Digital 'lens' on the UK PSF: supporting the digital capabilities of teaching staff in UK HE

DRAFT for consultation
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Mapped to 2011 version of the UK PSF
Mapped to new Dimensions of Practice for Senior/Principal Fellows 2015

Comments are enabled in this public draft. Or you can contact me directly: helen.beetham@gmail.com. Click here for an earlier version of this resource, developed in collaboration with SEDA and with valuable case studies from a range of HE professional bodies.

For each element of the United Kingdom Professional Standards Framework (UKPSF), this resource:
● Identifies how staff might develop and/or demonstrate this element through activities in a digital setting or with a digital flavour
● Provides links to relevant resources for building digital practice and know-how
This resource can also be used by professional staff who are seeking accreditation via the UK PSF for relevant aspects of their role, e.g. staff who support the use of technologies for learning and/or support the development of digital literacies.

Area	Demonstrated in a digital context	Resources
A1: Design and plan learning activities and/or programmes of study	Write learning outcomes that include relevant digital skills and/or relevant uses of digital technology on the part of students. Reflect how digital tools, methods and influences are changing the subject area, e.g. by including new topics, options or examples in course material. Design opportunities for students to use subject-specific technologies	Resources on Curriculum Design from the HE Academy Resources from the Jisc *Developing Digital Literacies* programme to support curriculum design and planning: Developing digital literacies in the curriculum: slide deck Understanding Learners' Needs

	in authentic contexts. Design opportunities for students to express ideas in digital media, especially if they can share those ideas publicly. Design opportunities for students to record learning and achievements in digital media for reflection and review. Design learning activities that support the development of students' general digital capabilities. Design assessment regimes that recognise relevant uses of digital technology on the part of students, or that allow a range of technologies to be used to achieve and evidence the outcomes. Plan to offer a diversity of learning experiences and media to support and engage different students. Make effective use of learning design tools and systems to support the design/planning process. ***Senior/principal fellow:*** Develop curriculum design and quality enhancement processes to make effective use of digital technologies e.g. in design, planning, scheduling, management, communication, workflows. Promote digital capabilities and concerns within staff/educational development. Practice and advocate for digital scholarship.	Digital literacies design proforma Principles and practice cards Bloom's Digital Taxonomy Learner activity cards Mapping spaces, tasks and tools from the Institute of Education and the University of the Arts, London Greenwich Five Resources Model of Digital Literacy and associated resources for curriculum mapping Jisc Guide to Developing digital literacies Viewpoints resources for running workshops on aspects of curriculum design, from the University of Ulster The 7 C's of Learning Design toolkit from the University of Leicester OLDSMOOC: learning design for a C21st curriculum (course content openly available) Using Technology to improve Curriculum Design, Guide from Jisc (mainly for use at department or institutional level) Resources from the Jisc *Curriculum Design* programme: Course Map, Pedagogical Features Card Sort, Pedagogy Profiler and Information Literacies Facilitation Cards from the OULDI project. All can be found in the OULDI toolbox Inter-disciplinary inquiry-based learning model from the CoEducate project Learning Design widget from the CoEducate project

		[Snakes and Ladders](#) curriculum design process from the UG-Flex project
		[Rough Guide to Curriculum Design](#) from the T-SPARC project
		[Writing student-facing documents](#) from the PREDICT project
A2: Teach and/or support learning	Use digital technologies to enhance teaching/learning interactions e.g. lecture theatre and classroom technologies, live voting systems, videoconferencing Use digital technologies to support synchronous learning e.g. via webinars, videoconferencing. Use digital technologies to support asynchronous learning e.g. discussion forums Support students to find, choose and evaluate online resources relevant to their learning e.g. OERs, data sets, online journal articles and e-books, academic blogs and web sites Actively support students in virtual discussions and collaborations e.g. using blogs, wikis, social networking environments, social referencing Support students in digital peer and collaborative learning. Develop and make available digital resources to support learning e.g. podcasts, screencasts, online presentations, video, open educational resources, reusable learning objects. Design online learning activities using a variety of VLE-based or free-standing tools. ***Senior/principal fellow:*** Support others to teach and/or support learning effectively in digital	[Newsletters and journal articles](#) from the Association for Learning Technologies Look for teaching tools on the [EdShelf site](#) - curated by teachers across sectors. The Intute [Virtual Training Suite](#) provides excellent introductions to choosing and evaluating online resources. Advice from [Jisc Digital Media](#) on finding, managing and creating digital materials for learning and teaching [Tech Trumps resource](#) from the University of Exeter highlights teaching learning uses of popular technologies [Briefings](#) from the JISC Developing Digital Literacies programme cover a variety of tools and technologies Jisc Quick Guide: [Developing students' digital literacy](#) A [list of curriculum technologies](#) and [lessons learned](#) from Jisc projects on curriculum delivery. Technologies for teaching and learning are exemplified in the [Effective Practice with e-Learning](#) publications from Jisc.

	settings. Develop organisational policies/strategies/frameworks for learning and teaching that incorporate digital approaches (e.g. 'e-learning' or 'digital literacy' strategies). Practice advanced scholarship of teaching and lead others in the scholarship of teaching with reference to the digital environment and context.	
A3: Assess and give feedback to learners	Assess work in a range of formats including digital formats as appropriate. Use digital technology to grade and give feedback on electronically submitted assignments. Provide audio feedback or digital annotation feedback. Support students to understand the reports from plagiarism detection systems and to use them developmentally. Support students to use e-portfolio systems and other records of their learning e.g. for self-assessment, reflection, review, planning and showcasing achievement. Use digital collaboration, annotation and discussion tools to support peer assessment and review. Use computer-aided assessment or assessment management systems to design and deliver effective, developmental assessments. Support and encourage digital peer and group assessment. ***Senior/principal fellow:*** Develop organisational policies/strategies/frameworks for assessment	NUS benchmarking tool on assessment and feedback Jisc Assessment guides Tools and Resources from the Jisc Assessment and Feedback programme Outcomes relating to assessment and feedback from the Jisc Curriculum Design and Delivery programmes Jisc Effective Practice with e-Portfolios Jisc Guide Getting Started with e-Portfolios Jisc Digital Media Guide to using digital media in an e-portfolio

	that incorporate digital approaches.	
A4: Develop effective learning environments and approaches to student support and guidance	Support students' use of digital tools and resources in the curriculum. Provide an induction experience that prepares students to study effectively with digital technologies. Work with other professionals to help students behave safely, responsibly and professionally online and to develop a positive digital identity. Work with other professionals to support students' use of their own devices, applications and services and ensure they have access to assistive technologies. Support students individually and in groups using digital communication tools (e.g. online mentoring, workplace support, personal tutoring, coaching, peer assistance) Support students to record progress and achievement in an e-portfolio system or similar. Design guidance and support materials to be accessible on a range of digital devices and platforms. ***Senior/principal fellow:*** Contribute to a strategy for the digital environment and/or the student digital experience, ensuring inclusivity and accessibility. Ensure student support and guidance services are using digital technologies effectively and are taking account of students' own digital practices and needs.	Outcomes from the Jisc Digital Student project including Jisc/NUS benchmarking tool: assessing the Student Digital Experience Jisc Guide: Retaining Students Jisc Guide: Safeguarding Learners online Digital skills and values blog post Jisc e-portfolio guides as for A3. Jisc Designing Learning Spaces publications and case studies SCONUL seven pillars of information literacy including a digital literacy lens Jisc infoKit Effective Use of the VLE Jisc InfoKit Designing Learning Spaces Learning Spaces Toolkit from SCHOMS, AUDE and UCISA (draft version)

	Contribute to a strategy for learning spaces, taking into account the need for access to networks, power, security, and flexibility to support multiple modes of learning/teaching.	
K1: The subject material	Understand how digital technologies are changing the scholarship of the relevant subject area, including: content; method; theory; contexts of practice; ethical issues; research questions. **Senior/principal fellow:** Contribute to the development of new digitally-based methods, theories, research questions/areas or practices in the relevant subject area.	Discipline/professional body journals, repositories, online communities and discussion lists Resources from the HE Academy by subject area Digital content from Jisc Open access journals in the relevant subject area
K2: Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme	Try out new pedagogical approaches, with the support of colleagues. Stay up to date with current best practice in learning and teaching e.g. through membership of relevant digital networks and interest groups. Share teaching and learning ideas e.g. via newsletters, discussion lists, showcases etc. **Senior/principal fellow:** Contribute to the development of new teaching, learning and assessment methods in the subject area. Contribute to the scholarship of practice: researching, evaluating and embedding new approaches to learning, teaching and assessment.	Newsletters and journal articles from the Association for Learning Technologies Resources from the HE Academy by subject area Resources on Innovative Pedagogies from the HE Academy Flexible Pedagogies: Technology Enhanced Learning from the HE Academy What is digital pedagogy? from HybridPedagogy UNESCO Media and Information Literacy Curriculum for Teachers Publications from EDUCAUSE (US based but often relevant to the UK) Specialist educational technology journals such as IETI, BJET, JIME

K3: How students learn, both generally and within the their subject/discipline area(s)	Understand how digital technologies are changing the learning experience, graduate attributes and outcomes, and the world of work. Be aware of new educational theories and ideas informed by the impact of digital technologies on the contexts and processes of learning. ***Senior/principal fellow:*** Contribute to our understanding of how students learn in technology-rich contexts.	Outcomes from the Jisc Digital Student project including Jisc/NUS Student Experience Benchmarking tool Research into students' approaches to and experiences of learning in a digital setting e.g. outcomes from the Jisc learners' experiences of e-learning programme. Evaluation of Learners' Experiences of e-Learning SIG Jisc Learning in a Digital Age Resources from the Jisc Digital Literacy workshops on assessing the needs of learners and responding to the needs of learners Three approaches to understanding how students learn
K4: The use and value of appropriate learning technologies	Stay up to date with emerging technologies and their educational applications. Identify, critically evaluate and choose technologies to support a particular course of study and/or a particular cohort of learners. Plan a range of authentic course activities with digital technology. Evaluate and gain student feedback on the outcomes. **Senior/principal fellow:** Contribute to organisational strategies and policies on the use of appropriate learning technologies. Contribute to organisational decisions about technical systems where these impact on future teaching/learning practice, understanding the implications for innovation, sustainability, accessibility and inclusivity. Lead learning technology specialist teams within an educational	SEDA Embedding Learning Technologies award Jisc e-learning webinars Various MOOCs (massive open online courses) such as the OCTEL MOOC and Blended Learning Essentials, both run by ALT, and the Open University Learning Design MOOC Does Technology Enhance Learning? from the UK TLRP Visitors and Residents approach to evaluating digital services and tools Jisc Guides on Accessibility - the value of learning technologies in supporting access Newsletters and journal articles from the Association for Learning Technologies Teaching tools on the EdShelf site - curated by teachers across sectors

	setting.	[Twenty tips on using learning tech in HE](#) from the Guardian
K5: Methods of evaluating the effectiveness of teaching	Use digital tools and media to gather evidence of learner experience and outcomes, e.g. online surveys, social media, system data (analytics), digital recording (audio, video), elicitation techniques. Use digital systems to analyse evidence e.g. quantitative and qualitative analysis software, tagging, data visualisation, data mining, analytics. Use digital media to communicate the outcomes of evaluation e.g. infographics, data visualisations, web pages. **Senior/principal fellow:** Lead research and evaluation projects in teaching and learning with digital technologies. Practice, promote and disseminate the scholarship of teaching in digital environments and settings.	Jisc [Guidance on Learner-centred Evaluation](#) Jisc [Describing and Evaluating Practice](#) resources Jisc [Learners' Voice](#) publications Findings from Digital Student project on [engaging learners in dialogue](#) about their digital learning experiences [Data collection tools](#) from DiRT
V1: Respect individual learners and learning communities	Respect learners' desire to use their own digital devices and services to access learning opportunities. Provide learning materials in a range of accessible media wherever possible. Support learners to adapt and customise their digital learning environment (devices, services, applications, resources). Use digital networks to build communities of learning, centred on learners' own interests and motivations.	Jisc Digital Student [outcomes on digital inclusion](#) Jisc [Guides on Accessibility](#) - the value of learning technologies in supporting access [Jisc Digital Media](#) advice on sourcing, managing and creating resources in a variety of media [Support for learners to bring and use their own devices](#)

	Involve learners as stakeholders in the design of digital activities and learning opportunities. ***Senior/principal fellow:*** Contribute to policies, strategies and practices that support learners' use of their own digital devices, services and applications ('Bring Your Own'). Involve learners as stakeholders in the design of courses of study and the overall digital/information environment. Contribute to the development of professional learning communities including online.	
V2: Promote participation in higher education and equality of opportunity for learners	Provide re-usable digital versions of course materials to support a diversity of learning needs. Demonstrate commitment to widening participation through use of accessible digital tools/resources in courses of study. Promote opportunities for learners to elect their own forms of assessment, including digital forms. Provide access to learning for students with physical, sensory, geographical and other constraints. Recognise inequalities of digital access and opportunity among learners and work to reduce the impact. Promote and take part in open educational practices, encouraging open participation by all who can benefit. Challenge unhealthy digital behaviours e.g. bullying, shaming and inappropriate content and work to promote a culture of respect. Promote collaborative learning and sharing of learning materials	Jisc Digital Student outcomes on digital inclusion Jisc Guides on Accessibility - the value of learning technologies in supporting access Jisc Digital Media advice on sourcing, managing and creating resources in a variety of media, including advice on the use of mobile platforms (learners' own devices) Jisc Digital Literacies programme: findings on 'Bring your Own' OER commons, providing tools and resources to support open release of educational materials as well as access to a wide range of existing OERs NUS motion on 'coming of digital age' and statement of young people's iRights

	across boundaries of institutions, national and linguistic cultures, and subject areas. ***Senior/principal fellow:*** Develop or extend accessibility and widening participation strategies to include digital technologies, having assessed the opportunities and risks to equality of opportunity. Review the overall digital experience of learners and ensure it promotes engagement, participation and a sense of belonging.	
V3: Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development	Make use of available evidence in choosing, adapting and applying digital approaches. Undertake continuing professional development through digital networks, resources and development opportunities. ***Senior/principal fellow:*** Lead research, scholarship and development projects to explore digital approaches to learning and teaching. Collate evidence of digital approaches to inform the continuing professional development of teaching staff and the development of institutional policies. Promote policies for digital training and the professional development of others.	ALT guides on aspects of technology enhanced learning: 'What research has to say to practice' Resources from Jisc ALT-C 2012 workshop on applying educational principles to curriculum design The Re-engineering Assessment Practices Project (REAP) principles of assessment and feedback design and associated case studies. *Rethinking Pedagogy for a Digital Age* (Routledge 2013) As K5
V4: Acknowledge	Contribute to debates about the appropriate role of digital technology	The Times Higher offers regular updates, opinion pieces and online

| the wider context in which higher education operates, recognising the implications for professional practice | in education: its positive and negative impacts; its risks and opportunities.

Contribute to debates about the responsibility of universities to support digital learners, develop digital capabilities, and build an open digital society.

Look after the health and wellbeing of self, colleagues and learners in contexts where digital technologies are extensively used.

Senior/principal fellow

Promote debate about the appropriate role of digital technology in education and the responsibility of universities to support digital learners, develop digital capabilities and build an open digital society.

Practice and promote open education and open scholarship.

Foster a digital culture and environment which support the health and wellbeing of staff and students. | debates on digital issues and the role of technology in changing the context of higher education.

See also the Guardian Higher Education Network (search for #digital).

The latest NMC Horizon Reports on technology in higher education |