



9. How are we building the digital capabilities of student-facing staff?

- » Effective practice is shared via e.g. online case studies, 'show and tell' events, multi-role projects
- » All student-facing staff have access to professional development in using digital technologies e.g. workshops, mentoring
- » Teaching staff have support to embed digital technologies into courses of study with awareness of the educational implications
- » Initial and continuing professional development for teaching staff incorporate digital methods as both subject matter and method of participation/assessment
- » Staff who contribute to digital innovation are celebrated e.g. via special awards, at a conference or other events
- » Staff interest groups and communities of practice are actively supported e.g. around particular devices or software systems, roles or subject areas
- » Digital capabilities are recognised as important learning outcomes/attributes and are explicitly considered in curriculum design and review
- » Digital expertise is included in appraisals, job descriptions, etc. and linked with relevant professional frameworks e.g. UK PSF, HEA fellowship, SCONUL, CMALT
- » There are credible routes to career advancement for digital innovators: flexible workload modelling and flexible timetabling ensure that innovative approaches are not penalised

Benefits:

Head of e-Learning: 'Different members of the team need to be interfacing with different services. So now we work with careers around e-portfolios and online identity and we work with disability assist and learning support to make sure students are getting the most out of their devices.'

New lecturer: 'I'd never even commented on anything online before [the PG-CAP course] - now I've just uploaded a video piece to my academic blog and I'm thinking about how I could get my placement students to do something similar.'

For more information, visit: bit.ly/jisc-digitalstudentproject