

Digital Capability Profile – Professional Services staff in Education

Bullet points in colour are above minimum requirements and will apply to those with specialist digital skills

Digital Capability Element		Example skills and practices
ICT proficiency	Digital proficiency	<ul style="list-style-type: none"> Functional use of digital devices, applications, software and – for example: productivity applications, web browsers, writing/presentation software; use databases to capture and manage University data; use other University administrative systems as required. Use all of these in a professional context and to high professional standards. Design and implement digital solutions for administrative tasks; model the confident use of digital technologies in professional practice; deal with ICT failures and problems when they occur, with appropriate support. Stay up to date with ICT as it evolves; explore new systems, features, devices and opportunities confidently and with professional curiosity; adopt new systems, applications and updates into professional practice as appropriate. Have a basic general knowledge of computing and information processing, and a working knowledge of the digital systems in use by the University. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Specialist knowledge of digital systems and their use Specialist knowledge of institutional rules, policies and practices in relation to digital technologies
	Digital productivity	<ul style="list-style-type: none"> Choose devices, applications, software and systems relevant to different professional tasks, having assessed their benefits and constraints; work fluently across different software/apps and services to achieve professional outcomes. Use digital tools to work productively and efficiently e.g. calendars, task lists, project and time management tools, content management systems. Use University ICT systems for role-related tasks. Adopt and where necessary adapt ICT systems, applications and interfaces to suit personal needs and working practices e.g. using accessibility features. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Support others to understand and make effective use of digital systems in their job roles Inform others about new rules, policies and practices, and help them to understand how digital systems are changing practice across the University

Information, data and media literacies (critical use)	Information literacy	<ul style="list-style-type: none"> • Generate, collect and manage digital information relevant to the University and the role; interpret, analyse and re-present digital information as required. • Organise incoming information using e.g. filters, feeds, sort rules, advanced searches, curation tools, tags, filing systems. • Evaluate digital information in terms of its provenance, relevance, value and credibility. • Understand the rules of copyright and IPR (Intellectual Property Rights); have a basic knowledge of information management. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> • Use digital information to support effective organisational planning and to monitor University performance • Provide others with digital information in appropriate forms to support their roles
	Data literacy	<ul style="list-style-type: none"> • Collate, manage, and access digital data in spreadsheets, databases and other media; run queries, data analyses and reports. • Use data systems to monitor key performance indicators and other critical University data, and in support of quality and compliance processes. • Interpret and use University data to support planning and decision-making. • Understand University guidelines and policies on the legal, ethical and secure use of data. • Share data within and beyond the University in ways that support professional practice, and with an understanding of the security risks as well as the opportunities of managing and sharing data. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> • Use and provide data to support effective organisational planning and to monitor University performance • Help others to understand issues in data management and cybersecurity
	Media literacy	<ul style="list-style-type: none"> • Critically read and interpret messages in a range of digital media – text, graphical, video, animation, audio etc. – relevant to professional role. • Use digital media to communication effectively as a professional. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> • Design and produce digital communications such as presentations, posters, social media postings, on behalf of their team and University

Digital creation, problem-solving and innovation (creative production)	Digital creation	<ul style="list-style-type: none"> Produce digital materials – text, images, video, audio, digital presentations, podcasts and screencasts, blog and web posts – according to the needs of the role.
	Digital research and problem solving	<ul style="list-style-type: none"> Collect, understand and use digital evidence for professional planning and decision-making. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Support and participate in University research using digital tools and data
	Digital innovation	<ul style="list-style-type: none"> Adopt new digital approaches in administration; use digital technologies to develop new ideas, projects and opportunities appropriate to role. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Support and participate in digital transformation initiatives Identify innovations in different areas of the University that can be shared; identify enablers and barriers to innovation in processes and systems
Digital communication, collaboration and participation (participating)	Digital communication	<ul style="list-style-type: none"> Use a wide range of digital tools and media to communicate with others within and beyond the University; appreciate the modalities of different communication media and channels, and the norms of different communication contexts. Use secure channels of digital communication and ensure private communications are suitably protected. Use accessible and inclusive forms of communication. Support and participate in meetings via digital media where appropriate. Manage email and other communications so as to avoid distraction and overload. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Model respectful, inclusive behaviour in professional communications, and security in private communications; support other team members to do likewise Identify and deal with false or damaging digital communications on behalf of the team or University Communicate University or team messages effectively via digital channels
	Digital collaboration	<ul style="list-style-type: none"> Collaborate effectively in digital spaces e.g. online environments, shared work spaces and platforms. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Support digital teams and working groups to achieve University goals Use digital networks and media to work across boundaries within the University and to build external partnerships

	Digital participation	<ul style="list-style-type: none"> Participate in internal and external professional networks for information exchange and sharing practice. Build personal networks and participate actively with other professional staff (via e.g. twitter, LinkedIn, other social media, blogs, media sharing sites). <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Initiate and build internal and external networks for sharing information and practice
Digital learning and Development (development)	Digital learning and CPD	<ul style="list-style-type: none"> Identify and take up digital opportunities for professional development. Share expertise via online communities of professional learning and practice. Have a basic understanding of digital education (learning and teaching) systems in use in the University. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Support the use of relevant digital systems for learning, teaching and administration Support the development, upload and maintenance of learning materials
	Digital teaching	<ul style="list-style-type: none"> Support others to use digital systems effectively e.g. in a mentoring or peer support role. Use digital technologies and tools to support other staff e.g. in a management role. Support or participate in initiatives in digital learning, teaching and assessment. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Support the development, upload and maintenance of learning materials in digital systems Support curriculum teams and the curriculum design process
Digital identity and wellbeing (self-actualising)	Digital identity	<ul style="list-style-type: none"> Develop and project a positive digital identity; monitor and manage personal impact and reputation in professional networks. Manage a range of personal and professional profiles and reputational assets online. Follow University guidelines for digital branding and reputational management. Have an understanding of the reputational benefits and risks involved in digital participation. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Manage the digital footprint, identity and brand of the team or organisation effectively
	Digital wellbeing	<ul style="list-style-type: none"> Manage personal workspace to support good health e.g. posture, seating, lighting, keyboard, screen height and display features. Manage digital distraction and overload; act to ensure a positive work-life balance. Support organisational strategies on cyberbullying, respectful use, digital access and inclusion. <p><i>Specialist digital expertise that professional services staff can bring to the University:</i></p> <ul style="list-style-type: none"> Communicate appropriate strategies and policies on digital behaviour