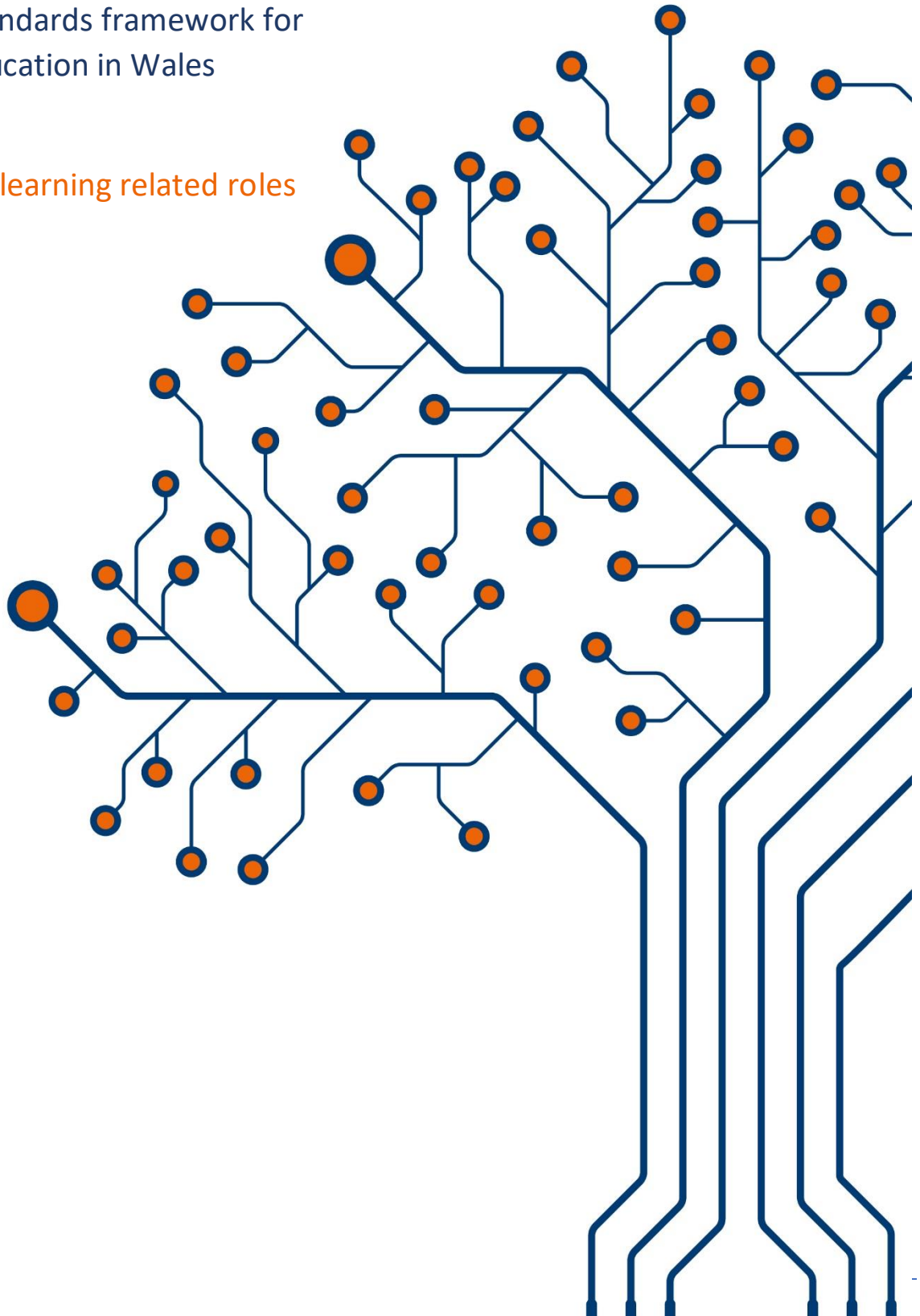


Digidol 2030



A digital standards framework for
post-16 education in Wales

Teaching & learning related roles



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An introduction to the Digital Standards Framework for Welsh Post-16 Education.

2019 saw the publication of Digital 2030: A strategic framework for post-16 digital learning in Wales. This was the culmination of a co-construction process between Welsh Government, Jisc and the post-16 education sector (further education, work-based and adult learning). The framework is intended to:

- articulate a clear, shared vision for our approach to digital learning in the post-16 education and training sector in Wales, encouraging collaboration and sharing good practice;
- identify current and future development priorities, expectations, and areas for development that can be addressed at provider, regional and national levels;
- help to prioritise future investment of time and resources, nationally by the Welsh Government, strategically by key stakeholders and for individual learning providers; and
- highlight a need to increase the continuity of learning experiences and transition from compulsory to post-compulsory learning provision.

<https://gov.wales/digital-2030-strategic-framework>

Aim one of the framework is that:

“clear, nationally agreed standards for digital skills are in place to enable learners and staff to meet industry, private and public sector requirements, building on the digital competences developed during compulsory schooling.”

While Digital 2030 was being developed, learning providers highlighted a gap in this area, and asked for a shared set of professional digital standards. Like the Digital 2030 framework, these digital standards have been created in partnership between the Welsh Government, the post-16 sector and Jisc.

Why is a digital standards framework important?

A standards framework will give the sector a shared understanding of what good digital practice looks like and the outcomes it can help achieve.

Practitioners can use it to understand their current level of practice and clearly see a pathway to develop that practice further. Managers and leaders can use it as a structure to develop staff skills. It can also help with making decisions that help to move their organisation towards implementing the Digital 2030 strategy.

Linked to the Professional Standards

We have used the existing [Professional Standards for Teaching and Learning in FE and WBL in Wales](#) as the framework for this set of digital standards. We did this for several reasons.

There were a number of alternative frameworks that could have provided the basis for the structure of this set of digital standards but using the Professional Standards means that it is in tune with the priority areas of teaching and learning that have been identified by the post-16 education sector in Wales itself.

Usability has been a key focus for the Digital Standards framework. We wanted to create a tool with a familiar structure that is easy to understand. Using the themes from the professional standards helped to achieve this.

At this stage, there are no sector-wide professional standards for support staff, functional staff, or leaders in the post-16 sector, so we have started with practitioners. In future there is scope to develop digital standards for other roles in line with any overarching professional standards, if feedback from the post-16 sector shows that this would be of value.

Understanding the standards

| | | | |
|--|--|---|---|
| 1 Understand the importance of the Welsh culture and language as a bilingual nation | | | |
| 2 | Examples of activities | Use platform interface, transcription, closed captioning and translation tools Using online language learning platforms and apps like SSIW, or Duolingo Making use of nationally provided digital tools and communities to support practice e.g. Hwb, Professional Learning Passport. Incorporating aspects of Welsh identity and language into online profiles and social media Be aware of and raise awareness of bilingual resource developments within your subject Using Professional Learning Passport platform and where relevant your social media profile to reflect ongoing CPD/skills | |
| | | 4 | |
| | 3 | 5 | 6 |
| | 3.1 Language learning using online tools and platforms | I work to improve my skills in the Welsh language by using online learning resources and apps. | I improve my use of the Welsh language through online collaboration |
| | 3.2 Integrating Welsh language into learning environments | I use and adapt bilingual digital learning resources to support the use of the Welsh language | I create new digital learning materials and experiences that extend and develop learners' Welsh language skills and confidence. |
| | Alignment to Digital 2030 strategy | I support others to extend and improve their use of Welsh in digital learning experiences. | |
| 6 | | 1 Leadership and management 1.2 Policy and compliance 3 Widening participation 3.1 Maximising potential 4 Employer and community engagement 4.1 Workplace skills 4.5 Welsh language | |

- Standard theme** - based on Professional Standards for FE and WBL Practitioners Framework.
- Activities** – these selections are just meant as examples and not an exhaustive or compulsory list. Over time new technologies and practices emerge that will still be valid activities. Also, depending on the practitioner’s context, there may be specific activities that are relevant but do not warrant inclusion in a general document. We would expect practitioners and their managers to identify their own set of activities in addition to the suggestions we offer here.
- Standards sub-themes** – these focus on the outcomes that indicate a practitioner is achieving a standard.
- Standards statements** – descriptions of outcomes that identify achievement of a standard practice level.
- Practice levels** – to create a clear pathway for professional development we have broken the standards down into 3 separate levels (see below for a description)
- Alignment to Digital 2030 strategy** – we have mapped digital standards against the objectives of the Digital 2030 Strategy that they most closely match.

How have the Standard Statements been written?

Standards should be outcome focused. In other words, it is not enough to say that there is a digital activity that should be happening; each standard needs to

be clear about the purpose of the activity. This way, that standards will be relevant. We have written them so that each answer “so what?”. For example:

“I use digital platforms and tools (activity) to empower learners to shape their own approach to learning using digital tools (outcome).”

The standards are also related to actions. It is possible for a practitioner to provide *evidence* to show that they have achieved a standard. Phrases such as “I have an awareness about...” or “I understand that...” are not helpful in that regard. The standard needs to describe something that someone has done or said. What evidence is needed to demonstrate achievement of a standard is down to the practitioner and their manager.

The standards should be used by practitioners to encourage reflection, so that they can identify both their strengths and areas for development, as well as *how* they have met a standard or plan to do so. There will inevitably be cases where certain levels of standards are easier to achieve within certain roles, organisations, or contexts.

Futureproofing

Over time, roles change, and new technologies and practices emerge. By being specific about the jobs that people do and the types of technology they might use, we risk creating a set of standards that becomes obsolete quickly. As much as possible we have made each standard statement role and technology agnostic or referred to generic technology types such as “online spaces and communities”.

What do the levels mean?

| Level | Attributes |
|---------------------|---|
| Exploring | Practitioners are developing the fundamental aspects of digital practice. They take on board information and skills that are provided to them. They use digital technologies to replace traditional practices in a “like for like” fashion. |
| Embedding | Practitioners are using technology in a way that makes them more effective or efficient. They seek out new ways to develop their innovative practice, working alone or collaboratively depending on their circumstances. |
| Transforming | Practitioners are using technology to develop entirely new practices that largely wouldn’t have been possible without the use of digital technologies. They act as a role model for others, perhaps offering coaching and mentoring. |

The use of technology to support teaching and learning is complex. Trying to encapsulate the different levels of performance will always involve compromises but to keep this standards framework usable we have selected a 3-level approach; Exploring, Embedding and Transforming.

The basic principle is one of progression. In other words, anyone working at the higher levels (Embedding or Transforming) will also be demonstrating the attributes of the levels prior to that one.

The standards are there to support innovation in teaching and learning in the post-16 sector in Wales. In this case, “innovation” refers to innovation in teaching and learning practice rather than innovation in the technology itself. In other words, a practitioner might be making use of readily available or even “mundane” digital technologies to enable innovative teaching and learning practices. Just using the latest technology is not enough to demonstrate good practice.

A note for organisational leaders and line managers

The digital standards framework will be most effective when it’s an integral part of organisational efforts to implement the [Digital 2030 strategy for Wales](#), and not used in isolation. They do not need to be used in a prescriptive way, but can be applied selectively to suit particular roles, teams or individuals, as a way of characterising what practices are expected and how they could be improved.

The standards have been designed to be achievable by practitioners while remaining aspirational. There may be instances where achievement of a standard level relies on certain policies, processes or systems being in place that are outside the control of the individual.

As such, achievement of the digital standards is a partnership between practitioner and organisation. It is not expected that every practitioner will meet every standard; rather, the standards are a resource which can be tailored and adapted to reflect individual roles and aspirations, as well as the organisation’s priorities and plans.

Alignment with Digital 2030 aims and objectives

Each digital standard includes a section pointing to the most relevant aims and objectives of Digital 2030. This is to help with organisational planning and development, enabling leaders to trace back performance against the digital standards to the intended outcomes of Digital 2030.

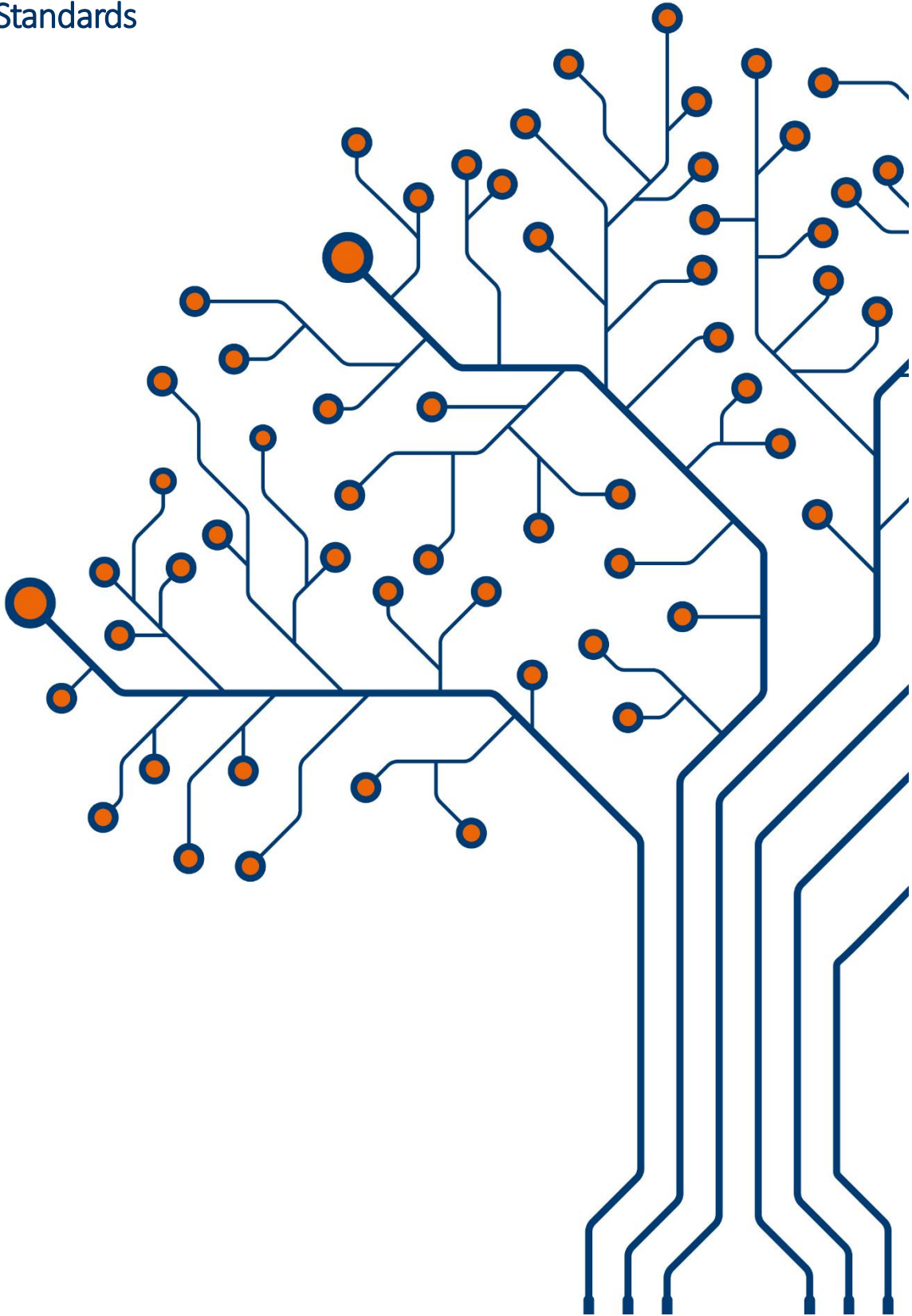
The choices made here are open to some interpretation and as such are a guide rather than an authoritative list. Organisations may wish to come up with their own alignment based on their specific context, including their own digital plans and strategies.

Where possible the connection between Digital 2030 and the Digital Standards is at the level of the overall theme or the sub themes, rather than the content of any individual Standard level statement.

Digital 2030



The Digital Standards
framework



1. Demonstrate commitment to learners, their learning, safety, and well-being

| | | | |
|---------------------------------------|--|--|---|
| Examples of activities | <p>Taking part in training opportunities focusing on online safety and wellbeing</p> <p>Developing or implementing the organisation’s online pastoral services for learners</p> <p>Observing and managing learner interactions in organisation-provided online spaces</p> <p>Participation in learner stakeholder groups and forums</p> <p>Using and contributing to the organisation’s safeguarding policies</p> <p>Incorporating measures to protect learners’ mental health in planning social media-based learning activities</p> <p>Keeping up to date with your knowledge of data protection regulations</p> | | |
| | Exploring | Embedding | Transforming |
| 1.1 Enabling learners to learn | <p>I use digital platforms and tools to provide learners with opportunities to learn when and where it suits their needs.</p> <p>I provide learners with the support they need to use technology effectively</p> | <p>I use digital platforms and tools to provide learners with experiences that stretch and challenge them to become a more effective at learning.</p> <p>I motivate and encourage learners to develop their own independent learning skills.</p> | <p>I use digital platforms and tools to empower learners to shape their own approach to learning using digital tools.</p> <p>I include learners’ voice to co-create digital resources and experiences.</p> <p>I create effective guidance and support materials for students’ use of digital technologies</p> |

| | Exploring | Embedding | Transforming |
|---|---|--|--|
| 1.2 Managing and promoting positive behaviour in digital spaces | <p>I use my organisation's policies and guidance to set clear expectations for positive learner behaviour in online spaces.</p> <p>Where I can, I model these behaviours.</p> | <p>I work with learners and peers to deepen their understanding of positive online behaviour, and to take responsibility for their own conduct.</p> <p>I manage learning and behaviour to promote effective learning and use of a range of different approaches.</p> | <p>I deal confidently and proportionately with learner behaviours, maintaining a rapport with individuals and groups, conducive to high quality engagement in a range of settings.</p> <p>I coach and mentor other practitioners to improve their own online safety practice with learners</p> |
| 1.3 Looking after learners' data | <p>I ensure that data about or belonging to my learners is always kept secure and private, in line with GDPR requirements and organisational policies.</p> | <p>I help my learners and peers to understand and follow data protection requirements to keep their own and other people's data secure and private.</p> | <p>I influence my organisation to continually improve its data collection and security where I can.</p> |
| 1.4 Protecting learners' social, physical, and emotional wellbeing whilst using digital technologies | <p>I enable learners to use digital technologies and equipment in ways that supports their wellbeing.</p> <p>I inform learners about the positive and negative impact of technology on their wellbeing.</p> | <p>I evaluate technologies for their potential impact on wellbeing and support learners in their use and incorporate this in my planning.</p> <p>I embed opportunities to discuss behaviours that support wellbeing in digital practice with my learners.</p> | <p>I provide support to my peers and my organisation at a strategic level to find ways to improve the wellbeing of learners and to protect their social, physical, and emotional wellbeing.</p> |

Alignment to Digital 2030 strategy

- 1 Leadership and management
 - 1.2 Policy and compliance
 - 1.3 Digital culture
- 2 Curriculum delivery and assessment
 - 2.1 Learner skills
 - 2.2 Learner progress
 - 2.3 Digital delivery
 - 2.6 Learning spaces
- 3 Widening participation and learner support
 - 3.5 Guidance and support
 - 3.6 Supporting learners
- 4 Employer and community engagement
 - 4.4 Online wellbeing
- 5 Staff development
 - 5.1 Staff responsibilities
- 6 Enterprise systems and infrastructure
 - 6.1 Learner experience
 - 6.2 Compliance
 - 6.6 Consultation and evaluation

2. Value and promote diversity, equality of opportunity and inclusion

| | | | |
|-------------------------------|--|--|--|
| Examples of activities | <p>Using in-built features of systems like your VLE or Desktop apps that support accessibility</p> <p>Using technologies to create activities at different levels and speeds</p> <p>Using a diversity of digital media, not just text. Using videos, quizzes, games, infographics, animations etc</p> <p>Participation in online communities of practice with an accessibility focus.</p> <p>Taking part in training opportunities focusing on diversity, equality, and inclusion</p> <p>Showcasing of good practice in diversity, accessibility, and inclusion at local, national or international event.</p> <p>Publishing articles and guidance for nationally recognised websites and blogs on accessibility issues.</p> | | |
| | Exploring | Embedding | Transforming |
| 2.1 Accessibility | <p>I always consider accessibility issues when introducing new technologies and I make sure learners with limited digital access or skills are offered support.</p> <p>I show that I understand digital technologies can hinder or improve accessibility and I signpost and offer appropriate support.</p> | <p>I source and provide digital content for learners with diverse needs (e.g. learners who use assistive technologies or adapted interfaces).</p> <p>I include learners with diverse needs when creating materials for digital environments.</p> | <p>I coach others within the organisation on how to embed accessibility in digital practices.</p> <p>I actively engage with communities of practice and sector bodies with an accessibility focus in a way that moves my and the community's practice forward.</p> |

| | Exploring | Embedding | Transforming |
|---|---|--|---|
| 2.2 Differentiation and equality | <p>I use a range of digital media in my teaching that support differentiation and personalisation to enable learners to learn in different ways.</p> <p>I ensure equal access to the digital technologies I use for all learners.</p> | <p>I edit or adapt digital materials to suit my learners.</p> <p>I employ digital tools to create differentiated resources that meet the needs of my learners.</p> <p>I am creative in assessment, so learners have different ways to succeed.</p> | <p>I coach others within the organisation on differentiation and equality in digital practices.</p> <p>I actively engage with online communities of practice and stakeholders with a differentiation and equality focus in a way that moves my and the community's practice forward</p> |
| 2.3 Inclusivity and diversity | <p>When communicating or producing digital resources OR in my teaching practice, I use language and images that reflect diversity and inclusion practice.</p> <p>I consult and act on feedback from learners to ensure digital materials are inclusive.</p> | <p>I create and share digital learning objects that reflect diversity and inclusion in my practice.</p> <p>I co-create digital materials with learners to minimise barriers to learning and encourage participation.</p> | <p>To raise standards, I provide staff development opportunities to ensure the people I work with incorporate diversity and inclusion into their digital practices.</p> |

Alignment to Digital 2030 strategy

- 1 Leadership and Management
 - 1.2 Policy and compliance
 - 1.4 Evaluation and enhancement
 - 1.5 Digital culture
 - 1.6 Digital organisation
- 2 Curriculum delivery and assessment
 - 2.1 Learner skills
 - 2.2 Learner progress
 - 2.3 Digital delivery
 - 2.4 Inclusive practice
 - 2.5 Innovative approaches
 - 2.6 Learning spaces
- 3 Widening participation and learner support
 - 3.1 Maximising potential
 - 3.2 Overcoming barriers
 - 3.3 Ensuring accessibility
 - 3.5 Guidance and support
 - 3.6 Supporting learners

3. Understand the importance of the Welsh culture and language as a bilingual nation

| | | | |
|--|---|---|---|
| Examples of activities | Use platform interface language options, transcription, closed captioning and translation tools Using online language learning platforms and apps like SSIW or Duolingo Making use of nationally provided digital tools, resources and communities to support practice e.g. Hwb, Professional Learning Passport, Coleg Cymraeg Cenedlaethol's Resource Portal Incorporating aspects of Welsh identity and language into online profiles and social media Be aware of and raise awareness of bilingual resource developments within your subject Using Professional Learning Passport platform and where relevant your social media profile to reflect ongoing CPD/skills | | |
| | Exploring | Embedding | Transforming |
| 3.1 Language learning using online tools and platforms | I work to improve my Welsh language skills by using online learning resources and apps. | I improve my use of the Welsh language through online collaboration | I develop my own digital tools or online spaces to support myself and others to learn and use Welsh |
| 3.2 Integrating Welsh language into learning environments | I use and adapt bilingual digital learning resources to support the use of the Welsh language and enhance the learners' experience | I create new digital learning materials and experiences that extend and develop learners' Welsh language skills and confidence. | I support others to extend and improve their use of Welsh in digital learning experiences and to build their confidence. |
| 3.3 Promoting Welsh culture and use of Welsh language in online communities | I promote and celebrate Welsh Culture and Identity in online communities with my learners and in my organisation. | I promote and celebrate Welsh Culture and Identity in online communities with a regional or national focus. | I promote and celebrate Welsh Culture and Identity in online communities with other nations in the UK and internationally |

Alignment to Digital 2030 strategy

- 1 Leadership and management
 - 1.2 Policy and compliance
- 3 Widening participation
 - 3.1 Maximising potential
- 4 Employer and community engagement
 - 4.1 Workplace skills
 - 4.5 Welsh language
- 5 Staff development
 - 5.2 Learning opportunities
 - 5.4 Community participation
 - 5.5 Champions

4. Demonstrate dignity, courtesy and respect towards others

| | | | |
|--|---|---|--|
| Examples of activities | Participation in learner stakeholder groups and forums Input into code of conduct policies for learners Providing safe and trusted spaces where learners can interact online Understanding your organisations guidelines on good conduct and your contractual responsibilities | | |
| | Exploring | Embedding | Transforming |
| 4.1 Demonstrating positive conduct in digital spaces and activities (NB: assumes there are existing organisational guidelines, codes of conduct) | I adhere to the online conduct guidelines of my organisation where available. | I promote good practice in online conduct with my peers and learners. I help learners to create a positive online identity and to demonstrate respect in their online communication. | I help shape attitudes and processes in my organisation that promote good practice in online conduct. I support learners to manage an online reputation that enhances their employability and role in the wider online community. |

| | Exploring | Embedding | Transforming |
|---|---|---|---|
| 4.2 Showing respect for others in digital space and activities | <p>I show respect to other people and their views even when I disagree with them.</p> <p>Where possible, I help incorporate these approaches into teaching practice.</p> | <p>I use digital tools and online spaces to actively seek out and understand different viewpoints from my own.</p> <p>I moderate digital collaboration spaces and follow up on any instances of inappropriate use.</p> <p>In design and delivery of programmes of study, I provide opportunities for learners to demonstrate respect for others in online spaces.</p> | <p>I act as an advocate for people whose ideas or opinions are often mis-represented or ignored in online spaces.</p> <p>I support others to extend and improve their practice in ways that demonstrate respect in online spaces.</p> |
| Alignment to Digital 2030 strategy | <ul style="list-style-type: none"> 1 Leadership and management <ul style="list-style-type: none"> 1.5 Digital culture 1.6 Digital organisation 3 Widening participation and learner support <ul style="list-style-type: none"> 3.2 Overcoming barriers 3.5 Guidance and support 4 Employer and community engagement <ul style="list-style-type: none"> 4.3 Involving learners 4.4 Online wellbeing 5 Staff development <ul style="list-style-type: none"> 5.1 Staff responsibilities 5.3 Reflective practice 5.4 Community participation | | |

5. Maintain and update knowledge of my subject(s) and how best to teach and assess them

| | | | |
|--|---|---|---|
| Examples of activities | Committing to online CPD opportunities to deepen or renew your subject knowledge Collaborating with industry through participation in professional networks Digital recording any CPD events/conferences attended, reflecting on your learning in blogs or social media posts. Actively sharing your CPD learning with colleagues and the wider community. | | |
| | Exploring | Embedding | Transforming |
| 5.1 Keeping my subject knowledge up to date | I use reputable online resources to keep abreast of my subject and incorporate this knowledge into my teaching or practice. | As well as digital resources, I develop my expertise in my subject area by participating in online relevant communities | I play an active role in providing CPD on my subject to my peers by creating my own digital materials or sharing my own ideas and reflections. Where possible I contribute to the furthering of digital expertise within my subject outside of the learning environment. |
| 5.2 Developing my practice as a teacher in a specialism | I incorporate recent digital and technological changes in my specialism into teaching and learning where I can. | I engage with subject colleagues within and beyond my organisation to enhance my specialist knowledge of how to use technology in learning delivery, and improve my practice in light of what I learn | I use wide-ranging networks and subscriptions to enhance my understanding and use of technology in my subject specialism, including engaging with sector leaders, keeping up to date with the latest research, and participating in conferences and training |

| | |
|---|--|
| Alignment to Digital 2030 strategy | 4 Employer and community engagement 4.1 Consultation and partnerships 4.2 Workplace skills 5 Staff development 5.2 Learning opportunities 5.4 Community participation |
|---|--|

6. Know how to use evidence and research to improve my practice

| Examples of activities | Using learning analytics and assessment data from learning platforms to refine teaching strategies Conducting action research projects on digital learning activities Accessing and identifying relevant up to date research e.g. EBSCO Engaging with, and contributing to, professional networks for practitioner research e.g. EPAL Creating data visualisations and other graphic material based on data to help communicate its meaning Active engagement with educational leaders, networks and topics on social media | | |
|--|--|---|---|
| | Exploring | Embedding | Transforming |
| 6.1 Evidence-based digital practice | <p>I make use of the data and information sources I'm provided with about learners and learning in order to improve my practice</p> <p>I recognise the importance of using credible data sources to improve my practice.</p> | <p>I interrogate a range of appropriate sources of data and information about learners and learning that allow me to adapt my practice.</p> | <p>I create and share research data about learners and learning appropriately and collaborate with others to develop innovative digital teaching practice.</p> <p>I promote evidence-based practice</p> <p>I critically analyse/reflect on my teaching practices and adapt accordingly. I share and discuss outcomes on a wider platform.</p> |
| 6.2 Developing my Professional Learning Network | <p>I engage with colleagues in my organisation to update my digital learning practice</p> <p>I participate in organised CPD sessions to upskill in Digital learning.</p> | <p>I engage with my local peers to develop my knowledge of digital learning and pedagogies.</p> | <p>I actively seek out and participate in online activities that improve and enrich teaching and learning practice.</p> <p>I seek out opportunities to help others develop their digital skills online.</p> |

Alignment to Digital 2030 strategy

- 1 Leadership and management
 - 1.4 Evaluation and enhancement
- 2 Curriculum delivery and assessment
 - 2.2 Learner progress
 - 2.3 Digital delivery
- 5 Staff development
 - 5.3 Reflective practice
 - 5.4 Community participation
 - 5.5 Champions

7. Plan and deliver effective learning, teaching and assessment

| | | | |
|--|--|---|---|
| Examples of activities | Using discussion forums, chat rooms and other social spaces to connect learners Including digital activities in learning/lesson plans Using multimedia and immersive technologies to create engaging learning experiences Encouraging use of learner's devices where appropriate Recording good digital practice in teaching observations Storing lesson and lecture plans in digital formats | | |
| | Exploring | Embedding | Transforming |
| 7.1 Digital content and resources | <p>I use a limited range of digital tools to convert existing materials and types of materials into digital formats.</p> <p>I manage and store the digital resources I use effectively.</p> | <p>I use digital forms of resources and activities that enhance the learning experience.</p> <p>I make use of a wide range of different types of content creation tools.</p> | <p>I find innovative ways to use existing or new tools and technologies to create learning objects.</p> <p>I use digital resources and content in creative ways to design and run learning experiences not otherwise possible.</p> |
| 7.2 Delivery (face to face) | <p>I use digital platforms and tools made available to me by my organisation to ensure engagement and interaction with and between learners in person.</p> | <p>As well as organisational platforms and tools, I explore the use of appropriate, secure 3rd party digital tools that support teaching and learning</p> <p>I facilitate active and social learning in a variety of ways in order to stretch learners and improve outcomes.</p> | <p>I use a wide range of organisational and/or appropriate, secure 3rd party digital tools that support teaching and learning</p> <p>I encourage co-creation with learners of active, innovative learning experiences.</p> |

| | Exploring | Embedding | Transforming |
|---|---|---|---|
| 7.3 Delivery (online) | <p>I can successfully facilitate synchronous and asynchronous learning activities in online learning environments.</p> <p><i>(Synchronous means activities that are conducted “live” like an online webinar. Asynchronous means activities where people don’t have to carry it out at exactly the same time, like an online discussion forum)</i></p> | <p>I use digital tools and platforms to design and deliver structured schemes of work and courses that successfully blend online activity with face to face learning.</p> | <p>I demonstrate the ability to adapt my skills to facilitate learning in fully online and blended teaching contexts.</p> |
| 7.4 Information and media literacy | <p>I adhere to legal and professional standards for protecting intellectual property (IP) and copyright when picking media and resources for use in my job.</p> | <p>I create and share my own original or adapted digital materials which are clearly labelled for IP. I attribute my sources and apply the correct terms of use.</p> | <p>I advocate for high and consistent standards of practice in IP with learners, colleagues and peers.</p> |
| Alignment to Digital 2030 strategy | <ul style="list-style-type: none"> 1 Leadership and management <ul style="list-style-type: none"> 1.2 Policy and compliance 2 Curriculum delivery and assessment <ul style="list-style-type: none"> 2.2 Learner progress 2.3 Digital delivery 2.5 Innovative approaches 2.6 Learning spaces 6 Enterprise systems and infrastructure <ul style="list-style-type: none"> 6.1 Learner experience 6.2 Compliance | | |

8. Build positive and collaborative relationships

| Examples of activities | Participation in learner stakeholder groups and forums Publish articles and guidance for websites and blogs Engage with online communities of practice, employers and sector bodies with a digital focus Building staff/learner partnership schemes to develop digital support services Showcasing examples of good digital practice at events outside your organisation | | |
|--|--|--|---|
| | Exploring | Embedding | Transforming |
| 8.1 Demonstrating leadership | I take a lead managing projects and activities related to digitally enhanced learning when required. | I find and take opportunities to help shape the use of digital technologies to support teaching and learning, to help improve strategic outcomes in my organisation. | I play an active role in advocating for the use of digital technology to support learners both inside my institution and beyond. I actively encourage innovative approaches to using technology in teaching and learning |
| 8.2 Working collaboratively with colleagues | I work collaboratively with my team and other close colleagues to develop approaches in digital practice. I use understand social networking tools to build professional relationships. | I find and take opportunities to work with others right across my organisation, not just my own team, to share ideas, learning and resources | I adopt an open model of practice, sharing digital resources and ideas as well as contributing to and creating new communities of collaborators. |

| | Exploring | Embedding | Transforming |
|--|---|---|--|
| 8.3 Working collaboratively with learners | I act on formal and informal feedback from learners in shaping the way I use digital technology to support them. | I create opportunities to listen to the learners' voice in developing my own and my team's digital practice and I make myself accountable for responding to it. | I work in close partnership with learners, allowing them to take the lead where appropriate, in shaping the way my organisation and the sector use digital technologies. |
| Alignment to Digital 2030 strategy | <ul style="list-style-type: none"> 1 Leadership and management <ul style="list-style-type: none"> 1.5 Digital culture 4 Employer and community engagement <ul style="list-style-type: none"> 4.1 Consultation and partnerships 4.3 Involving learners 5 Staff development <ul style="list-style-type: none"> 5.2 Learning opportunities 5.3 Reflective practice 5.4 Community participation 5.5 Champions 6 Enterprise systems and infrastructure <ul style="list-style-type: none"> 6.4 Collaboration 6.6 Consultation and evaluation | | |

9. Enable learners to share responsibility for their own learning and assessment

| | | | |
|---|--|--|---|
| Examples of activities | Supporting the development of learner's online professional profile and presence Enabling learners to develop their own personal learning networks Designing digitally-enhanced forms of assessment that mirror or simulate the workplace experience Encouraging peer to peer assessment and feedback on digital activities or using digital collaboration tools. | | |
| | Exploring | Embedding | Transforming |
| 9.1 Enabling and empowering learners | I provide learners with the means to record their learning goals and progress using digital tools. | I use digital tools to provide learners with timely and detailed feedback on their progress, enabling them to improve their learning outcomes. | Based on the feedback I offer, I provide opportunities for learners to critically reflect on their own learning and progress, and to set their own targets. |
| 9.2 Learners' digital capabilities | I help learners to make effective use of digital technology for their learning. | I encourage learners to reflect on the strengths and limits of their own digital capabilities. I help learners to identify suitable strategies for further development and to apply their digital competence in new situations and contexts | I work in partnership with learners to enable them to develop and apply their digital capabilities in creative and innovative ways or in unexpected contexts. I help learners use digital technology to solve real world problems. |

| | Exploring | Embedding | Transforming |
|---|---|---|--|
| 9.3 Supporting learners' employability | <p>Where appropriate I use industry-specific digital platforms and tools with learners to equip them for the workplace.</p> <p>I make use of employer requirements I'm provided with to incorporate workplace digital attributes into the student learner experience.</p> | <p>I create learning experiences that support an effective transition from the world of learning to work.</p> <p>Where possible, I work in partnership with employers and learners to proactively identify and develop <i>transferrable</i> attributes and digital capabilities in the workplace.</p> | <p>I contribute to the development of employability attributes within curriculum design and delivery.</p> <p>I support my organisation to build these into its policies and processes.</p> |
| Alignment to Digital 2030 strategy | <ul style="list-style-type: none"> 1 Leadership and management <ul style="list-style-type: none"> 1.5 Digital culture 2 Curriculum delivery and assessment <ul style="list-style-type: none"> 2.1 Learner skills 4 Employer and community engagement <ul style="list-style-type: none"> 4.1 Consultation and partnership 4.2 Workplace skills 4.3 Involving learners | | |

10. Critically reflect on own values, knowledge and skills to improve learning

| | | | |
|---|--|--|---|
| Examples of activities | Using a “co-pilot” on online delivery sessions to offer feedback Creating surveys to get snapshot feedback on digital activities from learners Using reflective CPD platforms to record and critically evaluate progress, e.g. Professional Learning Passport Keeping a reflective blog on your teaching practice experiences Sharing reflections on practice and professional experiences Using grammar check and spelling tools to identify areas for development in your use of language Employing online style-checkers to develop your skills in clear, plain language Checking the provenance of information found online using meta data or other indicators | | |
| | Exploring | Embedding | Transforming |
| 10.1 Developing my digital skills | I participate in the opportunities to develop my digital capabilities provided by my organisation or sector organisations. | I actively seek out opportunities to assess and develop my own digital capabilities. I ask for feedback on my own use of digital technology and act on it to improve my practice. | I create opportunities for others in my organisation and beyond to assess and develop their digital capabilities and share their expertise. |
| 10.2 Developing numeracy and literacy skills in digital contexts | I make use of digital and online resources to improve my own numeracy and literacy skills. | I provide learners with signposting to relevant digital resources to develop their own numeracy and literacy. | I incorporate opportunities for learners to develop their literacy and numeracy with the digital activities and spaces I design. |

| | Exploring | Embedding | Transforming |
|--|--|--|---|
| 10.3 Critically evaluating sources of knowledge and information | When searching for information on the web and in online spaces I make use of established and reputable sources. | <p>I critically evaluate sources of information on the web to establish their reliability.</p> <p>I take action to help limit the spread of unreliable or misleading information where I come across it.</p> | I provide guidance to learners and colleagues in critically evaluating information sources online. |
| 10.4 Using digital tools to develop my professional practice | <p>I consistently use available systems to record progress in my professional development.</p> <p>I make time to regularly analyse and reflect on my recorded progress.</p> | I use digital tools and platforms to share my reflections on practice with peers and colleagues. | I use critical reflection on practice to develop new, innovative ways of working or learning for myself and others. |
| Alignment to Digital 2030 strategy | <ul style="list-style-type: none"> 1 Leadership and management <ul style="list-style-type: none"> 1.4 Evaluating and enhancement 1.5 Digital culture 5 Staff development <ul style="list-style-type: none"> 5.1 Staff responsibilities 5.2 Learning opportunities 5.3 Reflective practice | | |

Appendix 1 -

In common with other standards frameworks such as we have drawn inspiration from Dr Ruben Puentedura's SAMR model of innovative practice (see inset).

What is the SAMR model?

The SAMR model was developed by Dr Ruben Puentedura as a way of identifying how the use of technology affects the practice of teaching and learning. Broadly, there are two types of impact, enhancement and transformation, each with 2 levels;

Enhancement

Substitution – technology acts as a direct substitute in practice with no functional change

Augmentation – Technology acts as a direct substitute, with functional improvement

Transformation

Modification – technology allows for significant task redesign

Redefinition – technology allows for the creation of new tasks, previously inconceivable.

Learn more about it here:

https://en.wikiversity.org/wiki/Instructional_design/SAMR_Model/What_is_the_SAMR_Model%3F

Standard level attributes mapped to the SAMR levels

| Level | Attributes | SAMR alignment |
|---------------------|---|--------------------------------------|
| Exploring | Practitioners are developing the fundamental aspects of digital practice. They take on board information and skills that are provided to them. They use digital technologies to replace traditional practices in a “like for like” fashion. | Substitution level. |
| Embedding | Practitioners are using technology in a way that makes them more effective or efficient. They seek out new ways to develop their innovative practice, working alone or collaboratively depending on their circumstances. | Augmentation level |
| Transforming | Practitioners are using technology to develop entirely new practices that largely wouldn’t have been possible without the use of digital technologies. They act as a role model for others, perhaps offering coaching and mentoring. | Modification and Redefinition levels |

Notes and contact details

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