
Auditing digital capability: a tool for educational organisations

This tool is designed for use by a person or team engaged in digital capabilities work. It gathers together evidence from across the organisation, and helps you to establish priorities for development. To be really useful, it requires engagement with other key stakeholders. Section 2.5 is a good place to start with identifying who and where they might be. Ideally you will bring some of these stakeholders together so that you can discuss your different perspectives and develop shared ownership of your conclusions. However, you can also complete as much of the audit as possible from a single perspective before consulting with others about specific questions.

The audit does not need to be completed in full to be useful. In fact you should expect to customise it to your needs and to the data and evidence you can realistically gather together.

For more information on all related resources please see the Building digital capability project page – <http://ji.sc/building-digicap>.

1. You and your audit

This section brings together essential information about the audit that you can use when engaging stakeholders, asking for information/input, or just communicating your aims for the process. You could write up this section as a short leaflet, newsletter item or blog post, eg including your answers to 1.5, 1.6 and 1.7. Also include your name and contact details.

Question No:		
1.1	Your name(s)	
1.2	Your institution (only for external communications)	
1.3	Your job title(s) or role(s)	
1.4	Your team, department etc.	
1.5	Any special project(s) or initiatives(s) in digital literacy/capability which provide a context for the audit process or which the audit process will inform. Including any blog, web site or other reference to help people find out more	
1.6	How the audit will be carried out and how the information will be used?	
1.7	Who will benefit and what you anticipate the benefits will be?	

Quick assessment:

What do you hope to achieve by doing this audit?

2. Strategy and leadership

Question No: 2.1

Does your organisation have a digital capabilities/literacies strategy , policy, framework or similar?		YES / NO
If yes:	What digital capabilities does this involve? You could use your own or Jisc's digital capabilities framework to help define them.	What activities or outcomes are committed to (eg staff development, curriculum development, role development, organisational development)? There is room to expand on these in 2.4 below.
Include a link and any key points:		

Question No: 2.2

List (other) strategic documents, statements, frameworks or initiatives that are relevant to digital capability

Documents with links:	What digital capabilities does this involve? You could use your own or Jisc's digital capabilities framework to help define them.	What activities or outcomes are committed to (eg staff development, curriculum development, role development, organisational development)? There is room to expand on these in 2.4 below.

Copy and continue if more strategies are relevant.

Question No: 2.3

What are the most important **strategic drivers** for developing digital capability? Consider statements made in the strategies you have already included, and other public statements by your organisation. Drivers might include:

- » Employability of students/graduates
- » Developing digital citizens/community members
- » Generally enhancing student experience and satisfaction
- » Generally improving teaching, learning and assessment
- » Offering new modes of learning eg blended and online
- » Serving a more diverse/distributed learner population (ensuring access and equality of opportunity)
- » Meeting quality or performance measures; enhancing key metrics
- » Enhancing research quality and impact
- » Ensuring digital safety, respect and wellbeing (safeguarding)
- » Organisational efficiency and productivity
- » Organisational flexibility and responsiveness to change

Your strategic drivers (prioritise!)

Your notes (eg **opportunities** to link digital capability development with each driver; **risks** to strategic goals if digital capabilities are not addressed)

Question No: 2.4

How are strategic activities being **managed, resourced and communicated**?

Planned activities/outcomes (see 2.1 and 2.2 above; add in other activities that do not feature specifically in strategies)	Who is responsible for leading on this activity/outcome (name or role)?	What dedicated resources are available (funding, staff time)?	How will the outcomes be communicated and how will stakeholders be engaged?

Copy and continue if more activities are relevant.

Question No: 2.5

Who is responsible for leading and building digital capacity across the organisation? You may prefer to list roles here, rather than individuals.

Note that digital 'leaders' may be found in many different roles including:

- » Senior management
- » Governance bodies
- » Committees and working groups
- » Academic leadership roles (teaching, curriculum, research)
- » Quality enhancement/improvement
- » Library/learning resources
- » Estates
- » IT/ICT/e-Learning
- » Educational/learning development, student services
- » Human Resources
- » Student and staff representative bodies

Make a note of actual and potential **digital leaders** here

What are the **opportunities** to influence leaders, bring them together around shared aims, and develop new champions and advocates?

What are the **risks** from lack of leadership or lack of coordination?

Question No: 2.6

What **opportunities** do Digital Leaders have to pursue their own professional development, to network beyond the organisation, and to work together within it?

Quick assessments:

How well do current strategies support the development of digital capabilities?

How well do current leadership roles and priorities support the development of digital capabilities?

How well are digital capability strategies carried through into planning, resourcing, and communication/engagement?

This section maps to the 'Organisational digital culture' section of the [digital capability organisational framework](#). You may also be interested in the [digital leader's profile](#) on the [digital capabilities individual framework](#).

3. General support for digital capabilities

Consider what support is available to staff and/or students who want to develop their digital practices. Practices supported might include:

- » Teaching with technology
- » Learning with technology
- » Accessibility and inclusive practice
- » Using institutional IT systems and data services
- » Using personal devices and services ('bring your own')
- » Digital research and scholarship
- » Using digital information resources
- » Digital safety and wellbeing
- » Managing digital identity eg for employment, career development, reputation management
- » Other

Question No: 3.1	Question No: 3.2	Question No: 3.3
Opportunities available (add details)	Capabilities supported (eg from the list above or from a DC framework)	Extent of uptake and impact (if known) eg among staff, students
Accredited course(s) for staff eg PGCert, professional accreditation		
Accredited course(s) for students eg assessed modules and learning activities, digital badges		
Digital badges and other non-formal recognition		

Question No: 3.1	Question No: 3.2	Question No: 3.3
Opportunities available (add details)	Capabilities supported (eg from the list above or from a DC framework)	Extent of uptake and impact (if known) eg among staff, students
Workshops for staff and/or students		
Digital mentoring or buddy scheme		
Learning materials eg videos, quizzes, tutorials		

Copy and continue for further opportunities available at your institution.

Question No: 3.5

How are these resources and sources of support signposted to staff and students, so they know where to go for help?

Question No: 3.6

How are staff and students with particular needs identified and included (eg part-time and off-campus, users of assistive technologies, those with language barriers and low levels of IT confidence or access)?

Question No: 3.7

Apart from accreditation, what recognition or rewards are available for staff who develop their digital capabilities? (eg time remitted, funding, career opportunities, meeting professional standards, awards...)

Question No: 3.8

Apart from accreditation, what recognition or rewards are available for students who develop their digital capabilities? (eg special roles, HEAR transcript, awards, paid opportunities...)

Quick assessment:

How well are digital capabilities supported and recognised across the organisation?

This section maps to the 'Organisational digital culture' section of the [digital capability organisational framework](#)

4. Digital environment and infrastructure

This section might be completed by the Head of IS or IT working in collaboration with key users. An IT user group will have considered these issues.

The digital environment and infrastructure are critical in supporting members of the organisation to **use** the digital capabilities they have, and to further develop them. This audit cannot consider all the issues involved in IT leadership and management: it focuses on those issues that have the most direct impact on how individuals develop and express their digital capability. A secondary (but necessary) question is how IT expertise is recruited, developed and retained. This is a particular challenge for IT services but is also a factor in other parts of the organisation, where IT specialists are increasingly required to carry out certain functions.

So the first step is to consider current and future issues in the digital environment – those that have an impact on what users can achieve. Consultation with users should always involve a range of roles and requirements, and should include both digital pioneers and those with special access needs.

'Future issues' for some organisations will be 'current' for others, and vice versa. Do not take these examples as definitive, but consult and develop your own.

Current issues in the digital environment (from staff and student users). For example:	Future issues (from strategic priorities identified in 2.4 and/or digital pioneers). For example:
<ul style="list-style-type: none"> » Robust, reliable wifi in all areas of all campuses » Reliable classroom technologies » Single sign-on to institutional systems/services from a wide range of devices » Access to third party software and services » Access to digital services away from campus eg in workplaces, homes » Up-to-date, industry-standard digital hardware (fixed computing, printing, specialist hardware across subject areas) » Up-to-date, industry- standard digital software and applications (generic productivity software, specialist software across subject areas) with sufficient licences » Up to date e-learning systems (VLE/LMS, lecture capture, EMA etc) » Up to date research systems » Up to date digital media services including externally facing media (web sites etc) » Supporting open courses, open educational resources » ... 	<ul style="list-style-type: none"> » Management of learner data and course data » Learning analytics » Management of research data » Content management » Mobile optimisation » Wireless services eg printing » High performance computing » Equipping new builds with up-to-date digital infrastructure » Updating existing spaces with digital infrastructure » Staff/student dashboards » ...

Thinking about infrastructure, networks and systems

Question No: 4.1

What are your **current** priorities for digital infrastructure development or improvement (based on digital capability requirements)?

Your notes, eg **opportunities** (current development projects, opportunities to influence them) and **risks** if developments do not take place or digital capabilities are not adequately addressed

Question No: 4.2

What are your **future** priorities for digital infrastructure development or improvement (based on digital capability requirements)?

Your notes, eg **opportunities** (development projects, opportunities to influence them) and **risks** if developments do not take place or digital capabilities are not adequately addressed

Question No: 4.3

Innovation scorecard: how far is your digital infrastructure:

- » **Robust** – able to absorb new demands?
- » **Reliable** – holds up under pressure?
- » **Inclusive** – and accessible to all?
- » **Flexible** – allows for varieties of use depending on local needs (eg subject, location)?
- » **Consistent** – across locations, times of day, user devices and interfaces?
- » **Future-ready** – with advance planning for emerging technologies and new approaches/requirements?
- » **Balanced** – between opportunity and risk, openness and security?

Your notes: how well does your digital infrastructure support innovative digital practice?
What do **innovators** say are the barriers?

Thinking about policies and governance

Question No: 4.4

To what extent are the following true?

- » IT governance is sound and involves users in various roles
- » IT procurement/development involve users in various roles and with various access needs
- » Digital innovators (researchers, teachers, students and other staff) are involved in IT planning and development
- » Investment in infrastructure is accompanied by investment in training/staff development
- » Infrastructure planning is joined up with other key strategies
- » Staff and students have choice and support in their use of digital devices and services
- » Staff and students are aware of legal, safety and security issues associated with use of IT
- » Staff and students are aware of policies concerning online behaviour and are involved in developing and implementing them
- » Attention is paid to equality of digital opportunity for staff & students eg with different access needs, in different locations
- » IT issues, challenges and emerging practices are shared with other institutions

Your notes, eg **opportunities** to build on existing good governance, **risks** if issues are not addressed

Quick assessments:

How well does the digital environment support digitally capable staff and students?

How well does it support equal access?

How well does it enable innovation?

This section maps to the 'Infrastructure' section of the **digital capability organisational framework**

5. Specialist digital expertise

In this section we use the digital capabilities framework to identify what specialist expertise your organisation needs, and how well it is developing, supporting and retaining the people who provide it.

- » Refer back to your strategic priorities (section 2.4) when considering what expertise is needed.
- » For technical expertise you may want to refer back to 4.1
- » For learning, teaching and assessment, you may want to complete the following sections (6-8) before completing this one.

Question No: 5.1	Question No: 5.2	Question No: 5.3
What specialist expertise is required to support the digital organisation in each of the following areas?	Where is the expertise located (this may be in multiple locations)?	Are there any gaps in recruitment or development of this expertise?
Technical infrastructure (consider the priorities identified in 4.1 and 4.2)		
Learning, teaching and assessment (consider the issues identified in sections 6-8)		
Research and scholarship (consider the issues identified in section 9)		

Question No: 5.1	Question No: 5.2	Question No: 5.3
What specialist expertise is required to support the digital organisation in each of the following areas?	Where is the expertise located (this may be in multiple locations)?	Are there any gaps in recruitment or development of this expertise?
Information and data (consider the issues identified in section 10)		
Communications (consider the issues identified in section 11)		
Identity and wellbeing (eg e-safety and privacy, e-health, cyberbullying, legal and ethical issues, digital inclusion, access technologies...)		

The following may be questions for managers in the relevant teams, or for staff in HR.

Question No: 5.4

How well integrated are digital capabilities into job and role descriptions?

Question No: 5.5

Are there any gaps in recruitment or development of specialist expertise? How easy is it to recruit for digital expertise if there are gaps in existing teams?

Quick assessment:

How well is the organisation developing its digital expertise?

This section maps to each of the six areas of the **digital capabilities organisational framework**. You may also be interested in the **digital capability profiles** for different roles.

Sections 6-8: Optional sections on developing digital capabilities for learning, teaching and assessment

These sections map to the 'Learning, Teaching and Assessment' section of the digital capability organisational framework

6. Teaching staff digital capabilities

Question No:		
6.1	What opportunities are there for teaching staff to develop digital capabilities for learning, teaching and assessment (LTA)?	
6.2	What opportunities are there for teaching staff to share digital practices formally and informally?	
6.3	How can teaching staff be recognised and rewarded for developing their digital capabilities?	
6.4	What do innovative teaching staff say are their motivations and rewards?	
6.5	What do other teaching staff say are the barriers to innovating their practices?	

Quick assessment:

How well is the organisation supporting teaching staff to develop their digital capabilities?

You may also be interested in the [Teacher's profiles \(HE and FE\)](#) on the digital capabilities individual framework.

7. Digital capabilities in the curriculum

Thinking about how programmes / activities are designed

Question No:		
7.1	How is digital expertise brought into the process of curriculum design, review and/or approval?	
7.2	How are digital activities and outcomes embedded into curriculum design or lesson planning?	
7.3	How are digital approaches encouraged and embedded (eg flipped classroom, open/networked learning)?	
7.4	How are digital modes of delivery supported and embedded (eg. blended, fully online, flexible)?	
7.5	How are digital forms of assessment supported and embedded (eg e-portfolio, quizzes, online exams, virtual review)?	
7.6	How are issues of accessible and inclusive design addressed?	

Thinking about how programmes / activities are delivered

Question No:		
7.7	What support do staff and students have to use digital technologies effectively in face-to-face (classroom) settings?	
7.8	What support do staff and students have to use digital technologies effectively online and in virtual settings?	
7.9	What support do students have to practice with digital tools and methods (eg searching, referencing, data analysis, design, lab work...)?	

Thinking about real-world practice in teaching, learning and assessment

Question No:		
7.10	Where digital capabilities are well integrated into learning, what has enabled this to happen effectively?	
7.11	Where course teams have not engaged with the digital capabilities agenda, what have been their barriers and concerns?	

Quick assessment:

How well are digital capabilities integrated into the curriculum?

8. The digital learning experience

We recommend using the Student digital experience tracker <https://digitalstudent.jiscinvolve.org/wp/data-service/> or Digital student experience benchmarking tool <http://bit.ly/Digital-student-benchmarking-tool> to assess eg

- » What devices students prefer to use
- » What access learners have to digital information and services
- » What advice and guidance students have with digital issues
- » What digital activities learners engage in
- » How students use their digital access and skills to support their learning
- » How learners feel about their digital experience in the curriculum
- » How learners feel about digital support services alongside the curriculum eg careers, advice and guidance, progression planning
- » How learner data is being used to support learner engagement and progression

Quick assessment:

How well is the organisation supporting the digital learning experience?

9. Optional questions on research and innovation

This section maps to the 'Research and Innovation' section of the **digital capability organisational framework**

Question No:		
9.1	What opportunities are there for research staff and students to develop their digital capabilities?	
9.2	What opportunities are there for research staff and students to share digital practices formally and informally?	
9.3	What centres of excellence are there in digital research and innovation? How is their expertise leveraged?	
9.4	How are open publishing, public and digital scholarship supported in policy and practice?	
9.5	How fit-for-purpose is digital infrastructure eg for high performance computing, big data, research data management, virtual collaboration?	
9.6	How is digital innovation and enterprise supported across the organisation?	

Quick assessment:

How well is the organisation supporting practices of digital scholarship?

You may also be interested in the [researcher's profile](#) on the [digital capabilities individual framework](#)

10. Optional questions on content and information

This section maps to the 'Content and Information' section of the **digital capability organisational framework**

Question No:		
10.1	What opportunities are there for library and information professionals to develop their digital capabilities?	
10.2	What opportunities are there for library and information professionals to share their expertise (eg in digital copyright, information literacy, content management)?	
10.3	What opportunities are there for professionals in all roles to develop data/information/content skills (eg IPR, content management, data management, metrics, analytics...)?	
10.4	What innovation projects are taking place in content, data and information management?	
10.5	How well integrated are information strategies and processes across the organisation?	
10.6	How fit-for-purpose is the information and data infrastructure?	

Quick assessments:

How well is the organisation developing expertise in digital data, information and content management (general and specialist)?

You may also be interested in the [library and information professional's profile](#) on the [digital capabilities individual framework](#).

11. Optional questions on internal and external communication.

This section maps to the 'Communication' section of the **digital capability organisational framework**

Question No:		
11.1	What opportunities are there for staff in communications and marketing to develop their digital expertise?	
11.2	What opportunities are there for all staff /students to develop digital communication skills (eg social media, web authoring, reputation management, impact metrics...)?	
11.3	How well do internal digital communications work in terms of efficiency, uptake, speed and reach?	
11.4	How successfully does the organisation promote safe, effective and respectful digital communication to staff and students?	
11.5	How effective is the organisation's external web and social media presence - overall, and in its constituent parts?	

Quick assessment:

How well is the organisation developing expertise in digital communications and media (general and specialist)?

12. Reflections/analysis

Question No: 12.0

Summarise your **quick assessments** here:

Question No: 12.1

What are the **best aspects** of your organisation's provision and support for digital capabilities? Where are there real successes?

Question No: 12.2

What are the **weaknesses** (if any) in your organisation's provision and support for digital capabilities? Where are there real challenges?

Question No: 12.3

What are the most significant **opportunities** to develop digital capabilities in your organisation?

Question No: 12.4

What are the most significant **threats** to the organisation if digital capabilities are not effectively supported?

Question No: 12.5

Reflecting on the strategic drivers and actions you reviewed in Section 2, and the responses you gave in the following sections, what are the most significant **gaps** between your strategic goals and the reality on the ground?

Question No: 12.6

Next steps: priority actions

What should the organisation do in the next three months, year, and three years, to take forward digital capability as an agenda?

Question No: 12.7

Next steps: evaluating benefits

What would count as signs of success over the same time periods?

3 month priority actions	1 year priority actions	3 year priority actions
3 month success indicators	1 year success indicators	3 year success indicators

Quick assessment:

What should the organisation prioritise over the next three months, year, and three years, to enhance digital capability?