeholders.

2.1 DEVELOP AND PROMOTE AN EXTERNAL DIGITAL IDENTITY THAT REFLECTS THE ORGANISATION'S MISSION AND VALUES

Refer to examples of activities here

2. ORGANISATIONAL IDENTITY

Foundation to Emerging (Level 1)	**a.** **[Digital identity]** The mission and values of the organisation are not clearly shown on all digital platforms. The organization may be aware of the importance of branding guidelines, but have not created official ones. **b.** **[Digital performance analysis]** No analysis is carried out to measure and analyze the performance of digital channels. **c.** **[Compliance with branding and accessibility guidelines]** Not all online content follows the accessibility rules. Some content does not fit the organisation's brand.
Emerging to Established (Level 2)	**a.** **[Digital identity]** The organisation's mission and values are evident on the corporate website and in its social media presence. Branding guidelines exist for all communications and publications. **b.** **[Digital performance analysis]** Basic analytics tools are used to measure the performance of digital channels. **c.** **[Compliance with branding and accessibility guidelines]** Official digital channels comply with accessibility guidelines, but some externally and internally facing content does not fit the branding or accessibility requirements.
Established to Enhanced (Level 3)	**a.** **[Digital identity]** A strong digital identity is visible on all digital channels, supported by a user-friendly website and active social media presence. **b.** **[Digital performance analysis]** Advanced analytics tools inform digital marketing and communication. **c.** **[Compliance with branding and accessibility guidelines]** Staff and students are encouraged to maintain a consistent and accessible digital identity.
Enhanced to Mature (Level 4)	**a.** **[Digital identity]** Digital identity is a key driver for organisational growth, staff recruitment, and international reputation. **b.** **[Consistent digital marketing]** Innovative digital marketing ensures consistency across all channels. **c.** **[Personalization and enhanced user experience]** Advanced technologies, such as data analytics and machine learning, personalise the digital experience for different audiences, and virtual and augmented reality are used to enhance users' experience of some content (eg campus tours).

3. ORGANIZATIONAL WELLBEING

WHAT IS IT?

Building, supporting and maintaining the physical, emotional, and mental health and wellbeing of all stakeholders. Includes the impact of living, working, and learning with digital technologies, as well as adopting digital approaches to improve and manage the wellbeing of individuals.

3.1 A STRATEGIC APPROACH TO DIGITAL WELLBEING

Refer to examples of activities here

3. ORGANIZATIONAL WELLBEING

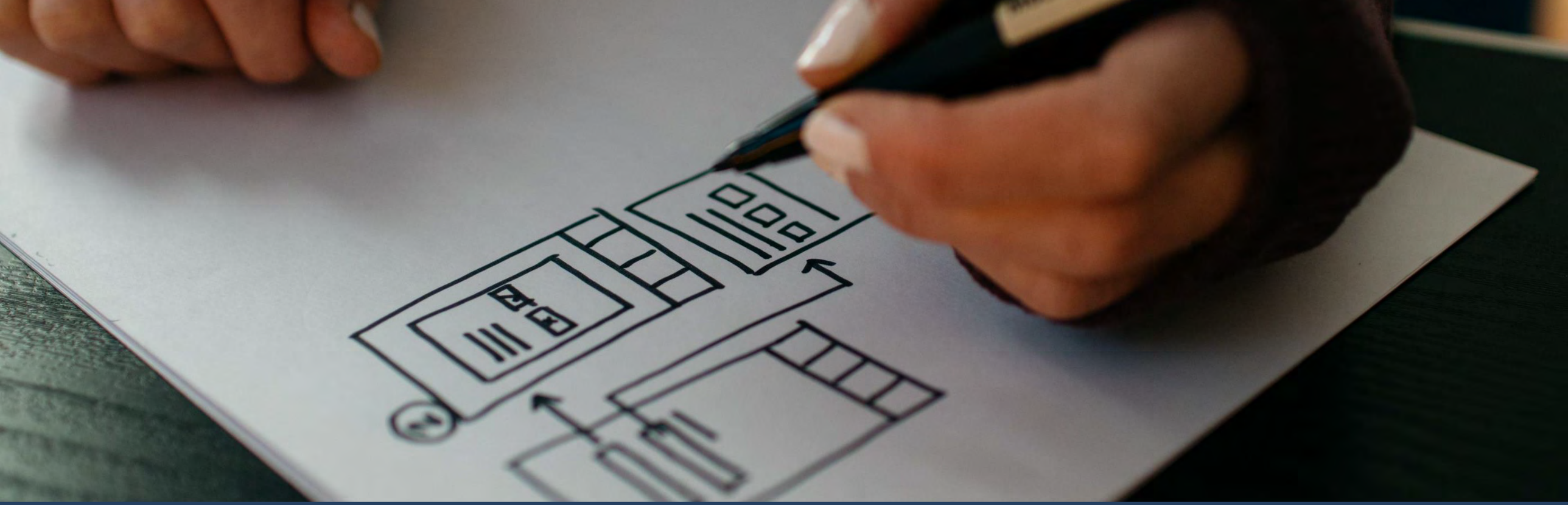
Foundation to Emerging (Level 1)	**a.** **[Minimal Awareness of Digital Wellbeing]** Digital wellbeing is largely unrecognized. Wellbeing policies are generic and do not mention digital wellbeing. There is no understanding of the impact of digital use on physical or mental health. **b.** **[Responsibility for Wellbeing]** Staff wellbeing is handled exclusively by human resources, and student wellbeing by the student support team. Digital wellbeing is not considered by either team. **c.** **[Health and safety policies]** Health and safety policies do not mention aspects related to digital use. There are no guidelines or resources provided for managing physical health related to digital technology use.
Emerging to Established (Level 2)	**a.** **[Focus on Mental Health]** Wellbeing policies and support focus on mental health and do not specifically understand or address the concept of digital wellbeing. **b.** **[Responsibility for Wellbeing]** Responsibility for staff wellbeing sits with the human resources team. Responsibility for student wellbeing sits with the student support team. **c.** **[Health and safety policies]** Organisational health and safety policies focus on ergonomic aspects of digital wellbeing.
Established to Enhanced (Level 3)	**a.** **[Policies and guidelines for digital wellbeing]** Aspects of digital wellbeing are well articulated and understood in organisational policies and guidelines. **b.** **[Support for Staff and Students]** There is appropriate support for staff and students to ensure that using digital technologies for work and learning does not impact negatively on physical or mental health. **c.** **[Opportunities to Enhance Digital Wellbeing]** Digital skills and capabilities for all stakeholders opportunities include awareness of ways to enhance digital wellbeing.
Enhanced to Mature (Level 4)	**a.** **[Responsibility for Wellbeing]** Digital wellbeing is the responsibility of everyone in the organisation and formal support is integrated into organisational strategies, operations and culture. **b.** **[Inclusion in Inductions and Self-Assessment]** All inductions include digital wellbeing and all stakeholders have an opportunity to self-assess the impact of digital on their physical, emotional and mental health. **c.** **[Support and Investment for Enhancing Wellbeing]** The organisation offers support to mitigate negative impacts and invests to help people make the best use of technology to enhance wellbeing (including training, advice and guidance, using assistive technologies). **d.** **[Embedding Digital Wellbeing into Curriculum Design]** Digital wellbeing is embedded into curriculum design as appropriate for different contexts. **e.** **[Use of Data Analytics and Nudges]** Data analytics and nudges are used appropriately to identify problems and highlight solutions.

3.2. ADOPT FLEXIBLE APPROACHES TO WORK AND STUDY

Refer to examples of activities here

3. ORGANIZATIONAL WELLBEING

Foundation to Emerging (Level 1)	**a.** **[Flexibility]** Flexible work and study arrangements are rare and managed on an ad-hoc basis, with no formal policies or guidelines in place. Flexibility is granted inconsistently and relies on individual discretion. **b.** **[Policy Support]** There are very limited or no policies supporting flexible work and study. Occasional remote working or adjustments for personal circumstances are not formally recognized or documented. **c.** **[Infrastructure for Flexibility]** The organisation has minimal infrastructure to support flexible work and study. Access to computers, learning spaces, internet connectivity, and essential software for remote access is limited and not systematically provided.
Emerging to Established (Level 2)	**a.** **[Flexibility]** Flexible work and study arrangements are implemented on a case-by-case basis, without a coordinated organisational strategy or vision. **b.** **[Policy support]** Basic policies support flexible work and study, such as occasional remote working or c. adjustments for personal circumstances. **d.** **[Infrastructure for Flexibility]** The organisation has some infrastructure to support flexible work and study, including access to computers, learning spaces, internet connectivity and essential software for remote access.
Established to Enhanced (Level 3)	**a.** **[Promoting Work-Life Balance and Wellbeing]** There is a strategic commitment to promoting healthy work-life balance and wellbeing. **b.** **[Flexibility]** Ongoing support is provided to help staff and students navigate flexible work and study options, including training, resources and dedicated personnel to provide assistance. **c.** **[Policy support]** There are comprehensive policies and support systems in place around flexible work and study spaces. Approaches include part-time work, job sharing, flexible hours and blended learning options. **d.** **[Infrastructure for Flexibility]** Physical and digital infrastructure supports flexible work and study through improved IT systems, remote access solutions, different types of study spaces and collaboration tools.
Enhanced to Mature (Level 4)	**a.** **[Promoting Work-Life Balance and Wellbeing]** Adaptable flexible work and study strategies champion continuous innovation and improvement to promote a healthy work-life balance and wellbeing for all members of the organisation. **b.** **[Active Engagement and Contribution]** Staff, faculty and students are not only proficient in navigating flexible work and study options but they also actively contribute to the development and improvement of flexible policies, tools and practices. **c.** **[Integration into Organisational culture]** Flexible work and study are core components of organisational culture and values, and there are a wide range of options to accommodate diverse needs and preferences. **d.** **[Policy support]** Comprehensive policies support a diverse array of flexible work and study options, tailored to the unique needs of staff, faculty and students. **e.** **[Infrastructure for Flexibility**] The infrastructure offers seamless integration of flexible work and study spaces, tools and platforms across all aspects of the organisation



PART II

4. Innovation;
5. Research;
6. Wider impact;
7. Curriculum Development;
8. Digital Teaching; 9. Digital Learning;
10. Learner’s Experience

4. INNOVATION

WHAT IS IT?

Supporting the development of new ideas and solutions by encouraging creativity, enterprise and supporting digital leadership. Aligning appropriate innovation with strategic aspirations, existing practice, legacy systems and processes.

4.1 PROMOTING AND ENABLING APPROPRIATE INNOVATION

Refer to examples of activities here

4. INNOVATION

Foundation to Emerging (Level 1)	**a.** **[Formal process]** There are no formal processes for identifying and implementing digital solutions in management, education, or research. **b.** **[Senior leaders' involvement]** Senior leaders may be aware of the importance of digital innovation but there is minimal emphasis on encouraging it.
Emerging to Established (Level 2)	**a.** **[Formal process]** Some formal processes for identifying and implementing digital solutions have been established for business management, education and research. Innovation often occurs through individuals or individual departments. **b.** **[Senior leaders' involvement]** Senior leaders may not have the appropriate skills and expertise to lead on digital innovation.
Established to Enhanced (Level 3)	**a.** **[Digital innovation]** The organisation is actively working to enhance and coordinate its digital innovation capabilities across education, management and research. **b.** **[Senior leaders' involvement]** Leaders are encouraged to lead and model innovative approaches. Senior leaders and governors are offered support and training around digital innovation.
Enhanced to Mature (Level 4)	**a.** **[Strategic approach to Digital innovation]** The organisation has a strategic and coordinated approach to digital innovation across education, management and research activities which takes account of discipline needs and highlights the potential for innovation partnerships within and across disciplines. **b.** **[Stakeholder participation]** All stakeholders have opportunities to input and participate. **c.** **[Senior leaders' involvement]** Organisational leaders are recognised across the sector for developing and implementing innovative digital solutions to improve student outcomes, enhance management processes and drive ground-breaking research.

4.2 INNOVATIVE PRACTICES TO CREATING AND USING DIGITAL SYSTEMS, TOOLS AND SERVICES

Refer to examples of activities here

4. INNOVATION

Foundation to Emerging (Level 1)	**a.** **[Idea development]** Staff and students generally lack avenues for introducing or developing new ideas. **b.** **[Support for innovation]** There is no formal structure or support for innovation, and existing policies may actively discourage it.
Emerging to Established (Level 2)	**a.** **[Idea development]** Creative and innovative staff are sometimes unable to introduce or develop new ideas due to embedded policies, practices or restrictions. **b.** **[Support for innovation]** Staff do not have time or space to reflect on existing practices and consider new approaches. Students lack opportunities to input ideas or engage with decision making that affects them.
Established to Enhanced (Level 3)	**a.** **[Idea development]** The organisation values and encourages creative input from staff and students through enterprise opportunities and engagement with wider partnerships. It seeks to recruit creative digital practitioners in professional roles. **b.** **[Support for innovation]** Students are given opportunities to give feedback on how digital developments affect them.
Enhanced to Mature (Level 4)	**a.** **[Idea development]** A culture of enterprise is encouraged and supported. A ring-fenced innovation budget has been established to support initial development of ideas and students are given opportunities to be involved as partners. A coordinated and strategic approach to applying for external innovation grants and opportunities is in place. **b.** **[Support for innovation]** Staff are encouraged and supported to take calculated risks and experiment with technologies.

4.3. INNOVATIVE APPROACHES TO CREATING AND USING DIGITAL SYSTEMS, TOOLS AND SERVICES

Refer to examples of activities here

4. INNOVATION

Foundation to Emerging (Level 1)	**a.** **[Idea development]** Staff and students generally lack avenues for introducing or developing new ideas. **b.** **[Support for innovation]** There is no formal structure or support for innovation, and existing policies may actively discourage it.
Emerging to Established (Level 2)	**a.** **[Idea development]** Creative and innovative staff are sometimes unable to introduce or develop new ideas due to embedded policies, practices or restrictions. **b.** **[Support for innovation]** Staff do not have time or space to reflect on existing practices and consider new approaches. Students lack opportunities to input ideas or engage with decision making that affects them.
Established to Enhanced (Level 3)	**a.** **[Idea development]** The organisation values and encourages creative input from staff and students through enterprise opportunities and engagement with wider partnerships. It seeks to recruit creative digital practitioners in professional roles. **b.** **[Support for innovation]** Students are given opportunities to give feedback on how digital developments affect them.
Enhanced to Mature (Level 4)	**a.** **[Idea development]** A culture of enterprise is encouraged and supported. A ring- fenced innovation budget has been established to support initial development of ideas and students are given opportunities to be involved as partners. A coordinated and strategic approach to applying for external innovation grants and opportunities is in place. **b.** **[Support for innovation]** Staff are encouraged and supported to take calculated risks and experiment with technologies.

5. RESEARCH

WHAT IS IT?

Providing a robust infrastructure to support research include strategic approaches, appropriate investment in digital systems, environments, processes and technologies, and attracting, enabling, developing and supporting researchers.

5.1 INVESTMENT IN DIGITAL AND PHYSICAL INFRASTRUCTURE FOR RESEARCH

Refer to examples of activities here

5. RESEARCH

Foundation to Emerging (Level 1)	**a.** **[Digital tools usage for research]** Basic digital tools and networks are available for research, but they may not be specialised or advanced. **b.** **[Software for research]** There is a limited range of general-purpose software and physical spaces available for researchers.
Emerging to Established (Level 2)	**a.** **[Digital tools usage for research]** Researchers have access to secure and reliable technology, including specialised software and tools for their specific fields. **b.** **[Software for research]** Physical spaces such as labs and specific tools like data visualisation software are available.
Established to Enhanced (Level 3)	**a.** **[Digital tools usage for research]** The infrastructure has been upgraded to include advanced technologies like high-performance computing and cloud-based services. **b.** **[Software for research]** A wide variety of apps or tools tailored to the needs of different research tasks or disciplines is available.
Enhanced to Mature (Level 4)	**a.** **[Digital tools usage for research]** The digital setup is tailored to meet the specific needs and goals of researchers across various disciplines. **b.** **[Review of reseach]** Regular reviews of research activities shape the strategy for future technology needs. **c.** **[Software for research]** A variety of tools and services accommodate diverse computational needs specific to each research field.

5.2 OPPORTUNITIES FOR INTERNATIONAL RESEARCH COLLABORATION

Refer to examples of activities here

5. RESEARCH

Foundation to Emerging (Level 1)	a. **[International collaborations]** International collaborations are rare and mainly occur on an ad-hoc basis without any structured support. b. **[Open research and publishing]** There is little to no focus on open research and publishing, and researchers receive minimal guidance or resources for international collaboration.
Emerging to Established (Level 2)	a. **[International collaborations]** International or interdisciplinary collaboration depends on traditional approaches with no integration of digital tools. b. **[Open research and publishing]** Some support is available for open research and publishing practices.
Established to Enhanced (Level 3)	a. **[International collaborations]** Digital methods are used to improve knowledge sharing and interdisciplinary collaborations, leading to more international partnerships. b. **[Open research and publishing]** More support is available for open research and publishing practices.
Enhanced to Mature (Level 4)	a. **[International collaborations]** Extensive collaboration with a strong network of international partners is enabled through digital knowledge exchange. b. **[Technology investment]** Specific investments in technology are identified to support international research, along with efforts to align policies internationally. c. **[Open research and publishing]** There is a strong focus on due diligence, oversight, and support for open research and publishing.

5.3 DEVELOPMENT AND TRAINING OF RESEARCHERS

Refer to examples of activities here

5. RESEARCH

Foundation to Emerging (Level 1)	**a.** **[Training and Development Opportunities]** Training and development opportunities for researchers are minimal and sporadic, focusing primarily on mandatory or basic skills rather than advanced or emerging technologies. **b.** **[Understanding of Digital Confidence and Capabilities]** There is no assessment or understanding of the digital confidence and capabilities of research teams. Digital skills are largely assumed to be adequate without verification or support. **c.** **[Cross-Faculty Sharing of Expertise]** There are no structures or initiatives in place to facilitate the sharing of expertise or experience across faculties. Researchers work in isolation with little collaboration or exchange of knowledge.
Emerging to Established (Level 2)	**a.** **[Training and Development Opportunities]**The organisation is investing in training and development opportunities to help researchers acquire new skills and stay up to date with the latest trends and technologies. **b.** **[Understanding of Digital Confidence and Capabilities]** There is a lack of understanding of existing levels of digital confidence and capabilities across research teams. **c.** **[Cross-Faculty Sharing of Expertise]** There are no opportunities for cross-faculty sharing of expertise or experience.
Established to Enhanced (Level 3)	**a.** **[Training and Development Opportunities]** There is significant investment in training to support researcher development and digital skills updating. Opportunities are offered for advanced certification as appropriate to specialisms and disciplines.
Enhanced to Mature (Level 4)	**a.** **[Training and Development Opportunities]** Consistent investment exists in both the development and well-being of researchers, fostering a culture of professional growth. **b.** **[Expertise sharing]** Research teams are integrated with other teams for digital practices, and there is a focus on sharing expertise externally. **c.** **[Open research]** Open research practices are encouraged and rewarded.

6. WIDER IMPACT

WHAT IS IT?

Ensuring the impact of research and innovation projects are analysed and appropriately disseminated to different audiences.

6.1. IMPACT OF ORGANISATIONAL RESEARCH, ENTERPRISE AND INNOVATION

Refer to examples of activities here

6. WIDER IMPACT

Foundation to Emerging (Level 1)	**a. [Impact Evaluation]** The organization is beginning to recognize the importance of its research, enterprise, and innovation activities but lacks any formal processes for impact evaluation. Compliance with basic regulatory requirements for research around statistical returns is minimal, and insights are based solely on anecdotal evidence or informal feedback. There is no use of data analysis tools to identify impact trends or insights. **b. [Researcher Behavior]** Researchers have a basic awareness of safe and ethical behavior in managing research data and outputs but lack comprehensive guidelines or training. Engagement in digital research communities and with the wider public is rare and unstructured.
Emerging to Established (Level 2)	**a. [Impact Evaluation]** The organisation is beginning to explore the wider impact of its research, enterprise and innovation activities. It complies with regulatory requirements for research around statistical returns but does not have any established formal processes for evaluating impact. Anecdotal evidence or informal feedback from stakeholders feeds into intelligence around impact. The organisation is investigating the use of data analysis tools to identify trends and insights related to impact. **b. [Researcher Behavior]** Researchers behave safely and ethically when managing research data and outputs; also when engaging in digital research communities and with the wider public.
Established to Enhanced (Level 3)	**a. [Impact Evaluation]** The organisation is working to enhance its capacity for evaluating the impact of its research, enterprise and innovation activities and has established formal processes and a strategic approach. It uses advanced data analytics and visualisation tools to identify patterns and relationships between different types of impact. **b. [Digital Tools and Communication]** Use of digital tools and communications supports the creation of scholarly communities that support research-led teaching, promote good academic practice and engage a wider public in conversations about the impact of research on the environment, society and culture.
Enhanced to Mature (Level 4)	**a. [Leadership in Impact Evaluation]** The organisation is recognised as a leader in measuring and communicating the impact of its activities and may have established a dedicated impact evaluation unit or centre of excellence. **b. [Collaborative Partnerships]** Collaborative work with external partners, such as industry or community organisations, supports a better understanding of the broader impact of activities beyond immediate stakeholders. **c. [Advanced Methods]** The organisation is using advanced methods, such as social network analysis or machine learning, to identify and measure impact. It is actively communicating this impact to stakeholders through public reports, dashboards or other channels. **d. [Global Influence]** Its use of digital tools and communications positions the organisation as a global influencer in terms of open research, public engagement and knowledge exchange.

6.2. THE IMPACT THAT ORGANISATIONAL DECISIONS AROUND TECHNOLOGY INVESTMENT, IMPLEMENTATION AND USE HAVE ON ITS VARIOUS BUSINESS ACTIVITIES -1

Refer to examples of activities here

6. WIDER IMPACT

Foundation to Emerging (Level 1)	**a.** **[Evaluation]** The organization is just starting to recognize the need to evaluate technology investments, implementation, and use, but has no formal evaluation processes in place. There is little to no understanding of the broader impact on business activities. **b.** **[Technology Decisions]** Technology decisions are made in isolation by individual departments or teams, with no organizational coordination or strategy. **c.** **[Focus]** The focus is primarily on immediate operational needs, with almost no consideration for the impact on education, research, or other business activities. **d.** **[Metrics to Measure]** There are no established metrics to measure the success and impact of technology decisions. Evaluations are based on informal or anecdotal feedback only. **e.** **[Improvements]** Issues are addressed reactively, with improvements made sporadically and without any systematic process.
Emerging to Established (Level 2)	**a.** **[Evaluation]** Basic evaluations of technology investment, implementation and use are undertaken, with a limited understanding of the broader impact on business activities. **b.** **[Technology Decisions]** Technology decisions are evaluated independently by individual departments or teams, without a coordinated organisational approach. **c.** **[Focus]** There is a focus on the financial and operational aspects of technology investments and use, with little consideration for the impact on education, research and other business activities. **d.** **[Metrics to Measure]** A limited set of quantitative and qualitative metrics is used to measure the success and impact of technology decisions. **e.** **[Improvements]** Issues are addressed and improvements made on an ad hoc basis without a systematic process in place.

6.2. THE IMPACT THAT ORGANISATIONAL DECISIONS AROUND TECHNOLOGY INVESTMENT, IMPLEMENTATION AND USE HAVE ON ITS VARIOUS BUSINESS ACTIVITIES -2

Refer to examples of activities here

6. WIDER IMPACT

Established to Enhanced (Level 3)	**a.** **[Evaluation Approach]** The organisation has adopted a structured approach to evaluating technology decisions, considering the impact on a wider range of business activities and using sophisticated metrics. **b.** **[Coordinated Evaluation]** Evaluation is coordinated across different departments and teams to develop a comprehensive understanding of the impact of technology decisions on various business activities. **c.** **[Comprehensive Impact Consideration]** Evaluations consider the impact of technology investments and use on education, research and other business activities, in addition to financial and operational aspects. **d.** **[Metrics to Measure]** A diverse set of quantitative and qualitative metrics is used to assess the success and impact of technology decisions, including user satisfaction, learning outcomes, research productivity and environmental sustainability. **e.** **[Improvements]** Opportunities for improvement are identified through evaluation and changes are made to enhance the impact of technology decisions on business activities.
Enhanced to Mature (Level 4)	**a.** **[Culture of Continuous Evaluation and Improvement]** A culture of continuous evaluation and improvement exists, leveraging data-driven insights and feedback loops to optimise the impact of technology decisions on all aspects of the organisation's business activities. **b.** **[Comprehensive Evaluations]** Comprehensive evaluations consider the full range of impacts of technology decisions on education, research and other business activities, as well as the broader organisational context. **c.** **[Strategic Integration]** Evaluation is integrated into the strategic planning process, ensuring that technology decisions are continuously aligned with overall goals and objectives. **d.** **[Assessment Methods]** A combination of current and future state indicators is used, as well as innovative assessment methods, to measure the success and impact of technology decisions, enabling a nuanced understanding of their effects. **e.** **[Improvement Process]** A systematic process exists for implementing improvements identified through evaluations. A culture of learning and adaptation drives ongoing enhancement to ensure technology decisions have positive effects on all business activities.

7. CURRICULUM DEVELOPMENT

WHAT IS IT?

Reviewing, planning and developing a course of study. Usually a formal departmental and institutional process, mapped to graduate outcomes, benchmarks and professional standards, producing specific documentation (eg course handbook, schedule, VLE materials).

7.1. STRATEGIC APPROACH TO DIGITAL LEARNING TEACHING AND ASSESSMENT

Refer to examples of activities here

7. CURRICULUM DEVELOPMENT

Foundation to Emerging (Level 1)	**a.** **[Strategic approach to Digital Learning, teaching & assessment]** The organisation lacks a strategy for digital learning, teaching, and assessment. **b.** **[Facilities and faculty's accessibility]** There are basic facilities such as computers and internet access, but they are not systematically used in teaching and learning. Training for faculty members on how to use these resources is either limited or nonexistent.
Emerging to Established (Level 2)	**a.** **[Strategic approach to Digital Learning, teaching & assessment]** The organisation is reviewing different models and principles to develop a future plan for digital learning. This plan aims to align with broader organisational values like equity, diversity, and inclusion. **b.** **[Digital elements and support]** Some courses include digital elements to meet teaching goals, but the effectiveness is not well-understood. Sharing of good practices is limited. Faculty members have access to digital support from specific departments, such as IT and learning technology. **c.** **[Facilities and faculty's accessibility]** Physical and digital infrastructure, including access to appropriate devices, secure connectivity, and learning management systems, is in place to support digital learning, teaching, and assessment.
Established to Enhanced (Level 3)	**a.** **[Strategic approach to Digital Learning, teaching & assessment]** A comprehensive digital learning strategy exists, shaped by input from faculty, students, and other departments. The strategy focuses on improving the quality and accessibility of learning experiences. **b.** **[Facilities and faculty's accessibility]** Infrastructure, including learning management systems and virtual classrooms, is in place and regularly reviewed for quality. Many faculty members are involved in the development and implementation of digital learning and teaching, and ongoing training is available to improve their digital teaching skills.
Enhanced to Mature (Level 4)	**a.** **[Strategic approach to Digital Learning, teaching & assessment]** The strategy for digital learning, teaching, and assessment is dynamic, adaptable, and focuses on continuous innovation. Ethical considerations like equity, diversity, and inclusion, as well as environmental sustainability, are integral to the use of digital tools. **b.** **[Facilities and faculty's accessibility]** Faculty members are highly skilled in the use of digital tools, which are supported by a well-integrated tech setup. This includes the use of new technologies where they can help achieve educational goals. Faculty also contribute to the development of digital learning strategies and tools, often collaborating with other departments like learning technologists and librarians.

7.2. RESPONDING TO CHANGES IN GRADUATE CAREERS AND LIFE PATHS

Refer to examples of activities here

7. CURRICULUM DEVELOPMENT

Foundation to Emerging (Level 1)	**a.** **[Curriculum planning]** Curriculum planning is reactive, adjusting only when changes in the job market are clear. There's little or no forward planning. **b.** **[Engagement with industry]** There's minimal engagement with industry to understand what skills and competencies graduates will need.
Emerging to Established (Level 2)	**a.** **[Curriculum planning]** Curriculum planning is generally reactive, focusing on adapting to changes as they occur in the job market and in graduate careers. Some faculties do try to look ahead. **b.** **[Engagement with industry]** There is some interaction with industry partners and employers to gain insights into the skills required for graduate careers.
Established to Enhanced (Level 3)	**a.** **[Curriculum planning]** The organisation plans ahead for changes in graduate careers and the job market. Various information sources, such as industry reports and labour market data, inform these plans. **b.** **[Engagement with industry]** Curriculum reviews happen regularly, and there's active engagement with industry partners and alumni to collect insights for planning.
Enhanced to Mature (Level 4)	**a.** **[Curriculum planning]** Curriculum planning is forward-looking, focused on innovation and continuous improvement. It adapts in real-time to the ever-changing needs of the job market within the constraints of the validation process. **b.** **[Engagement with industry]** Strong, long-term relationships with industry leaders and alumni are in place. These partnerships contribute to co-creating educational experiences that are highly tailored to the skills and competencies required for successful graduate careers.

7.3. DESIGN OF DIGITAL ASSESSMENT AND FEEDBACK

Refer to examples of activities here

7. CURRICULUM DEVELOPMENT ⮌

Foundation to Emerging (Level 1)	**a.** **[Digital assessment]** There is limited widespread use of digitial assessment like online tests. **b.** **[Support for staff]** Staff get little help in using digital tools for grading and making tests. **c.** **[Main focus]** The main focus is on keeping tests secure and reliable.
Emerging to Established (Level 2)	**a.** **[Digital assessment]** Assessment design includes the use of digital tools and technologies to support traditional approaches to assessment and feedback. These include multiple-choice quizzes, online essays and short answer questions through a learning management system (LMS) or virtual learning environment (VLE). **b.** **[Support for staff]** Staff receive support in using digital tools for assessment design, management, and grading, including plagiarism detection software. However, a cautious approach is taken in adopting new digital approaches, particularly for high-stakes assessments. The technical infrastructure prioritizes security, reliability, academic integrity, and accessibility in digital assessment design.
Established to Enhanced (Level 3)	**a.** **[Digital assessment]** Creative uses of digital tools make assessments more engaging and inclusive. Examples include multimedia projects, online presentations, simulations, gamified assessments (eg badging). **b.** **[New tool introduction]** New tools for automated grading and analytics are being introduced. **c.** **[Support for staff]** Staff can access training on the latest digital assessment methods. d. Efforts are made to make digital tests accessible to all students.
Enhanced to Mature (Level 4)	**a.** **[Digital assessment]** Digital assessment is fully integrated into the courses. **b.** **[Advanced tech]** Advanced tech such as artificial intelligence, machine learning or adaptive learning systems is used to personalise assessment. **c.** **[Support from digital technologies]** Digital technologies support peer- and self-assessment and learners use digital tools and services to reflect on, record, manage and share records of their achievement. **d.** **[Data usage]** Data is used to keep improving the digital assessment methods. **e.** **[Experiment with technology innovations]** Staff are encouraged to experiment with innovative digital assessment methods, to create immersive and engaging learning experiences. Students are encouraged to join conversations about the impact of digital tools on ethical, fair and secure assessment. **f.** **[Innovative approach to digital assessment]** The organisation is known for its innovative approaches to digital assessment.

7.4 EMBED DIGITAL LEARNING CAPABILITIES AND ACADEMIC SKILLS INTO COURSES OF STUDY

Refer to examples of activities here

7. CURRICULUM DEVELOPMENT

Foundation to Emerging (Level 1)	**a.** **[Training for students]** No or minimal digital skills training is offered to students during student orientation and later on. **b.** **[Digital learning outcomes]** Digital skills are not embedded in learning outcomes, or only included minimally in few courses. **c.** **[Importance of digital learning outcomes]** Digital skills are not considered important for learning outcomes or future employment.
Emerging to Established (Level 2)	**a.** **[Training for students]** Generic training in digital skills is offered during student orientation and as needed later on. **b.** **[Resources]** Resources are available for academic skill development. **c.** **[Digital learning outcomes]** Some course teams and student representatives advocate for embedding digital skills in learning outcomes, but this is not consistently applied across courses. **d.** **[Importance of digital learning outcomes]** Digital skills are considered important for both learning outcomes and future employment.
Established to Enhanced (Level 3)	**a.** **[Training for students]** Students use technology in a real-world context, building digital and academic skills through projects and assessments. **b.** **[Digital learning outcomes]** Quality assurance processes at the organisational level support the inclusion of digital skills in the curriculum. **c.** **[Digital practices in curriculum]** Employability outcomes in the curriculum or research design are significantly influenced by digital practices. **d.** **[Experience in using digital tools]** Students gain experience using current digital tools relevant to their field and participate in digital communities related to their studies
Enhanced to Mature (Level 4)	**a.** **[Training for students]** Digital and academic skills are fully integrated into the curriculum and are part of the attributes that the institution aims to develop in its students and researchers. **b.** **[Use of digital technologies]** The creative use of digital technologies sets the organisation's courses apart from competitors. **c.** **[Digital practices in curriculum]** Digital skills are fully integrated into plans for enhancing employability for different courses. **d.** **[Cutting-edge digital tools]** Cutting-edge digital tools like virtual environments are used to make learning more real-world and engaging. These tools are informed by strong ties with industry and future employability needs.

8. DIGITAL LEARNING

WHAT IS IT?

Learning that takes place through digital devices, media and environments, or with digital applications. Digital learning may take place live and in-person, live online, or through asynchronous resources and environments. Includes digital learning and development of staff, as well as formal or informal learning of students.

8.1 DIGITAL PERSONAL/PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ALL STAFF

 Refer to examples of activities here

8. DIGITAL LEARNING

Foundation to Emerging (Level 1)	**a.** **[Online training]** Staff have only a small amount of online training, focused on basic needs like learning how to use simple software. **b.** **[Professional development]** Professional development mostly happens in person and doesn't include much about using digital tools. **c.** **[Digital tool usage for reflection]** The idea of using digital tools for reflection and growth is not well known or used by staff. **d.** **[Learning plan]** There is no clear plan for staff to learn about or use digital tools for their professional development.
Emerging to Established (Level 2)	**a.** **[Digital tool usage for reflection]** Staff have limited formal opportunities to use digital tools for reflection, professional development or appraisals. Some basic online training opportunities exist (or have been procured) as part of staff induction around health and safety, cyber safety, specific proprietary technologies such as MS Teams or MS Office, etc). **b.** **[Development opportunities]** Staff development opportunities tend to focus around specific in-person training days, team development training or external courses or events.
Established to Enhanced (Level 3)	**a.** **[Digital learning opportunities]** The organisation offers digital learning opportunities for staff as part of its digital capabilities plan, as appropriate for their individual role needs. **b.** **[Digital development]** Staff are encouraged to self-assess their own digital capabilities and identify development needs as part of professional development and appraisal activities. **c.** **[Design of digital learning opportunities]** Digital learning opportunities for staff are informed by good pedagogical design and integrated with mechanisms that allow them to reflect on and evidence their learning to support their job roles. **d.** **[Online courses]** Staff are encouraged (ie given time and support) to take part in external online courses to enhance skills, share practice and network with professional peers outside the organisation.
Enhanced to Mature (Level 4)	**a.** **[Opportunities for Reflection, Recognition, and Reward]** Opportunities for reflection, recognition and reward for digital learning activities are offered throughout the organisation. **b.** **[Digital learning and teaching expertise]** Digital learning and teaching expertise within the organisation is harnessed to develop higher education staff development opportunities outside the organisation (eg short courses, open courses, developing communities of practice). **c.** **[Courses on Digital Learning and Teaching]** Courses focusing on digital learning and teaching are available at various levels (short courses, diplomas, BA, MA, etc) and model good practice for professionals across the sector. **d.** **[Digital tools for professional qualifications]** Staff use digital tools provided by the organisation as appropriate to gain advanced professional qualifications (eg National Teaching Fellowship, Professional Chartership) and to carry out research in their discipline or professional area.

8.2 DEVELOPMENT OF DIGITAL CAPABILITIES AMONG LEARNERS

Refer to examples of activities here

8. DIGITAL LEARNING

Foundation to Emerging (Level 1)	**a.** **[Training and support for Digital Skills]** Students receive minimal support for digital skills, mainly focused on very basic tasks. Help with using technology and platforms is limited and often only available in person. **b.** **[Access to Digital Resources]** Access to digital tools and study spaces is mainly for students on campus. Basic introductions to digital tools are given during in-person student orientations. **c.** **[Gathering Student Data]** Little data is collected about students' access to digital tools and platforms. Problems are usually dealt with only after they arise. **d.** **[Course Design]** Courses have very few interactive or multimedia elements. There is little understanding of the digital skills that students have.
Emerging to Established (Level 2)	**a.** **[Training and support for Digital Skills]** The organisation provides students with basic digital capability support that focuses on digital proficiency and productivity. Support and guidance in using the technology, tools, and platforms provided by the organisation are available and augmented by some online tutorials. **b.** **[Access to Digital Resources]** Access to networks, platforms, learning, and study spaces prioritises students on campus. Basic onboarding and orientation are offered during in-person student inductions. **c.** **[Gathering Student Data]** Some evidence is gathered around student access to tools, networks, and platforms, and reactive approaches to dealing with problems have been adopted. **d.** **[Course Design]** Course design includes some interactive elements and multimedia content, but there is limited understanding around the levels of digital learning capabilities that students have.
Established to Enhanced (Level 3)	**a.** **[Training and support for Digital Skills]** The organisation provides comprehensive training and workshops on various digital capabilities. **b.** **[Access to Digital Resources]** Efforts are made to ensure access to tools, platforms, and resources, including loan devices. **c.** **[Course Design]** Courses are designed with a variety of multimedia content and opportunities for online interaction. **d.** **[Support and feedback]** Students can easily access support and feedback from various teams.
Enhanced to Mature (Level 4)	**a.** **[Training and support for Digital Skills]** Support for students to become effective digital learners is critical and integrated into the curriculum. **b.** **[Support accessibility]** Both in-person and digital mechanisms provide timely support, feedback, and guidance. **c.** **[Access to Digital Resources] I**nitiatives ensure that all students can access tools, platforms, and content without barriers. **d.** **[Course design]** Course design is inclusive and responsive, with students involved as partners in the learning process.

8.3 AWARENESS OF DIGITAL SKILLS THEY WILL NEED IN THEIR CHOSEN CAREER PATHWAYS AND OPPORTUNITIES TO PRACTICE THEM THROUGHOUT THEIR COURSE(S)

Refer to examples of activities here

8. DIGITAL LEARNING

Foundation to Emerging (Level 1)	**a.** **[Importance of digital capabilities in learning outcomes]** Courses do not clearly include digital capabilities as part of preparing students for the workforce, or these are not effectively considered in many cases.
Emerging to Established (Level 2)	**a.** **[Importance of digital capabilities in learning outcomes]** Digital capabilities are viewed as important learner/graduate outcomes and employability skills. **b.** **[Online guidance and support]** General digital capabilities such as digital proficiency, productivity, digital communication and collaboration are supported through basic online digital literacy guidance and support.
Established to Enhanced (Level 3)	**a.** **[Importance of digital capabilities in learning outcomes]** Courses actively integrate digital practices to help students prepare for their careers. **b.** **[Experience with digital tools]** Students gain hands-on experience with digital tools relevant to their field and engage in online communities related to their profession.
Enhanced to Mature (Level 4)	**a.** **[Importance of digital capabilities in learning outcomes]** Digital skills for employability are fully integrated into courses and regularly updated to meet current and future demands. **b.** **[Experience with digital tools]** Students learn through realistic scenarios using digital tools like simulations and virtual environments. **c.** **[Contribution to course development]** Students, alumni, and industry partners contribute to course development, ensuring that it aligns with future employment trends and needs.

9. DIGITAL TEACHING

WHAT IS IT?

Teaching through digital devices, media and environments, or with digital applications. Digital teaching may take place live and in-person, live online, or by supporting students with a variety of asynchronous resources and environments. Also supporting students with their digital learning skills.

9.1 DIGITAL LEARNING, TEACHING AND ASSESSMENT INFRASTRUCTURE

Refer to examples of activities here

9. DIGITAL TEACHING

Foundation to Emerging (Level 1)	**a.** **[Digital teaching and learning]** Digital learning and teaching are in the early stages of development, with basic tools such as email and document sharing being used. **b.** **[Digital elements in courses]** Some courses may include digital elements, like simple online resources, but most teaching and learning activities take place offline. **c.** **[Digital Assessment]** Assessment is mostly traditional, with limited use of digital tools.
Emerging to Established (Level 2)	**a.** **[Digital teaching and assessment]** A variety of technologies, such as a learning management system (LMS), online collaboration tools, and video conferencing, support digital teaching and assessment. **b.** **[Teaching approach]** Teaching combines in-person and digital activities, but the integration is not seamless and depends on individual initiative. **c.** **[Resource accessibility]** Online resources are accessible through different platforms, like library portals and faculty websites. **d.** **[Digital assessment]** Both formative and summative assessments employ digital tools for tasks like design, delivery, and marking.
Established to Enhanced (Level 3)	**a.** **[Digital learning environment]** The digital learning environment is enriched with features like analytics for tracking student progress and adaptive learning software. **b.** **[Learning experiences]** Some faculties are exploring virtual reality and augmented reality for immersive learning experiences. **c.** **[Teaching approach]** Digital teaching methods are included in a wide range of courses, offering a mix of online and blended approaches. **d.** **[Digital assessment]** Innovations in assessment, such as automated grading and adaptive testing, are being explored, with attention to issues like ethics and diverse student needs.
Enhanced to Mature (Level 4)	**a.** **[Digital teaching and assessment]** A strategic and fully integrated approach supports digital teaching and assessment, with features like AI-powered chatbots and immersive learning environments. **b.** **[Teaching approach]** Digital teaching is a standard across all courses, providing a variety of flexible and personalised learning pathways. **c.** **[Digital assessment]** Technology-enabled assessment and feedback are strategically used across the organisation, ensuring a cohesive experience for all stakeholders. **d.** **[Digital usage for progress tracking]** Learners actively engage in formative feedback processes and use digital tools to track and share their progress. **e.** **[Leadership in digital learning, teaching and assessment]** The organisation is recognised as a leader in digital learning, teaching, and assessment.

9.2 RECRUITMENT AND RETENTION OF TEACHING STAFF

Refer to examples of activities here

9. DIGITAL TEACHING

Foundation to Emerging (Level 1)	**a.** **[Importance of Digital Competence for Teaching Staff]** The importance of digital skills in teaching is minimally acknowledged. Digital competence is not a significant factor in recruitment or retention processes. **b.** **[Recruitment and Retention Procedures**] Recruitment focuses primarily on traditional teaching skills, with little emphasis on digital capabilities. Retention efforts are basic, often hindered by resource limitations and a reliance on temporary, short-term contracts. **c.** **[Training for Faculty]** There is limited or irregular training for faculty on digital learning, teaching, and assessment tools. Training, if available, is ad-hoc and not part of a structured program.
Emerging to Established (Level 2)	**a.** **[Importance of Digital Competence for Teaching Staff]** The organisation recognises the importance of teaching staff having confidence and capabilities around digital learning, teaching and assessment. **b.** **[Recruitment and Retention Procedures]** Some recruitment and retention procedures to attract and retain highly skilled digital teaching practitioners may be hampered due to lack of resources, and temporary, short-term contracts. **c.** **[Training for Faculty]** The organisation offers regular training to faculty teams on using digital learning, teaching and assessment tools effectively.
Established to Enhanced (Level 3)	**a.** **[Recruitment & retention efforts]** The organisation actively works to recruit and retain teaching staff with digital skills, offering benefits such as flexible working conditions, competitive salaries, and stable contracts. **b.** **[Valuing Digital Teaching and Assessment Skills]** Digital teaching and assessment skills are valued within the organisation.
Enhanced to Mature (Level 4)	**a.** **[Recruitment & retention efforts]** The organisation takes a strategic approach to recruitment and retention, focusing on attracting high-quality teaching staff who can contribute to digital transformation. **b.** **[Strategies and policies]** Senior teaching staff help shape strategies and policies related to digital learning, teaching, and assessment. **c.** **[Expertise sharing]** Teaching staff actively participate in professional groups and communities, sharing their expertise in digital education.

9.3 DEVELOPMENT AND TRAINING OF TEACHING STAFF

Refer to examples of activities here

DIGITAL TEACHING

Foundation to Emerging (Level 1)	**a. [Training and Development Opportunities]** Training and development opportunities for teaching staff are infrequent and primarily focused on basic or mandatory skills. There is little emphasis on acquiring new skills or staying up to date with the latest trends and technologies. **b. [Understanding of Digital Confidence and Capabilities]** There is no assessment or understanding of the digital confidence and capabilities of teaching staff. Digital proficiency is assumed adequate without formal evaluation or support. **c. [Cross-Faculty Sharing of Expertise]** There are no initiatives or structures in place for cross-faculty sharing of expertise or experience. Teaching staff work in isolation with minimal collaboration or exchange of best practices.
Emerging to Established (Level 2)	**a. [Training and Development Opportunities]** The organisation is investing in training and development opportunities to help teaching staff acquire new skills and stay up to date with the latest trends and technologies. **b. [Understanding of Digital Confidence and Capabilities]** There is insufficient understanding of faculty staff's existing levels of digital confidence and capabilities. **c. [Cross-Faculty Sharing of Expertise]** There are no opportunities for cross-faculty sharing of expertise or experience.
Established to Enhanced (Level 3)	**a. [Training and Development Opportunities]**Significant investment is made in training to support teaching staff's professional development and digital skills updating. **b. [Opportunities for further teaching certification and valuing technology- enhanced teaching]** Opportunities for further teaching certification are provided, and the value of technology-enhanced teaching is recognised and rewarded.
Enhanced to Mature (Level 4)	**a. [Training and Development Opportunities]** The organisation consistently invests in the development and well-being of curriculum teams and teaching staff, fostering a culture that supports professional growth. **b. [Collaboration between curriculum teams and leadership]** Curriculum teams work closely with leadership to integrate systems, services, and networks into digital learning, teaching, and assessment practices. **c. [External expertise sharing]** Staff share their digital teaching expertise outside the organisation, and open educational practices are encouraged and valued.

10. LEARNER EXPERIENCE

WHAT IS IT?

The subjective experience of learning overall, including the taught curriculum and non-curricular activities such as private study, learning skills support, library resources, careers support and informal collaborative learning. Also includes aspects of emotional and personal wellbeing.

10.1 SUPPORTING THE WIDER EXPERIENCE OF STUDENTS

Refer to examples of activities here

10. LEARNERS EXPERIENCE

Foundation to Emerging (Level 1)	**a.** **[Spaces and services]** The campus focuses on offering conventional spaces and services for student interactions and activities. **b.** **[Website]** The university website provides only essential information needed for prospective students. **c.** **[Financial and administrative support information]** Basic information about financial and administrative support is provided using traditional methods.
Emerging to Established (Level 2)	**a.** **[Spaces and services]** The physical campus provides traditional spaces and services for social integration and a sense of belonging. **b.** **[Website]** The university website gives a welcoming first experience supporting recruitment and onboarding. **c.** **[Financial and administrative support information]** Financial and administrative support information is available during the application process through the website and student support services.
Established to Enhanced (Level 3)	**a.** **[Communication and networking]** Students are encouraged to use social media and online platforms for communication and networking. **b.** **[Online presence]** Online presence in clubs, societies, and some virtual events and resources are available. **c.** **[Financial support]** Online access to financial help information and application forms is provided, along with digital tools for tracking applications and disbursements. **d.** **[Financial literacy]** Financial literacy is acknowledged as important, with tutorials and support available.
Enhanced to Mature (Level 4)	**a.** **[Learners' experience]** The organisation is committed to providing a supportive and inclusive experience for all learners from recruitment to alumni status. **b.** **[Digital tool usage]** Comprehensive use of digital tools fosters a connected and inclusive online community, and students feel a strong sense of belonging on and off campus. **c.** **[Financial literacy]** Digital aspects of financial literacy are included in plans for students, with comprehensive digital financial help available. **d.** **[Financial support]** Students are encouraged to discuss financial problems, and integrated digital tools proactively identify those needing support and streamline the aid process.

10.2 ALUMNI ENGAGEMENT

Refer to examples of activities here

10. LEARNERS EXPERIENCE

Foundation to Emerging (Level 1)	**a. [Alumni engagement]** Alumni engagement is limited to basic communication, such as newsletters and occasional events.
Emerging to Established (Level 2)	**a. [Alumni engagement]** The organisation offers alumni opportunities to engage through networking, mentorship and activities organised by the alumni support team or office.
Established to Enhanced (Level 3)	**a. [Alumni engagement]** Alumni have tools to stay connected to the organisation and engage in social opportunities and networks.
Enhanced to Mature (Level 4)	**a. [Alumni engagement]** Alumni are seen as important partners and digital networking and tools support mentorship of students, as well as feedback around learner experience and employability/professional skills.

10.3 SUPPORT FOR DIGITAL AND PERSONAL WELLBEING OF STUDENTS

Refer to examples of activities here

10. LEARNERS EXPERIENCE

Foundation to Emerging (Level 1)	**a.** **[Wellbeing support]** Wellbeing support is primarily offline, with basic information available on the organisation's website. There may be lmited signposting to these resrouces
Emerging to Established (Level 2)	**a.** **[Wellbeing support]** Wellbeing support mainly focuses on in-person services. Information about support and guidance services is shared during student induction, by faculty staff, and on webpages.
Established to Enhanced (Level 3)	**a.** **[Importance of digital wellbeing]** The organisation acknowledges the importance of digital wellbeing. Students are guided on potential negative effects of technology use and provided with tools to support personal health. **b.** **[Wellbeing support]** Online resources, self-help tools, and virtual counselling are available to support mental health and wellbeing.
Enhanced to Mature (Level 4)	**a.** **[Importance of digital wellbeing]** Digital wellbeing is a core part of support for students' digital capabilities. Comprehensive digital resources, such as online tools, virtual support groups, and counselling services, are readily available. **b.** **[Wellbeing support]** Students are well-informed about various aspects of digital wellbeing, including its impact on physical and mental health, areas for improvement, and ways to use technology beneficially.

PART III

11. Information management and use;
12. Data management and use;
13. Communication; 14. Infrastructure;
15. Connectivity;
16. Support

11. INFORMATION MANAGEMENT AND USE

WHAT IS IT?

Practices and procedures around collecting, organising, storing and sharing information in a way that allows for efficient retrieval and use. This includes information created by the organisation and that provided by third parties.

11.1 STRATEGIC APPROACH TO INFORMATION MANAGEMENT

Refer to examples of activities here

11. INFORMATION MANAGEMENT AND USE

Foundation to Emerging (Level 1)	**a.** **[Digital information awareness]** The organisation is just beginning to understand the importance of managing digital information effectively. **b.** **[Digital information management]** There are very few policies or systems in place to manage digital data, and the concept of a digital information strategy is still in its infancy.
Emerging to Established (Level 2)	**a.** **[Digital information strategy]** The organisation plans to create a digital information strategy and is developing protocols for effective information management. **b.** **[Support for digital information use]** Some strategies and policies are in place, but there is limited infrastructure and support for digital information use. **c.** **[Policies]** Policies mainly focus on data privacy, security regulations, and intellectual property rights.
Established to Enhanced (Level 3)	**a.** **[Digital information strategy]** A cohesive digital information strategy is in place, aiming to improve information quality, accessibility, and use. **b.** **[Digital information management]** Strategies and protocols ensure a comprehensive approach to digital information management. **c.** **[Policies]** Policies support various activities, including data governance, data quality, information sharing, and open access principles.
Enhanced to Mature (Level 4)	**a.** **[Digital information strategy]** The digital information strategy emphasises continuous innovation and improvement. **b.** **[Digital information management]** Digital information management is integral to all business operations, supported by suitable technologies and practices. **c.** **[Policies]** Comprehensive policies cover all aspects of digital information management, promoting data-driven decision making.

11.2 SYSTEMS TO SUPPORT INFORMATION MANAGEMENT

Refer to examples of activities here

11. INFORMATION MANAGEMENT AND USE

Foundation to Emerging (Level 1)	a. **[Information storage and management]** The organisation uses simple tools and manual processes to manage information. There is minimal infrastructure for data storage and management. Cyber security measures may be inadequate.
Emerging to Established (Level 2)	a. **[Information storage and management]** Infrastructure for digital information management includes basic storage solutions, essential software and basic cyber security measures.
Established to Enhanced (Level 3)	a. **[Information storage and management]** Infrastructure exists to support more robust digital information management, including improved storage solutions, advanced data processing tools and data analytics platforms.
Enhanced to Mature (Level 4)	a. **[Information storage and management]** Infrastructure includes the most appropriate technologies and seamless integration of digital information management tools and platforms across all aspects of the organisation. Robust criteria exist for assessing platforms offered by specialist library vendors.

11.3 INFORMATION MANAGEMENT SKILLS AND EXPERTISE


Refer to examples of activities here

11. INFORMATION MANAGEMENT AND USE

Foundation to Emerging (Level 1)	**a.** **[Training and support]** The organisation provides minimal training and support for staff and students to learn digital information management skills. **b.** **[Strategic approach]** There is no common understanding of the need for a strategic approach to information management. **c.** **[Information literacy]** Information literacy sessions are limited to library induction activities.
Emerging to Established (Level 2)	**a.** **[Training and support]** The organisation provides occasional training and support for staff and students to enhance their digital information management skills. **b.** **[Importance of information literacy]** Information literacy is understood to be important but is not fully integrated into the broader digital capability strategy. **c.** **[Information literacy support]** Staff can access limited information literacy support when needed.
Established to Enhanced (Level 3)	**a.** **[Training and support]** Ongoing training, workshops, and resources are available for staff and students to develop digital information management skills. **b.** **[Information and research literacy]** The value of information and research literacy is recognised, and targeted training is provided. **c.** **[Online support from library specialists]** Library specialists offer online support and tutorials to supplement in-person sessions.
Enhanced to Mature (Level 4)	**a.** **[Digital information management proficiency]** Staff and students are proficient in digital information management and contribute to the development of related strategies and practices. **b.** **[Information and research literacy]** Information and research literacy are embedded into all courses, supporting critical reflection and enhancing digital learning capabilities. **c.** **[Information literacy]** Digital information literacy is recognised as critical and is part of the overall digital capability plan for all stakeholders.

12. DATA MANAGEMENT AND USE

WHAT IS IT?

Practices and procedures around collecting, organising, storing and sharing data in a way that allows for efficient analysis and use that supports a data-enabled organisation. This includes ethical use, quality, governance, standards, security and compliance around all forms of data.

12.1 STRATEGIC APPROACH TO DIGITAL DATA MANAGEMENT AND USE

Refer to examples of activities here

12. DATA MANAGEMENT AND USE

Foundation to Emerging (Level 1)	a. **[Level of understanding]** The organisation has minimal awareness of the need for a strategic approach to digital data management. b. **[Data management]** Data handling is inconsistent and lacks centralised management or governance.
Emerging to Established (Level 2)	a. **[Level of understanding]** The organisation recognises the need to strategically manage digital data to support its goals. b. **[Data management]** Data management is scattered and inconsistent, causing trust issues when data is shared between different systems. c. **[Planning]** Work is being done to better manage data and make sure it is private and secure.
Established to Enhanced (Level 3)	a. **[Strategic approach to digital data]** A strategic approach to digital data is being developed, with stakeholders understanding its contribution to the organisation's objectives. b. **[Data-driven]T**he development of a data architecture aims to integrate fragmented systems and support data-driven decision-making. c. **[Data management]** A centralised data management system is in progress, with efforts to assess and improve data quality. Data governance policies are in place.
Enhanced to Mature (Level 4)	a. **[Strategic approach to digital data]** Strategies for digital data are established and integrated into all organisational strategies. b. **[Data-driven decision making]** Data-driven decision-making is widespread, supported by a comprehensive data architecture and advanced analytics techniques, including AI. c. **[Data governance]** A clear data governance framework ensures data privacy, ethics, security, and compliance. d. **[Staff skills]** Staff are skilled in data analysis and use data-driven insights in their roles. e. **[Digital strategies review]** The digital data strategy is regularly reviewed and optimised to stay responsive to changes in the higher education sector.

12.2 PROVISION OF A ROBUST DATA ARCHITECTURE

Refer to examples of activities here

12. DATA MANAGEMENT AND USE

Foundation to Emerging (Level 1)	a. **[Source Data Compilation]** Data is rarely collected. When it is, the data is often poor quality and not consistent. b. **[Data Accessibility and Trust]** Data is kept in separate departments and is not shared. Staff do not trust the data, leading to many different versions of the same information. c. **[Data Governance]** There are major gaps in managing data. Efforts to follow data privacy and security rules are weak and unorganized.
Emerging to Established (Level 2)	a. **[Source Data Compilation]** Source data is compiled on an ad hoc basis, resulting in questionable quality and comparability. b. **[Data Accessibility and Trust]** Localised data sources are held within departments that are not accessible to all staff and they are not trusted across the institution, resulting in multiple, conflicting versions of the truth. c. **[Data Governance]** Issues around data governance make it challenging to comply with relevant regulations around data privacy and security.
Established to Enhanced (Level 3)	a. **[Source Data Compilation]** Data is regularly collected from reliable sources, ensuring better comparability. b. **[Data Accessibility and Trust]** Increased data sharing between departments and the development of a central data management system enhance trust. c. **[Data Governance]** Efforts are made to ensure data privacy and comply with regulations.
Enhanced to Mature (Level 4)	a. **[Source Data Compilation]** A comprehensive system is used to ensure high-quality data from both inside and outside the organisation. b. **[Data Accessibility and Trust]** The organisation uses a unified approach to collect data, ensuring it is consistent and trusted. c. **[Data Governance]** Clear rules and procedures ensure data privacy, security, and compliance with regulations.

12.3 DEVELOPING APPROPRIATE DATA SKILLS OF STAFF

Refer to examples of activities here

12. DATA MANAGEMENT AND USE

Foundation to Emerging (Level 1)	**a.** **[Development of Data Skills]** Efforts to improve data skills are minimal and unstructured. Training happens rarely and is not organized by roles or needs. **b.** **[Staff Attitude Toward Data]** Staff show little interest in learning about data or using data-driven approaches. There is a general resistance to using data in their work. **c.** **[Data Literacy Awareness]** There is little to no recognition of low data literacy among staff. Training opportunities are rare and not planned in advance.
Emerging to Established (Level 2)	**a.** **[Development of Data Skills]** Developing the digital data capabilities of existing staff is done in an ad hoc way and occurs in pockets across the organisation, dependent on staff roles. **b.** **[Staff Attitude Toward Data]** Staff are reluctant to embrace data-driven approaches. **c.** **[Data Literacy Awareness]** Low levels of data literacy among staff have been recognised, so development and training opportunities are planned.
Established to Enhanced (Level 3)	**a.** **[Development of Data Skills]** The organisation is committed to teaching all staff basic data skills. Role profiles help identify needed capabilities for various roles. **b.** **[Training]** Training is provided to staff on data security, analysis, and interpretation. Leaders receive special training for data literacy.
Enhanced to Mature (Level 4)	**a.** **[Development of Data Skills]** All staff understand basic data literacy and can support colleagues and students. **b.** **[Support team]** A team of data specialists works with staff to find ways to use data for innovation and decision-making. **c.** **[Data literacy]** Data literacy is a critical part of the plan for staff's digital capability, and highly skilled staff act as champions. **d.** **[Training]** Training programmes are updated regularly to stay current with data needs and technology changes.

13. COMMUNICATION

WHAT IS IT?

How the organisation uses digital technology and networks to enhance and support communication between stakeholders, as well as disseminating key messages outside the organization.

13.1 STRATEGIC APPROACH TO DIGITAL COMMUNICATION

Refer to examples of activities here

13. COMMUNICATION

Foundation to Emerging (Level 1)	**a.** **[Digital communication policy]** There is no formal policy for digital communication. **b.** **[Digital channels]** Communication channels are basic and/or limited, and are not targeted to specific groups. **c.** **[Security and Privacy]** Security measures and privacy practices for digital communication are minimal.
Emerging to Established (Level 2)	**a.** **[Digital communication policy]** The organisation is creating a digital communications policy. **b.** **[Digital channels]** Various digital channels are used for consistent and accessible communication.Stakeholders contribute to the communication policy. **c.** **[Security and Privacy]** Basic security and privacy practices comply with data protection regulations. **d.** **[Communication personalization]** Some effort is made to tailor communication to different audiences.
Established to Enhanced (Level 3)	**a.** **[Digital communication policy]** A digital communications policy is in place with a focus on engaging with different audiences and optimising content for better visibility. **b.** **[Digital channels]** Various digital channels are used for engagement and responsive communication.Channels are available for all stakeholders, and the policy is supportive. **c.** **[Security and Privacy]** Strong security and privacy practices protect users' information. **d.** **[Communication personalization]** Communication strategies are tailored to different audience groups.
Enhanced to Mature (Level 4)	**a.** **[Digital communication approach]** The approach to digital communication is cohesive, integrated, and aligns efforts across all departments.Communication enhances the organisation’s reputation and engages stakeholders confidently and ethically. **b.** **[Security and Privacy]** Regular audits ensure strong data protection and privacy measures. **c.** **[Communication personalization]** Digital tools personalise communication with learners and stakeholders. **d.** **[Data analytics]** Data analytics are used to tailor communication experiences and track effectiveness.

13.2 DIGITAL MEDIA PRODUCTION AND DISSEMINATION

Refer to examples of activities here

13. COMMUNICATION

Foundation to Emerging (Level 1)	**a. [Website]** The website provides basic information about the university and its offerings. **b. [Social media presence]** Social media presence is minimal, with occasional posts and limited engagement. **c. [Communication content]** Communication is mostly text-based, with occasional use of images.
Emerging to Established (Level 2)	**a. [Website]** The website acts as a foundational communication channel, providing information about the university, courses, departments, research, events, news, and contact details. **b. [Social media presence]** The organisation is present on selected social media platforms, primarily sharing news and updates. **c. [Communication content]** Some multimedia content, such as images or videos, supports communication efforts.
Established to Enhanced (Level 3)	**a. [Website]** The website is responsive and mobile-friendly, improving the user experience for staff, students, and external stakeholders. **b. [Social media presence]** The organisation is active on multiple social media platforms, increasing engagement by sharing news, events, and research updates. **c. [Communication content]** Multimedia content, like images and videos, is regularly used to enhance communication. **d. [SEO practices]** Basic SEO practices are used to increase the visibility of the organisation's digital content.
Enhanced to Mature (Level 4)	**a. [Website]** The website offers personalised content, interactive features, and seamless navigation, providing an exceptional user experience for all stakeholders. **b. [Social media presence]** The organisation has a strong presence on multiple social media platforms, with regular monitoring and analysis of performance metrics. **c. [Communication content]** Extensive multimedia content, including videos, podcasts, and interactive experiences, effectively communicates organisational values and achievements. **d. [SEO practices]** Advanced SEO practices optimise digital content for maximum visibility and reach.

14. ROBUST DIGITAL INFRASTRUCTURE

WHAT IS IT?

Planning, investing and maintaining a comprehensive, secure and reliable system of technology and equipment that supports the efficient operation and growth of an organisation.

14.1. INFORMED STRATEGIC PLANNING FOR DIGITAL INFRASTRUCTURE

Refer to examples of activities here

14. ROBUST DIGITAL INFRASTRUCTURE

Foundation to Emerging (Level 1)	a. **[Strategic planning for technology]** Strategic planning for technology is minimal and focuses on immediate needs. b. **[Digital infrastructure]** The digital infrastructure is basic, meeting only essential requirements.
Emerging to Established (Level 2)	a. **[Strategic planning for technology]** Strategic planning for technology is largely reactive, adapting to changes rather than proactively shaping the future. b. **[Digital infrastructure]** The existing digital infrastructure is regularly assessed to identify limitations in reliability and scalability.
Established to Enhanced (Level 3)	a. **[Strategic planning for technology]** Strategic planning includes trend analysis and foresight activities to anticipate future challenges and opportunities. b. **[Digital infrastructure]** Reliable and scalable infrastructure is established, partially using best practices and cloud platforms for important digital workloads.
Enhanced to Mature (Level 4)	a. **[Strategic planning for technology]** Strategic planning for technology goes beyond merely responding to trends. All technology investments align with broad strategic priorities, considering anticipated benefits, opportunities and risks. b. **[Digital infrastructure]** The organisation contributes towards actively shaping the future through innovation, collaboration and leadership in higher education.

14.2 STRATEGIC INVESTMENT IN TRANSFORMATIVE DIGITAL, DATA, AND TECHNOLOGY

Refer to examples of activities here

14. ROBUST DIGITAL INFRASTRUCTURE

Foundation to Emerging (Level 1)	**a.** **[Investment strategy]** The organisation has minimal plans for investing in digital and technological infrastructure. **b.** **[Investment focus]** Investment decisions are sporadic, focusing only on immediate needs without a long-term vision. **c.** **[Digital infrastructure]** Digital infrastructure is basic, addressing only fundamental operational requirements.
Emerging to Established (Level 2)	**a.** **[Investment strategy]** The plan for technical and digital infrastructure investment aligns with the IT strategy. Investments are primarily driven by the need to address current challenges, and legacy solutions limit innovative planning. **b.** **[Investment focus]** Investment focuses on ensuring a digitally enabled campus, prioritising upgrades to existing hardware, software, and networks, and implementing basic cyber security measures. **c.** **[Investment in Training support team]** There is investment in centralised support teams to address technical issues and support and train staff and students.
Established to Enhanced (Level 3)	**a.** **[Investment strategy]** A long-term investment strategy for technical and digital infrastructure is in place, with a proactive approach to identifying and mitigating risks. **[Decision making]** Data analytics play a role in informing investment decisions. **b.** **[Investment focus]** Investment aims to enhance teaching, learning, and research, including some investment in advanced technologies like AI and machine learning. Regular audits and advanced cyber security measures are implemented for data protection and compliance. **c.** **[Long-term sustainability]** Long-term sustainability is a consideration in all investment decision-making processes.
Enhanced to Mature (Level 4)	**a.** **[Investment strategy]** Investment strategies support long-term goals and ambitions, fostering a culture of innovation and sustainability. **b.** **[Long-term sustainability]** The organisation actively seeks new investment opportunities for long-term sustainability, including multi-year and bundled services. **c.** **[Investment focus]** Investment in digital infrastructure drives digital transformation across all aspects of university business, supporting innovative approaches to research and education. **[Decision making]** An innovation hub fosters collaboration, and data analytics and AI inform decision making and optimise operations. **d.** **[Cloud-first approach]** A cloud-first approach is critically adopted, relying on multiple cloud data centres to mitigate failure points and strengthen business continuity.

14.3 ENTERPRISE ARCHITECTURE FRAMEWORK AND STRATEGY

Refer to examples of activities here

14. ROBUST DIGITAL INFRASTRUCTURE

Foundation to Emerging (Level 1)	**a.** **[IT systems and processes]** The organisation puts minimal efforts into managing IT systems and processes, resulting in occasional problems and errors. **b.** **[Decision making process]** Decisions about IT are made in a top-down manner with no collaboration across departments. **c.** **[Working process]** No formal documentation of architecture components exists.
Emerging to Established (Level 2)	**a.** **[IT systems and processes]** The organisation manages IT systems and processes on an ad hoc basis, resulting in inefficiencies and inconsistencies. **b.** **[Decision making process]** Governance and decision making are both fragmented around IT planning and management with minimal collaboration across departments. **c.** **[Working process]** There is no overall documentation of architecture components.
Established to Enhanced (Level 3)	**a.** **[Enterprise architecture]** The importance of enterprise architecture is recognised, leading to the creation of an Enterprise Architecture (EA) team. **b.** **[Collaboration & Working process]** Documented standards and processes are developed, enhancing collaboration and governance structures.
Enhanced to Mature (Level 4)	**a.** **[Enterprise architecture]** EA is fully integrated into the institution's strategic planning processes. **b.** **[EA team]** The EA team actively collaborates with other departments to innovate and drive strategic objectives. **c.** **[Continuous improvement]** Continuous improvement efforts are driven by performance metrics and a regular assessment and improvement process. **d.** **[Alignment of EA]** EA supports strong alignment between IT investments and strategic goals.

14.4 ENSURING RELIABLE, SAFE AND SECURE DIGITAL INFRASTRUCTURE -1

Refer to examples of activities here

14. ROBUST DIGITAL INFRASTRUCTURE

Foundation to Emerging (Level 1)	**a.** **[Digital infrastructure]** Digital infrastructure is managed with a focus on basic safety and reliability. **b.** **[Risk management]** There is an initial effort to understand risks to business continuity. **c.** **[Network and Data centre]** The network provides standard connections and basic security measures. Data centres are secure and controlled. **d.** **[Cyber security measures]** Basic cyber security practices are followed, and there is some awareness among staff and students about cyber threats. **e.** **[Business continuity plan]** A simple business continuity plan is in place with standard backup processes. **f.** **[Monitorning plan]** Monitoring and response to incidents are handled as they occur, without a formalised plan.
Emerging to Established (Level 2)	**a.** **[Digital infrastructure]** Planning and decisions for digital infrastructure ensure a foundational level of safety, security, and reliability. **b.** **[Risk management]** Risks to business continuity have been assessed, and key digital infrastructure workloads are prioritised for reliability, using cloud platforms where suitable. **c.** **[Network and Data centre]** The network offers high-speed connections, some redundancy, and scalability. Data centres are secure and climate-controlled. **d.** **[Cyber security measures]** Comprehensive cyber security measures are supported by staff and student education on cyber threats. Access controls are regularly reviewed and updated. **e.** **[Business continuity plan]** A business continuity plan includes robust backup processes, and there is a clear plan for real-time monitoring and incident response.

14.4 ENSURING RELIABLE, SAFE AND SECURE DIGITAL INFRASTRUCTURE -2

Refer to examples of activities here

14. ROBUST DIGITAL INFRASTRUCTURE

Established to Enhanced (Level 3)	**a.** **[Digital infrastructure]** Digital infrastructure planning optimises safety, security, and reliability. **b.** **[Cloud platforms]** Key workloads are fortified against disaster using cloud platforms. Scaling leverages decoupled platforms away from on-premise infrastructure. **c.** **[Network and Data centre]** The network provides high-speed connections, multiple layers of redundancy, and excellent scalability. Data centres have advanced security and redundancy measures. **d.** **[Cyber security measures]** Leading-edge cyber security measures are in place, with ongoing education on cyber threats. Advanced access controls are continually reviewed and updated. **e.** **[Business continuity plan]** A business continuity plan includes comprehensive backup processes, regular software patching, and hardware updates. Advanced real-time monitoring and incident response are supported by clear plans and rapid procedures.
Enhanced to Mature (Level 4)	**a.** **[Digital infrastructure]** Digital infrastructure is a key driver for innovation, with exemplary standards for safety, security, and reliability. **b.** **[Mature digital infrastructure]** A mature digital infrastructure leverages cloud platforms effectively. Infrastructure and workloads are reliable, scalable, secure, automated, and follow best practices. **c.** **[Network and Data centre]** The network has ultra-high-speed connections, advanced redundancy, and scalability features. Data centres offer high-level security and redundancy measures. **d.** **[Cyber security measures]** State-of-the-art cyber security technologies are used, with a strong focus on staff and student education and innovative threat prevention. **e.** **[Control systems]** Sophisticated access control systems use AI and machine learning for continuous improvement. Comprehensive backup and disaster recovery strategies ensure rapid recovery from disruptions. **f.** **[Pioneering real-time monitorning]** Pioneering real-time monitoring and incident response capabilities use advanced analytics and machine learning to proactively identify and resolve potential issues.

15. DIGITAL CONNECTIVITY

WHAT IS IT?

Ensuring secure and reliable connections between stakeholders, business processes, and data and networks within the organisation, as well as facilitating connectivity with appropriate external networks.

15.1 PROVISION OF RELIABLE NETWORKS AND CONNECTIVITY

Refer to examples of activities here

DIGITAL CONNECTIVITY

Foundation to Emerging (Level 1)	**a.** **[Network management]** The network is managed with a focus on providing a basic level of reliability. **b.** **[Awareness about Cyber security]** Standard security measures are in place to protect the network, and staff are aware of basic cyber security practices. **c.** **[Approach to security and reliability]** Efforts to ensure secure connections with external networks are elementary, and monitoring tools are used as needed.
Emerging to Established (Level 2)	**a.** **[Network management]** Network reliability is a priority, with redundancies to reduce downtime, and some cloud services are adopted to meet increasing demands. **b.** **[Advanced security systems]** Advanced security measures, such as intrusion detection and prevention systems, are in place, alongside regular security audits and staff training on cyber security. **c.** **[Approach to security and reliability]** A proactive approach to security and reliability leads to investment in monitoring tools, incident response planning, and cloud-based solutions to enhance the digital environment.
Established to Enhanced (Level 3)	**a.** **[Network management]** The organisation adopts a comprehensive approach to secure and reliable digital connections and networks, using cloud services extensively for applications, infrastructure, and data storage. **b.** **[Advanced security systems]** Security measures for cloud services use advanced technologies like AI for threat detection and response. Networks and cloud services are continuously monitored to identify and address vulnerabilities. **c.** **[Strong security culture]** The infrastructure is highly resilient, ensuring optimal network and cloud service reliability. A strong security culture emphasizes the importance of cyber security at all levels.
Enhanced to Mature (Level 4)	**a.** **[Network management]** The organisation ensures a highly available, secure, and reliable digital environment through a combination of technologies, best practices, and advanced cloud services. **b.** **[Industry partner collaboration]** Collaboration with industry partners informs the exploration and implementation of new solutions for cyber security, network management, and cloud services. **c.** **[Effective use of cloud services]** The effective use of cloud services provides flexibility to scale and adapt the digital environment, focusing on continuous improvement, innovation, and integration of emerging technologies to meet current and future demands.

15.2 CYBER SECURITY PROTECTIONS, ACCREDITATION, SUPPORT AND PROTOCOLS

Refer to examples of activities here

15. DIGITAL CONNECTIVITY

Foundation to Emerging (Level 1)	**a.** **[Awareness about Cyber security]** Cyber security is acknowledged as somewhat important, and initial security measures including firewalls and antivirus software are in use. Cyber security awareness is limited among faculty, staff, and students, with the culture around it still developing.
Emerging to Established (Level 2)	**a.** **[Awareness about Cyber security]** Recognition of the importance of cyber security has led to the implementation of fundamental measures to safeguard digital assets, networks, and user information. An individual or team is designated to manage cyber security concerns, although overall awareness and training across the organisation may be limited. The stance is typically reactive, with a focus on resolving incidents as they arise.
Established to Enhanced (Level 3)	**a.** **[Cyber security approach]** A mature cyber security approach is evident, characterised by proactive risk management. The institution seeks to adhere to international standards such as ISO/IEC 27001, and robust controls are in place, including advanced intrusion detection, encryption, and multi-factor authentication. **b.** **[Cyber security training]** There is a committed cyber security team providing regular training and awareness programmes for staff and students. The institution engages in active network monitoring and conducts regular security audits, with a comprehensive incident response strategy in place.
Enhanced to Mature (Level 4)	**a.** **[Cyber security culture]** The organisation demonstrates a robust cyber security culture, with comprehensive adherence to international standards like ISO/IEC 27001. Advanced security technologies and methods are deployed to protect digital assets and infrastructure. **b.** **[Cyber security approach]** The institution is proactive and forward-thinking in cyber security matters, continuously evolving its strategies to address emerging threats and leveraging cutting-edge technologies. **c.** **[Collaboration]** Collaborations with external partners aim to explore and implement state-of-the-art cyber security solutions, maintaining a dynamic and responsive cyber security posture.

16. DIGITAL SUPPORT

WHAT IS IT?

Resources, services and assistance provided to help stakeholders use digital technologies effectively for work, learning or research.

16.1 PROVISION OF APPROPRIATE DIGITAL SUPPORT

Refer to examples of activities here

16. DIGITAL SUPPORT

Foundation to Emerging (Level 1)	**a.** **[Digital support]** Digital support is primarily reactive, addressing immediate and basic technical issues with no comprehensive strategy for wider digital assistance. **b.** **[Support activities]** Support efforts are centred on on-campus needs, with limited provision for remote assistance. **c.** **[Support channels]** Clarity on support channels is lacking.
Emerging to Established (Level 2)	**a.** **[Digital support]** A range of digital support is provided across the organisation (eg IT, learning technology, information and research technologies, data and analytics). **b.** **[Support activities]** Digital support teams tend to prioritise on-campus activities. **c.** **[Approach to digital support]** Requests for expert insight and support are often directed to the wrong teams due to the lack of a cohesive approach to digital support. There is no strategic approach to mapping digital expertise to different roles.
Established to Enhanced (Level 3)	**a.** **[Approach to digital support]** The need for wide-ranging digital expertise is recognised by the organisation, and it takes a strategic approach to balance various digital skills and roles. **b.** **[Support activities]** Specialist teams support a range of activities on and off campus in a responsive way and prioritise according to team objectives.
Enhanced to Mature (Level 4)	**a.** **[Approach to digital support]** An integrated approach is in place to review and respond to digital support needs. Staff with diverse digital expertise support all stakeholders in a proactive way and are involved in decision making and implementing new technologies, tools or systems. **b.** **[Comprehensive assistance]** Digital support teams work together to ensure that all digital support needs are coordinated and met in the most appropriate ways. All stakeholders can assess and feed back their own and/or team support needs.

PART IV

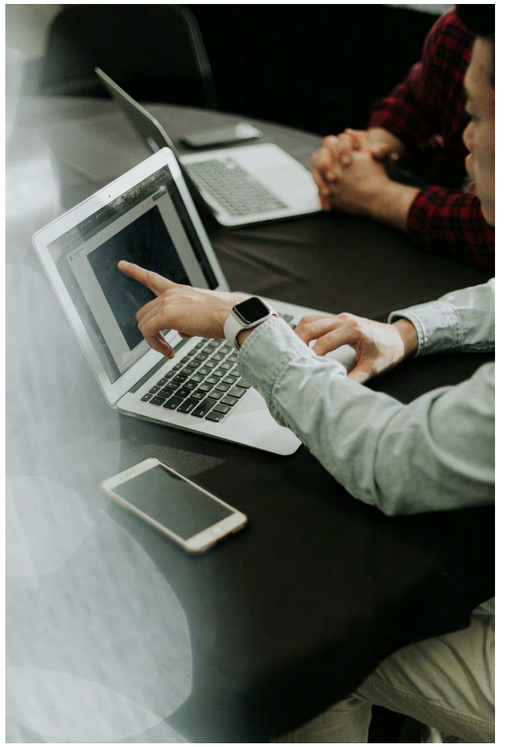
Glossary

1.1. DEVELOP AND MODEL AN INTERNAL DIGITAL CULTURE THAT IS CONGRUENT WITH THE ORGANISATION'S MISSION AND VALUES

Back to the assessment question

Examples of activities that might be done:

- Work with stakeholders to produce a glossary that provides an agreed organisational definition of terminology that reflects the principles and values of the organisation (eg resilience, sustainability, inclusion, graduate attributes, responsible and ethical research and innovation)
- Develop codes of practice for different areas of business activity that articulate clear expectations around digital practices and behaviour
- Encourage staff to identify new digital opportunities to improve their working practices and to feed in suggestions via the appropriate approval routes
- Apply ethical frameworks to ensure staff and learners approve the use of automated notifications



1.2. EFFECTIVE DIGITAL LEADERSHIP

Back to the assessment question

Example of activities that might be done:

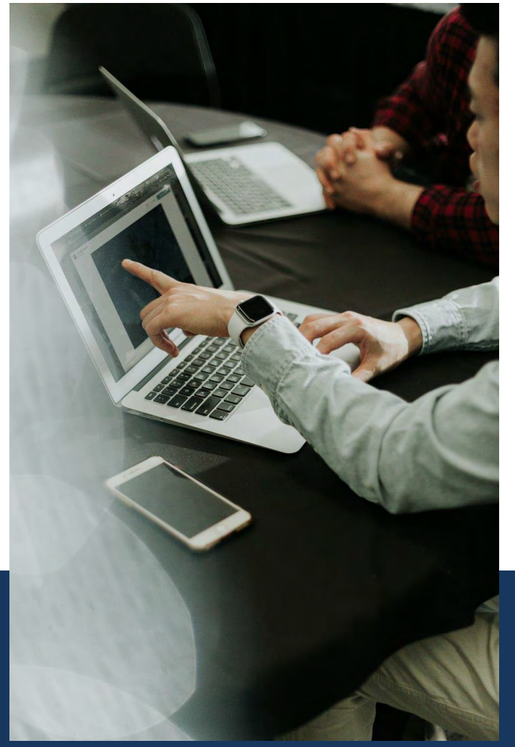
- Ensure that digital leaders have opportunities to self-assess and reflect on their own digital capabilities and enhance these to model digital confidence to others
- Ensure that digital leaders have opportunities to self-assess and reflect on their own digital capabilities and enhance these to model digital confidence to others
- Give senior leaders the opportunity to attend a digital leadership course
- Encourage staff to identify new digital opportunities to improve their working practices and to feed in suggestions via the appropriate approval routes

1.3. DIGITAL CAPABILITY OF ALL STAKEHOLDERS

Back to the assessment question

Example of activities that might be done:

- Review existing job descriptions and person specifications to ensure that digital capabilities relevant to each role are up to date
- Provide opportunities for staff and students to self-assess and reflect on their own digital capabilities and develop individual development plans to enhance the areas they identify as important
- Ensure that digital leaders have opportunities to self-assess and reflect on their own digital capabilities and enhance these to model digital confidence to others
- Give senior leaders the opportunity to attend a digital leadership course
- Use the Jisc role profiles to consider and baseline digital capabilities of different groups (eg digital leaders, professional services, teachers, students, library staff, learning technologists, researchers)



1.4. ESTABLISH AND SUPPORT A CULTURE OF INNOVATION AND EXPERIMENTATION

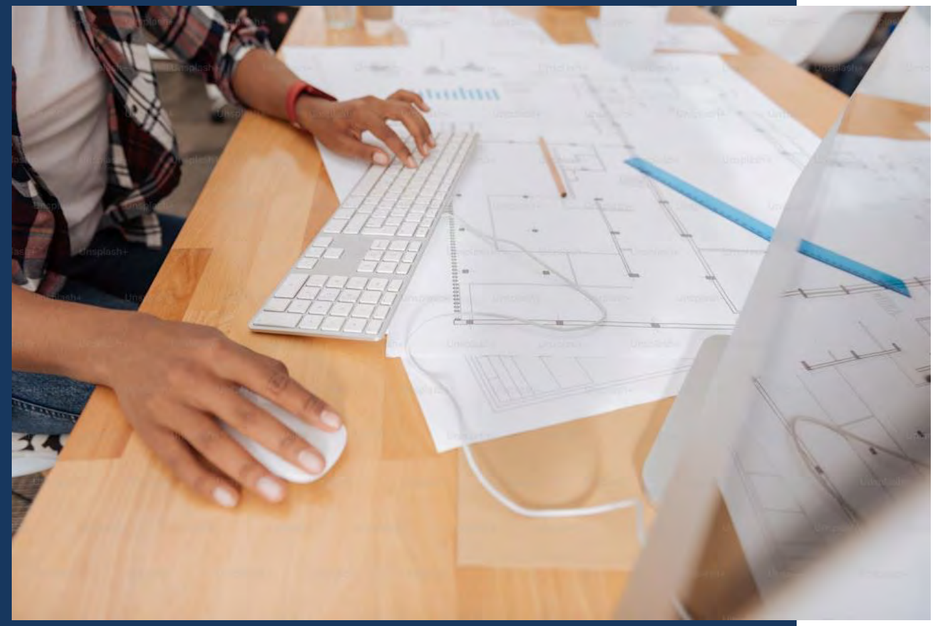
Back to the assessment question

Example of activities that might be done:

- Work with stakeholders to produce a glossary that provides an agreed organisational definition of terminology that reflects the principles and values of the organisation (eg resilience, sustainability, inclusion, graduate attributes, responsible and ethical research and innovation)
- Encourage staff to identify new digital opportunities to improve their working practices and to feed in suggestions via the appropriate approval routes
- Carry out an organisation wide audit of manual and digital relationship management systems to develop a coherent and integrated single source customer relationship management (CRM) system

2.1 DEVELOP AND PROMOTE AN EXTERNAL DIGITAL IDENTITY THAT REFLECTS THE ORGANISATION'S MISSION AND VALUES

Back to the assessment question



Examples of activities that might be done:

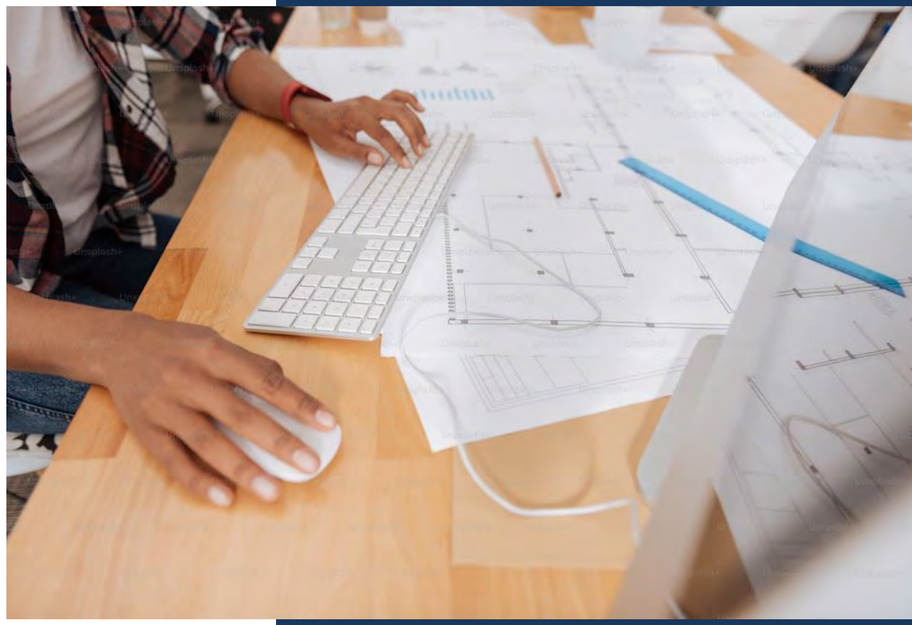
- Promote and encourage a sense of belonging for all stakeholders and provide a mix of on-site and digital opportunities for them to demonstrate presence and engagement
- Encourage students to establish and build professional/career related digital identities throughout their course

3.1 A strategic approach to digital wellbeing

Back to the assessment question

Examples of activities that might be done:

- Engage and involve stakeholders to develop shared guidelines and approaches for the use of digital communications to negotiate, argue respectfully, and deal with and respect difference
- Develop accessibility and inclusion policies, practices, support and guidelines to ensure that all stakeholders have equitable experiences of work and learning
- Make sure accessibility, inclusion and wellbeing challenges and problems are addressed as a high priority
- Provide staff with digital tools, apps or services to manage their wellbeing (eg time management, workload prioritisation, screen time), and encourage their use
- Investigate the ethical use of digital nudges (automated notifications) to monitor wellbeing of staff and/or students



3.2. Adopt flexible approaches to work and study

Back to the assessment question

Examples of activities that might be done:

- Offer remote/hybrid working for appropriate roles to improve recruitment and retention of skilled staff.
- Encourage engagement, reconfigure tasks and events to fit a digital format, and address mental health and equity issues
- Upgrade or reconfigure workspaces to support a flexible, hybrid work culture (eg upgraded classrooms, conference rooms, shared workspaces)

4.1 PROMOTING AND ENABLING APPROPRIATE INNOVATION

Back to the assessment question

Examples of activities that might be done:

- Develop a ring-fenced innovation budget to support initial development of ideas.
- Create new events, awards, initiatives, and funding streams to support digital creativity.
- Support centers of excellence in digital fields and ensure their expertise is leveraged inside the organization.

4.2 INNOVATIVE PRACTICES TO CREATING AND USING DIGITAL SYSTEMS, TOOLS AND SERVICES

Back to the assessment question

Examples of activities that might be done:

- Develop a ring-fenced innovation budget to support initial development of ideas.
- Create new events, awards, initiatives, and funding streams to support digital creativity.
- Support centers of excellence in digital fields and ensure their expertise is leveraged inside the organization.
- Enable recognition, recruitment, development, and retention of creative digital practitioners in professional roles.
- Encourage and support staff to take calculated risks and experiment with technologies.
- Provide opportunities for students to be involved as partners in research-informed digital innovation.

4.3. INNOVATIVE APPROACHES TO CREATING AND USING DIGITAL SYSTEMS, TOOLS AND SERVICES

Back to the assessment question

Examples of activities that might be done:

- Enable a culture of enterprise and facilitate initiatives that contribute to the wider community; build entrepreneurship skills in students.

5.1 INVESTMENT IN DIGITAL AND PHYSICAL INFRASTRUCTURE FOR RESEARCH

Back to the assessment question

Examples of activities that might be done:

- Provide access to appropriate scale and type of research infrastructure.
- Identify routes to access appropriate technologies (e.g., high-performance computing) within or outside the organization to support high complexity/high capacity research.
- Provide adequate and well-managed research data storage.
- Ensure that effective content management systems are developed and used and maintained to support storage, retrieval, and access to research and enterprise outputs, including internal and external digital repositories.
- Identify routes to managing physical research assets and equipment digitally to support a sustainable research estate.

- Identify routes for researchers to access research software and data engineering services where appropriate.
- Offer research software engineering services to researchers to develop and improve code for specific research projects.
- Ensure availability and management of effective and interoperable research management processes, systems, and technology.

5.2 OPPORTUNITIES FOR INTERNATIONAL RESEARCH COLLABORATION

Back to the assessment question

Examples of activities that might be done:

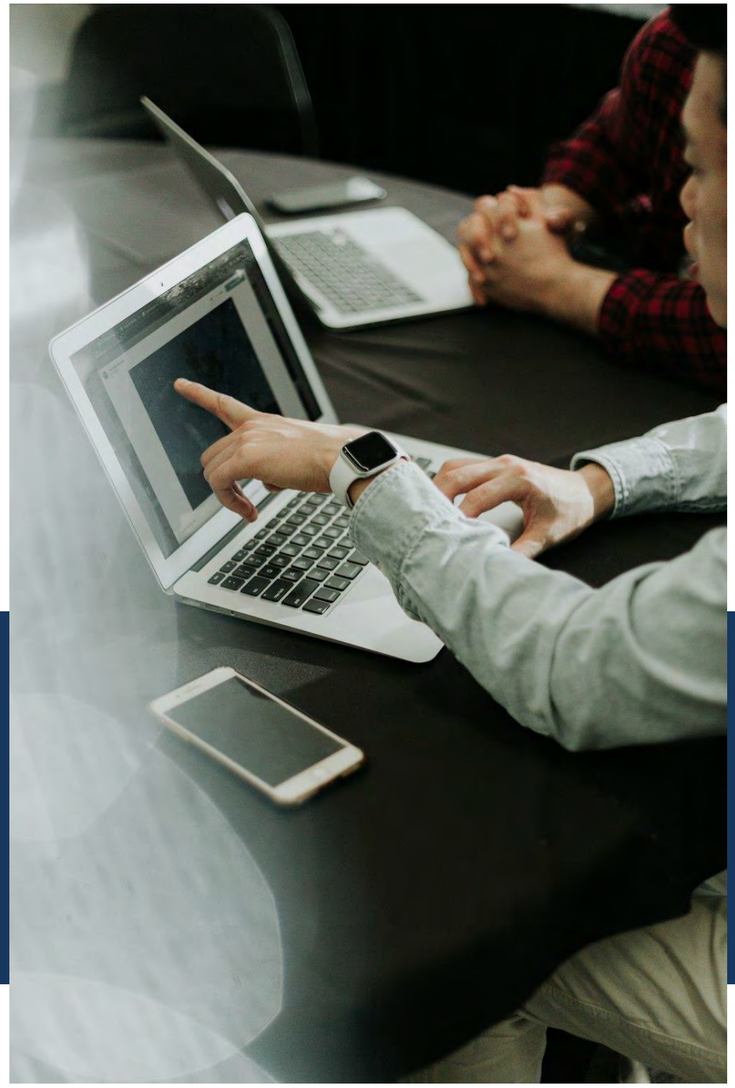
- Provide secure access to open research data management infrastructure and policies to support clear research data lifecycle provision to include preservation and disposal
- Enable interdisciplinary approaches to research through digitally-connected communities.

5.3 DEVELOPMENT AND TRAINING OF RESEARCHERS

Back to the assessment question

Examples of activities that might be done:

- Reduce bureaucracy and administrative burdens on researchers by streamlining and simplifying research management processes.

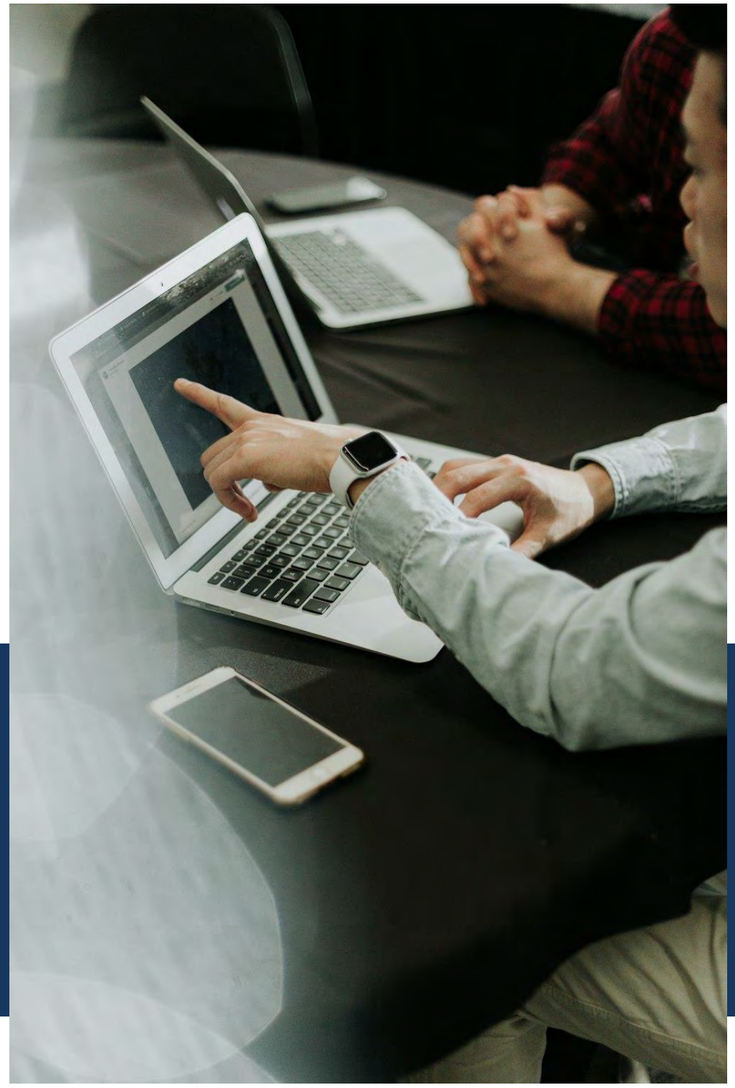


6.1. IMPACT OF ORGANISATIONAL RESEARCH, ENTERPRISE AND INNOVATION

Back to the assessment question

Examples of activities that might be done:

- Ensure staff and students have the appropriate technologies, support, and training to produce digital content for different audiences
- Maintain efficient marketing and communications to ensure that organisational outputs and key messages are effectively managed, stored, branded, and disseminated



6.2. THE IMPACT THAT ORGANISATIONAL DECISIONS AROUND TECHNOLOGY INVESTMENT, IMPLEMENTATION AND USE HAVE ON ITS VARIOUS BUSINESS ACTIVITIES

Back to the assessment question

Examples of activities that might be done:

- Ensure staff and students have the appropriate technologies, support, and training to produce digital content for different audiences
- Maintain efficient marketing and communications to ensure that organisational outputs and key messages are effectively managed, stored, branded, and disseminated

7.1. STRATEGIC APPROACH TO DIGITAL LEARNING TEACHING AND ASSESSMENT

Back to the assessment question

Examples of activities that might be done:

- Work to transform and develop courses across the organization according to changing strategic visions, employer needs, and/or frameworks such as active blended learning, personalized learning, hybrid learning, and transdisciplinary learning.
- Reconsider and redesign traditional assessment and feedback to realize the affordances of digital approaches, ensuring staff and students have the required digital capabilities.
- Explore economic models for offering blended learning at scale.
- Explore how digital and physical spaces are being/could be used to provide enhanced opportunities for student flexibility and engagement.

7.2. RESPONDING TO CHANGES IN GRADUATE CAREERS AND LIFE PATHS

Back to the assessment question

Examples of activities that might be done:

- Identify and implement new international programs of study.
- Consider new global markets for courses exhibiting increasing demand in light of increased digital learning capacity and staff capability.

7.3. DESIGN OF DIGITAL ASSESSMENT AND FEEDBACK

Back to the assessment question

Examples of activities that might be done:

- Reconsider and redesign traditional assessment and feedback to realize the affordances of digital approaches, ensuring staff and students have the required digital capabilities.

7.4 EMBED DIGITAL LEARNING CAPABILITIES AND ACADEMIC SKILLS INTO COURSES OF STUDY

Back to the assessment question

Examples of activities that might be done:

- Work to transform and develop courses across the organization according to changing strategic visions, employer needs, and/or frameworks such as active blended learning, personalized learning, hybrid learning, and transdisciplinary learning.

8.1 DIGITAL PERSONAL/PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR ALL STAFF

Back to the assessment question

Examples of activities that might be done:

- Invest in digital personal/professional development opportunities for all staff employed by the organisation.
- Develop and embed opportunities for reflection, recognition and reward for digital learning activities throughout the organisation.

8.2 DEVELOPMENT OF DIGITAL CAPABILITIES AMONG LEARNERS

Back to the assessment question

Examples of activities that might be done:

- Use a balance of in-person and digital methods to provide timely and appropriate feedback throughout a course to allow students to self-regulate their learning
- Encourage and support learners to self-assess, identify, and articulate their digital and study preferences, and needs through a mixture of in-person and digital diagnostic methods
- Offer learners regular opportunities to assess their digital learning capabilities and identify what support they need to build on these
- Provide learners with appropriate digital tools and encouragement/support to reflect on their learning (eg e-portfolios, personal blogs)

8.3 AWARENESS OF DIGITAL SKILLS THEY WILL NEED IN THEIR CHOSEN CAREER PATHWAYS AND OPPORTUNITIES TO PRACTICE THEM THROUGHOUT THEIR COURSE(S)

Back to the assessment question

Examples of activities that might be done:

- Offer learners regular opportunities to assess their digital learning capabilities and identify what support they need to build on these.
- Provide opportunities for curriculum teams to assess and reflect on the levels of digital capability and identify areas for professional development opportunities for student flexibility and engagement.

9.1 DIGITAL LEARNING, TEACHING AND ASSESSMENT INFRASTRUCTURE

Back to the assessment question

Examples of activities that might be done:

- Establish a set of metrics and analytics that can be used to measure the success of digital learning beyond the simplistic data such as attendance and retention.
- Redesign the management and delivery of assessment and feedback mechanisms.
- Leverage technologies to scale delivery of high-quality services to students located anywhere in the world.
- Adapt quality improvement processes to support the adoption of digital approaches to learning, teaching, and assessment.
- Work with stakeholders to identify barriers to the adoption of technologies related to blended/hybrid learning and find ways to deal with this equitably (e.g., cameras on/off for remote students, environmental impact of digital interactions).
- Identify alternative means to support knowledge practice for people who are unable to access in-person spaces or equipment (e.g., games, simulations).

9.2 RECRUITMENT AND RETENTION OF TEACHING STAFF

Back to the assessment question

Examples of activities that might be done:

- Invest in self-access resources to support the development of digital capabilities among staff.
- Provide opportunities for teaching staff to share digital practices and expertise formally and informally.
- Ensure recognition and reward for teaching staff who develop their digital capabilities (e.g., appraisal, grading, time allocation, career opportunities, specialist roles, link to teaching excellence).

9.3 DEVELOPMENT AND TRAINING OF TEACHING STAFF

Back to the assessment question

Examples of activities that might be done:

- Invest in self-access resources to support the development of digital capabilities among staff.
- Provide opportunities for teaching staff to share digital practices and expertise formally and informally.
- Ensure recognition and reward for teaching staff who develop their digital capabilities (e.g., appraisal, grading, time allocation, career opportunities, specialist roles, link to teaching excellence).
- Work with other HEIs as consortia to advocate for increased availability and affordability of e-books with publishers.

10.1 SUPPORTING THE WIDER EXPERIENCE OF STUDENTS

Back to the assessment question

Examples of activities that might be done:

- Embrace the notion of presence (for staff and students) which can be demonstrated synchronously or asynchronously as an alternative to contact hours.
- Include the digital wellbeing of students in wider student wellbeing initiatives and services.
- Take an active interest in the digital experience of learners through research, surveys, and/or consultations.
- Survey students to find out about their access to technology, connectivity, and learning spaces before they start their course to find out what additional support they might need.
- Ensure that international and TNE students have the support they need to experience a sense of belonging and learn effectively.

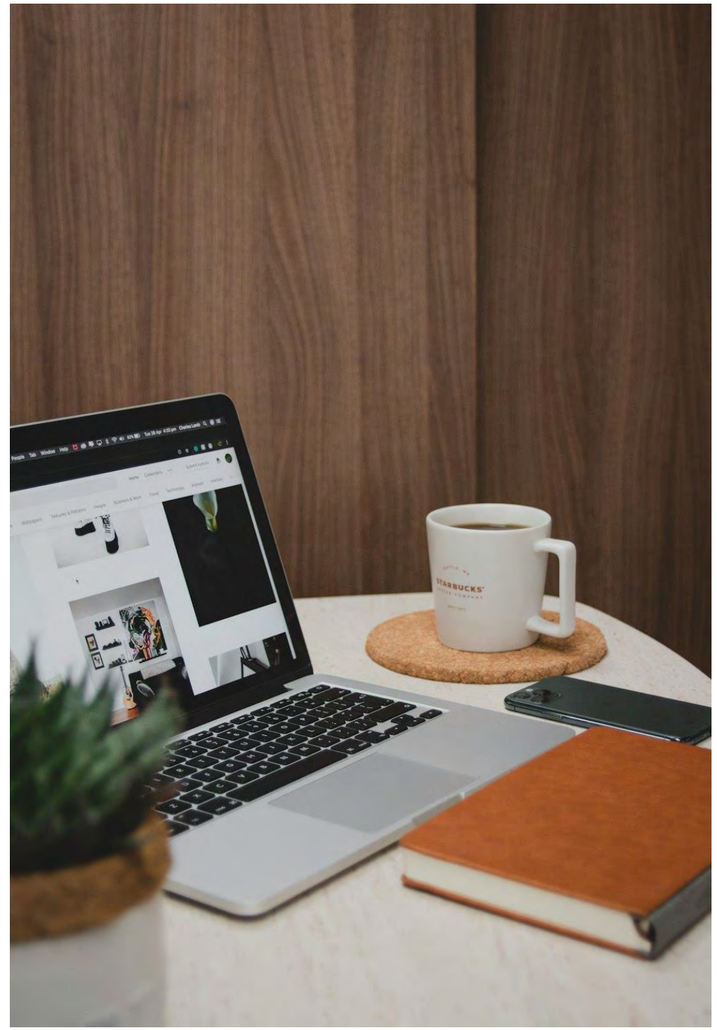
- Consider the global mobility of students and the impact this might have on access to services, learning, and support.

10.2 ALUMNI ENGAGEMENT

Back to the assessment question

Examples of activities that might be done:

- Provide effective careers support, employment brokering, and employment-based skills development, through a balance of technological and in-person approaches.



10. 3 SUPPORT FOR DIGITAL AND PERSONAL WELLBEING OF STUDENTS

Back to the assessment question

Examples of activities that might be done:

- Include the digital wellbeing of students in wider student wellbeing initiatives and services.
- Use technology to provide personalized, adaptive learning and assessment.

11.1 Strategic approach to information management

Back to the assessment question

Examples of activities that might be done:

- Use digital information to support effective organizational planning and decision making, problem solving, and monitoring organizational performance.
- Ensure that staff and students can critically evaluate digital information in terms of its accuracy, provenance, relevance, value, and credibility.
- Produce guidelines on copyright, data protection, information security, open licensing, and IPR so that staff and students are fully informed around legal requirements and organizational principles.

11.2 SYSTEMS TO SUPPORT INFORMATION MANAGEMENT

Back to the assessment question

Examples of activities that might be done:

- Investigate the use of AI in the provision of information/library services.
- Identify responsibility for the archiving of the organization.

11.3 INFORMATION MANAGEMENT SKILLS AND EXPERTISE

Back to the assessment question

Examples of activities that might be done:

- Support the organisation's library and information staff, helping them to develop and use their expertise in data and information management, IPR and licencing, digital resources, open publication, open educational content, information literacy, digital preservation, learning and teaching, digitisation of resources, and collections management.
- Provide a supportive, enabling environment for the development of staff/student information literacies; ensure information literacies are included in courses of study, researcher development and staff development.
- Enable recruitment, development and retention of specialist library and information staff.
- Ensure that staff are able to gather, collate, manage and use organisational digital information to support business processes and service provision.

12.1 STRATEGIC APPROACH TO DIGITAL DATA MANAGEMENT AND USE

Back to the assessment question

Examples of activities that might be done:

- Review existing policies and practices to reform and upgrade data management practices, systems, and services.
- Engage with stakeholders to understand and critique the role of data in the organization, and more widely in society.
- Share data openly (where this does not conflict with data privacy and security) for societal learning and scholarship.

12.2 PROVISION OF A ROBUST DATA ARCHITECTURE

Back to the assessment question

Examples of activities that might be done:

- Ensure that enterprise architecture is up to date and related to the development of changing business concepts, processes and solutions.
- Invest in a robust data architecture (models, policies, rules and standards for gathering, managing, analysing and using data).
- Identify all sources of data across the organization to support a better understanding of the learner experience and to use this to improve learner outcomes (e.g., use of library resources, engagement with the VLE etc.).

12.3 DEVELOPING APPROPRIATE DATA SKILLS OF STAFF

Back to the assessment question

Examples of activities that might be done:

- Engage with stakeholders to understand and critique the role of data in the organization, and more widely in society.
- Share data openly (where this does not conflict with data privacy and security) for societal learning and scholarship.
- Provide leadership and best practice guidance to help stakeholders protect themselves and their data.
- Enable recruitment, development and retention of staff with appropriate data skills across the organisation.
- Ensure that staff are trained and supported to use organisational data according to their job roles

13.1 STRATEGIC APPROACH TO DIGITAL COMMUNICATION

Back to the assessment question

Examples of activities that might be done:

- Work with stakeholders to create digital communication guidelines that are inclusive (e.g., codes of conduct, email etiquette, managing online behavior).
- Establish a culture of zero tolerance to online harassment and bullying.
- Work with stakeholders to consider how different digital formats and messages achieve different purposes and how far digital media and networks influence social behavior.
- Develop guidelines for online synchronous and asynchronous communication approaches to ensure a consistent and fair experience is had by all stakeholders.

13.2 DIGITAL MEDIA PRODUCTION AND DISSEMINATION

Back to the assessment question

Examples of activities that might be done:

- Work with stakeholders to consider how different digital formats and messages achieve different purposes and how far digital media and networks influence social behaviour

14.1. INFORMED STRATEGIC PLANNING FOR DIGITAL INFRASTRUCTURE

Back to the assessment question

Examples of activities that might be done:

- Establish horizon scanning activities that enable all stakeholder groups to participate and contribute.
- Encourage the development of shared local and institutional evaluation plans, methods, and procedures.
- Carry out regular review audits to map data flows, workflows, and processes across different functions to inform digital strategy going forward.
- Ensure digital planning is coordinated with other relevant plans and strategies (e.g., estates, learning, teaching and assessment, student experience, research, information and communication, international, IT, corporate plan).
- Develop a cross-organizational steering group to take forward digital strategies and plans.

14.2 STRATEGIC INVESTMENT IN TRANSFORMATIVE DIGITAL, DATA, AND TECHNOLOGY

Back to the assessment question

Examples of activities that might be done:

- Implement strategic digital visions as appropriate through digital leadership and effective governance (e.g., cloud-first, mobile-first, digital-first, people-first, sustainability).
- Balance investment and effort to both refresh, consolidate and/or integrate existing/legacy systems and services and develop new ones as appropriate.
- Plan for changing investment and procurement in the switch from majority capital expenditure to majority revenue expenditure (e.g., move to cloud services).
- Plan for a balanced investment between fixed computing and resources/facilities for personal device use (e.g., under a bring-your-own or leasing policy).
- Coordinate software purchasing, licensing, and access across diverse parts of the organization to maximize efficiency and availability.
- Engage with partners to identify opportunities for external investment in digital equipment or resource.

14.3 ENTERPRISE ARCHITECTURE FRAMEWORK AND STRATEGY

Back to the assessment question

Examples of activities that might be done:

- Ensure digital infrastructure planning and decisions take account of the diverse needs of staff and students, particularly those at risk of exclusion through issues such as poverty, disability, mental health, physical location, language, or any other access difficulties.
- Ensure that digital infrastructure decisions and activities do not create barriers to participation, working, or learning.
- Ensure digital infrastructure planning and decisions are considered against organizational targets for environmental sustainability (e.g., energy use, carbon footprint, net zero).
- Ensure that virtual environments reflect and are representative of diversity in the real world.
- Provide opportunities for all stakeholders to proactively engage in the design of the digital environment.

14.4 ENSURING RELIABLE, SAFE AND SECURE DIGITAL INFRASTRUCTURE

Back to the assessment question

Examples of activities that might be done:

- Provide and maintain secure systems, services, and content (e.g., cybersecurity protections and protocols).
- Establish an incremental plan, targets, and roadmap to implement and/or integrate new systems, platforms, or applications to ensure minimum disruption to established business activities.
- Develop and support systems and services to enable effective and ethical collection and use of high-quality, secure data (e.g., business intelligence architecture, data centers, data dashboards, high-performance computing (HPC), data visualization) and procedures.

15.1 PROVISION OF RELIABLE NETWORKS AND CONNECTIVITY

Back to the assessment question

Examples of activities that might be done:

- Carry out ongoing monitoring of network usage, performance, and capacity, and highlight aspects that present current or future challenges (e.g., e-sports, e-science).
- Ensure websites, digital services, and apps provided through the organization are accessible across multiple platforms/devices and comply with accessibility standards and regulations.
- Ensure no one is disadvantaged due to accessing services and systems that are outdated and less secure.
- Consider the challenges of global interconnectivity, technical impacts, and potential restrictions.

15.2 CYBER SECURITY PROTECTIONS, ACCREDITATION, SUPPORT AND PROTOCOLS

Back to the assessment question

Examples of activities that might be done:

- Establish organizational guidelines for the impact of digital connectivity on the environment; suggest ways to mitigate this through changing practice (e.g., carbon footprint of email sending and storage).
- Establish appropriate plans and policies that specifically focus on data privacy and ethics, and cyber security issues that are unique to work-from-home environments.
- Expand, upgrade, and adopt digital security measures such as multi-factor authentication, password tools, threat detection, monitoring, ransomware protection software, and endpoint and wifi security.
- Work to achieve ISO 270001 certification to manage information security.
- Work with and access specialist services to support incident response, forensics, and the recovery of organizational digital estates to mitigate the impact of attacks.

- Access appropriate services to support cyber security activities (e.g., Cyber Essentials), and participate in events and activities to support threat intelligence sharing.

16.1 PROVISION OF APPROPRIATE DIGITAL SUPPORT

Back to the assessment question

Examples of activities that might be done:

- Manage roll-out and training for new digital systems and major updates.
- Establish a shared understanding of the differences between IT support and supporting a range of different digital practices (eg digital learning, digital research, data analytics)

THANK YOU!

Bournemouth University

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