



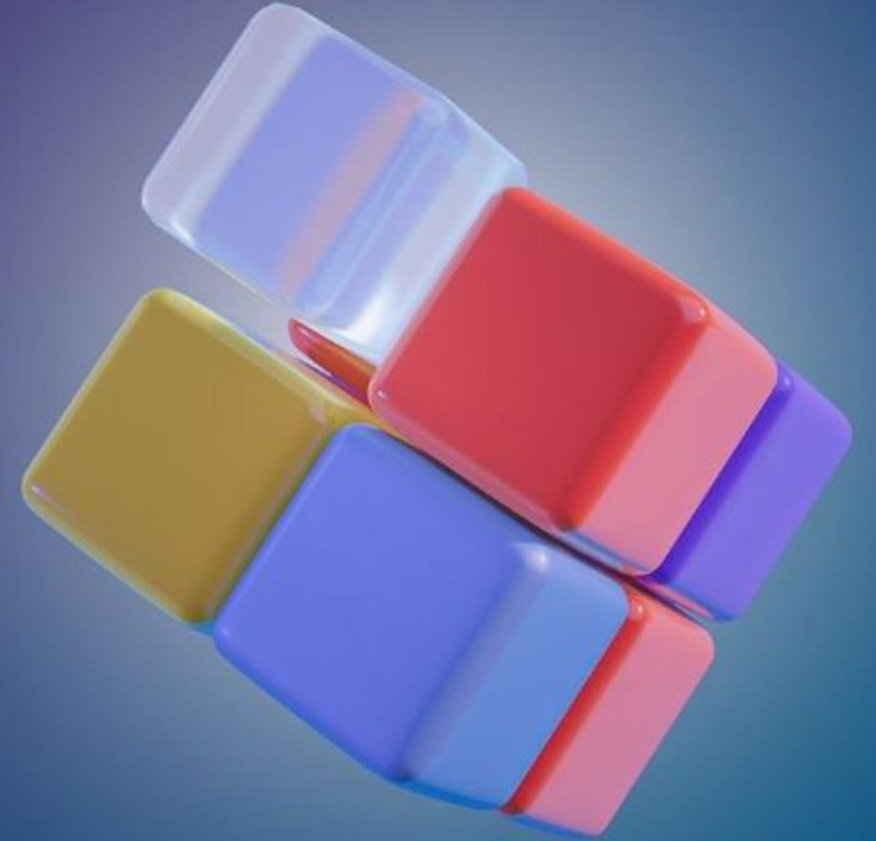
UHR Conference 2025

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Embedding staff digital skills CPD supporting a challenging landscape and the critical role human resources play in institutional digital capability



Dr Becki Vickerstaff, HE Senior Consultant, Jisc

Patrick Turner - IT Systems Trainer, Leeds Trinity University

Implementing a strategic approach to digital capability

Dr Becki Vickerstaff, HE Senior Consultant, Jisc

What exactly is digital capability?

“Digital capability is the term we use to describe the skills and attitudes that individuals and organisations need if they are to thrive in today's world”.

At an individual level we define digital capabilities as those which equip someone to live, learn and work in a digital society.

At an organisational level we need to look beyond the capabilities of individuals and consider the extent to which the culture and infrastructure of an institution enables and motivates digital practices.

Sector climate on digital skills and capability

What we are seeing in the sector

- Challenging sector
- Role changes
- More with less
- Barriers to implementation
- Digital skills still seen as a 'nice to have'
- AI driving institutional digital change and skills need
- Digital adaptability needed for student employability

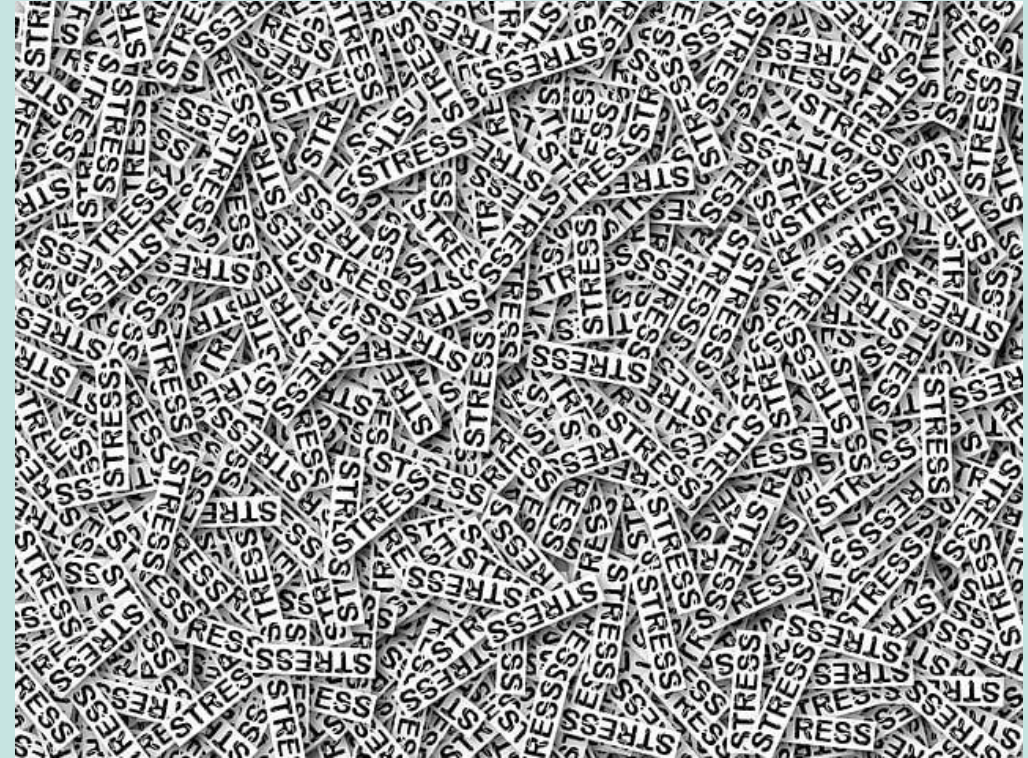


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Sector data on digital skills support

Jisc Digital Experience Insight Service

Theme 4: your digital skills – Teaching Staff ⁽¹⁾

Support for digital skills development

- 29%** agreed they received guidance about digital skills in their role (42% neutral, 29% disagreed)
- 16%** agreed they had an assessment of their digital skills and training needs (34% neutral, 50% disagreed)
- 16%** agreed had development opportunities to build digital skills for future employment (40% neutral, 44% disagreed)
- 14%** agreed they had time to explore new digital tools and approaches (32% neutral, 54% disagreed)
- 9%** agreed received formal recognition, accreditation or certification for their digital skills (30% neutral, 61% disagreed)

Sources of help

- 70%** teaching colleagues
- 62%** online videos and resources
- 59%** IT staff
- 35%** teaching and learning/e-learning staff
- 24%** friends and family
- 21%** library/learning resources staff
- 15%** other professional staff
- 12%** artificial intelligence and tools likely to include AI
- 10%** students
- 3%** other

46%

rated the quality support for effective teaching using technology as above average

Theme 4: your digital skills



Skills training and support provided

52% keeping data secure

50% teaching online

44% basic IT skills

31% handling digital information, data and media

30% creating accessible digital content

29% behaving safely and respectfully online

20% digital copyright, IPR and licensing

18% specialist software for your subject

18% appropriate use of artificial intelligence tools

17% delivering effective digital assessments

9% data analysis

8% managing social media or public webpages

6% online publishing

4% coding/scripting

14% none of these

In only two areas more than half of staff said training was provided.

Increase in basic IT skills training (from 29% last year).

18% said they had AI training. 14% said they had no training.

Theme 4: your digital skills – Professional Service Staff

Support for digital skills development

- 36%** agreed they received guidance about digital skills in their role (42% neutral, 23% disagreed)
- 25%** agreed they had time to explore new digital tools and approaches (49% neutral, 36% disagreed)
- 24%** agreed had development opportunities to build digital skills for future employment (42% neutral, 34% disagreed)
- 22%** agreed they had an assessment of their digital skills and training needs (37% neutral, 42% disagreed)
- 14%** agreed received formal recognition, accreditation or certification for their digital skills (38% neutral, 48% disagreed)

Sources of help

- 72%** colleagues
- 64%** IT staff
- 64%** online videos and resources
- 36%** department or team leader
- 22%** friends and family
- 19%** other professional staff
- 13%** teaching and learning/e-learning staff
- 13%** artificial intelligence and tools likely to include AI
- 12%** library/learning resources staff
- 4%** other

64%

rated the quality support for effective working using technology as above average

Theme 4: your digital skills (2)



Skills training and support provided

60% keeping data secure

52% basic IT skills

41% working online

39% handling digital information, data and media

35% behaving safely and respectfully online

31% specialist software for your role

20% creating accessible digital content

12% digital copyright, IPR and licensing

11% managing social media or public webpages

11% appropriate use of artificial intelligence tools

10% data analysis

7% online publishing

6% supporting digital assessments

4% coding/scripting

12% none of these

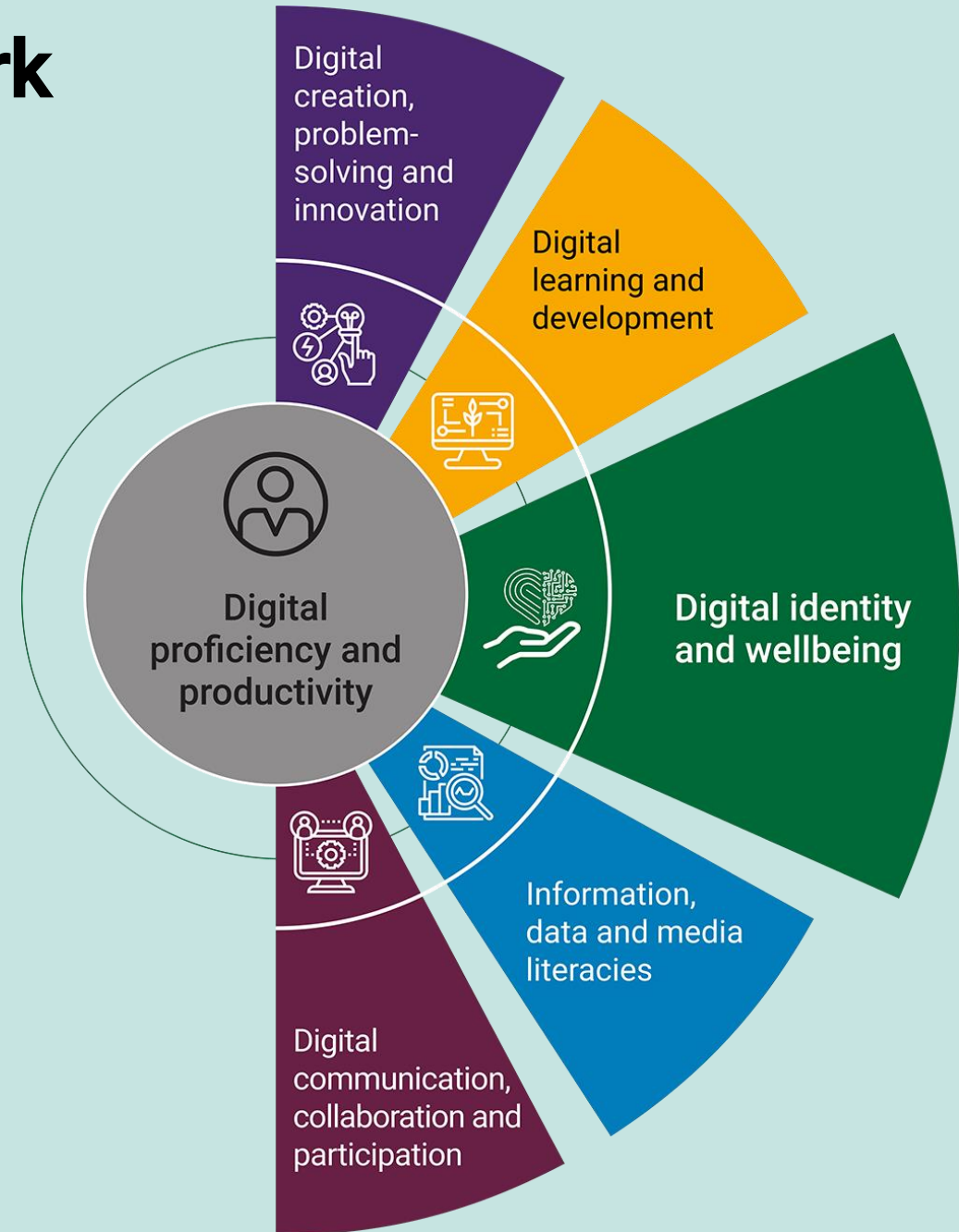
In only two areas more than half of staff said training was provided.

Increase in training on keeping data secure (from 53% last year). Increase in basic IT skills training (from 37% last year).

11% said they had AI training. 12% said they had no training.

Jisc Digital Capability Framework

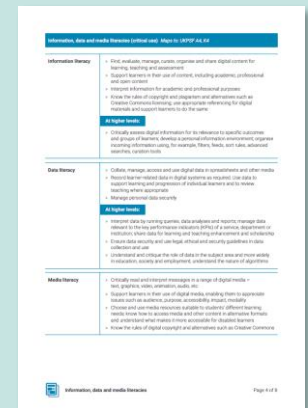
- Sector developed framework updated 2024
- Digital proficiency and productivity at the heart
- Widely used framework both nationally and internationally



Putting the framework into context

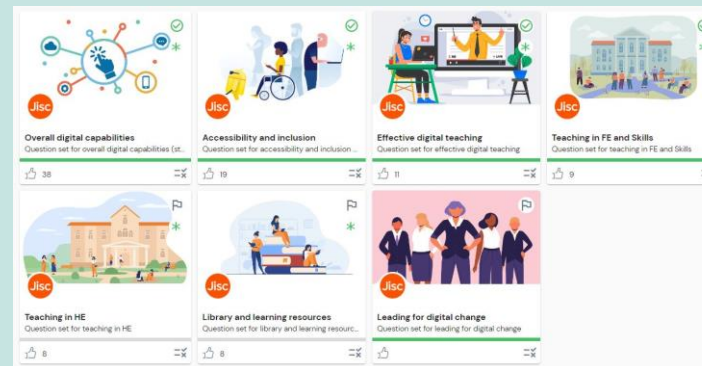
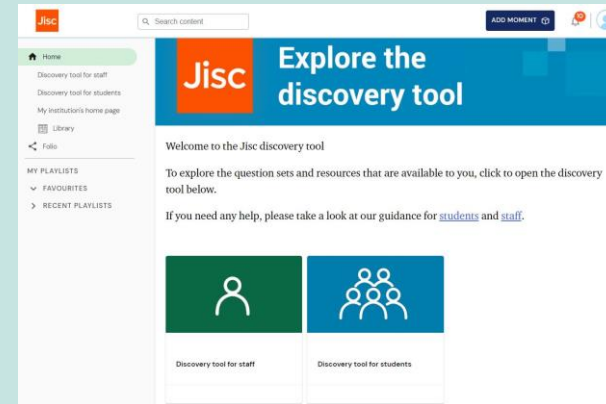
Ten role profiles

- HE teacher
- FE teacher
- Digital leader
- Library information professional
- Researcher
- Learning technologist
- FE Learner
- Professional services staff
- Researcher manager/professional
- Educational Developer



Discovery tool

- Self-administered quiz
- Initial concept developed and co-designed with sector bodies
- Reflection not assessment
- Staff and student question sets
- Anonymised aggregated data
- Over 885 curated resources



When getting online learners to critically engage, analyse and make connections across concepts which of the following could you do if given the opportunity?

Choose any or all that apply to you

Provide online learning activities to develop student literacies in your subject area (eg data, visual, design, scientific literacies)

Provide opportunities for students to consider and discuss issues around alternative perspectives, provenance of online content, online safety issues

Integrate digital learning activities with library or learning resource centre facilities (eg online content, information literacy sessions and support services)

Provide opportunities for students to consider issues around ownership of content they find online (eg copyright, open licences)

Encourage students to comment on openly shared work in their subject or professional area as part of their digital identity development (eg blogs, videos, articles, papers)

None of these

Critical engagement (3 of 3)

How confident are you in creating learning activities that help students develop digital research and problem solving skills?

Move the pointer to show how confident you feel



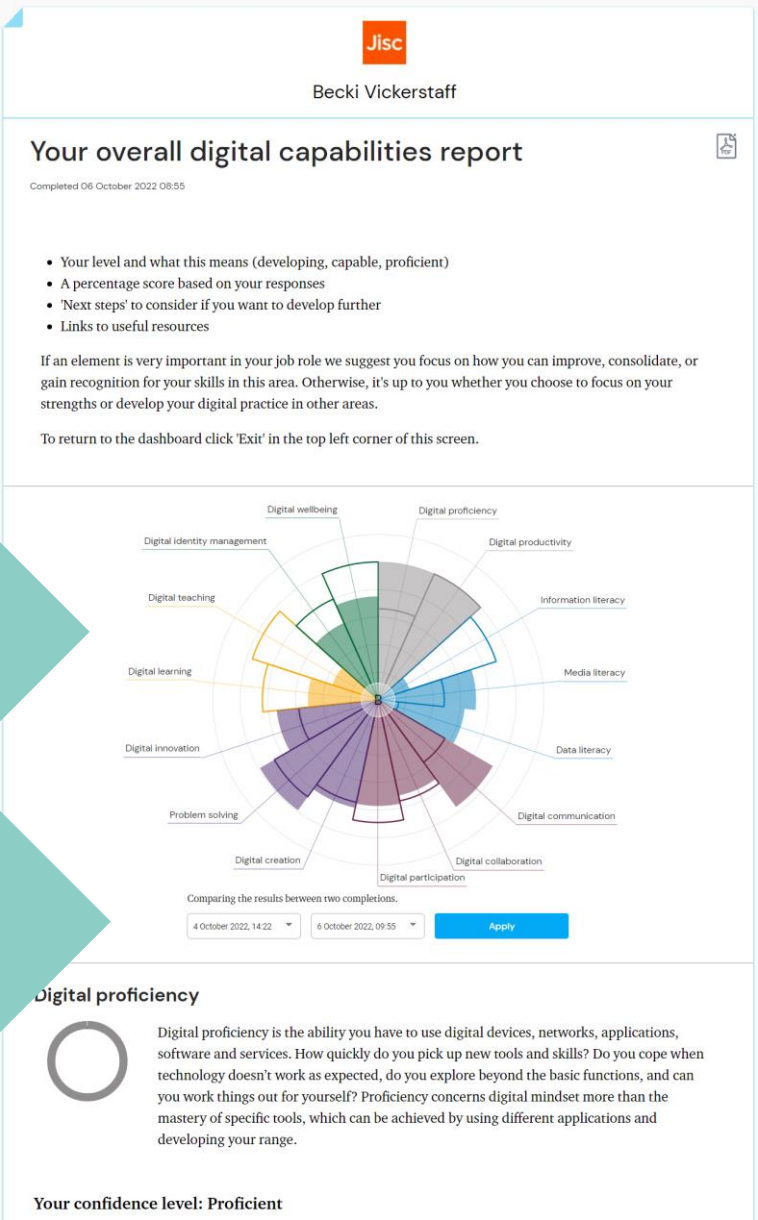
For illustrative purposes

Personalised reports



Overall digital capability radar

Report comparison overlay

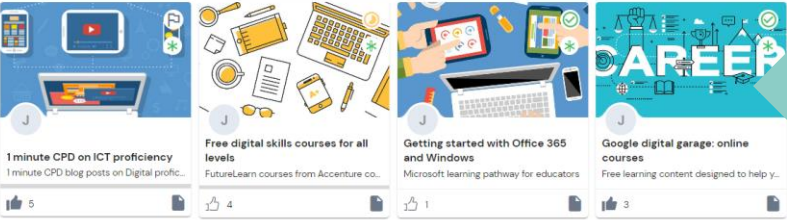


Consider how your digital expertise is recognised in your work, eg by accrediting some of your skills. You could also consider supporting others with their digital skills eg by acting as a staff representative, or by taking on a role as a digital mentor or buddy.

Next steps

- Consider accrediting your IT skills with a professional body, or with a specialist IT qualification
- Commit to trying something new every day for a week, or every week for a month. You could use your online networks to share your progress and encourage colleagues to join you
- If supported by your organisation, look for alternatives to the software you use for regular tasks. Some standard software applications have cut-down, web-based, open and free versions available. Could you benefit from an update or an alternative? Or try these on your own devices
- Look at the bigger picture: what digital skills will you and your organisation need in 2 and 5 years' time? Talk to your head of department, team leader or mentor about the development opportunities you need
- Take some time to find out about the environmental impacts of using digital systems and services. (eg carbon footprint of sending and storing emails). Consider sharing these with colleagues or working with others to produce guidelines about this
- Make sure you are aware of the legal requirements around digital accessibility but also consider the wider aspects affecting access and inclusion

Next steps

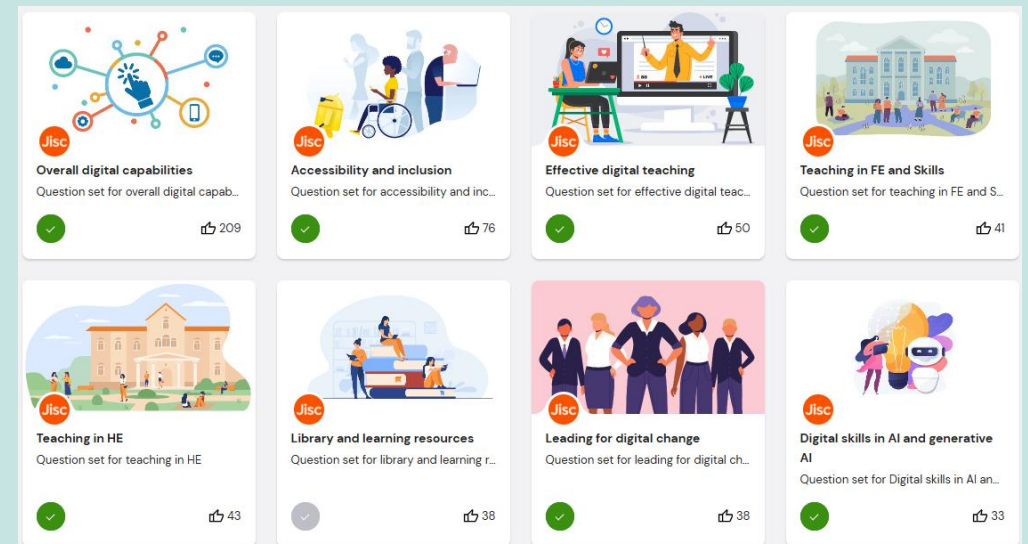
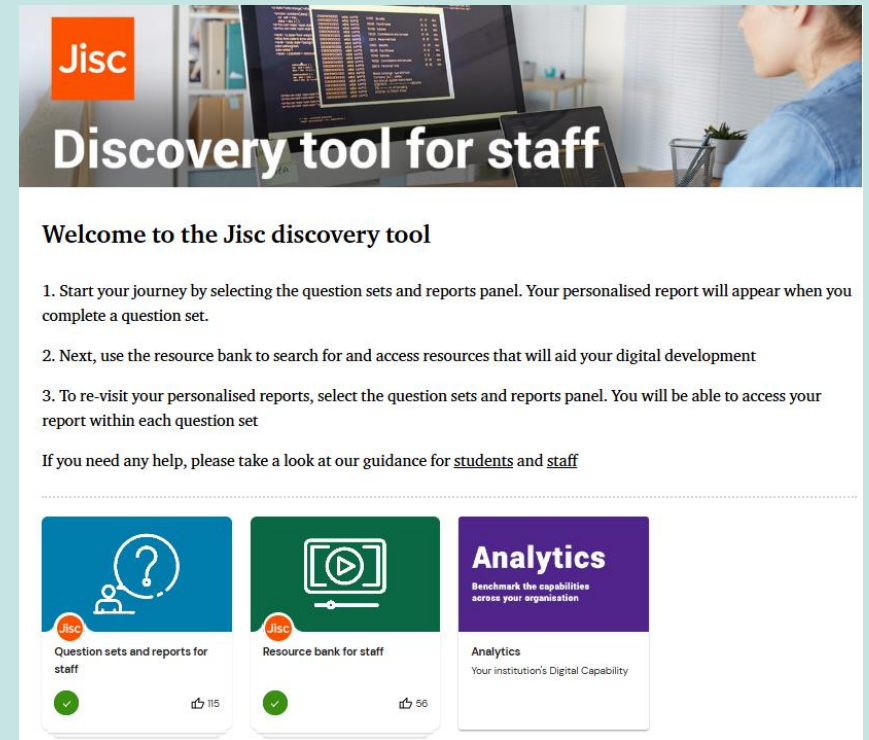


Links to resources

For illustrative purposes

Staff question sets

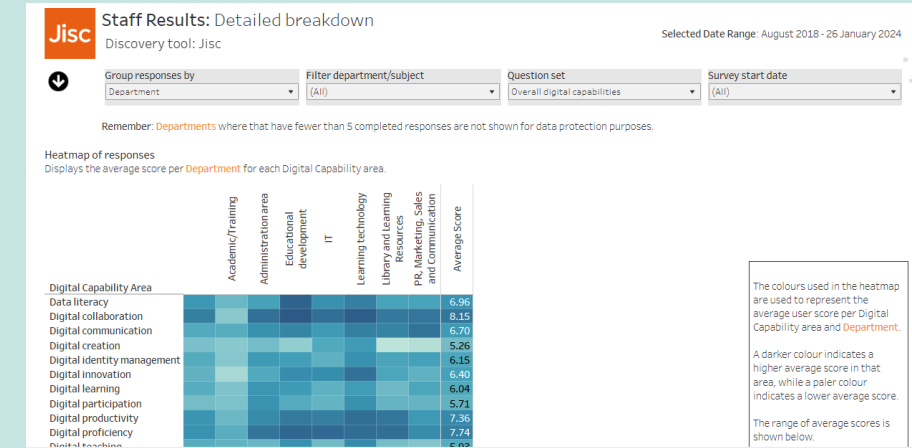
- Overall digital capabilities
- Accessibility and inclusion
- Teaching in HE
- Teaching in FE and skills
- Effective digital teaching
- Digital skills in AI and Generative AI
- Library and learning resources
- Leading for digital change



Importance of data driven decisions

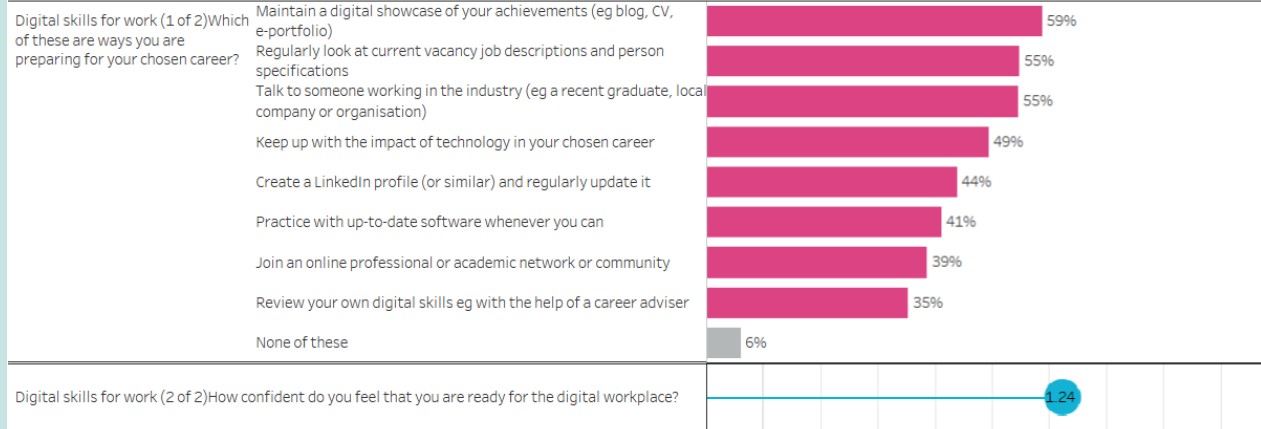
Data insights

- Data used to benchmark digital confidence
- Staff focused interventions based on detailed data
- Increasing use of digital capability to support TEF, KPI's etc
- Senior leadership interest in digital skills growing
- Investment in data analytics



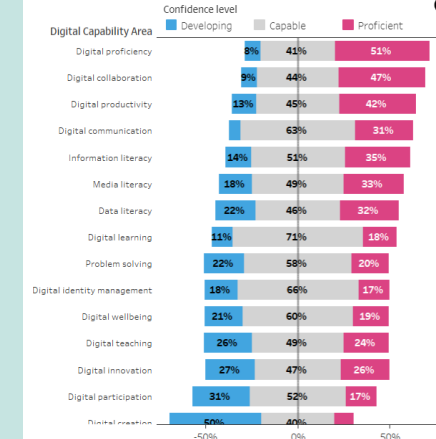
Response options breakdown per question

Digital Capability area: Digital skills for work | Subject: *



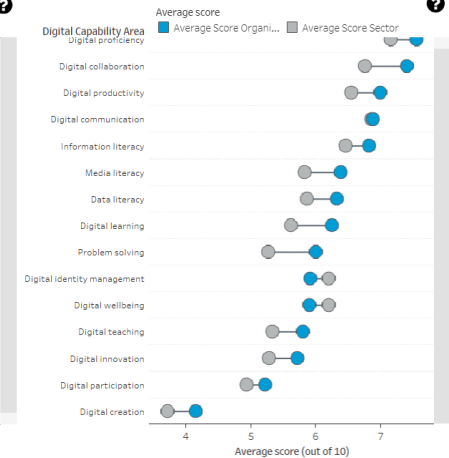
Results breakdown by confidence level

Question set: Overall digital capabilities | Subject: None



Comparison with Higher Education sector

Question set: Overall digital capabilities | Department: None



Digital capability as an institutional priority

Key stakeholders

- One team cannot support digital skills alone – combined approach needed
- Digital capability responsibility for all
- Embed digital skills into initiatives and processes such as appraisals, new starters
- University wide stakeholders critical e.g.
 - Senior leaders
 - HR/Organisational development
 - Learning Technologists
 - Careers departments
 - Student Services
 - Academic leads
 - Team managers

Leeds Trinity University

Patrick Turner - IT Systems Trainer

Embedding the JISC Discovery Tool into University Culture


Patrick Turner
IT Systems Trainer




IT Systems Trainer

- Role created around the time of the pandemic
- Offering a training portfolio to support staff with the introduction of new technologies; mainly MS Teams and associated apps
- Researched systems for staff to self-assess their digital capabilities and confidence (knew that this would eventually form part of the progressive digital skills programme)
- Went with JISC's Discovery Tool
- Spent time creating a layout that pointed staff in the direction of LTU resources and approved tools (internal training, guidance and external resources such as LinkedIn Learning)





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IT Systems Training




J

Modern workplace training: Office 365
A series of Microsoft Office 365 tutorials to ...

13







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Raindrop.io
Bookmark manager for all internet browsers

19







J

Google Workspace learning center
Training videos and tutorials on how to use G...

20







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Managing time and stress
Part of the Succeed@Solent online course fo...

17







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ICDL Professional: Digital skills for occupational effectiveness
International Computer Driving Licence offer...

7







Jisc

ICDL Workforce: digital skills for employability and productivity
International Computer Driving Licence offer...

8







J

The complete guide to time blocking
Introduction to the productivity method of ti...

6







Jisc

Accessibility (Apple)
Accessibility page from Apple showing how t...

3







J

Cloud computing, innovation, GDPR and you
Jisc guide on using the cloud to provide a b...


1






J

Cloud computing: a simple introduction
Offers information on different models and a...





Jisc

Converse, collaborate, and build community in Teams
Microsoft module that introduces Teams as a...

2

- LTU Digital Capability Resources



Audience: Academic Staff

This resource area aims to support JISC's 'Discovery Tool' by providing links to all relevant institutional training guides. The initial support will focus on the 'Effective Online Teaching' question set.

New technologies can offer wonderful ways to improve our working and teaching practices, and to expand the services we offer our students. However, it is important that we assess and introduce new technologies safely, to ensure these complement the existing applications we already have in place at Leeds Trinity, maximise the use of existing tools and technologies, provide a consistent student experience, offer adequate support and training, and that our tools are accessible, secure and compliant with data protection regulations. Our current approved list of software and services can be found below but we are reviewing this all the time. If you would like to discuss the use of a new piece of technology or new web based service that is not on this list, please contact IT helpdesk for advice in the first instance.



[Approved IT Software and Services](#)

[Click the link to the side](#)

Here you will find a number of links that will direct you to helpful support and guidance for teaching online:



[IT Systems Training website](#) (book onto LTU training sessions and find additional useful support)

[Moodle Guidance](#)

[Getting started with Microsoft Teams](#)

[Technology by Teaching Phase](#)

[A collection of resources to support the development of online learning](#)

[Online teaching and learning: context and principles](#)

[Student Engagement](#)

Here you will find links to some excellent external training resources and courses:

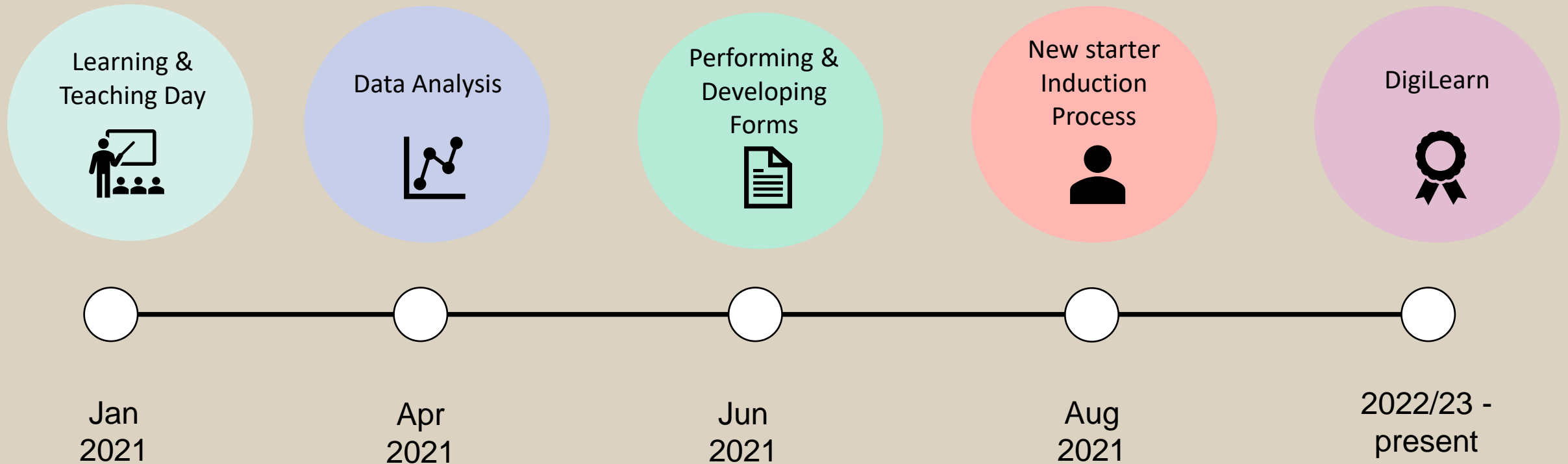


[Microsoft Educator Community](#)

[LinkedIn Learning](#)



Timeline of Key Events





Learning and Teaching day

January 2021

- All academic staff invited to a Learning and Teaching day.
- 30min slot to explain the Discovery Tool, how to log in, sign up and navigate around the platform.
- Time scheduled in the day to complete the 'Effective Online Teaching' question set.



Data Analysis

April 2021

- Staff given a few months to complete the question set
- Data extracted and analysed
- Four areas highlighted to focus training around
- IT Systems Training portfolio updated to reflect staff needs
- Mapping exercise completed with LinkedIn Learning resources



Performing and Development Forms

June 2021

- Worked with People and Culture team to add formal question to academic P&D forms (mandatory)
- Introduced the 'Overall Digital Capabilities' question set
- Asked to discuss their reports with line managers to set objectives for the following 6 months
- Staff complete the question set on an annual basis



New Starter Process

August 2021

- 'Overall Digital Capability' question set embedded into the 'New Starter' process (mandatory).
- Written into induction forms that are sent to new starters and their line manager.
- Outcomes of the Discovery Tool report used to create specific objectives for the new starter's 6month probation.





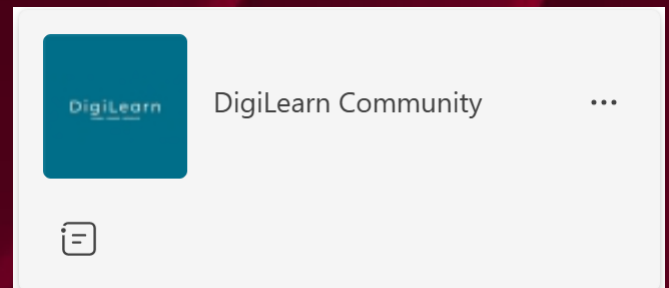
Leeds Trinity
University

DigiLearn

2022/23 - present



- Launched university wide progressive digital skills programme, DigiLearn.
- Progressive levels where staff demonstrate and evidence their digital capabilities within their working practices.
- Level 1 requires staff to ensure they have completed the 'Overall Digital Capabilities' question set, alongside other core digital skill development activities.
- Level 1 is mandatory for all staff to achieve within 12months.
- Academic completion: **94%**
- Utilised DEI customised questions to measure impact.



The key to successful implementation

- Get leadership onboard.
- Create dedicated time/events.
- Embed into other initiatives to highlight the importance.
- Show how it benefits them!
- Keep promoting the service through various channels.



Thank you



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Thank you

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