

Rationale

The six 'elements' of digital capability describe the digital capabilities landscape for professionals engaged in HE and FE. In this table we show how existing frameworks, and other less formal descriptions of digital capability, fit within the six elements. These frameworks provide, in many cases, the detail needed to operationalise the six elements in practice.

Many of the frameworks do not sit neatly within one of the six elements but overlap several or in some cases sit across all of them. We have tried to show this by including, where relevant, different aspects of the same frameworks. However the focus is on where each framework or framework element adds the most value.

In professions, organisations and subject areas where there is no existing framework, the six elements can be used as a starting point for developing one. They provide the assurance that they cover - as far as possible - all the areas considered relevant by other professions, subject areas and stakeholder groups. Alternatively they can be used to ensure 'digital' aspects of practice are fully covered in existing frameworks.

ICT proficiency/ fluency	Information, media and data literacy	Creating, innovating	Digital research and scholarship	e-learning and professional development	Communicating, collaborating, participation	Digital identity and wellbeing
<p>ECDL for FE/HE advanced</p> <p>Mozilla web literacies map</p> <p>Essential Digital Literacy Skills Qualification Wales</p> <p>British Council Key Competences for Lifelong Learning</p> <p>Go-On UK Basic Digital Skills</p> <p>Tinder Foundation 'get started' topics</p> <p>Advanced/specialised</p> <p>CMALT (operational issues) for learning technology staff</p> <p>CMALT (specialist options) for learning</p>	<p>SCONUL 7 pillars of information literacy (core model)</p> <p>UNESCO MIL assessment framework</p> <p>Open University DIL framework</p> <p>A New Curriculum for Information Literacy (ANCIL)</p> <p>Vitae RDF (information lens)</p> <p>Leicester: finding, evaluating and organising information</p> <p>Greenwich 5 elements: 'Meaning Making' 'Decoding'</p> <p>iSkills (US skills test for students, aligned with ACRL) Define, Access, Evaluate, Manage</p>	<p>Mozilla's Web Literacies: Building</p> <p>EU key competences for lifelong learning: critical thinking, creativity and innovation.</p> <p>KnightComm: the practice of message composition and creativity</p> <p>iSkills: Create and Communicate</p> <p>Leicester: creating and sharing</p> <p>DigComp : Share digital content; develop content, integrate and re-elaborate, innovate and create</p> <p>Advanced/specialised</p> <p>Project management</p>	<p>Vitae's Researcher Development framework and Concordat on the Career Development of Researchers</p> <p>OU's readytoresearch framework and findings of Digital Scholar project</p> <p>KnightComm: skills of critical thinking and analysis</p> <p>Greenwich '5 elements' Analysing</p> <p>Advanced/specialised</p> <p>UK PSF: Methods for evaluating the effectiveness of teaching</p> <p>ISTE standards stay abreast of educational research and emerging</p>	<p>Teaching and learning support</p> <p>DigiLit Leicester</p> <p>UK PSF: especially K4: use and value of appropriate learning technologies</p> <p>CMALT: especially understand TL and A processes; understand [needs of] specific learners</p> <p>UNESCO ICT competency framework for teachers: especially Understanding ICT in education; curriculum and assessment; pedagogy</p> <p>European pedagogic ICT licence</p> <p>TPACK (technology, pedagogy, and content</p>	<p>SCONUL 7 pillars (digital lens): <i>sharing</i></p> <p>Vitae's RDF: engagement, influence and impact using digital networks</p> <p>CIL use computers to participate effectively at home, at school, in the workplace, and in the community</p> <p>Open University DIL: understand and engage in digital practices (includes digital networking and digital footprint)</p> <p>ISTE standards for administrators: Facilitate and participate in learning communities ; promote and model effective communication</p>	<p>DigiLitLeicester: e-safety and online identity</p> <p>DigitalLiteracy Curriculum from SWGfL (schools/colleges)</p> <p>ISTE standards: Digital Citizenship</p> <p>DigComp Managing digital identity, Engaging in digital citizenship, safety</p> <p>NIACE Citizens' curriculum: Digital</p> <p>Vitae RDF: Work-life balance</p> <p>ePICT e-safety certification requirements</p> <p>Greenwich '5 elements': persona</p> <p>UNESCO: cross-cultural</p>

<p>technology staff</p> <p>ITProfStandards</p> <p>IT project management skills framework</p> <p>ISTE standards for teachers</p> <p>UNESCO ICT framework for teachers, module 4 (ICT)</p> <p><i>UK PSF: 'the use and value of appropriate learning technologies'</i> knowledge outcome for teaching staff</p> <p><i>Vitae RDF 'personal effectiveness'</i> outcome for researchers</p> <p><i>SFIA</i> UK IT industry skills framework for the 'information age'</p> <p>ISTE standards for administrators</p> <p>AUA professional behaviours framework</p> <p>European eCompetence framework for ICT professionals</p> <p>ICILS Assessment Framework 'understanding computer use'</p> <p>Competence assessment toolkit for technical staff including governance and compliance</p>	<p><i>information</i></p> <p>ACRL framework for information literacy in HE (US libraries)</p> <p>Core competences for data and information literacy: pp.24-5 in Carlson et. al (2011) (US, mapped to ACRL)</p> <p>DigComp Information</p> <p>Mozilla's Web Literacies Exploring</p> <p>Ed Tech Multimedia Competency Survey: knowledge and skills framework p.18</p> <p>EU skills for LLL: <i>search, collect and process information; use Internet-based services; a critical and reflective attitude towards .. and a responsible use of digital media.</i></p> <p>ICILS Assessment Framework: 'Collecting and managing information; Producing and exchanging information'</p> <p>EU media literacy for a digital environment see definitions p3</p> <p>Advanced/specialised</p> <p>CILIP knowledge and skills for library staff</p> <p>SCONUL 7 pillars (digital lens)</p> <p>SCONUL 7 pillars (OER</p>	<p>frameworks e.g. IT project management skills framework from Australia: TILS; APM Project Management syllabus</p> <p>IBSTPI instructional design competences for creation of learning materials</p> <p>Multimedia competencies for Educational Technologists includes questionnaire outlining key knowledge and skills</p> <p>UK OER evaluation (pilot phase: expertise) findings on expertise for creating/sharing open content</p> <p>Framework for creativity and innovation from Design Thinking</p> <p>Imperial College Innovation/Enterprise framework</p> <p>Creative Skillset guidelines for best practice in creative education (not a framework)</p> <p>Web accessibility standards</p>	<p><i>trends</i></p> <p><i>Vitae</i> Intellectual leadership development resources</p> <p>LFHE research team leadership course</p> <p>Trends in digital scholarship centres</p> <p>Measuring research impact from University of Southampton (section on 'Key Guidance')</p>	<p>knowledge)</p> <p>ISTE standards for teachers (US)</p> <p>ALDinHE professional behaviours (mapped to UK PSF)</p> <p>Competences in open and distance learning</p> <p>ICT competences for guidance practitioners</p> <p>Multimodal Literacies for teachers of English</p> <p>Learning</p> <p>Futurelab Digital literacies across the curriculum framework</p> <p>ICT Framework EYFS, Key Stage 1 and Key Stage 2</p> <p>Framework for 21st Century Learning from US Partnership for 21st Century Skills</p> <p>Jisc '7 elements of digital literacy' and Digital Literacy Development Pyramid</p> <p>Napier 3E framework for embedding digital skills into the curriculum</p> <p>University of Bath Faculty-based digital literacy statements</p> <p>Principles of Connectivism: not strictly a framework but imply skills for learning</p> <p>Metaliteracy course from Coursera (US)</p> <p>Learning Literacies in a</p>	<p><i>and collaboration</i></p> <p>DigComp Communication</p> <p>Mozilla's Web Literacies: Connecting</p> <p><i>KnightComm: active participation through teamwork and collaboration.</i></p> <p><i>Leicester:</i> <i>communication, collaboration and participation</i></p> <p>EU skills for LLL: <i>engaging in communities and networks</i></p> <p>CMALT Communication</p> <p>Advanced/Specialist</p> <p><i>Vitae's</i> Social Media handbook for researchers</p>	<p><i>awareness, citizenship</i></p> <p>KnightComm: <i>engage in reflection and ethical thinking</i></p> <p>Specialist</p> <p>Professional marketing standards</p> <p>Vitae's RDF: <i>professional and career development, self-management</i></p> <p>Equality Act 2010: implications for HEIs and Colleges</p> <p>Professional values associated with (e.g.) UK PSF, SEDA fellowship, CMALT</p>
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	<p>lens)</p> <p>NHS KSF for healthcare professionals: 'Information and Knowledge' dimension</p> <p>CDRS Data Management Guide</p> <p>Data management principles from Virginia Polytechnic Institute</p> <p>JISC content framework for content developers</p> <p>Outcomes from RILADS project on information literacy for the workplace.</p>			<p>Digital Age (LiDA) framework of frameworks pp. 35-38</p> <p>CPD</p> <p>Vitae's RDF: prof and career development self management</p> <p>ALDinHE CPD planning resource</p> <p>AGCAS CEIGHE (National Occupational Standards)</p> <p>Vitae RDF 'professional and career development'</p> <p>Leicester: technology supported professional development</p> <p>UK PSE: Engage in CPD (subject-specialist and relating to pedagogy)</p> <p>Specialist: educational leadership</p> <p>NIACE leadership and policy-making competences</p> <p>LFHE Teaching Team leadership course</p> <p>European e-Learning competence framework: leadership</p> <p>Specialist: learning technology work</p> <p>CMALT</p> <p>NIACE specialist e-learning developer competences</p>		
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