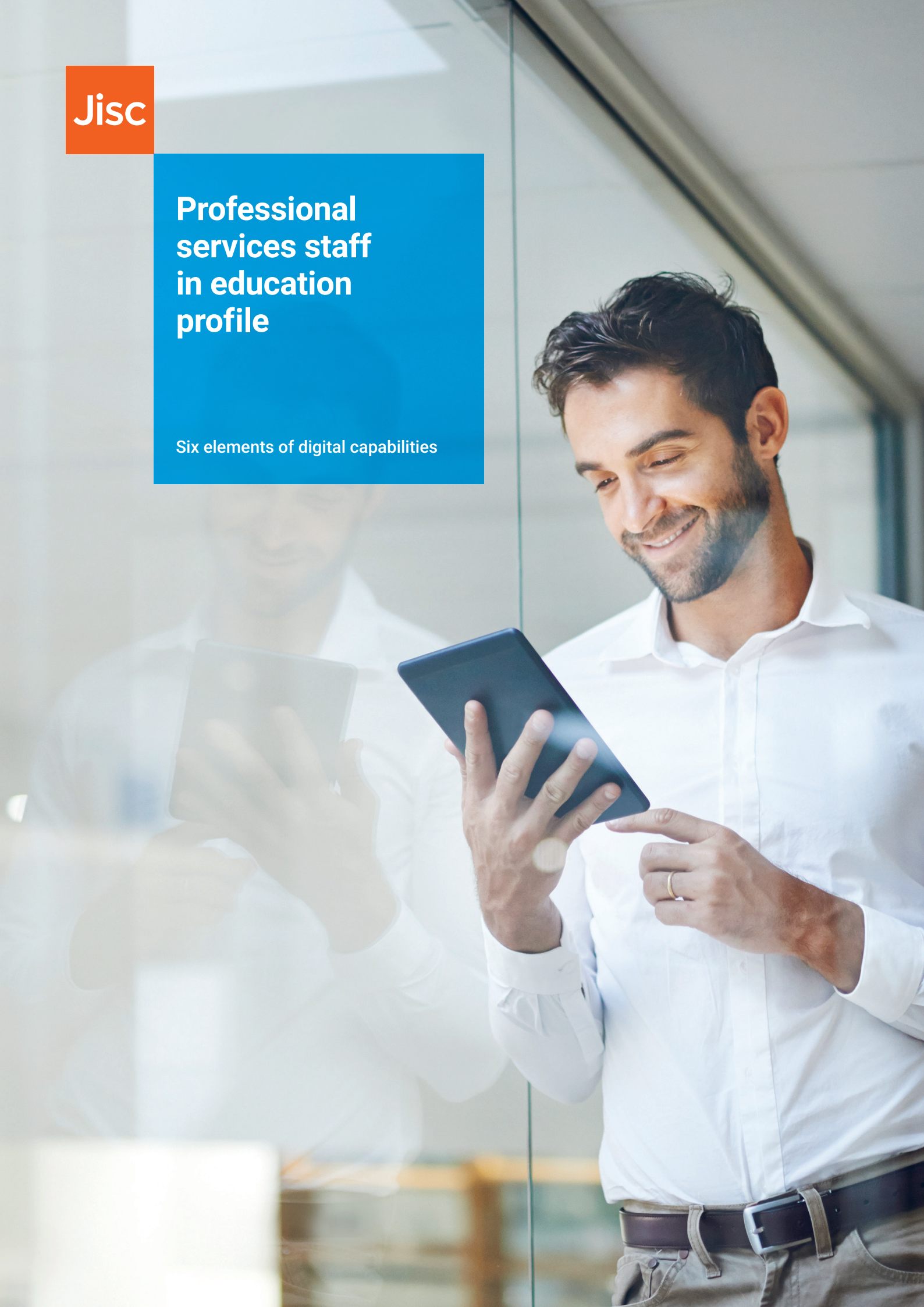


**Jisc**

# Professional services staff in education profile

Six elements of digital capabilities



There are many professional service roles across the higher and further education sectors, differing in both their organisational situations and the skill sets they need. This indicative profile enables professional service staff in different roles to reflect on the digital capabilities they have – and need. No one will have all the capabilities included in this profile: it is intended to demonstrate how new areas of practice are emerging and how individuals might use their digital skills in different areas of their designated roles. It may be useful to use this in conjunction with other role profiles ([ji.sc/what-is-digital-capability](https://www.jisc.ac.uk/what-is-digital-capability)). This profile takes account of the Association of University Administrators (AUA) Code of Professional Standards.

Your institution might use the profile in the following ways:

- » Professional service staff could use it to review their own development needs or to ensure their digital capabilities are fully recognised and reflected in the responsibilities they have
- » Teams could use the profile to review their collective skills, agree how best to work together on digital issues and identify any gaps that require recruitment, development, or delegation
- » Human resources (HR) professionals might use this profile to ensure that digital capabilities and responsibilities are fully reflected in role analyses and person/role specifications
- » Staff could use the profile alongside their results from the discovery tool ([ji.sc/discovery-tool](https://www.jisc.ac.uk/discovery-tool)), which aims to help staff and students reflect on their digital capabilities and identify current strengths and areas for development. This could be done as a personal reflection process or as part of more formal appraisal.

This profile is intended as one example of how the six elements of the Jisc digital capabilities framework might be interpreted and implemented. You can adapt it to suit the needs of different professional staff working in different organisational settings. It is one of a number of profiles based on the framework for staff in a range of specialist roles. For more information on the framework, profiles and other related resources please see [ji.sc/what-is-digital-capability](https://www.jisc.ac.uk/what-is-digital-capability).

### Jisc digital capabilities framework



<p><b>Digital proficiency</b></p>	<ul style="list-style-type: none"> <li>» Functional use of digital devices, applications, software and services, for example: productivity applications, web browsers, writing/presentation software; use databases to capture and manage organisational data; use other institutional administrative systems as required. Use all of these in a professional context and to high professional standards.</li> <li>» Design and implement digital solutions to administrative tasks; model the confident use of digital technologies in professional practice; deal with ICT failures and problems when they occur, with appropriate support</li> <li>» 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</li> <li>» Have a basic general knowledge of computing and information processing, and a working knowledge of the digital systems in use by the organisation</li> </ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"> <li>» Specialist knowledge of digital systems and their use</li> <li>» Specialist knowledge of institutional rules, policies and practices in relation to digital technologies</li> </ul>
<p><b>Digital productivity</b></p>	<ul style="list-style-type: none"> <li>» 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</li> <li>» Use digital tools to work productively and efficiently eg calendars, task lists, project and time management tools, content management systems. Use institutional ICT systems for role-related tasks</li> <li>» Adopt and where necessary adapt ICT systems, applications and interfaces to suit personal needs and working practices eg using accessibility features</li> </ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"> <li>» Support others to understand and make effective use of digital systems in their job roles</li> <li>» Inform others about new rules, policies and practices, and help them to understand how digital systems are changing practice across the organisation</li> </ul>



## Information, data and media literacies (critical use)

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



## Digital creation, problem-solving and innovation (creative production)

<b>Digital creation</b>	<ul style="list-style-type: none"><li>» Produce digital materials (text, images, video, audio, digital presentations, podcasts and screencasts, blog and web posts) according to the needs of the role</li></ul>
<b>Digital research and problem-solving</b>	<ul style="list-style-type: none"><li>» Collect, understand and use digital evidence for professional planning and decision-making</li></ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"><li>» Support and participate in organisational research using digital tools and data</li></ul>
<b>Digital innovation</b>	<ul style="list-style-type: none"><li>» Adopt new digital approaches in administration; use digital technologies to develop new ideas, projects and opportunities appropriate to role</li></ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"><li>» Support and participate in digital transformation initiatives</li><li>» Identify innovations in different areas of the organisation that can be shared; identify enablers and barriers to innovation in processes and systems</li></ul>



## Digital communication, collaboration and participation (participation)

<b>Digital communication</b>	<ul style="list-style-type: none"><li>» Use a wide range of digital tools and media to communicate within others within and beyond the organisation; appreciate the modalities of different communication media and channels, and the norms of different communication contexts</li><li>» Use secure channels of digital communication and ensure private communications are suitable protected</li><li>» Use accessible and inclusive forms of communication</li><li>» Support and participate in meetings via digital media where appropriate</li><li>» Manage email and other communications so as to avoid distraction and overload</li></ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"><li>» Model respectful, inclusive behaviour in professional communications, and security in private communications; support other team members to do likewise</li><li>» Identify and deal with false or damaging digital communications on behalf of the team or organisation</li><li>» Communicate organisational or team messages effectively via digital channels</li></ul>
<b>Digital collaboration</b>	<ul style="list-style-type: none"><li>» Collaborate effectively in digital spaces e.g. online environments, shared work spaces and platforms</li></ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"><li>» Support digital teams and working groups to achieve organisational goals</li><li>» Use digital networks and media to work across boundaries within the organisation and to build external partnerships</li></ul>
<b>Digital participation</b>	<ul style="list-style-type: none"><li>» Participate in internal and external professional networks for information exchange and sharing practice</li><li>» Build personal networks and participate actively with other professional staff (via Twitter, LinkedIn, other social media, blogs, media sharing sites)</li></ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"><li>» Initiate and build internal and external networks for sharing information and practice</li></ul>



## Digital learning and development (development)

### Digital learning and continuing professional development (CPD)

- » 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 organisation

#### Specialist digital expertise that professional staff can bring to their organisation:

- » Support the use of relevant digital systems for learning, teaching and administration
- » Support the development, upload and maintenance of learning materials

### Digital teaching

- » Support others to use digital systems effectively, eg 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

#### Specialist digital expertise that professional staff can bring to their organisation:

- » Support the development, upload and maintenance of learning materials in digital systems
- » Support learning and teaching staff in the use of relevant digital systems
- » Support curriculum teams and the curriculum design process



## Digital identity and wellbeing (self-actualising)

<b>Digital identity</b>	<ul style="list-style-type: none"><li>» 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</li><li>» Follow organisational guidelines for digital branding and reputation management</li><li>» Have an understanding of the reputational benefits and risks involved in digital participation</li></ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"><li>» Manage the digital footprint, identity and brand of the team or organisation effectively</li></ul>
<b>Digital wellbeing</b>	<ul style="list-style-type: none"><li>» Manage personal workspace to support good health eg posture, seating, lighting, keyboard, screen height and display features</li><li>» Manage digital distraction and overload; act to ensure a positive work-life balance</li><li>» Support organisational strategies on cyberbullying, respectful use, digital access and inclusion</li></ul> <p><b>Specialist digital expertise that professional staff can bring to their organisation:</b></p> <ul style="list-style-type: none"><li>» Communicate appropriate strategies and policies on digital behaviour</li></ul>

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