Digital
2030

A strategic framework
for post-16 digital learning
in Wales

2019

Llywodraeth Cymru
Welsh Government

Jisc

Contents

Ministerial Foreword

During the last 30 years, since the invention of the world wide web, our world has changed dramatically; and continues to change at a rapid rate. 'Digital' has become increasingly central to our everyday lives; to the ways we interact and communicate with each other; to the type of work we do and how we do it. The Welsh Government-commissioned **Review of Digital Innovation**, led by Professor Phil Brown, has been undertaking a broad assessment of how advancements in digital technology will impact on the future of work and the economy in Wales.
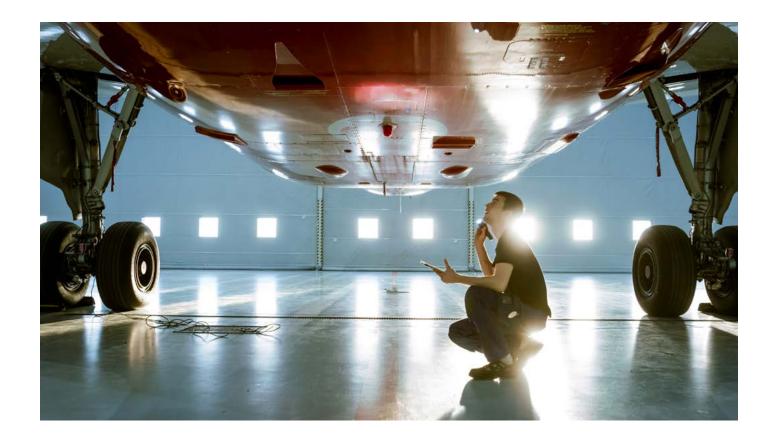
Our Economic Action Plan highlights the importance of businesses adapting to the opportunities and the challenges presented by new technologies in order to grow the Welsh economy and pursue our aim of prosperity for all. We can't predict exactly how technology will evolve over the next decade, but we can equip our post-16 learners (most of whom will be members of our current or our future workforce) with the confidence and capability they will need to use digital tools in their work and their everyday lives.

Meanwhile, the education landscape in Wales is also changing, on a scale that we only see once in a generation. In schools, through **Our National Mission** we are transforming the curriculum to equip our children and young people with the right skills for a changing world. In post-compulsory education and training (PCET), we are taking forward legislation to establish a new Commission responsible for regulating the post-compulsory sector and securing coherent, high-quality academic and vocational learning pathways. The pace of change has never been faster, nor the opportunities greater.

Throughout this period of transformation, **Our National Mission** for education in Wales is to raise standards and ensure that learners of all ages, abilities and backgrounds are equipped with the skills they need to succeed in their work and throughout their lives. Digital skills, and the confidence to use them appropriately, are already established as part of the suite of essential skills. The Digital Competence Framework (DCF) has already been made available to schools as the first element of our curriculum reforms, supporting the emphasis on digital competence as a cross-curricular responsibility. We anticipate that these skills will become even more important in the future.

For many young people, further education institutions, work-based learning and adult learning providers offer an important stage in their transition from the compulsory learning environment into more independent learning; preparing themselves for the world of work, or to pursue higher level study. Post-16 provision also offers opportunities for individuals to engage (or re-engage) with learning throughout their lives; to pursue new interests, to upskill and progress in their current career path, or to re-train and change direction. Digital skills are increasingly important to ensure that learners can make the most of these opportunities, developing their critical inquiry, communication and technical skills.

To help support the PCET sector, we have developed Digital 2030 as a strategic framework to set out our shared vision, aims and objectives for post-16 digital learning during the next decade. We chose the year 2030 as our horizon for two reasons: to align with the 'Towards 2030' Hazelkorn Review which set the direction for the PCET reforms; and as a period of time which is long enough to work towards an ambitious vision, but close enough to ensure a sense of pace and urgency.

Digital 2030 is an initiative which came from the post-16 sector, through CollegesWales, and this framework has been developed in close collaboration with stakeholders, leaders and staff from across the sector. We thank you all for your support and enthusiasm. Ongoing commitment and support from senior leaders will be crucial to ensure the widespread adoption of the Digital 2030 approach throughout all parts of each organisation. We also thank Jisc, who led the initial drafting of the vision, aims and objectives, and will remain a strategic delivery partner for this important agenda.

We have started to identify a number of national priorities and actions in this document, but we will rely on continued dialogue with the sector and other stakeholders to make sure we get our priorities right and respond to developments that may occur during the framework's lifetime.

Together, we have started to define our aspirations for the sector in Wales and for our learners. We will need to continue to work together to get the right foundations in place, so that we can explore all of the incredible opportunities digital technology has to offer.

Kirsty Williams AM
Minister for Education

Ken Skates AM
Minister for Economy and Transport

Introduction
Digital employment, digital skills, and the future of learning

"Wales must be ready for the future. As a nation we will prepare today to meet the skills requirements of the future so we can harness the full potential of emerging technological developments. Wales is a dynamic and innovative nation, already at the forefront of new technologies and committed to staying there." [1]

The future workplace is expected to see increased usage of digital tools and technologies. Today's learners (tomorrow's employees) will need digital skills and experiences of technology in order to use and develop these and other yet-to-be-invented technologies. As the Welsh Government's Employability Plan notes, "people are likely to work longer throughout their lifetime, and to change jobs and industries multiple times." Adaptability and flexibility will be important attributes.

The unique abilities and specialised skillsets of human beings will also still be required in future occupations, "adding human value to the machines" [2]. Experiences offering personal interaction and face-to-face contact may also become more highly regarded and prized in a more automated world.
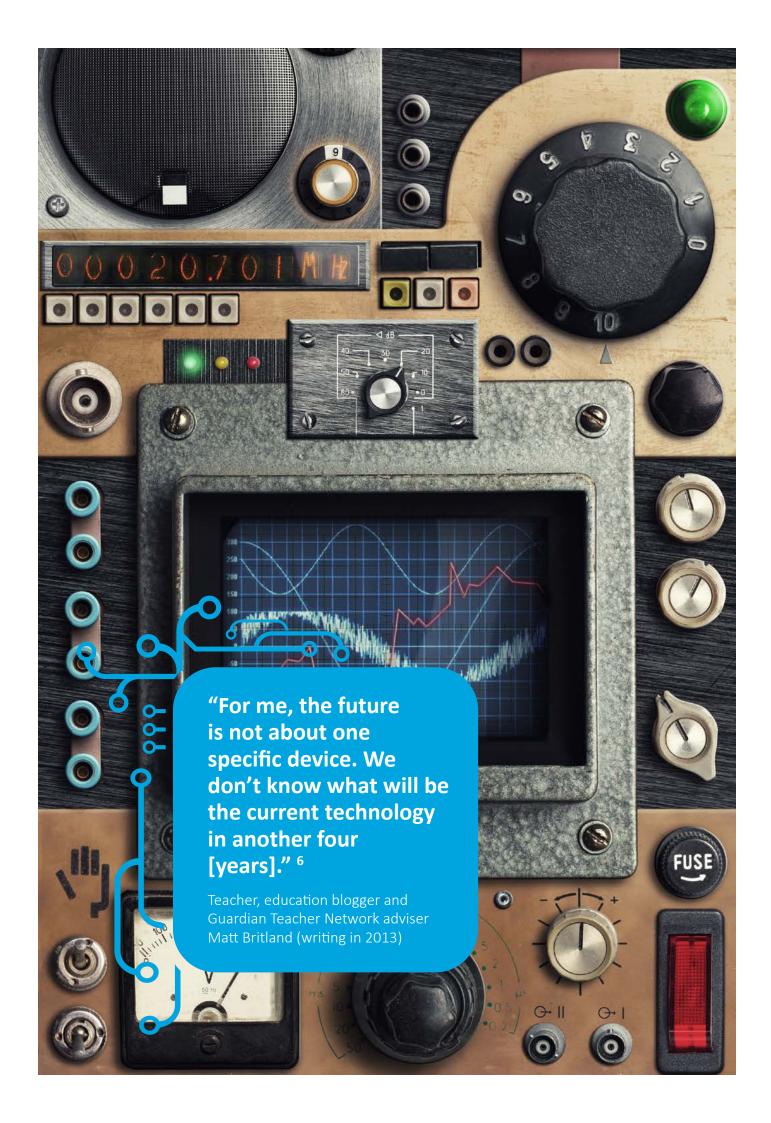
The NESTA funded 2017 study "The future of skills: employment in 2030" [3] considers how employment is likely to change, and the implication for skills requirements. Whilst some occupations may not see much change, others are expected to see increased amounts of automation and use of machine learning, which will change the nature of jobs for human employees.

This study also suggests that "the future workforce will need broad based knowledge…" in areas such as language, history, philosophy, administration and management "…in addition to the more specialised features that will be needed for specific occupations."

These changes have far-reaching implications for the post-16 learning and skills sector. Jisc suggests that:

"The technological changes in the workplace mean that education will have to change too, to take advantage of the possibilities of technology for education and to provide a workforce capable of exploiting rapidly evolving technologies." and that "students expect an education experience that reflects the way they live, communicate and learn…" [4]

[1]Employability Plan (2018), Welsh Government; https://beta.gov.wales/sites/default/files/publications/2018-04/employability-plan.pdf
[2]Blog post **The potential of Education 4.0 is huge – the UK must take the lead**, Paul Feldman, Jisc, 12 September 2018
https://www.jisc.ac.uk/blog/the-potential-of-education-4-is-huge-the-uk-must-take-the-lead-now-12-sep-2018
[3]https://www.nesta.org.uk/report/the-future-of-skills-employment-in-2030/
[4]**Member stories: moving towards Education 4.0**. Blog post by Sarah Davies, Jisc, 15 January 2019.
https://www.jisc.ac.uk/blog/member-stories-towards-higher-education-40-15-jan-2019

"For me, the future is not about one specific device. We don't know what will be the current technology in another four [years]." [6]

Teacher, education blogger and Guardian Teacher Network adviser Matt Britland (writing in 2013)

Research by Jisc has identified that 64% of FE students agreed that they were more independent in their learning when digital was used. A further 57% agreed that digital approaches helped them to fit learning into their life. [5]

Digital tools and technologies will clearly have a role to play, and have many benefits, though given the rapid pace of technological change, it is difficult to predict which technologies will be used, and how they will be used, in ten years' time.

A number of efforts [7] have been made to predict how digital tools and technologies will be used in future learning environments. Without focusing on specific tools and technologies (which could become outdated, or may not yet exist), common themes include:

- Wider access to learning and participation in learning activities, so that learners are not restricted by their physical location and have greater flexibility to learn in a time and place that suits their preferences and availability around home and work commitments.

- Increased personalisation, allowing learners to customise digital tools and devices and select options which suit their own learning styles and personal preferences (which may include the use of built in settings options, selecting learning materials in different formats, or using additional accessibility tools).

- More immersive and interactive learning experiences, including using virtual scenarios or experiences to prepare learners for real-life situations.

- Encouraging independent learning and progress tracking so that learners can take increased ownership of their learning journey, and can access material which will help them to meet core targets, and/or material that will stretch and challenge them.

- Offering opportunities for learners to develop additional skills alongside formal qualifications, such as encouraging collaborative working skills; and fostering a more social approach to learning.

- The use of digital tools and technologies to reduce the administrative burden for teaching and learner support staff, so that they can spend more 'quality time' with learners and provide more targeted and personalised support to improve learner wellbeing and learning outcomes.

Although the learning environment may change, and the tools, technologies and platforms used to support teaching and learning will evolve, the role of teaching and learning professionals remains a central one. Blended learning, with a mixture of digitally enabled learning and more 'traditional' face-to-face experience with a learning professional, is likely to be the way forward.

Digital technology will change the roles of learning professionals, and require them to develop new skills, and will also (when used effectively) enable new approaches and enhance the learning experience.

[5]Findings from Jisc's Digital Experience Insights survey 2018 http://repository.jisc.ac.uk/6967/1/Digital_experience_insights_survey_2018.pdf
[6]Blog post **What is the future of technology in education** by Matt Britland, 19 June 2013
https://www.theguardian.com/teacher-network/teacher-blog/2013/jun/19/technology-future-education-cloud-social-learning
Accessed 20 December 2018
[7]Including the Jisc blog post **What does the FE college of the future look like?** by Paul McKean, 20 November 2018
https://www.jisc.ac.uk/blog/what-does-the-fe-college-of-the-future-look-like-20-nov-2018 and The Guardian Education blog post

The post-16 sector in Wales

What is 'post-16' learning in Wales?

In this document, we have used the term 'post-16 learning' to encompass:

- Further education (FE)

- Work-based learning (WBL), including apprenticeships and employability programmes

- Adult and community learning (AL)

Further education	Work-based learning	Adult learning
Independent non-profit institutions, most of which deliver academic and vocational courses ranging from Entry Level to higher education.	Providers with contracts to deliver apprenticeships and employability programmes. The sector includes colleges, private companies, charities and local authorities.	Partnerships which usually comprise local authorities, colleges and other organisations, delivering part-time adult learning programmes which are usually community-based.
98,510 unique learners in 2017/18	**63,120 unique learners in 2017/18**	**9,660 unique learners on Local Authority Adult Community learning programmes in 2017/18 [8]**

Research commissioned by key sector stakeholders (including CollegesWales and the National Training Federation Wales (NTfW)) shows that post-16 learning makes a substantial contribution towards the economy and has other societal benefits; as well as benefits for the individual learners.

The need for change

The impetus to develop Digital 2030 came from the UK Government's Further Education Learning Technology Action Group (FELTAG). The group was tasked with making practical recommendations aimed at ensuring the effective use of digital technology in learning, teaching and assessment in further education and skills. FELTAG's final report [9], published in 2014, identified significant opportunities to use technology to improve access to education, use flexible delivery methods, support learners, and enhance the efficiency and effectiveness of learning. However, it also found that:

"There is increasing confidence and capability in the FE sector in using digital learning technology. What we lack is the means to share these ideas and developments across the sector… All the findings point towards the need for a new approach, one that balances an ambitious top-down vision with a radically more collaborative bottom-up responsibility for innovation."

In thinking about a distinct strategic approach to post-16 digital learning in Wales, we have aimed to achieve this balance between 'top-down vision' and 'bottom-up responsibility'. Learning providers have been involved and provided their views and input throughout the development of this framework.
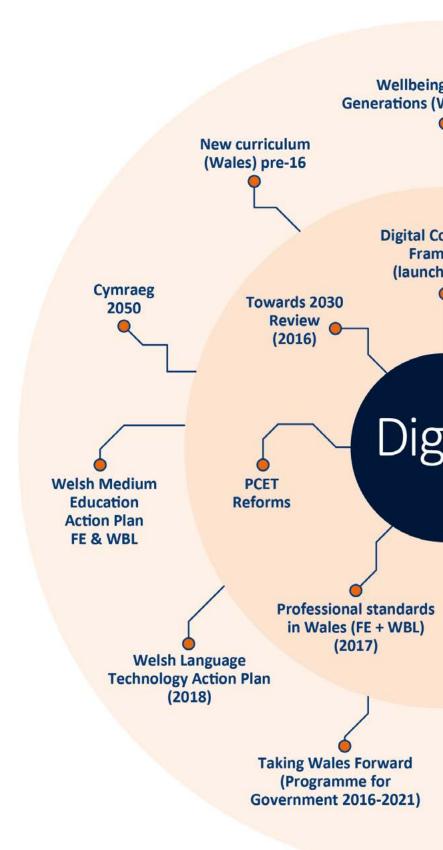
Learning providers have told us that, although time has elapsed since FELTAG completed its work, in many ways the situation has not changed.

There are many individual examples of excellent and innovative practice within the sector, including lecturers and tutors who are 'digital pioneers', embracing the use of digital technology to enhance learners' experiences. However, this approach is not consistent across the post-16 system, and there is no single, agreed vision for how digital technology should be used in post-16 learning.
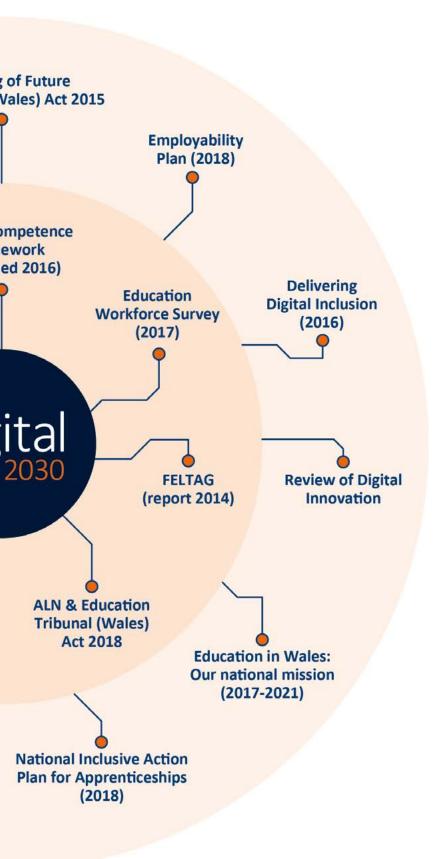
Since the FELTAG report was published, the need for a coherent vision for post-16 digital learning has become more pressing.

The Digital 2030 Ecosystem diagram (on page 9) illustrates the strategic and policy context in which this framework has been developed. A brief outline of some key policies relating to Digital 2030 is provided in the interactive version of this framework.
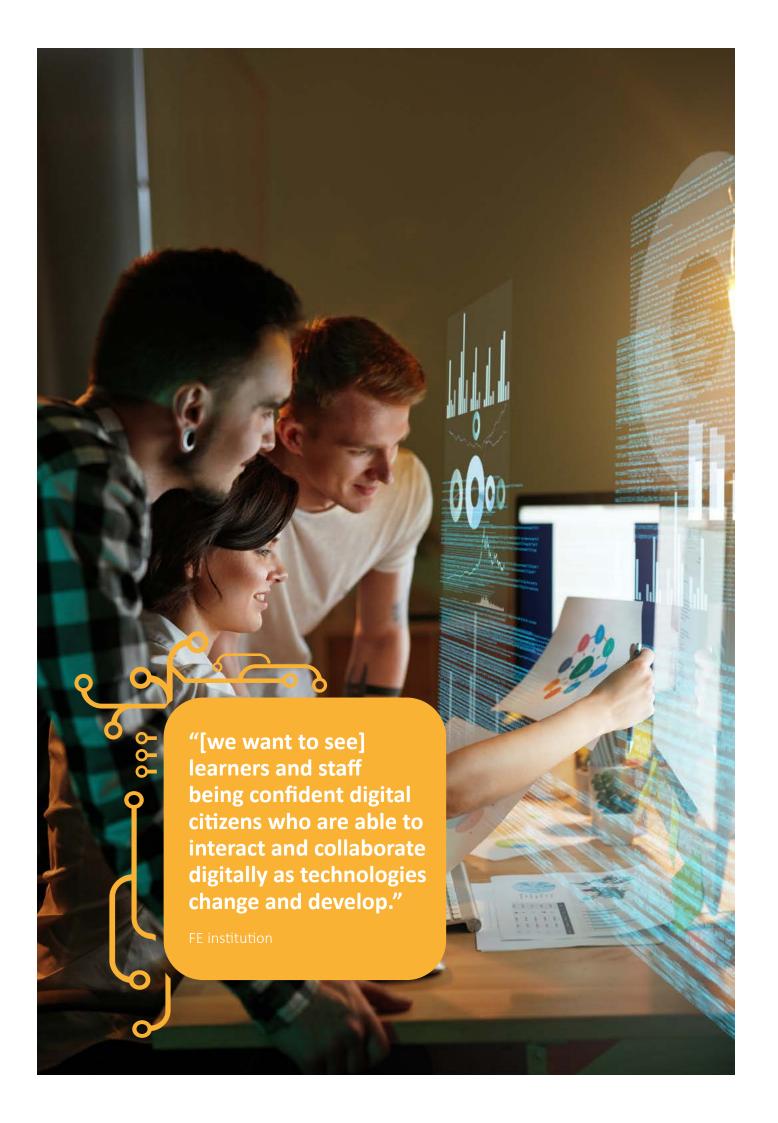
[9]http://feltag.org.uk/wp-content/uploads/2012/01/FELTAG-REPORT-FINAL.pdf

Wellbeing
Generations (W

New curriculum
(Wales) pre-16

Digital Co
Fram
(launch

Cymraeg
2050

Towards 2030
Review
(2016)

Dig

Welsh Medium
Education
Action Plan
FE & WBL

PCET
Reforms

Professional standards
in Wales (FE + WBL)
(2017)

Welsh Language
Technology Action Plan
(2018)

Taking Wales Forward
(Programme for
Government 2016-2021)

g of Future
Vales) Act 2015

**Employability
Plan (2018)**

ompetence
ework
ed 2016)

**Delivering
Digital Inclusion
(2016)**

**Education
Workforce Survey
(2017)**

ital
2030

**FELTAG
(report 2014)**

**Review of Digital
Innovation**

**ALN & Education
Tribunal (Wales)
Act 2018**

**Education in Wales:
Our national mission
(2017-2021)**

**National Inclusive Action
Plan for Apprenticeships
(2018)**

Wellbeing of Future Generations

Digital 2030 will be implemented in accordance with the Wellbeing of Future Generations (Wales) Act 2015 five principles of working:

- taking a **long-term** approach to achieving our aims, acknowledging that learners and learning providers are approaching this topic from different starting points, and will have different strengths, expertise and experiences

- appreciating that the effective use of digital tools and technologies offers opportunities to increase accessibility and flexibility for all (not just for users with recognised disabilities), and can provide relevant data to inform learning provider efforts to **prevent** learner 'drop-out' and offer appropriate support

- increasing **integration** with input on identified national priorities and actions from learning providers, key stakeholders and the Welsh Government

- encouraging **collaboration** within the post-16 sector to share good practice, experience and expertise, and to develop collaborative approaches and solutions

- promoting the **involvement** of learning provider staff and learners in designing, implementing, evaluating and reviewing the use of digital technology to support continual improvement

Digital 2030 supports all of the seven wellbeing goals, and the following wellbeing objectives [10]:

- Support people and business to drive prosperity

- Drive sustainable growth and combat climate change

- Promote good health and wellbeing for everyone

- Build healthier communities and better environments

- Support young people to make the most of their potential

- Build ambition and encourage learning for life

- Equip everyone with the right skills for a changing world

- Build resilient communities, culture and language

- Deliver modern and connected infrastructure

"[we want to see] learners and staff being confident digital citizens who are able to interact and collaborate digitally as technologies change and develop."

FE institution

Introducing the Digital 2030 framework

This strategic framework has been developed collaboratively by the Welsh Government, Jisc, and the post-16 sector, starting with an initial Welsh Government funded seminar hosted by Colleges Wales in March 2017 (which explored the feasibility of developing a digital strategy for further education in Wales).

Input from learning provider staff at different levels and in different work areas within individual organisations has been important in establishing the overarching shared vision, aims and objectives that form the core of the framework.

The framework is clear that the use of digital technology is not an end in itself; technology needs to be used appropriately to support existing values and priorities, and to enhance learning experiences. We are aware that individual providers delivering further education, work based learning and adult learning programmes will be approaching this framework from different starting points and in the context of different learner needs. For these reasons, Digital 2030 is designed to be flexible, non-prescriptive, and can be customised and re-purposed by individual providers.

This document is part of a package of material which will be developed as part of the Digital 2030 framework. This package will be added to over time, in line with themes and priorities identified for the years leading up to 2030.

The initial package includes:

• an introductory video and poster

• an interactive online version of the framework, which also signposts additional information and support available to learning providers

• implementation guidance for post-16 learning providers

The framework is intended to:

• articulate a clear, shared vision for our approach to digital learning in the post-16 education and training sector in Wales, encouraging collaboration and sharing good practice;

• identify current and future development priorities, expectations, and areas for development that can be addressed at provider, regional and national levels;

• help to prioritise future investment of time and resources, nationally by the Welsh Government, strategically by key stakeholders and for individual learning providers; and

• highlight a need to increase the continuity of learning experiences and transition from compulsory to post-compulsory learning provision.

"…we believe in Digital Innovation and the positive impact good use of technology can have on individuals in all walks of life, employers and the Welsh economy."

WBL provider

Aims

The eight aims are intended to set an overall strategic direction for the post-16 sector as a whole to work towards by 2030. These aims are based on a holistic view of the digital support required for the whole learner journey; including elements of leadership, business processes, security, and infrastructure that need to be in place to enable effective digital delivery.
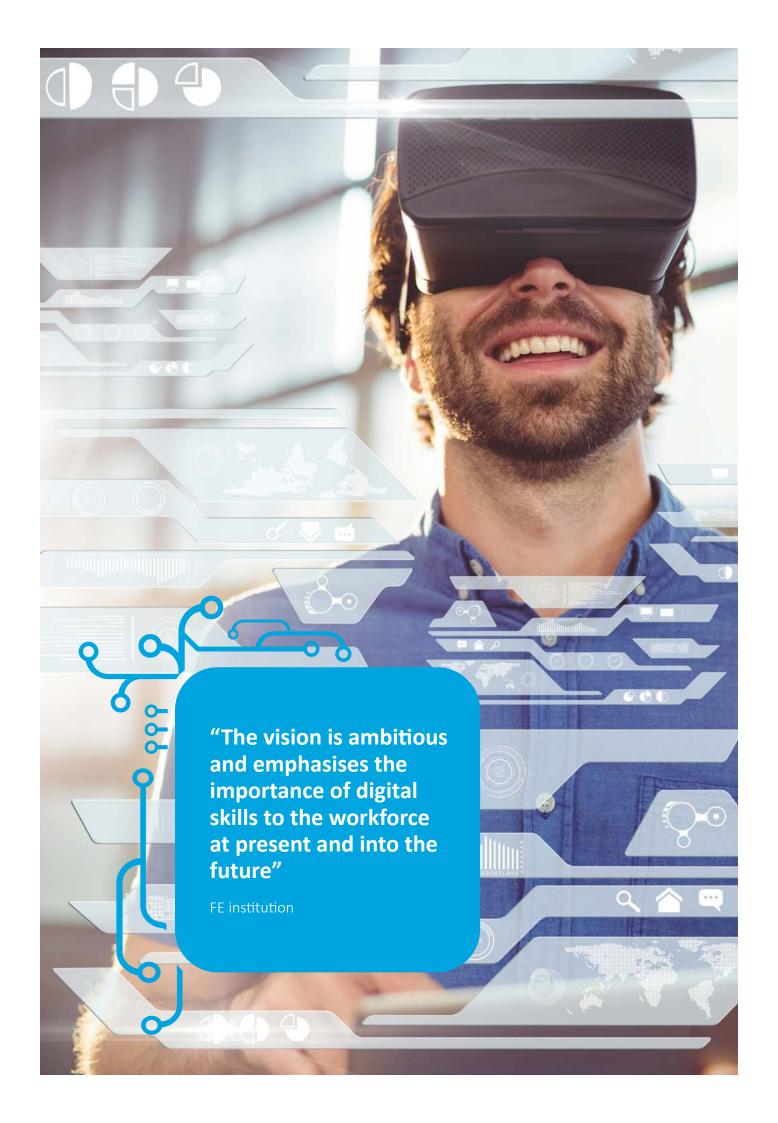
Objectives and Actions

The six objectives provide a more detailed and practical breakdown of what needs to be put in place in order to reach the aims. These objectives are structured to reflect the operational or functional areas within learning providers, in line with the outcome of sector workshops facilitated by Jisc.

To achieve these aims and objectives, actions will be required at a 'national' level (co-ordinated by the Welsh Government and/or by key stakeholders), 'collaborative' actions by learning providers, and actions at an 'organisational' level (co-ordinated by individual learning providers).

Initial national actions for 2019 to 2021, and the proposed medium to longer term approach towards 2030, are set out in the implementation section.

"The vision is ambitious and emphasises the importance of digital skills to the workforce at present and into the future"

FE institution

Vision and aims

Post-16 learning providers will seamlessly integrate digital technology into delivery; and encourage innovation in using inclusive, accessible and bilingual approaches to enhance the learner's experience. Based on an awareness of the digital skills needed to support the Welsh economy, providers will equip learners and staff with the digital capabilities and confidence they will need to succeed in everyday life and in work.

1. Clear, nationally agreed standards for digital skills are in place to enable learners and staff to meet industry, private and public sector requirements, building on the digital competences developed during compulsory schooling

2. Learning is enhanced through the use of technology, wherever it is appropriate and beneficial to the learner

3. The coherence and accessibility of digital learning is increased through a range of curriculum delivery methods that are appropriate to learner and employer needs, and offer learning opportunities in both the Welsh and English languages

4. A safe and secure teaching and learning experience is enabled and managed for all learners and staff through provision of appropriate virtual and physical environments

5. The benefits of digital technology, and possible barriers to their achievement, are understood by all staff including senior leaders

6. Continual improvement of the learner experience and business processes is supported through effective and innovative use of digital technology

7. A culture of collaboration ensures that information and best practice are shared to drive effective use of digital skills to support leadership, learning and business processes

8. Staff, learning and business resources are aligned to enable efficient support of the continually evolving digital requirements of post-16 education

"The aims capture all elements to deliver an effective digital strategy…"
WBL provider

"Structured aims that are clear and provide direction on the digital agenda in Wales."
FE institution

"The aims provide a clear direction for organisations which can be communicated to staff and learners alike."
AL provider

Key stakeholders

The chart below identifies key stakeholders who will be involved in achieving these aims and delivering the objectives, at a national and provider level.

Strategic

- Welsh Government
- Jisc
- Sector representative bodies (CollegesWales, NTfW, Universities Wales)
- External quality assessment agencies (Estyn, QAA)
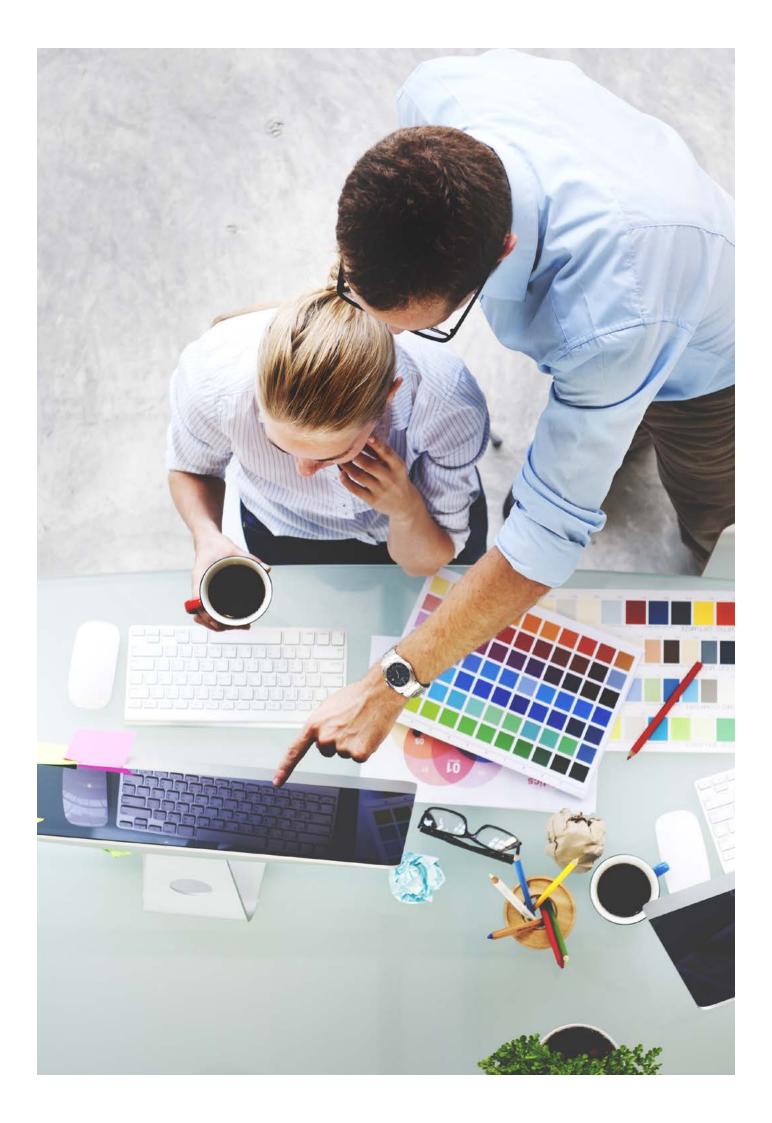- Qualifications Wales/awarding organisations
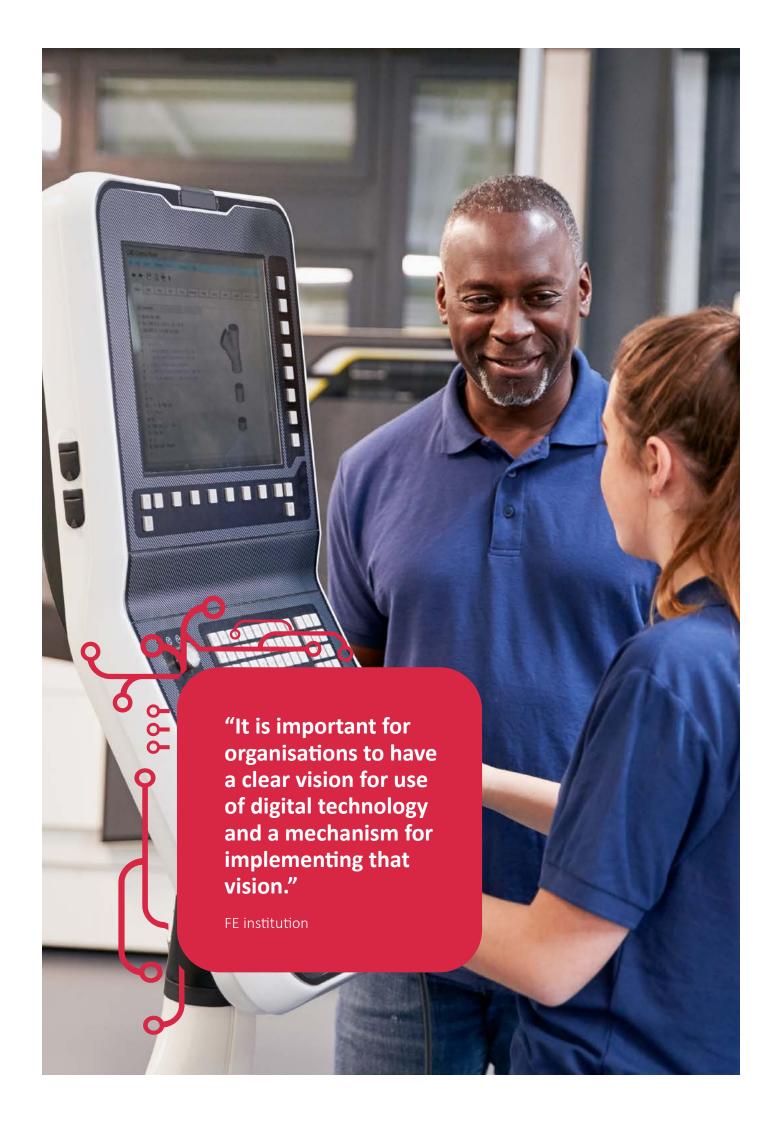- Learning and Work Institute

Other national partners

- Employers and their representative bodies
- NUS Wales
- Providers that deliver teaching and training qualifications
- Information Commissioner's Office
- Welsh Language Commissioner
- Coleg Cymraeg Cenedlaethol
- Software suppliers

Within learning providers

- Senior leadership teams and governing bodies
- Curriculum leaders
- HR directors
- IT directors
- Learner representative structures
- Learning delivery and assessment managers and teams
- Learning programme managers
- Quality managers
- Learning support teams
- Employer engagement teams/ organisational business units
- Business support and administration teams
- ILT and IT technical support teams
- Data protection officers
- Estates and resources managers

"It is important for organisations to have a clear vision for use of digital technology and a mechanism for implementing that vision."

FE institution

Objectives

We recognise that many post-16 learning providers have already embraced digital learning, and some have structured plans or policies in place. Each learning provider will need to consider how their existing arrangements fit in with this framework, and identify their own individual starting points, needs and priorities.

These objectives are intended for use by learning providers in shaping, delivering and reviewing their own digital development plans. We encourage each learning provider to ensure that relevant objectives and priorities are incorporated into their organisational planning, in a way that is relevant, appropriate and practical for their own organisation.

The objectives are structured to reflect the operational or functional areas within learning providers, in line with Jisc's objective building workshops. Grouping the objectives into operational areas should assist learning providers to allocate practical responsibility for particular objectives within their organisations.

It is, however, essential that the learning provider as a whole co-ordinates its activities, enables collaboration between staff working in different functional areas within the organisation, and ensures shared ownership of this framework.

More information to support individual learning providers in addressing and implementing Digital 2030 is included in the separate online interactive guide and implementation guidance.
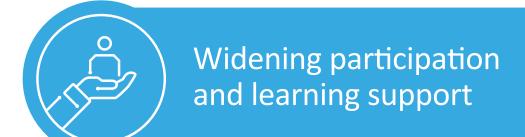
Leadership and management

1.1 Senior leaders have a clear vision and commitment to using digital technologies and digital channels to enhance learning and skills.

1.2 Inclusivity, digital skills, and the use of technology and digital resources are included in core organisational policies. Policies are understood by staff and learners, and demonstrate clear lines of accountability for compliance with legal, security, safeguarding, accessibility and data protection requirements.

1.3 Senior leaders and managers foster a culture of collaboration (within the organisation, and with other partners), enabling the effective use of expertise and resources to manage and improve the use of technology.

1.4 The appropriate use of digital technologies assists the organisation to evaluate and enhance the learner experience and related business processes (such as learner admissions, data management and reporting).

1.5 Staff, learners and partners are empowered to take ownership of their use of digital technologies and encouraged to develop their digital skills within a positive, supportive organisational culture.

1.6 Appropriate processes, networks and channels are in place to facilitate and support the sharing of good practice relating to digital technologies and digital skills.
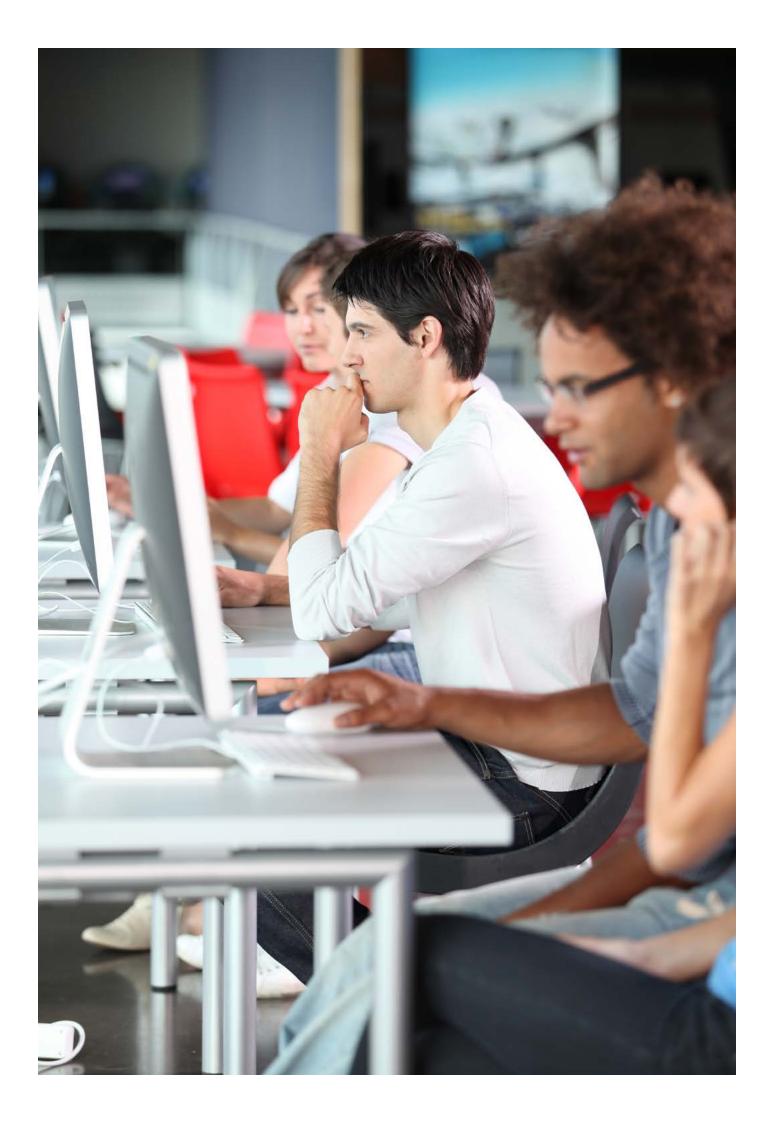
Curriculum delivery and assessment

2.1 All learners achieve a level of digital skills appropriate to their learning programme and individual goals.

2.2 A diagnostic approach is used to assess learners' digital skills, and as a baseline to measure their progress and outcomes.

2.3 Appropriate digital technologies are used to enhance learning delivery, support assessment, and help staff respond to learners' individual preferences, attitudes and abilities.

2.4 Inclusive tools, technologies and systems are used appropriately to engage, support, stretch and challenge learners.

2.5 Staff are empowered to explore experimental and innovative approaches to digital learning, to evaluate and reflect on the outcomes, and to share good practice and lessons learnt.

2.6 Providers enable effective, accessible and inclusive teaching, learning, assessment and support through co-ordination of virtual and physical learning spaces.

Widening participation and learning support

3.1 Learners of all backgrounds and abilities can maximise their potential through the use of digital technology to increase flexibility and support independent learning.

3.2 Digital learning techniques, resources and diagnostic methods are used creatively to help overcome barriers to learner participation and success.

3.3 Potential new learning platforms, tools and resources are assessed to ensure their accessibility and ease of use, taking into consideration bilingual needs.

3.4 Partnership working, including with specialist organisations, is used to support digital inclusion, accessibility and learner wellbeing.

3.5 Guidance and support is available to help staff to understand their responsibilities in using technology to widen access and support learners, taking account of online safety considerations and ensuring compliance with accessibility standards.

3.6 Learners are supported in meeting their goals through the collection and analysis of information on their characteristics, attendance, progress and outcomes.

Employer and community engagement

4.1 Learning providers maintain their awareness of relevant industry practices, and of current and emerging digital skills requirements, through consultation and partnerships with employers and communities.

4.2 Digitally-enabled learning delivery is designed to reflect industry practices and an awareness of current and emerging requirements for digital skills in the workplace.

4.3 Learners are actively involved in evaluating the effectiveness of digital learning, and in designing and implementing improvements.
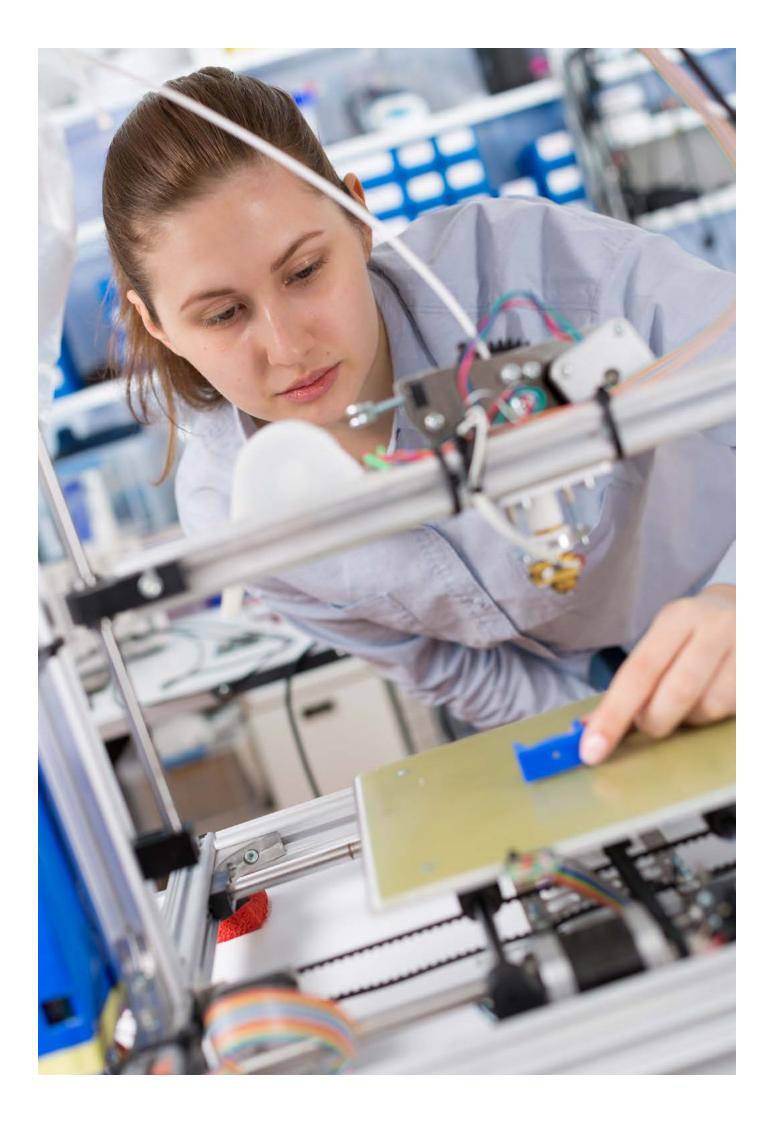
4.4 Learners understand the opportunities and risks associated with the use of technology, including online safety, responsible use of social media and online reputation management.

4.5 Learning providers consider relevant opportunities for learners to use, improve, and gain confidence in using Welsh language skills when designing and implementing new digital technologies.

Staff development

5.1 All staff have a clear understanding of their individual responsibilities for digital learning, wellbeing and online safety.

5.2 Access to appropriate professional learning opportunities develop staff confidence in the use of digital delivery techniques, and ability to identify suitable technologies, tools and devices to support their work.

5.3 Teaching staff are able to ensure that their use of learning technologies adds value to learners' experiences through reflective practice.

5.4 Staff enhance and update their digital competence through active participation in communities of practice, events and networks, both within and beyond their own organisation.

5.5 Digital innovators or 'champions' support the dissemination of best practice through coaching and mentoring colleagues.

Enterprise systems and infrastructure

6.1 Learner experiences are enhanced through high quality, engaging and accessible digital platforms, tools and services.

6.2 A safe, secure and resilient digital experience is provided for all learners and staff, complying with legal obligations and relevant standards (including accessibility).

6.3 Administration and reporting activities are supported effectively by digital technology so that teaching staff are able to focus on learners' needs.

6.4 Collaboration with other organisations on digital technologies is encouraged to share information and expertise, avoid duplication, create efficiency savings, and address gaps in provision.

6.5 Financial investments in introducing and updating digital technologies are made as part of a strategic, planned approach to enhance learner support, skills and employability.

6.6 Decisions on new digital systems and tools are informed by consultation with staff, learners and other users, and evaluated post-implementation to ensure that user needs are being met.

Implementation

The implementation of Digital 2030 will, of course, be influenced by a number of factors, including the availability of funding; qualification and curriculum changes; and the proposed post-compulsory education and training (PCET) reforms. A number of priorities have already been identified from learning provider feedback on the framework. Given the swift pace of technological change, it is important that our national action plan can be responsive, reacting to changes and new priorities that may be identified during the ten year lifetime of this framework.

National actions to be undertaken during 2019-2021 have been identified below. The outcomes from these initial actions, and evidence gathering activity during this period, will inform future planning.

The initial period: 2019-2021

FE institutions, WBL providers and AL providers are asked to:

- ensure that there is a clear commitment from senior leaders to using digital technology effectively, safely and inclusively to support teaching and learning in Welsh, English and bilingually;

- communicate the Digital 2030 vision to relevant individuals within the learning provider organisation (including staff, managers, governors and learners);

- establish clear responsibilities for implementation within the provider and regular internal monitoring, reporting and evaluation arrangements;

- review any existing strategies or policies to reflect the Digital 2030 vision, aims and

objectives; or (if learning providers do not have existing strategies in place) consider using this framework as a basis for developing new digital learning strategies;

- ensure that each organisation identifies its own starting point in relation to the framework, and agrees its own internal priorities.

Most learning providers have already begun these processes, and many are already well advanced. We do not intend to establish regular arrangements for monitoring the inclusion of Digital 2030 in providers' own documentation, but may ask to see relevant documentation (or a sample of documentation from selected providers) as part of monitoring and reporting activities at key points.

The following national actions will be undertaken during this initial two year period.

National action:
Communicating about Digital 2030

- Implementation guidance is provided as part of the Digital 2030 framework.

- The introductory video will be made available for use by stakeholders and internal use by nominated Digital 2030 leads within learning provider organisations.

- A virtual network for Digital 2030 leads will be created on the Hwb platform (see page 30).

- Working with Regional Skills Partnerships to communicate with employers regarding Digital 2030 and to assist providers in increasing their awareness of current and emerging skills requirements from employers.

Hwb
hwb.gov.wales

Hwb is a Welsh Government funded bilingual platform hosting a national collection of tools and resources to support education in Wales. A number of published resources on Hwb can be accessed without an account, but registered users receive access to additional tools and content. Hwb can be used at any time, and from range of web-enabled devices.

We are developing a new area of Hwb dedicated to the post-16 sector, with topics, resources and communities of practice that are directly relevant to the sector.

National action:
Encouraging collaboration, networking and good practice sharing

The Welsh Government is extending access to the Hwb platform for post-16 learning provider staff. A phased rollout programme commenced in April 2019. The Hwb platform offers features to support professional networking and virtual communities of practice; and the sharing of good practice and resources. We want it to be used by learning providers to share information and ideas, around Digital 2030 and a wide range of other topics.

National action:
Digital learning resources

Post-16 learning provider staff will be able to access digital learning resources on the Hwb platform as a result of this rollout programme. Activities designed to share good practice regarding the creation of digital learning resources, and to highlight relevant considerations (such as accessibility, designing resources for different learning styles etc) will be supported by the Welsh Government.

National action:
Standards

During consultation on Digital 2030, learning providers told us that Aim 1 poses a significant challenge, and that clear, up-to-date digital standards for staff and learners are needed. This is a priority area which we will be considering, with the steering group and Jisc, during 2019-20, with a view to setting up a workstream to develop digital standards.

National action:
Professional learning and staff skills

We are undertaking a scoping study to inform the development of a post-16 professional learning strategy, including initial practitioner qualifications and ongoing professional development. Digital skills is one of the key themes being explored in this study, which will report during 2019. We anticipate that the study's outcomes will include recommendations on reforming the PGCE (Further Education) and other practitioner qualifications, and that this will involve a specific focus on digital skills and pedagogy.

Prioritising Welsh Government funding and support: Jisc

The Welsh Government provides annual grant funding to Jisc, to support the post-16 sector in Wales. During this period, we intend that Jisc's support for the post-16 sector will become more closely aligned to the implementation of the framework.

Monitoring progress and assessing impact

The Digital 2030 Steering Group will continue to advise on the development of this framework, and to monitor its implementation. The Steering Group will also support communication between the Welsh Government and learning providers, and will help to enable effective interactions between stakeholders.

An early piece of work will be to identify which existing information is available that could be used to measure progress towards the Digital 2030 aims, so that any gaps can be identified and addressed.

We will work with Jisc to identify this key data and to establish a baseline against which future progress can be measured.

We are anticipating undertaking a mid-term review to evaluate the progress that has been made towards the Digital 2030 aims, and to consider refreshing the content of the framework to ensure that it still reflects our aspirations for post-16 digital learning.

We welcome feedback, questions and suggestions on all aspects of Digital 2030. Please send these to post16quality@gov.wales.