Transcript of building digital capability webinar

# Preparing students for the digital workplace

(23 June 2020)

**Speaker: Lisa Gray**

Okay. Well, welcome everyone to one of our subscriber webinars. this is one of a series that we run to provide and support to you in making the best use of our building digital capability service in your organisations and I'll pop a little reminder of where you can find all of the links to these recordings at the end of the session. And today, our focus today is going to be hearing from you.

Now I'm just having a bit of trouble with my slide deck. So, if you just bear with me for a moment, I'll see what's happening and come back to you in a moment.

**Speaker: Sarah Knight**

While we wait for Lisa just to share the slides do put your name and organisation in the chat window. It's really nice to know here we've got with us today. And I know we have the new joiners to the service with us. That would be great for us to pop your name, introduce yourself.

**Speaker: Lisa Gray**

Apologies, best laid plans, it was working about five seconds ago. And let me just try and set that again. Something is not working right. Okay. Well, I might leave it, then in that case, as long as you can see them.

So today is really to share practice ideas and issues around the discovery tool and its implementation, to collectively reflect on what's working well any lessons learned, to gather, new ideas and use those ideas to inform service development going forward. So, particularly given our current challenges to also reflect on approaches that are working in our current online environments and I'm delighted that we were able to have three of you volunteering to come and share your experiences with us and we have run these implementation webinars previously so we do have a really nice growing collection of examples and we'll pop a link to where you can find those previous recordings in the chat, too.

So I'm delighted to be having Laura Hollinshead from University of Derby, Jo Parker is joining us from the Open University and we have also have Laura Riella from Edge Hill University and they're going to be sharing their approaches with us today. And the way we'll run the session is if we run through all of the presentations and then we can pick up in an informal discussion and answer any questions, pick up any discussion points at the end of the session.

So while I briefly introduce a few updates around the service before we start, do pop into the chat just one thing that you're hoping to take away from this session, that will be really helpful for us and hopefully you too in helping to inform future sessions that we run. We just have a few updates in terms of staffing around the service and you'll have seen them from our, our newsletter that we shared out last week that our colleague Heather Prices departed for new adventures. So, she's no longer with us. And so, we remain your key leads, and particularly me as your primary contact but delighted that we have Ryan who's joined us as well in the team now to pick up some of your queries as well. So, you'll be hearing from Ryan.

Shri's just moved on to a slightly different role focusing around new developments around the service. So you might hear a little bit more from me than you do from Shri but she will still be there to be a source of useful information too and Sarah and Clare as before. So, that's us in the service and just a little brief update on where we are with the service as a whole. So, we're just going to taking a piece of work at the moment to analyse some of the aggregated data that we have back around the usage of the tool which we're hoping will provide a really useful insights into how the tool is being used and what we can learn from it. So, we now have around 18,000 users in total from 62 subscribed organisations. Currently completed over 15,500 question sets and that's roughly distributed equally between staff and student usage. So, there will be a blog post coming around the findings of that analysis of the insights over the summer.

Our other big development is that we're just in the process of starting the development of a new question set again mentioned in our newsletter last week, but this is to particularly deal with the current situation we're facing, a question set aimed at teaching staff across HE and FE to help them self-assess their capability and confidence to plan design deliver and assess learning online, which is of increasing importance and that question set that will be launched in September.

We've also been doing some work with our LinkedIn Learning colleagues to provide an updated mapping of their resources to our framework and also to the element headings within our questions sets. And that's now available for you to use as a starting point iff you're thinking of surfacing some of those collections through the resource addition process. So, if you have any queries about that or want to discuss that any further do let us know. And we just had as well, I'm delighted that Ruth Cameron, one of our speakers at our recent community of practice event has also shared a blog post around their development of their digital capability framework that's going to be followed with some future blog posts over the summer.

And just a final mention that we're just starting a piece of work to try and gather some ideas and standards and evidence around business case development and that's to support the sector really in helping to make the case for building digital capability across the board, so if you do have any evidence or any business cases that you will be happy to share with us, or even just statements around impact around how the service is helping you meet the current challenge then please do share those with us and we'll be delighted to have those.

So that's enough speaking from me. I'm going to hand over now so that we can focus the session around and hearing from your experiences. So, I'll hand over to Laura to you to pick up on your story. Thank you.

**Speaker: Laura Hollinshead**

I'll just share my slides. I'll just get that going. And I always get unnerved at this because I can't really see what you're seeing. So I'm hoping my slides are coming up and tThat you can also see my lovely captions at the bottom whichare quite clever within Office 365. So, and I'm Laura Hollinshead from the University of Derby, I'm a learning technologist there and I'm going to talk to you today about contextualising the discovery tool for staff and students. And what we've done at the University. So our goal with this was aligned with our TEL strategy, which is now currently being amalgamated with our overall learning and teaching strategy and but will have elements that also align with what we had in there originally, which was our goal was to help build the digital capability of staff and students. And this is where we looked at using the discovery tool to help us with meeting that aim and getting staff and students to help reflect on their digital capabilities and look for opportunities for building on that, and building on that work.

So, we started out by trying to help contextualise the use of the tool and also the Jisc framework through creating a series of videos. The original one, What are digital capabilities you may recognise from within the discovery tool because Jisc are also utilising that to help kind of people understand the importance of digital capabilities and what they are. And we've tended to find that that terminology is something that students aren't as familiar with as something like digital skills. So, it's really useful to have that video to help kind of break it down and get them to understand what it is that we actually mean by that. We also then commissioned some students to create some further videos based on a script that I wrote around the different elements of the framework as well. So, we've also got short videos on explaining digital learning and development and explaining information and data and media literacy as well, which again, have been really useful in helping to kind of break down the different parts of the framework for students and staff to get them to understand that and we're quite pleased by the amount of views that we've got on this, so we've got 13,000 on the original video and we've got 2.3 and 1.3k on the other videos. So it's working out around about that for each of the videos we do have obviously that I’ve only put a couple on here but there's also a further four videos that do go into the other areas, the framework as well.

So, the next thing we looked at doing was building a staff course. and our staff course was built around learning objectives and were we got our staff to look at explaining the meaning of what is meant by digital capabilities and looking at how its applied across the university and getting them to evaluate their own digital capabilities and relate them to their current role as well. And then we looked at getting them to kind of describe the next steps for developing their own digital capabilities. So, this course was actually aimed at all staff within the institution, although what we did within the course is, we also then added additional, an additional breakdown of areas where staff could focus on thinking about the skills of those people that they manage and helping them to develop the digital capabilities as well as those people who had a relationship with students, which meant that they were in a position to assist them to think about their capabilities as well. So we tried to get them to think beyond just themselves and think about those other people that they have influence over within the institution and can help and guide in terms of their development as well. So within the course what we've done is really embedded the tool and the taught the course is kind of built around the tool on the basis that we contextualise why we are getting people to have a look at their digital capabilities, why we want them to review that and that becomes kind of a central part of that course. So that it gets academic staff, or sorry, all staff to really explore you know the importance of digital capabilities beyond just getting them to kind of reflect on that. So in terms of the amount of staff that we've had complete it we’ve had 290 staff who have accessed the course and around 142 of those staff have completed about 82% of the course. And so that that's a really pleasing number that was from around February I haven't had a chance to actually explore the data for the period after that point. So, it'd be interesting to see if there's also been an uplift in that in terms of staff reviewing their capabilities in light of a lot of them working from home and having to use a lot more electronic means to communicate.

So, the next step after that, was that we actually then looked at developing a student course and this one we named digital skills for employment and it is based in our careers area of the university. So it's aligned with a lot of other careers based advice and we did try and frame it in that way so that the focus was on getting them to think about the digital skills that they would need for their employment and depending upon which sector, they wanted to go into and getting them to kind of consider you know what our digital capabilities, what might they need for the workplace and what their own digital capabilities are and then getting them again to think about sort of planning around that, so getting them to review it and then do some planning around which areas they may want to focus on in terms of their development, but getting them to consider that in light of what the sectors, they might want to go into. So, getting them to try and do a bit of exploration around, you know the importance of certain digital skills in those sectors.

We also have embedded a number of videos from local SMEs, which again is helping to provide weight to the emphasis on the development of digital skills and what's important and that we're seeing from SMEs. We are also doing a bit of research about that and hoping to pull a paper together, which kind of outlines what we're seeing in terms of the important skills from local SMEs so that we can again just influence, looking at the curriculum design and how we can use that information to kind of try and encourage embedding of the development of digital skills within the curriculums that are relevant to those particular sectors. So that's kind of where we're going.

But we've been really pleased with the course itself, the uptake hasn't been brilliant because it was launched in March, right around lockdown time so, we've got a much lower rate of uptake around the course and we've got a we've had about 176 students who have accessed it so far and there's a quite a low completion rate in terms of the students who have accessed it, but again that's sort of to be expected based on what the current situation is. However, having the discovery tool in there and being able to contextualise it around digital skills for employment also means that we have an easily adaptable resource that we can also start to embed other aspects of digital skill development that we're going to see potentially coming out of requirements from the employment different employment sectors. So, for instance, a recent blog post I wrote looked at the fact that more people are potentially looking to work from home, there are also more employee employers who are looking at what that might mean for their business and whether that is actually an advantage to have more people working from home and working remotely. And again there's expressions from government ministers Matt Hancock, for instance, has talked about the evolution, the NHS and how they've been utilising a lot of this remote working, and that that might continue beyond the lifetime of the current situation and the pandemic. So again, it gives us an ability to kind of adapt to the course as we see fit, going forward, based on what we're seeing from the employment sectors.

So, and what worked and what didn't. So again, the brilliant thing about the two courses that we have done is that be able to contextualise the use the digital capabilities and discovery tool for staff and students. So, we're able to kind of frame it in their context and get them to kind of reflect on their own situation but beyond just using the tool itself. And we've also been able to link it to other agendas, so for staff related to kind of DPR objectives, performance reviews and the for the students again, linking it to the kind of the employment agenda is a really useful way to contextualise it. Both the courses have been developed in a sustainable way, so they are on platforms that we have access to that we can update the information on. So again, that makes it a really easy way to make sure that it's maintained and can continue going forward.

The things that have worked haven't worked so well is around engagement. So, we've not necessarily seen the level of engagement, we would have hoped. But we've done a limited push on the student course. So there's obviously room to kind of do some more of that perhaps once things are a bit more stable and we also do want to see a greater sense of ownership from other professional services within the institution over the use of the discovery tool and these courses so that they can start also emphasising those within other communications. That again, just reinforces the use of these courses to help academics, sorry, staff - I tend to work with academics so I often use that phrase. But, yes so that staff can think about that in relation to their progression as well and they're kind of development and requirement for that going forward as well and that students can again, carry on to think about that in terms of their future employment and perhaps courses can start to embed some of this within their delivery so that it becomes a bit more specific about things.

And then in terms of future plans. So this is kind of my last slide is thinking about future plans so it's really useful to see that there's some mapping going on between LinkedIn Learning because that's something we're currently exploring and I certainly think that it would provide more weight to the use of the tool, so we can integrate those two things together in terms of developing the skills of people and also we are looking at using it potentially to aid an online student induction that we're planning for this coming academic year to help upskill students around the digital aspects of how their course is going to be delivered and induct them onto campus so again, it's, it's hopefully going to end up in there, although there are lots of competing priorities with those sorts of courses, so it's possible that it may drop off, but we're hoping to at least get a reference in there somewhere, which again we can always point them on to the courses that already exist so that we can start to sort of boost the use of the discovery tool.

So that's all I've got to say so far. Has anybody got any questions? I’m not very adept at having the chat window open at the same time.

**Speaker: Sarah Knight**

Yes, Laura that that's brilliant and thank you so much for sharing your, you know, your journey on this and you know I think that that link in with employability is such a valuable one in terms of setting the concept of students to be aware of the importance of digital skills in the workplace. We've got a question from [Audience member]. [Audience member] do you want to take the mic or would you like me to read it out. I don't know if you, we might need to unmute you. There we go.

**Speaker: [Audience member]**

Yeah, no, I'm very interested. I'm in a sixth form college and I often wonder what digital skills they need for university. So, I'm interested in how you would do the assessment of being digitally literate to do the university course.

**Speaker: Laura Hollinshead**

Yeah, that's, that's certainly a little bit of a concern and I think that's something that, they are considering as part of that development. I'm not actually developing it myself. So, it makes it a bit of a hard thing for me to, to kind of refer to. But they are considering that in terms of how they looking at delivering it. So, they're trying to make it as front loaded as possible around some of the basic elements of getting onto the course and then being able to kind of navigate through the course itself before then going into more of the kind of stuff around learning within it. But they're definitely thinking about that. There are also considering the fact that, you know, some of the students won't necessarily have access as well. So, we can't assume that all students have got access to equipment and that allows them to access that sort of course. And so again, that they're looking at alternative formats or something like that, that may be less interactive, but maybe more accessible for those that don't have electronic means and again, I know with our current students we have also provided them with some equipment that they've been loaning out so it may be something that is considered to students who are coming to us, but obviously that is dependent upon, at what point, they've confirmed they're definitely coming because that wouldn't necessarily be something that they would be willing to do with students who haven't yet confirmed. So yeah, it'll be interesting to see how all of that plays out.

**Speaker: Lisa Gray**

Thanks so much, Laura and I really loved the way that you just provided that wrapper around the discovery tool, so, it just provides that the context, the messaging around it and then the activities that follow it. , a really lovely example and we'll might move on now but, Laura, do stay with us and we’ll pick up any more questions that we have for you at the end of the session and it'd be really nice to maybe just touch on some of your work with HR as well, if I can put you on the spot.

So, and we’ll pass over to Jo Parker from the Open University to just share some thoughts from their perspective.

**Speaker: Jo Parker**

Lovely. Thanks ever so much. Can everybody hear me okay I've been having microphone and all sorts of issues today. But for the moment for the next 10 minutes if it works, I should be absolutely delighted. I'm just going to talk you through some of the very practical things that we've been doing with our tutors and probably in the current environment it seems a bit weird to be talking about being in a room with people face to face but I am hoping to transfer what we've done on a face to face basis to online workshops which I'm actually trialling tomorrow, so I'll kind of let you know how it goes.

So, if you don't know already, the OU has a group of I think it's upwards of 4,000 tutors or associate lecturers who work directly with our students to teach and support them and that's increasingly online. And we have an annual round of face to face staff development conferences held up and down the country, led by an associate lecturer support and professional development team. So there's dozens of these and I've been taking part in these for the last three years either me or colleagues at me going out and about to run digital capabilities workshops with the tutors and just as a little aside, I suppose this is one piece of advice I can offer, and that's thinking about what's in place already at your institution that you can get involved with because this has served us really well. And I think the conversations that we've been having with tutors has, it's been one of our one of our successes. So, I've met hundreds of tutors, we've run probably 40 to 50 workshops all with digital capabilities as the main theme and the aims of the sessions, really, are to introduce the concepts, the model, the tool tutors to think about their own practice and introduce resources to help our conversations along. And we’ve tried lots of things really to start those conversations, bear in your mind, you know, we're in hotels and conference rooms, there's no IT facilities, particularly so we kind of get inventive with post-its and bits of paper and Sharpies and stickers really. So, the first year we asked them to draw cognitive maps of their own digital lives and what they thought their students’ digital lives look like. Second year we used Donna Lanclos and Laurie Phipps's creation consumption and conversation triangle which is brilliant. I'd really recommend you have a look at that to help tutors map their practice and how they feel about it. That's where the stickers come in. So, we have fun with emoticon stickers there. And this year, we realised that what was really working for people was the conversation. So, it's less what we did, but more the conversation around it. And I think the value really there is starting to build those networks of peer support because I think it's probably quite a solitary pastime really being an OU tutor because they've always worked from home. So, getting together and being able to learn from each other is is really quite important. So, this year we turned those opportunities for conversations into the main activities in the sessions. And so, we do an activity around your digital superpower, and your digital Kryptonite. So, the digital superpower idea we pick that up actually from one of these communities of practice, I think, and we just ask tutors to talk in their tables about if they had a digital superpower, what would that be. And it's great because it starts you off on a really positive footing. So, what I find is people come along to the session and they say, Well, I don't know anything. I need you to tell me all of it. So actually starting off with, well actually you know your tutor you work online you communicate online you an online tutorials kind of building people up and getting them to explore what their what they’re confident in is a really good place to start. It's kind of an appreciative approach and avoids that kind of, I'm coming here to tell you everything that you're doing wrong kind of deficit model really. So what we find with that is that people tend to share within their tables and then across the room. So, you know, you have people saying, Oh, well, I'm using WhatsApp with my students, and that's going really well. And then somebody else will go. What's that, how can I use that? It's like grab me over coffee, so you get like kind of that conversation going. It's just a just a really nice thing.

And let me move on to the opposite, which is the digital Kryptonite. And I'm sure you can imagine the fun I had finding photos for the slides to do this. So, the current one that I'm using is a kind of, it's a Lego Superman clutching his face in the in the light of his the digital kryptonite that's affecting so, we just talked about in groups, what people are finding difficult with the aim of solving the problems together, and that's kind of the key thing really. So often you'll find on a table, somebody saying, you know, I struggle to get my students to talk in our online webinars and somebody will say, well, have you tried this, or ooh, I found this the other day that that might that might be quite useful to you so you kind of get that kind of conversations going and, you know, people learn stuff you see people scribbling stuff down. It's really, really useful. And then what we do is we use that as a launch pad to talk about the resources on offer to help people as well as the digital capabilities tool.

So with the things that people share then, at the end of the kryptonite bit what I've been doing is where we've not been able to solve them together, I've been listing them and then taking them back and trying to solve them for people. So either on an individual basis, or actually what's been working quite well is feeding those through to one of the support websites that we've built so often what will happen is people will say, well, I need to find out about this and it's like, well, you know, we've already got this stuff. Here it is. So we've built a site on our VLE so our tutors have actually built it with a little bit of help from me and they've used language, which is more akin to their roles to sort of translate the digital capabilities into things that makes sense to them. So, it's built by tutors for tutors and it's going quite well at the moment. So, we're looking at looking at promoting that and I say this, this sort of face to face session, a lot of it is in the delivery. So you kind of, because you're talking about digital kryptonite and digital superpower is a little bit, A little bit tongue in cheek, but actually what tends to happen is people respond to it quite well. So, you get kind of like the giggles and but then everybody kind of knuckles down and starts to, starts to talk about what they're doing.

So, I mentioned that, you know, we're kind of in a different world now so the workshop tomorrow, I think I've got 50 tutors, and what I've done this time with it. So we're still doing superpower and kryptonite in online breakout rooms. but I've actually built time into the session to introduce the tool and hopefully have people have chance to do it and then come back together and talk about it because I thought that was important because sometimes I think introducing the tool

online and an email or just sending people to a website that doesn't feel as supportive as it could be, shall we say. Even though that's kind of what do you, as we are the scale and the volume of us that is the way we usually do things. So that’s it really. It’s a very, very practical and pragmatic approach there and I would be very interested to hear if anybody has managed to introduce the tool online without that. Well, I suppose, Laura, you talked about the context didn't you. I think that's, that's really quite that's really quite interesting. Oh, when I also meant to say of those 13,000 views of the short video with what our digital capabilities quite a lot of those might be us.

So that’s all from me, thank you.

**Speaker: Lisa Gray**

Probably a very good point to end though as just losing you slightly there. But hopefully, everyone's got the story there. And again, I think just really lovely examples of how providing that context and that wrapper, introducing it and providing the support that follows up in a completely different format from the video scenario. So, some really lovely examples there. Do we have any questions for Jo before we move on to our final story. But I love your point, Jo about picking up about online ways of introducing the tool online. So, we'll pick that back up in the discussion later. So Thanks Jo.

And just to pass over now to Laura Riella from Edge Hill University, who's our final volunteer today. So I'll pass over to you Laura.

**Speaker: Laura Riella**

Thank you, Lisa. I'll just share my screen with you all now so you can see a few slides. Hopefully you can all see my screen. And again, I think you echoed it at the end Jo, definitely Laura we have made use of that video that you created, and that your students created. So, really useful as well to hear what others have been doing and to see that we’re you know, in a similar position I suppose.

As Lisa said my name is Laura Riella and I'm the digital capabilities coordinator at a Edge Hill University. And I thought, what I do is I just share with you some of the ways in which we've started to implement the Jisc discovery tool for staff at Edge Hill University and what we're really hoping to do and to achieve going forwards. So again, it's been great to hear already your ideas, the ways in which you've implemented it and some really useful ideas there, particularly like the idea of what is your superpower, you. I think it's about their digital skills, and their digital capabilities.

So, just to begin with I thought I'd just discuss a bit about why we wanted to use the Jisc discovery tool. So, firstly, we felt that the discovery tool provides a way for staff to engage in assessing and understanding their digital skills. By using the tool staff can gain a deeper understanding of their current digital capabilities, identifying their current strengths and hopefully most importantly, their areas for development. we particularly like that the reflective questions alongside with the personalised report allows staff to be provided with those key next steps and links to free resources and going forward that something in particular we're really hoping to utilise so making the discovery tool even more bespoke and personal to staff at the University.

Another reason why I thought the discovery tool was of particular importance and why we wanted to use it was really to get staff familiar with the vocabulary. We use the six elements defined in the Jisc digital capabilities framework quite frequently, but terms such as digital proficiency, digital productivity - what does that mean? Staff don't necessarily know what does it mean to be proficient at digital skills. What does it mean to be digitally productive? So again, we've tried to use the Jisc discovery tool, alongside the six elements in the framework to really help to structure our staff development offer and hopefully to give staff some confidence with this terminology and understand what it means. Again, as already mentioned, it was key that throughout our staff development opportunities that staff could also be provided with the opportunity for personal and professional reflection. So again, the tool has been very nice to give staff the opportunity to reflect with their personalised support, to see what areas they can improve upon to see where their strengths lie and then to hopefully raise the profile of digital capabilities, but also to, you know, dispel some of the anxieties around this, you know, through that reflection process.

And just finally going forwards, a key thing that I just be interested to hear how others have done at different universities, but again, I think the links that are provided when you complete the discovery tool are very valuable. But again, we're looking to make it a bit more bespoke and we’ve already started to do this, but we're really looking to take this to the next stage really so offering them bespoke resources links to relevant staff development sessions, etc. So what I thought I'd just go through briefly are three ways in which we've began to promote the tool and encourage staff to utilise it.

So just basically on this slide, a way in which we've integrated the tool into our online staff development course. So, Laura, you mentioned as well that you had a staff development course. So we've created Digiquest 2.0, It's got a space theme and the way that the course is structured, is it structured into six planets and this was created using the Jisc capabilities framework to help structure the course. So, for example, a planet is on planet a digital productivity, a planet of digital creation and innovation and within each section of the course, and the course was hosted on our Blackboard, our VLE, it allowed staff to delve into each of the planets to learn a little bit more about what that term means and then to explore that a bit more detail. So, for example, on the planet of digital creation and innovation staff learn what that means they're able to contribute to discussion boards and then there are a range of activities for staff to get involved in. So, whether it be to explore Kanbah for example, how to create engaging and interactive materials, whether it's using Powtooon to create videos, etc. But one way in which we are able to embed the Jisc discovery tool in there, is we actually had a planet, which was a black hole and when staff selected the black hole. It says, and I was really going with the space theme here, but it’s ‘You have ventured into a black hole, a region of space time that exhibits strong gravitational effects. Caught in the black hole, not even particles or electromagnetic magnetic radiation, such as lights can escape from it. As you are temporarily trapped inside you have the opportunity to explore your digital skills in more depth gaining a greater awareness of your digital capabilities and identifying common strengths and areas for development.’ So, within the black hole. This is where we included the discovery tool. We have information alongside that you know, engaging sort of tagline of being in a black hole. We had the video links there from yourself Laura, and we received really positive feedback from staff actually, alongside being able to delve into the other planets to improve their digital skills they saw it as an opportunity for reflection. So, using the discovery tool as an opportunity to explore and enhance their digital skills. So again, I think this definitely has its strengths to it, staff found the whole platform of Digiquest to be engaging and stimulating, we had really positive feedback and the tool in itself was used very highly amongst staff who took part in Digiquest. Digiqest was originally just launched to library and learning services members of staff and to student services and careers. So, it was only launched two three departments and we all are based in the same building at Edge Hill University. So going forward, again, it's how we can have that same impact for staff across the whole university. Since working from home Digiquest is now available to all staff across the university. So again, we're hoping that this will see an increase in the use of the tool and hopefully getting staff even more familiar with the terminology and hopefully that opportunity for reflection.

And then I thought, as well I'd just touch upon how we've tried to embed the tool within our own staff development offer at the university. So recently library learning services and HR we've come together in terms of our staff development offer, called 'My staff development'. So this is a collaborative approach we both came together in order to have one central space for staff to come to for their, you know, their staff development opportunities. So within the offer itself going forwards and we've used the discovery tool and the framework to actually help to structure the offer. So hopefully you can see on just a small screenshot there of the wiki page. We have several pathways. So grow my skills, professional excellence, leadership and management, wellbeing, etc. And within each of those pathways it structured into three strands, which are build, develop and explore and all of the sessions that I deliver which obviously, you know, are on digital skills and capabilities, I've always tried to use that vocabulary that I think the discovery tool use very well. So, getting staff familiar with what digital proficiency means, so digital proficiency, for example, features quite heavily in the grow my skills pathway. So, getting proficient using products such as Microsoft Word, PowerPoint, Excel to being digitally proficient in the software that we regularly use at the university to. So that was just one way in which we've tried to use the tool, so to speak, more so for the vocabulary and terms of structuring. And going forwards, this is what I meant about making the tool more bespoke so hopefully at the end of when staff complete the discovery tool, you know, if they're weak for example in the digital proficiency area that's a strength that they really need to improve, then it would then link to relevant staff development sessions that are part of the grow my skills pathway. So that's one way in which we're trying to use the discovery tool.

And then just finally, since, you know, moving to a different world of working from home as part of the my staff development offer we've also launched getting digital ready as part of the offer. And this offer really focuses on upskilling staff, getting them up to speed with digital technologies and digital pieces of software. And throughout the Wiki pages, not only are we linking to the online sessions that were delivering but we've also created interactive online booklets for staff that are being produced and distributed on a weekly basis. And within one of these, one of the very early on booklets, we actually thought this would be a really good opportunity, whilst working from home for staff to potentially just take some time to reflect on their digital skills. What do they need to develop on whilst working from home. For some of you might now have the opportunity that they have never got before and using the tool as a starting point. So, you can see just on a screenshot below, that's just an example of the online booklet. One of the booklets, but, you know, very using this as a starting point to think about Okay, where can I start, what skills do I need to improve upon and using the tool to structure their learning so, guiding them to the relevant support materials videos, etc. And just in terms of going forwards LinkedIn Learning has been, you know, an increasingly valuable resources working from home if staff can't attend a session or would like to do some more independent learning. We've regularly been referring staff to LinkedIn Learning and we've definitely seen an increase in numbers of staff engaging with LinkedIn Learning since working from home. So again, to see that the tool has now been aligned to LinkedIn Learning, I think is fantastic, and it's, again, something that we're really hoping to push going forwards.

And so that's sort of me, I'd be happy for any questions, but I think very similar to Laura and Jo really we've tried to introduce the concept in a variety of ways. So, through the online course through My staff development web pages or through the getting digital ready offer. And we've tried to use the model as much as we can. Just to get staff more familiar with the terminology and the importance of understanding their digital skills and their digital capabilities and throughout that we've been trying to increase staff’s vocabulary about what it means to be digitally proficient, for example. And hopefully going forward to, you know, continue to put this into action. So to make this tool even more bespoke and relevant to ourselves to link to relevant LinkedIn Learning courses, for example, we've created a variety of materials as part of the getting digital ready offer. So again, to really use it to its advantages, so that it's all there in one place staff don't have to just complete the tool and then forget about it. They can regularly go back to it reassess where they want to go back for additional support and resources and so thank you. Happy if anyone has any questions.

**Speaker: [Audience member]**

May I ask a question, please.

**Speaker: Laura Riella**

Yes. Excellent. Hello.

**Speaker: [Audience member]**

[Audience member] calling from Edinburgh so funny enough, I've just literally got off the phone from a demonstration from LinkedIn Learning about an hour ago and we're building a similar pathway to what you've kind of developed there. And I'm just wondering what has the engagement been like with LinkedIn Learning. We're in two minds whether to actually go with it or not. It's a great product, it seems to complement the digital capabilities tool very well but we're just a little bit nervous that it's very Americanised and I know we can upload our own stuff to it, but has the engagement, have you had enough time to use it yet to get staff engagement, or feedback from staff on what is actually like?

**Speaker: Laura Riella**

In just regards to LinkedIn Learning?

**Speaker: [Audience member]**

Yeah, yeah.

**Speaker: Laura Riella**

Yeah, so we've had LinkedIn Learning at the university for a number of years now. I've began this role in January of last year, and I really took on LinkedIn, Learning, so to speak. So I deliver all of the digital skills sessions and to staff at the university so on Microsoft Word, PowerPoint, Excel to, you know, more creative pieces of software. So recently, lots of sessions on flipped learning, flipped classroom, etc. And to be honest, LinkedIn Learning has been such a valuable tool and after an Excel session, for example, staff, say, oh, you know, I'm looking forward to coming to the advanced session you know, which is great, but in the meantime it's great to say, actually, you know, before you come to Advanced, why don't you have a little look at this course on LinkedIn Learning about advanced formulas etc about different types of charts. So, for me personally, because I think of my role is heavily focused on upskilling staff on digital capabilities, it's been a really useful way for staff to independently take some time to focus on their staff development and complete those courses. It is very Americanised but to be honest, for the types of courses that I refer staff to that are focused on digital sales and Microsoft Word, obviously Microsoft Teams as well. It's been fantastic. And yes, it is slightly American but the actual concepts and the platform in itself is very up to date. I think for you know, more personal attributes and skills it's also very good for as well. So, in order to increase team motivation, working collaboratively, team communication skills. And so yeah, I can't fault it personally. I think it's been a really valuable resource to have at the university and direct staff to and again, I definitely don't know the numbers off the top of my head, but the numbers have definitely increased since working from home and which, again, I think, is a really positive thing to see that staff are wanting to take this time to really focus on themselves and upskilling themselves in different elements. So we've tried to use that and that's what we're hoping to do in conjunction with the discovery tool. So, once you complete it that not only are there sessions that they can attend with myself, for example, but that those other courses are there for them, and I hope that answers your question.

**Speaker: [Audience member]**

Thank you very much.

**Speaker: Laura Riella**

But no, definitely worth looking into.

**Speaker: Lisa Gray**

Just to mention as well. The mapping that we've been working with them on, we've tried to make sure that the sort of starter collection that we provide the mapping with is relevant to the UK audience. So hopefully that should also help to filter out some of the less relevant information there.

So thank you, Laura. And that was just wonderful. And really great to hear just in a bit more detail about some of that but that work you've been doing and just share that with us. So, thank you very much.

So, we have 10 minutes I think for just some discussion. And then the other questions from everybody. I have a few if we haven't got any but it would be great, yeah, if you're able to just take the mic or add your questions to the to the chat and we can pick them up there.

I mentioned that Laura Hollinshead because I know you've been doing a little bit of work with HR as well in terms of just maybe starting to look at some of the statements in the role profiles and adding them to, linking those back to job descriptions and maybe some work, I think you also mentioned about the personal tutors and some support, you're providing. So I was just wondering if you might be able to share a few thoughts around that.

**Speaker: Laura Hollinshead**

Yeah, so we've been really looking at the different kind of processes that are involved in you know recruitment , selection and, you know, the development of staff, whilst they're also in employment with us around how you know how we can support the development and digital capabilities at different points within that process.

So one of the things that we've done is actually embedded advice for those who are running recruitment panels to embed questioning around digital capabilities within the questions that they use within interviews, partly so that they can really establish some of the examples that staff academic staff have around how they have actually used digital practices or digital tools within their roles and obviously that doesn't just apply to academic staff but it's an important part of exploring that because we can see that often that isn't necessarily thought about during that phase and it's that it's after that point that, then the development needs of that individual then has to be taken into account when we're then having to upskill them to a to a level that is required for their role. So it's important that that's also embedded within the recruitment process, we have within job descriptions, we have a fairly generic term that suggests or that requires people to have a suitable level of digital capability, although I would like to see that a little more defined for different roles dependent upon what it is that that is specific requirements of those roles. It is quite interesting, when you look at job descriptions. A lot of the time we're not necessarily seeing explicit use around asking for digital skills, whereas sometimes before we see even just sort of basic IT skills. Sometimes that's not even there anymore and those requirements of the job when you read through them, you're thinking it's inevitable this person is going to require it skills in order to be able to fill this role, but it's not explicit anymore. It's sort of more become an implicit element and but also that doesn't necessarily deal with the fact that there may be people who are coming through to recruitment who don't actually have the required skills for that role in a digital way. And you know, when we look at the current scenario that we're in at the moment, those have actually been vital in order for us to actually continue to fill those roles but remotely. So those staff who have perhaps managed to carry on with in the role but haven't acquired those skills are those that are going to have struggled more than the ones who would have perhaps been recruited on the basis that they are already gained those skills and it also again allows the person of recruiting to actually establish okay actually what I really like this person. I think they have great for this role but an immediate thing we would have to do when they join us is to do this and then actually have a plan a suitable plan put out that they can then put together and immediate implement in terms of getting that person's digital skills up to the level at which is required for the role. So that's one of the areas that we've focused on and in terms of, we've also embedded it in information in relation to DPR because we're also very keen that these conversations also come up within that process as well so that it's it isn't just about recruitment that we're also helping staff to upskill during that period at the university. And again, it may be that that comes out in a lot more DPRs this year than any other year. And because that's going to be an important. Sorry [DPR]it's a development performance review, so it's I saw somebody asked what it was. And so everybody has to go through those sort of on an annual basis and so yeah, I think it's quite interesting to look at how that might evolve and because there's going to be a requirement for a lot more online teaching or remote teaching or blended teaching or hybrid teaching or whatever phrase is that the university, you're in has decided to come up with to refer to that kind of teaching that isn't all online but isn't all on campus it's going to become really important that they're going to have to look at this and so yeah, I think it's quite interesting to look at how you can embed it in a lot of the advice and guidance around that. And what we're hoping that will do is just reinforce its importance, so people are a lot more aware of it is importance and don't unnecessarily just kind of push it to one side and actually think ‘oh, they'll be able to cope, they’lll be fine’, and that they actually are thinking about that within all those different processes.

Sorry, Lisa. What was the with the other areas, you mentioned?

**Speaker: Lisa Gray**

There's also the support you are looking to provide personal tutors.

**Speaker: Laura Hollinshead**

Yeah, so for personal, in personal, academic tutoring as well. Again, we've tried to provide some information for them about the importance of discussing digital capabilities for their students, but in relation to their academic performance and so again, just highlighting and pointing them towards resources that are going to help them to boost their skills and so again, we're just looking for opportunities around the institution about how we can embed that advice and how we can emphasise that to different areas.

**Speaker: Lisa Gray**

That’s I mean, fantastic to hear and it ties back to a question that Phil's posed around you know that question around whether the people that are doing the recruiting in the recruitment angle are capable of evaluating and scoring a response to a question around digital skills and that might apply say to a personal tutoring or appraisal conversation as well, equally, so I don’t know if you have any thoughts on that.

**Speaker: Laura Hollinshead**

I think, I think that's a really valid question. I think it's really difficult because often it's also the case that those people who are perhaps higher up the management structure are those people who will have taught less recently, so also maybe less on top of understanding what the current expectations are around digital practice and so they also would be in, you know, not in such a good position to make that judgment and they may be wowed by something that they think is quite innovative, but actually is fairly standard practice and for others. So that definitely is an area that perhaps needs looking into further.

**Speaker: Lisa Gray**

Definitely. Thank you, that's a really important point. And, okay, well, we're just I think coming to the end of time. And I can see that we're going to have a few that leave us. so we'll wrap up.

Thank you so much for sharing all your, your experiences today and we'd be really keen to continue to hear from you, particularly in the light of the current situation, the ways that you're tackling engagement around the discovery tool in an online environment. So if you do have things you can share with us, please let us know. Also about that aspect I mentioned before in terms of evidence of impact that you're seeing, please do share those with us.

But just a final thank you to our three volunteers today, and a reminder that we have a number of other shared experiences that are available from our support and community pages on our subscriber site and I'll just put the link into where you can find them because we had some excellent session shared at the community of practice. If you couldn’t join us. In particular, Joel Miller and the student interns from the University of Surrey and a really nice activity they designed as students for students around the discovery tool for their bioscience students, so please do go and have a look at what's gone before. But thank you again for today. It's been great hearing, hearing those stories will share the slides and the recording with you in a few days time.

Okay, so thanks everyone.

**Speaker: Laura Riella**

Thank you.