

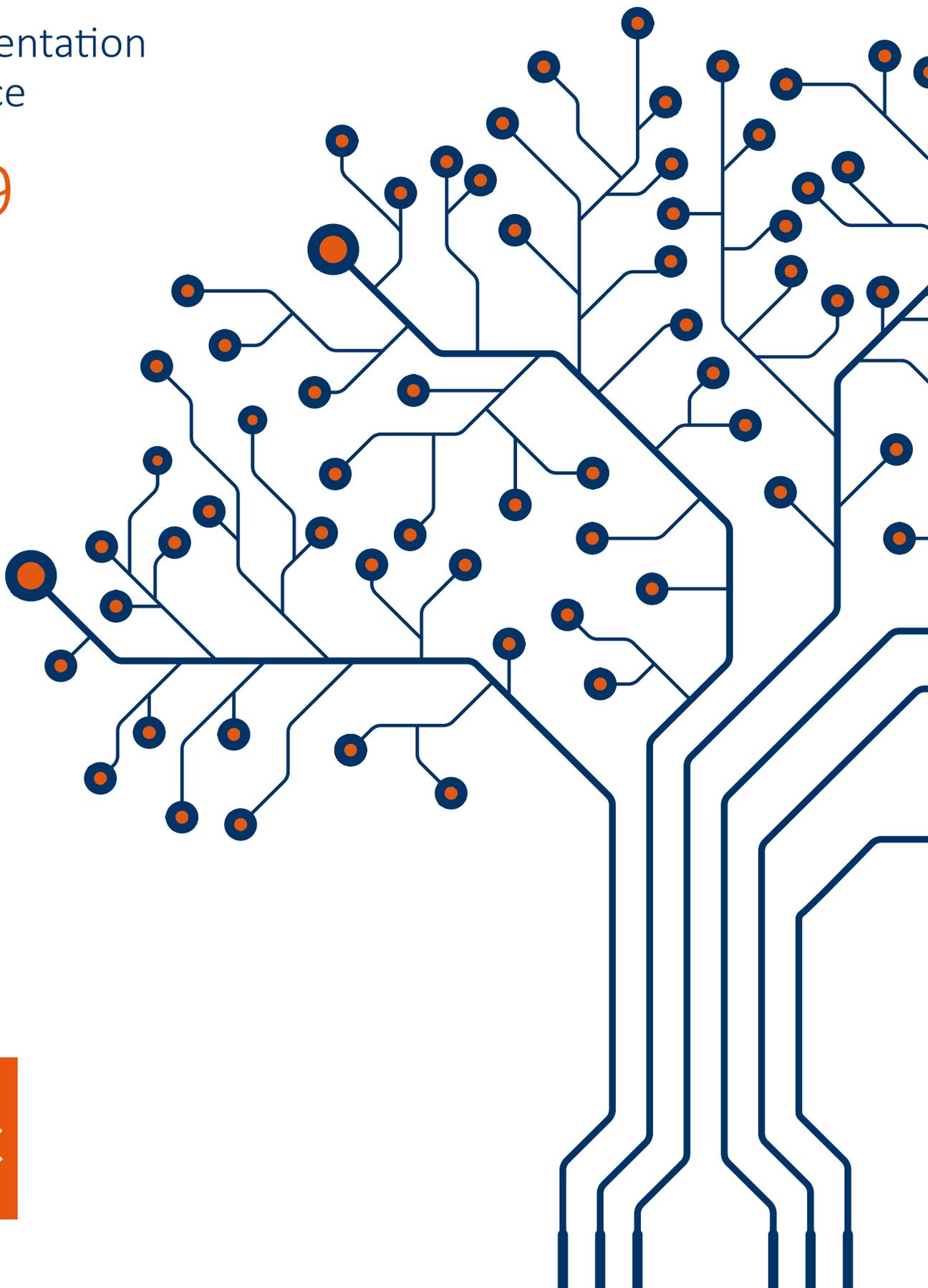
# Digital 2030



Llywodraeth Cymru  
Welsh Government

Implementation  
Guidance

2019



Jisc

This guidance is designed to help post-16 learning providers implement the Digital 2030 strategic framework. It includes practical pointers to consider at each stage of implementation. We have used feedback gathered during consultation with the post-16 sector to help inform the guidance, and to illustrate how individual providers are starting to implement their own digital strategies.

Like Digital 2030 itself, the guidance is not intended to be prescriptive, but can be used flexibly to reflect individual providers' starting points and priorities.

**Click on the headings to navigate through the guidance.**

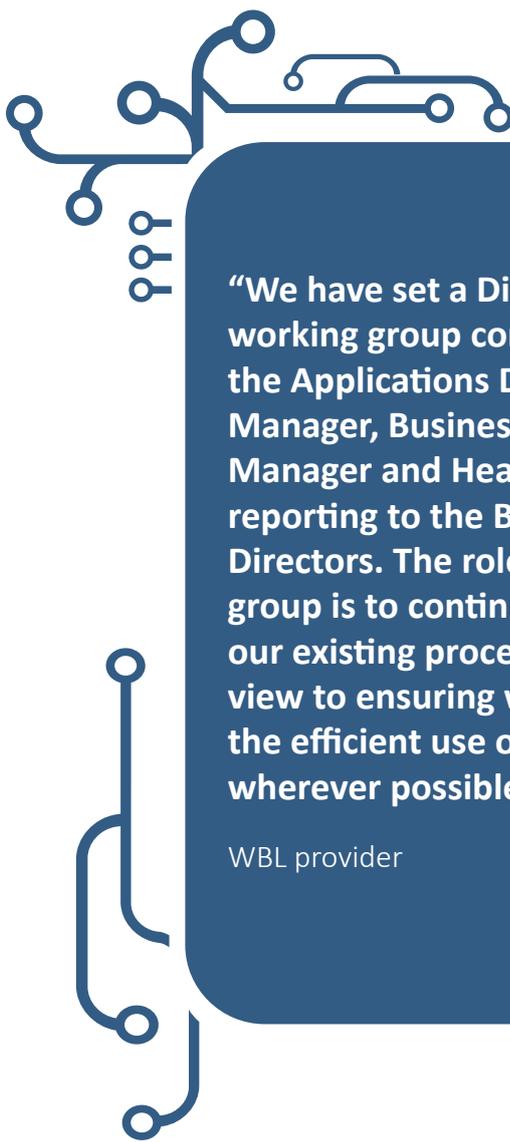


# Senior leadership commitment

- Senior leadership buy-in is crucial for any change to take place. We heard this message consistently at every Digital 2030 workshop and meeting. Cultural and practical changes need to be driven from the top down and embedded across the organisation – not left to a few enthusiastic “champions” with no real influence.
- Your organisation’s board needs to understand the opportunities presented by digital technology, and how it can enhance learning and efficiency. They do not need to understand the details, but should have a clear vision of how the organisation may need to adapt to technological change.
- Does your board include any members with digital expertise who can lead on “horizon scanning” and understanding the opportunities and risks of technological change? How can you make best use of this expertise – or bring it in, if necessary?
- Consider whether your board and senior leadership team need to receive training on the use of digital technology to support the organisation and enhance learning.
- Digital 2030 isn’t about “technology for the sake of it”. Leaders need to look at how technology can be used to support your strategic aims and priorities, improve efficiency and help enhance learners’ experiences.
- The Digital 2030 objectives are a tool which can be adapted to meet different providers’ needs and starting points. They are not meant to be prescriptive, and some areas may be more relevant or more of a priority than others.
- How does your organisation gather feedback from learners and staff about how they use and want to use digital technology? Are there issues with infrastructure, connectivity or staff training that might be limiting the possibilities?

How does this information inform your investment decisions?

- If Digital 2030 achieves its aims, consideration of digital solutions will be built into planning and evaluation by default; so this consideration should form an integral part of the decision-making process.
  - For example, the sign-off of strategic/ business plans should include discussion on whether technology is enabling or inhibiting the organisation from achieving its aims.



**“We have set a Digital Strategy working group consisting of the Applications Development Manager, Business Intelligence Manager and Head of Quality reporting to the Board of Directors. The role of the group is to continually review our existing processes with a view to ensuring we maximise the efficient use of technology wherever possible.”**

WBL provider

# Communications and stakeholder engagement

- To be effective, endorsement needs to come from the top of the organisation and messages need to be aligned with your vision and values. Consider how you can show digital learning as supporting and enhancing what you are already aiming to deliver as an organisation.
- Does your organisation have a specialism or unique selling point that can be the centrepiece of your communications about digital learning – for example, delivery of a subject/sector using cutting-edge technology?
- Do you have enough information about the needs and expectations of learners in relation to digital learning? Specific surveys such as [Jisc's digital experience insights](#) (designed for staff and learners) could help.
- Do you have enough information about the needs and expectations of employers in relation to digital learning, and how are you using labour market information to help with this?
- Consider inclusion and accessibility issues; some learners may not be able to use digital technologies at all, or may need extra support to do so. Some learners may require technology-enabled approaches (and support in their use) to fully engage with their learning programme. Your communications need to reflect the diversity of learner experiences and needs, so that people do not feel intimidated or excluded.
- How can employers and other partners be engaged in efforts to equip learners to use technology in the workplace? Can digital methods be used to aid communication and collaboration with your partners?
- Buy-in from staff is essential, and cultural change may be needed to avoid digital being seen as “another layer”, or adding to workforce stress.
  - Involve staff in considering how technological solutions can help them and their learners, rather than increasing their workload; and in deciding whether technology is actually the right or only answer to a problem.
- Which staff need to be engaged in the digital agenda, and why? Consider whether your priority should be working with certain groups (such as those in curriculum areas with the most digital content).
- How are you including sub-contractors, employers and other delivery partners in setting your priorities for digital learning?

# Implementation

- We recommend using the Digital 2030 objectives as a starting point to evaluate your organisation’s approach to digital learning, if you haven’t already done so.
- The objectives are a starting point, but can be adapted to meet your organisation’s needs. You may wish to start with a comprehensive review, then choose to focus on those areas where there are concerns, or those which fit best with your organisation’s priorities and values.
- When you have identified your own organisational objectives, assign owners for specific objectives or actions – owners could be individuals or groups working within a functional area, or working across different areas within the organisation.
- Objectives can be built into work plans, job descriptions and performance reviews; they could form part of a separate digital action plan, but this is not essential.
- Objective owners need to be empowered to drive organisational change; if they are not budget-holders and decision-makers themselves, they need clear mechanisms to influence those who are. Consider how regular reports to the board, senior leadership team, or relevant committees could help.
- Consider whether your organisation should have its own ‘digital vision’. Does the overall Digital 2030 vision work for this, or do you need a customised version? If you already have a vision or strategy, does it need to be updated to reflect the scope of Digital 2030?
- Explore how available tools and resources can be used to support the delivery of your provider’s digital vision. What support is available, from Jisc or elsewhere, to review your digital capability and help set future priorities?
  - If you have already done a digital capability review, what progress is being made?
- What are the main barriers and risks to implementation, which of these are within your organisation’s control, and which could be addressed with support from partners?



**“Having undertaken a Jisc Apprenticeship Digital Delivery Review, we are developing an action plan for implementation in line with the drafted Digital 2030 framework. Key to this will be the development of an organisational strategy and the creation of a culture which embraces the use of a range of digital tools to enhance learner skills and the learning experience.”**

WBL provider

# Mainstreaming

- Digital learning objectives will cross over a number of functional areas in any learning provider (including, for example, capital investment, teaching and learning, staff development and quality). Over time, relevant objectives and targets should be integrated into your policies, strategies and plans in these areas.
- Conversely, consider how the use of technology could help to achieve other organisational objectives, and/or to monitor their outcomes. Examples could include:
  - Using tracking systems to monitor and improve learner retention
  - Developing apps to support learner wellbeing and mental health
- Beware putting all of the responsibility for digital technology onto one or two “enthusiasts”; responsibility needs to be shared across teams and functions, including areas such as human resources, finance, technical support and estates as well as teaching and learning functions.
- You may wish to set up a steering group to co-ordinate and oversee implementation, or build digital technology into the remit of existing groups. Use tools like group terms of reference, standing items on agendas, and action plan templates to ensure that digital objectives have sufficient regular attention.
- Use the Professional Standards for further education teachers and work-based learning practitioners to embed expectations into job roles and performance reviews. The standards commit practitioners to:
  - using a range of media, including digital, effectively to enhance the learning process; and
  - developing [their] own literacy, numeracy and digital literacy skills along with other appropriate professional skills.



**“Significant developments have already taken place within the area of curriculum delivery and assessment, but consistency needs to be addressed. Examples of digital innovation and enhancement have already been piloted and implemented in identified curriculum areas. This work needs to be showcased, and expectations timelined and monitored for other curriculum areas.”**

FE institution

# Monitoring and evaluation

- Remember the “so what?” question:
  - What impacts and benefits are you trying to achieve through using digital technology? For whom?
  - Does everyone have a shared understanding of what those impacts are, and are all their efforts pulling in the same overall direction?
  - How will you know if the benefits have been achieved?
- If your digital objectives have been mainstreamed into other plans and policies, rather than having a separate action plan, consider how you will evaluate overall progress towards the Digital 2030 vision. Can they be flagged so that reports can be created if required?
- Consider how you can use your learner engagement structures to help understand learners’ views on digital learning, and to involve them in choosing, implementing and evaluating products such as virtual learning environments and apps.
  - Be careful not to make assumptions about what learners want and need – and beware the [“digital native myth”](#). Research has found that millennials use technology in the same way as older people, to passively soak up information. [Other theories](#) about the use of digital technology also exist! So you need to focus your evaluation on how digital learning has actually enhanced and developed the learning experience – not just use it as another delivery mechanism.
- What difference has the use of technology made to learners’ experiences and outcomes? How do you know? Can tools such as Jisc’s digital experience insights help?
- When introducing new systems or products, ensure that you have a clear business case that can be used as the basis for evaluation, and build in user feedback at every stage.
  - How can the Digital 2030 aims and objectives be referenced in your business cases, so that you can ensure investments are in line with the overall direction of travel?