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Andrea Ward

# POWERING THE NEXT GENERATION

We are powering the next generation of thinkers, makers, creators and leaders.

## Leading The Way but leading what?

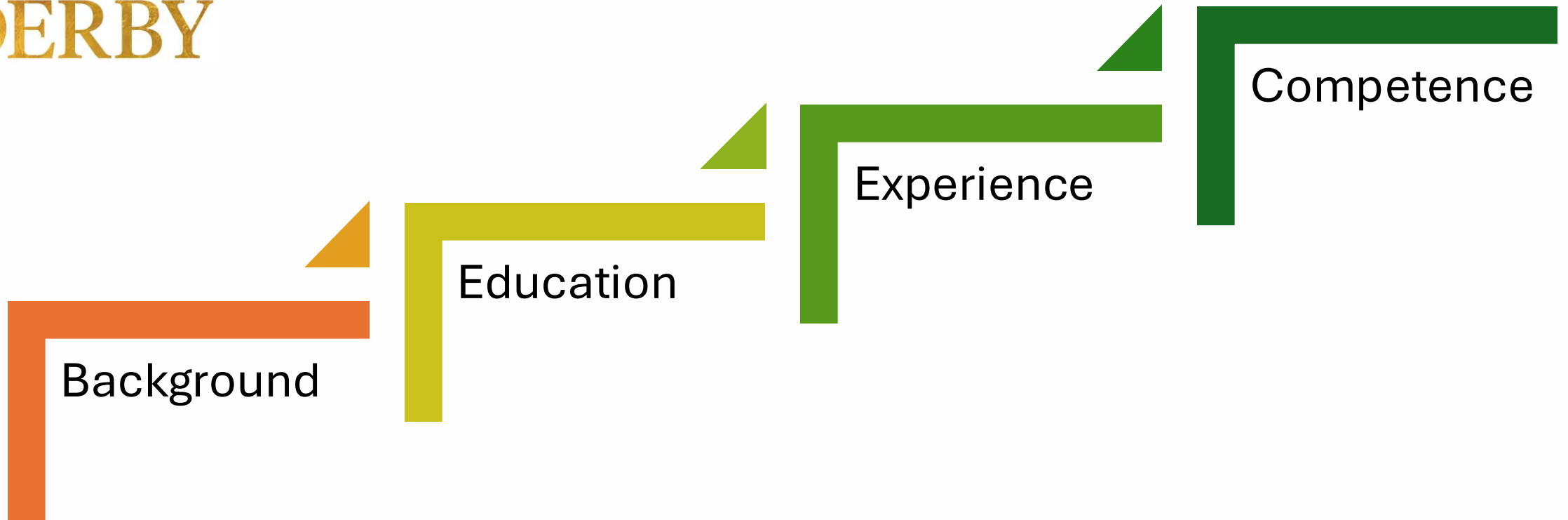


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# The Journey to .....?





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**TEF** Teaching  
2023 Excellence  
**Gold** Framework

ISS Classification - Restricted - External

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# Factors Affecting Higher Education in the UK

- Brexit
- International Reputation
- Talent Attraction
- Student Wellbeing
- Increased Costs
- Fees & Impact
- Funding
- Visa
- International Competition

# Strategic Framework to 2030



Our **Purpose:**  
what we do  
and why

**An applied university of today and for tomorrow**  
Everything we do is driven by delivering excellence and opportunities for our staff, students and region.

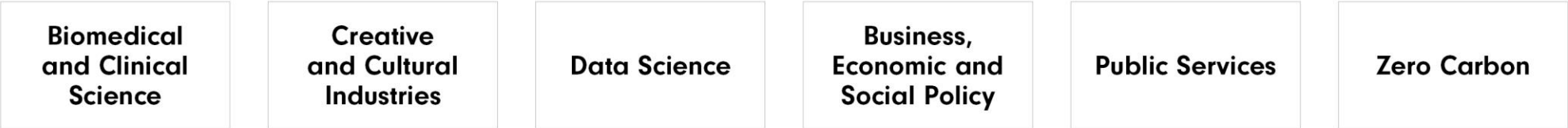
Our **Pillars:**  
what we  
are trying to  
succeed at  
to fulfil our  
purpose



Our **Strategic Aims:** what we need to be good at to succeed



Our **Academic Themes and Values:** the 'Derby brand' that makes us good enough to succeed



**VALUES PEOPLE**

**BOLD**

**FUTURE FOCUSED**

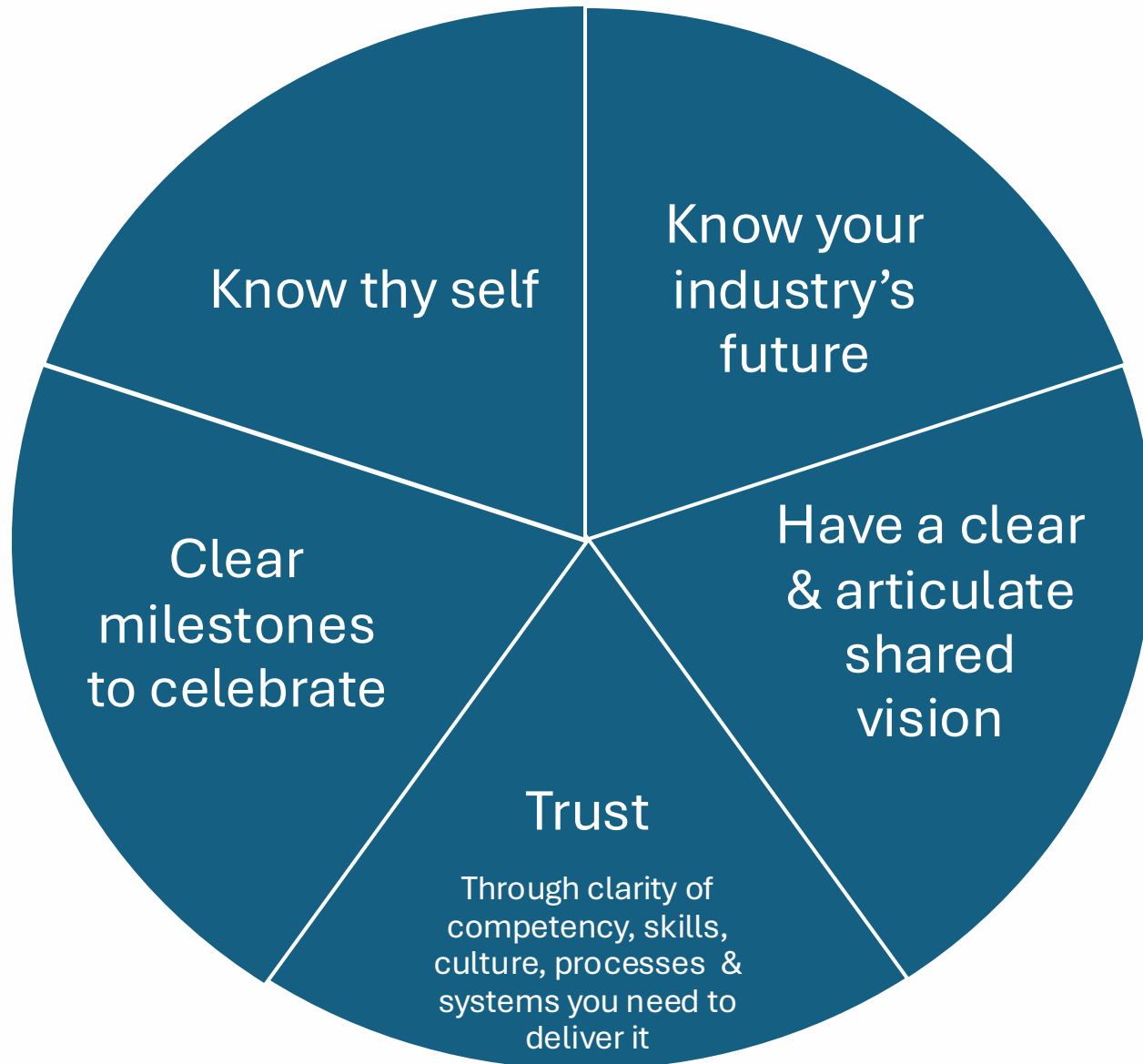
**BRILLIANCE**

Our organisational structures, core processes and individual and collective contributions deliver the performance we need to succeed.

# The Challenge at Derby



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- Research
- Offer of Development Interventions
- Partnerships – Industry and Universities

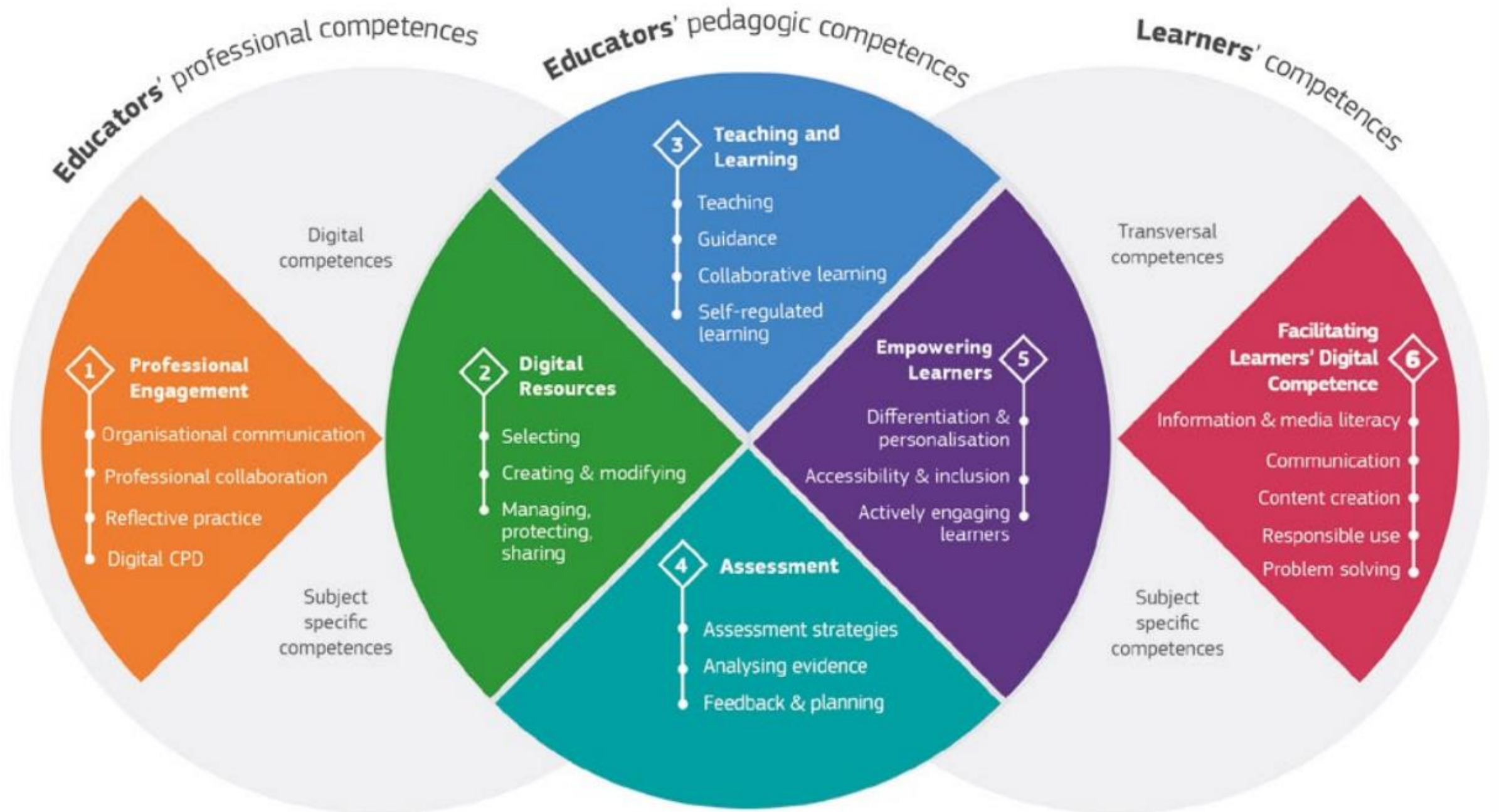


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# ***To be at the forefront of creating a sustainable future through delivering applied learning and research.***

- Growth mindset
- Re-thinking process of education
- Interconnecting scaffolding of learning
- Think programme level
- Challenge everything “that moves”
- Know what your students and applicants want
- You can’t do it on your own
- Is the cultural glue sticky enough
- Look at models from research for structure









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# Building Digital Competence in the Teaching Team

**Building Digital Competence**

**Purpose** Define the digital competence required by programme

**Time** 60 minutes

**Resources** Flipcharts, pens, post-it notes, Digital Competence Model and list of Competencies

**Step 1**

Set the scene for the session by using some of the following terms

- Outlining that we are working in a digital world
- We need to build digital competence ourselves
- Building digital literacy skills within the programme
- OECD skills and other reports for the future required digital skills?
- We need to establish the skills for the people teaching on the programme (individual and subject specific)
- How do we articulate the skills needs for students to become employable and support the lifelong learning skills.

**Step 2**

- Spread out the time you have to explore each of the 6 areas separately from the Digital competence Model and the corresponding competencies.
- Take each of the areas in the order you prefer and allocate an appropriate amount of time to explore each one.

Suggestion to use the time effectively:

1. This could be teams of people working on one of the 6 areas for all of the time
2. This could be teams working on one of the themes for 5 mins then rotate so all teams have a chance to add to each area
3. All teams do all 6 on one flipchart sheet

**Step 3**

Always remember to:

- To **OPTIMISE** the opportunity for everyone to contribute
- To **STIMULATE** people to think about different opportunities or needs esp to be inclusive
- To help **COORDINATE** the actions of different people

**Step 4**

Review the work and establish

1. What you already have that you can keep and build upon through sharing experiences
2. What you have missing and prioritise what the plan is to achieve these in months i.e. Short terms is next 3 months. Medium term by 3-9 months and long term, 9 months to 2 years
3. What you need to refine, adjust to improve

Remember the threshold standard required for your programme on digital competence and

## Organisation Communication

To use digital technologies to enhance organisational communication with learners. To contribute to collaboratively developing and improving organisational communication strategies.

Activities:

- To use digital technologies to make additional learning resources and information available to learners (and parents).
- To use digital technologies to communicate organisational procedures to learners and parents, e.g. rules, appointments, events.
- To use digital technologies to inform learners and parents on an individual basis, e.g. on progress and issues of concern.
- To use digital technologies to communicate with colleagues in the same organisation and beyond.
- To use digital technologies to communicate with third parties relevant to the educational project, e.g. experts to be invited, places to be visited.
- To communicate via the organisation's website or through corporate digital technologies, platforms or communication services contracted.
- To contribute with content to the organisation's website or virtual learning environment.
- To contribute to collaboratively developing and improving organisational communication strategies.

## Professional collaboration

To use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience, and collaboratively innovating pedagogic practices.

Activities:

- To use digital technologies to collaborate with other educators, on a dedicated project or task.
- To use digital technologies to share and exchange knowledge, resources and experiences with colleagues and peers.
- To use digital technologies to collaboratively develop educational resources.
- To use professional collaborative networks to explore and reflect on new pedagogic practices and methods.
- To use professional collaborative networks as a source for one's own professional development.

## Reflective practice

To individually and collectively reflect on, critically assess and actively develop one's own digital pedagogical practice and that of one's educational community

Activities:



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# Final Message

