

# A Health and Care Digital Capabilities Framework



Produced by the Building a Digital Ready Workforce Programme and Health Education England's Technology Enhanced Learning Programme.

## Introduction to digital literacy

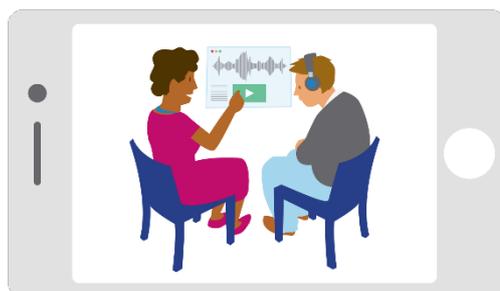
We can only provide the best care to all if we can fully exploit the potential of digital and other technologies. We want the health and social care workforce to be fully competent, confident and capable in the use of digital in the workplace in order to be able to provide that best care. Excellent digital capabilities are not just about technical skills but include a positive attitude towards technology and innovation and its potential to improve care and outcomes.

The digital capability framework has been developed to support the improvement of the digital capabilities of everyone working in health and care. It is intended as a developmental and supportive tool that can empower and enable all staff.

It is intended that anyone accessing the framework can be provided with guidance towards extending their digital capabilities to be able to provide better care in our complex, ever-changing digital world.

Health Education England (HEE) defines digital literacy(-ies) as:

**The capabilities that fit someone for living, learning, working, participating and thriving in a digital society.**



## About this Framework

This digital capabilities framework has been developed over the last year through engagement with stakeholders across health and care. The framework is not intended as a static set of competencies but instead outlines generic capabilities that support individual motivation and development. Crucially, the framework promotes positive attitudes towards change, technology and innovation. The framework will necessarily be a dynamic, iterative document.

It is recognised that there needs to be an easy, accessible way for staff working in health and care to engage and self-assess their own levels of digital literacy against the framework. Work is underway on developing a simpler interface to help individuals identify and develop their digital capabilities.

This framework is designed to encourage all to explore the different levels of capability that sit under the six domains.

### **How can it be used?**

Anyone can use this framework:

- For self-assessment
- To help identify learning and developmental needs
- To inform personal and professional development plans
- To guide formal, informal, directed and self-directed learning
- For reflection and goal-setting
- For evaluation of progress and performance

The framework can also be used to support innovative digital literacy training initiatives, interventions and resources. It can be used to help identify and signpost existing educational and training resources that can support improvement in digital capabilities. It can be used in support of organisations' digital transformation strategies.

## Working in partnership

The [Building a Digital Ready Workforce \(BDRW\)](#) programme of the National Information Board and [Health Education England's Technology Enhanced Learning programme](#) are working in partnership to improve the digital capabilities of the health and care workforce. Part of this work is to promote the widest use across the health and care landscape of our definition of digital literacy and the digital capabilities that sit within that definition.

The need for this important work was also identified as part of HEE's mandate from the Department of Health.



## Domains of capability

Digital literacy is person-centred and can be divided into six domains of capability as shown on the following page. Each domain describes specific capabilities, made up of skills, behaviours and attitudes, and behaviours to help improve the health and social care workforce.

1. Communication, collaboration and participation
2. Teaching, learning and self-development
3. Information, data and content literacies
4. Creation, innovation and research
5. Technical proficiency.

Underpinning all the above domains is the sixth - digital identity, wellbeing, safety and security. This is because everything we do must be within a safe and secure context with due regard for our own and others' wellbeing as well as the security and safety of our own and others' data, online identities and reputation.



## The digital domains

The proceeding pages list indicative capabilities across four levels against each of the six domains of digital literacy. This document is divided into sections corresponding to the domains in the diagram below.



Adapted from Jisc Digital Capacity Framework (2015) Jisc/Helen Beetham



# Information, Data and Content



## Domain description

- a. The ability to find, manage, organise, store and share digital information, data and content
- b. The ability to understand and act upon appropriate guidelines, protocols, regulations and safeguards in the use of differing media, information, data and content to meet legal, ethical, cultural and security rules, requirements and expectations when working with personal, public, professional and/or confidential information, data and content
- c. The ability to critically analyse, evaluate and/or interpret information, data, content and their sources
- d. The ability to understand and adhere to digital copyright, intellectual property and privacy rules and regulations
- e. The ability to work with and champion the effective, secure, appropriate and innovative use of information, data and content in order to solve problems, make decisions and to achieve successful outcomes for specific goals and objectives.

## Information, Data and Content Domain levels

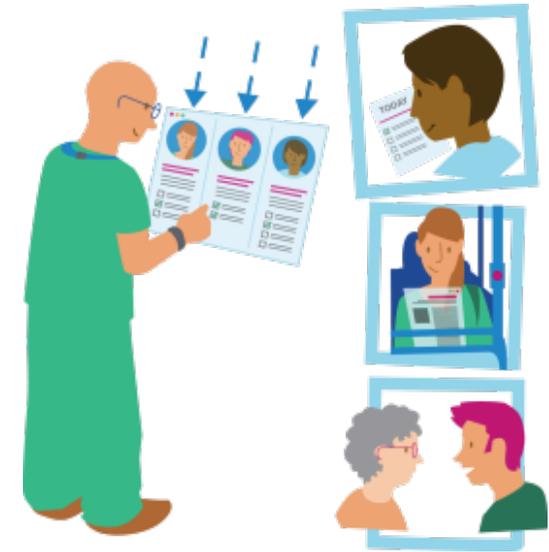
<b>Level 1</b>	<ol style="list-style-type: none"><li>1. I know that there are many different digital tools and technologies that can be used to create, source, share, modify, manage and store information, data and content.</li><li>2. I know that some information, data and content cannot be used or shared freely.</li><li>3. I know that there are a wide range of sources of information, data and content and that not all can be trusted.</li><li>4. I know that effective problem-solving and decision-making to achieve specific goals and objectives relies on robust and reliable information and data.</li><li>5. I know that information, data and content need to meet certain legal, ethical, cultural or security rules, requirements and expectations.</li></ol>
<b>Level 2</b>	<ol style="list-style-type: none"><li>1. I can use digital tools to search and locate information, data and content through a simple search in digital environments e.g. search engines and I can navigate between information, data and content in different digital environments.</li><li>2. I can use a range of digital tools and techniques to organise and share information, data and content for personal and/or professional purposes e.g. email, blogs, project management tools using a variety of data formats appropriate for different contexts, audiences and needs. e.g. .doc, pdf, mp3 files, png or jpeg files.</li><li>3. I can use digital tools such as spreadsheets and/or databases to store information and data.</li><li>4. I can abide by legislation, guidelines, policies and protocols to protect privacy, copyright and intellectual property in the use and sharing of digital media, information and data.</li><li>5. I go through a range of checks and actions that help me test the accuracy of information, data and content.</li><li>6. I ensure that information, data and content created by me or that I am responsible for is accurate, reliable, safe and secure.</li><li>7. I can analyse and evaluate the source(s) of information and data to help me decide on the trustworthiness of that source.</li><li>8. I can recognise, analyse and evaluate a wide range of digital content to test for bias, spin, misinformation, lies</li></ol>

	<p>and to identify techniques of marketing, persuasion and messaging.</p> <p>9. I promote the fair, equitable access to information, data and content by all.</p>
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<p><b>Level 3</b></p>	<ol style="list-style-type: none"> <li>1. I am confident and capable in the use of a wide range of digital devices, technologies, software and applications in order to create, access, edit, monitor, store and share information, data and content for personal and/or professional purposes.</li> <li>2. I am confident and proactive in the adoption of new/innovative digital devices, technologies, software and applications that promote effective, secure and efficient use and sharing of information, data and content</li> <li>3. I am confident and capable in the appropriate use of a wide variety of data and file formats in most contexts.</li> <li>4. I can provide guidance to others on the use, editing, storage and sharing of information, data and content in a wide variety of formats.</li> <li>5. I always abide by legislation, guidelines, policies and protocols to protect privacy, copyright and intellectual property in the use and sharing of digital information, data and content.</li> <li>6. I am confident and proficient in testing information, data and content for accuracy and ensuring the accuracy, reliability, safety and security of information, data and content that I create and/or am responsible for.</li> <li>7. I am confident and proficient in being able to recognise, analyse and evaluate a wide range of digital information, data and content to test for bias, spin, misinformation and lies and to identify techniques of marketing, persuasion and messaging.</li> <li>8. I am confident and capable in the effective, secure, appropriate and innovative use of information, data and content in order to solve problems, make decisions and to achieve successful outcomes for specific goals and objectives.</li> <li>9. I am confident and proficient in promoting and modelling fair, equitable access to information, data and content.</li> </ol>
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<p><b>Level 4</b></p>	<ol style="list-style-type: none"> <li>1. As an expert user, I take a lead in modelling and promoting the use of a wide range of specialist, new and emerging digital devices, technologies, software and applications in order to create, access, edit, monitor and store information, data and content for personal and/or professional purposes.</li> <li>2. As an expert user, I take a lead in the design, use and evaluation of a wide range of information and data, in order support evidence-based decision making.</li> <li>3. I am confident and proficient in the design, construction and evaluation of interactive digital technologies for use by individuals, groups and organisations that can collect, store and deliver information, data and content.</li> <li>4. I champion the use of and support others in the adoption of new/innovative digital devices, technologies, software and applications that promote effective, secure and efficient use and sharing of information, data and content.</li> <li>5. I provide leadership and guidance to others on the use, editing, storage and sharing of information, data and content in a wide variety of formats across a range of systems/technologies.</li> <li>6. I provide leadership and guidance to others on the accuracy and reliability of the information, data and content that they create and/or are responsible for.</li> <li>7. I am proactive in supporting others in abiding by legislation, guidelines, policies and protocols to protect privacy, copyright and intellectual property in the use and sharing of digital information, data and content for their own, others' and organisational benefit and security.</li> <li>8. As an expert, I provide leadership, guidance and support on the analysis, interpretation and evaluation of information, data and content and their sources in terms of accuracy, credibility, purpose, message and context and can integrate my knowledge and expertise to professional practices.</li> <li>9. As an expert user, I lead on and champion the effective, secure, appropriate and innovative use of information, data and content in order to solve problems, make decisions and to achieve successful outcomes for specific goals and objectives.</li> <li>10. I am proactive in ensuring the fair, equitable access to information, data and content by all in all contexts both personal and professional.</li> </ol>
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# Teaching, Learning and Self-Development



## Domain description

- a. The ability to use digital technologies and tools for personal learning and professional development
- b. The ability to use a wide range of digital technologies and tools in teaching, coaching, mentoring others
- c. The ability to demonstrate and champion a positive attitude in seeking out appropriate and innovative digital technologies to enhance learning for self and others
- d. The ability to design digital tools/resources/activities to support the teaching and learning of self and others
- e. The ability to manage/monitor the learning and development of self and/or others through digital technologies and tools.

## Teaching, Learning and Self-Development Domain levels

<b>Level 1</b>	<ol style="list-style-type: none"><li>1. I know that there are many different resources, tools, platforms and technologies that can support learning and self-development.</li><li>2. I understand that different resources, tools, platforms and technologies can be used to achieve different types and levels of learning.</li><li>3. I know that learning online/using digital tools and technologies for learning can be formal or informal and that people can be directed to specific learning opportunities or can find them themselves.</li><li>4. I know that learning is a lifelong activity and that personal and professional inclusion, wellbeing and success depends on our own ability and motivation to keep learning.</li><li>5. I know that it can be useful to record any learning activities for personal and professional purposes.</li></ol>
<b>Level 2</b>	<ol style="list-style-type: none"><li>1. I can create an account, log in and participate in e-learning/online learning activities with little to no assistance.</li><li>2. I can use a range of devices to support my own learning/self-development. e.g. a desktop computer, a smartphone, a tablet.</li><li>3. I can use a range of digital tools and technologies in my online learning e.g. podcasts, video tutorials, online courses.</li><li>4. I can participate in online learning forums or communities e.g. I leave comments, respond to questions in forums.</li><li>5. I can use a variety of digital tools, software, technologies to support offline learning (classroom based, work-based etc).</li><li>6. I can record my own learning activities for personal and professional purposes.</li><li>7. I can show other people what I know and help increase their knowledge, skills and confidence.</li><li>8. I can actively seek out opportunities to learn without being prompted.</li><li>9. I can review my learning and identify new areas for learning and development.</li></ol>

<p><b>Level 3</b></p>	<ol style="list-style-type: none"> <li>1. I can confidently and capably use a wide and flexible range of digital tools and technologies to support my own personal and professional learning and development needs.</li> <li>2. I regularly participate in/engage with and/or deliver online learning sessions e.g. forums, podcasts, video tutorials, telephone conferencing.</li> <li>3. I am confident in my use of a wide range of software and productivity tools that supports my learning and/or teaching both online and offline.</li> <li>4. I am confident in the creation of online/digital resources, tools, technologies to support the learning of others.</li> <li>5. I work confidently online and/or using digital tools and technologies with others to support my own and others' learning e.g. email, webinars, teleconferencing.</li> <li>6. I regularly record my own learning activities for personal and professional purposes.</li> <li>7. I work actively at seeking out online and digital opportunities on a regular basis to support my own learning and self-development and/or my teaching.</li> <li>8. I actively promote digital learning and support/encourage/assist others in using digital to learn and develop.</li> <li>9. I regularly review my own learning/developmental needs and act upon identified areas for learning and development.</li> </ol>
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<p><b>Level 4</b></p>	<ol style="list-style-type: none"> <li>1. I can confidently and proficiently teach, coach, mentor, train using a wide and flexible range of digital methods, tools and technologies suited to the needs of my learners.</li> <li>2. I am confident and proficient in the creation of online/digital resources, tools, technologies that support the learning of others.</li> <li>3. I can confidently and proficiently create, adapt, edit, contribute to a wide range of online learning environments that support teaching and learning e.g. Virtual Learning Environments, intranets.</li> <li>4. I am an entirely autonomous learner, eager to develop both personally and professionally and active in always seeking out innovative digital ways to support my learning/development.</li> <li>5. I champion the development of autonomous learning and self-development of others through the use of digital.</li> <li>6. I recognise that different ways of teaching and learning encourage motivation, participation and active learning</li> </ol>
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	<p>and ensure that I adopt a flexible, educationally driven approach to all teaching and learning activities.</p> <ol style="list-style-type: none"><li>7. I can confidently and proficiently manage and monitor my own and others' personal and professional development through the use of digital tools and technologies.</li><li>8. I lead on promoting, championing and using a wide range of innovative, appropriate and educationally sound digital resources, tools and technologies.</li><li>9. I can create solutions to solve complex problems relating to individual and collaborative teaching and learning across a wide range of digital devices, tools, technologies, systems and learning environments.</li><li>10. I actively lead on and champion equitable access for all to digital teaching, learning and self-development.</li></ol>
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# Communication, Collaboration and Participation



## Domain description

- a. The ability to use a wide range of digital technologies to communicate with people and to understand the different nature, purpose and function of different methods of digital communication, acting accordingly and appropriately.
- b. The ability to use digital technologies to communicate respectfully and appropriately with all people and to recognise one's responsibility to not engage in or allow others to engage in inappropriate, irresponsible, offensive or harmful communication activities.
- c. The ability to work collaboratively with others using digital technologies and tools to produce shared outcomes to meet shared goals.
- d. The ability to participate actively in and across digital networks.

- e. The ability to demonstrate and champion ethical, positive, sensitive and appropriate attitudes and behaviours in communicating, collaborating and participating with anybody and everybody.

## Communication, Collaboration and Participation Domain levels

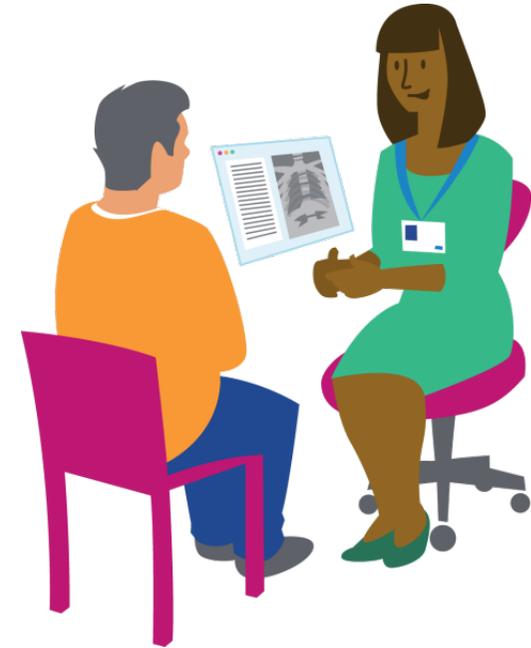
<p><b>Level 1</b></p>	<ol style="list-style-type: none"> <li>1. I know that there are different methods of digital communication and that they can be used for different purposes and different audiences.</li> <li>2. I know that communication of all kinds should respect different needs, expectations, cultures and experiences.</li> <li>3. I know that I may need to communicate different/appropriately in different online spaces e.g. personal spaces, professional spaces.</li> <li>4. I know that there are a wide range of methods and tools available for online/digital collaboration.</li> <li>5. I know that ethical, positive, sensitive and appropriate attitudes and behaviours online should inform all communication, collaboration and participation.</li> </ol>
<p><b>Level 2</b></p>	<ol style="list-style-type: none"> <li>1. I can use a range of different methods of digital communication e.g. email, webinars.</li> <li>2. I can use a range of different methods of digital communication in different ways according to purpose and audience.</li> <li>3. I can communicate using a range of digital tools in ways that respect differing needs, expectations, cultures and experience.</li> <li>4. I can communicate in different and appropriate ways according to the online or digital space I am operating in e.g. personal, informal, professional and formal.</li> <li>5. I abide by rules and regulations that apply to appropriate online/digital communication and participation.</li> <li>6. I can work and collaborate with people digitally using a range of tools and technologies e.g. document sharing, cloud storage systems.</li> <li>7. I can participate in/contribute to digital networks, forums, conversations and/or co-created work/spaces.</li> <li>8. I demonstrate and champion ethical, positive, sensitive and appropriate attitudes and behaviours in relation to online/digital communication, collaboration and participation.</li> </ol>

<p><b>Level 3</b></p>	<ol style="list-style-type: none"> <li>1. I communicate confidently and capably using a wide range of different methods of digital communication in ways that are appropriate for different purposes and audiences.</li> <li>2. I communicate confidently and capably using a wide range of digital tools in ways that respect differing needs, expectations, cultures and experiences.</li> <li>3. I am confident and capable in my use of different and appropriate ways of communicating and participating in a range of online/digital spaces e.g. personal, professional and informal.</li> <li>4. I always abide by rules and regulations that apply to appropriate online/digital communication and participation.</li> <li>5. I am a regular and confident participant in digital/online networks, forums, conversations and/or co-created work/spaces.</li> <li>6. I initiate and manage digital collaborative work with people using a wide range of tools and technologies.</li> <li>7. I can work with others across geographical/physical zones, working in a sustained collaborative manner to produce shared outcomes to meet shared goals.</li> <li>9. I can build, develop and manage digital networks and forums for communication and collaboration.</li> <li>10. I support others in their use of digital communication and collaboration tools and technologies and in demonstrating ethical, positive, sensitive and appropriate attitudes and behaviours in relation to online/digital communication, collaboration and participation.</li> </ol>
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<p><b>Level 4</b></p>	<ol style="list-style-type: none"> <li>1. I can confidently and capably communicate and collaborate digitally, using appropriate methods, tools and tones suited to purpose and audience in ways that always respects differing needs, expectations, cultures and experiences.</li> <li>2. I can create solutions to solve complex problems that are related to digital etiquettes respectful of different audiences and cultural and generational diversity.</li> <li>3. I can create solutions to solve complex problems that are related to sharing and communicating through digital technologies.</li> <li>4. I actively promote and/or contribute to rules and regulations that apply to appropriate online/digital communication, collaboration and participation.</li> <li>5. I support others and can take a lead on communicating/conveying complex data/information in different and</li> </ol>
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	<p>appropriate ways for different purposes and audiences.</p> <ol style="list-style-type: none"><li>6. I support others and can take a lead on initiating and supporting sustained online/digital collaborative spaces and projects to produce shared outcomes to meet shared goals.</li><li>7. I support others and can take a lead on the building, development, maintenance and management of digital networks and forums for communication and collaboration.</li><li>8. I integrate my knowledge to contribute to professional practices and knowledge and to guide others.</li><li>9. I lead on promoting, championing and developing ethical, positive, sensitive and appropriate attitudes and behaviours in relation to online/digital communication, collaboration and participation.</li><li>10. I can create solutions to solve complex problems that are related to using collaborative processes and co-construction/co-creation of data, resources and knowledge through digital tools and technologies.</li></ol>
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# Technical Proficiency



## Domain description

- a. The ability to use a wide range of technical devices in a personal and professional context both individually and with others
- b. The ability to use a wide range of software and applications for personal and professional use both individually and with others
- c. The ability to resolve technical challenges and problems both individually and with others
- d. The ability to use technical knowledge to problem solve and achieve expected outputs
- e. The ability to support others with resolving technical challenges and problems and/or acting on technical opportunities.

## Technical Proficiency Domain levels

<p><b>Level 1</b></p>	<ol style="list-style-type: none"> <li>1. I know that there are many different devices, technologies, software and applications that can be used for wide variety of digital activities.</li> <li>2. I understand that different devices, technologies, software and applications require specific knowledge, understanding and competence in order to use them safely, appropriately and effectively.</li> <li>3. I know that I need to have sufficient technical proficiency to be able to use a range of digital devices, technologies, software and applications safely, appropriately and effectively.</li> <li>4. I know that there can be technical challenges and issues with specific digital devices, technologies, software and applications that may require individual or collaborative problem solving and technical proficiency.</li> <li>5. I know that there are specific technical instructions, requirements, regulations and/or policies that need to be applied to the use of some devices, technologies, software and applications.</li> </ol>
<p><b>Level 2</b></p>	<ol style="list-style-type: none"> <li>1. I can start up/log into more than one digital device e.g. smartphone, desktop, laptop, tablet.</li> <li>2. I can use a digital device to carry out a range of tasks e.g. create/store files, look up data, use the internet, send/receive data/information.</li> <li>3. I can set up/use a range of digital peripherals e.g. keyboard, headset, projector, mouse.</li> <li>4. I can use a digital desktop/screen to identify and access particular software, applications and services.</li> <li>5. I can navigate the internet and use different operating systems and browsers.</li> <li>6. I can choose between a range of digital devices, technologies, software and applications in order to carry out the most appropriate actions and activities for a desired goal or outcome.</li> <li>7. I am familiar with many day-to-day technical challenges and issues with those devices, technologies, software and applications that I use regularly and can resolve them independently most times.</li> <li>8. I can carry out routine maintenance tasks associated with the devices, technologies, software and applications that I use regularly e.g. changing passwords, updating, installing new versions.</li> <li>9. I know that there are a wide range of specific technical skills that support the smooth running of digital devices,</li> </ol>

	technologies, software, applications and the overall effectiveness of a digital organisation e.g. web development, server and database administration across platforms, software development in a variety of languages.
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<p><b>Level 3</b></p>	<ol style="list-style-type: none"> <li>1. I am confident and proficient in the use of a wide range of digital devices, technologies, software and applications.</li> <li>2. I am confident and proficient in the use of specialist, new and emerging digital devices, technologies, software and applications and/or can become confident and proficient through learning/training/support.</li> <li>3. I am confident and proactive in the adoption of new/innovative digital devices, technologies, software and applications in order to meet personal or professional changing needs.</li> <li>4. I am confident and proficient in the diagnosis and remedying of a range of technical challenges and issues independently and/or collaboratively.</li> <li>5. I am confident and proficient in choosing between a range of digital devices, technologies, software and applications in order to carry out the most appropriate actions and activities for a desired goal or outcome.</li> <li>6. I am confident and proficient in configuring, calibrating and the setting up of a wide range of digital devices, technologies, software and applications.</li> <li>7. I am confident and proficient in carrying out a wide range of maintenance tasks and technical challenges associated with the devices, technologies, software and applications that others use.</li> <li>8. I am confident and proficient in a range of specific technical skills that support the smooth running of digital devices, technologies, software, applications and the overall effectiveness of a digital organisation e.g. web development, server and database administration across platforms, software development in a variety of languages.</li> <li>9. I keep up-to-date with digital technology evolution and innovation.</li> </ol>
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<b>Level 4</b>	<ol style="list-style-type: none"><li>1. I am an expert user of a wide range of digital devices, technologies, software and applications and act as a point of contact for others in the diagnosis and resolving of technical challenges and issues.</li><li>2. I am expert in the design and/or implementation of digital devices, technologies, software, systems and/or applications.</li><li>3. I am confident and proficient in performing specialist tasks across a wide range of digital devices, technologies, software and applications for the purposes of communication and file and data creation, sharing, storing.</li><li>4. I am proficient in a range of software engineering skills e.g. use of a range of procedural languages, functional languages, formal methods and static analysis, and use of specific programming languages.</li><li>5. I am proficient in a wide range of IT skills such as network administration, relational database design and administration, advanced server administration and networking knowledge and skills.</li><li>6. I am confident and proficient in hardware build and upgrade and in fault diagnosis and repair across a wide range of digital devices, technologies, software and applications.</li><li>7. I can provide expertise in the procurement, design and implementation of digital devices, technologies, software and applications to provide organisational infrastructure and service provision.</li><li>8. I champion and lead on the wide use of appropriate digital devices, technologies, software and applications across a range of individuals, teams, departments and services within an organisation.</li><li>9. I can create solutions to solve complex problems that are related to technical problems when operating devices and using digital environments.</li><li>10. I lead on my own and others' technical self-development and training in order to keep up-to-date with digital technology evolution and innovation.</li></ol>
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# Creation, Innovation and Research

## Domain description

- a. The ability to create new digital resources and/or curate existing ones working individually or in collaboration with others
- b. The ability to use devices, technologies, techniques and applications in research, quality improvement, audit and scholarly activities
- c. The ability to use digital technologies to support or create new ideas, methods, solutions and decisions
- d. The ability to act as a digital champion or change agent
- e. The ability to lead on and champion the effective, appropriate, creative and innovative use of digital technologies in research, scholarship and other activities.



## Creation, Innovation and Research Domain levels

<b>Level 1</b>	<ol style="list-style-type: none"><li>1. I know that there are a wide range of digital devices, technologies, software and applications that can be used to create new digital resources, media and information.</li><li>2. I know that learning/research/scholarship activities can be supported and enhanced by a range of digital tools.</li><li>3. I know that we live in a digital society and that digital capabilities are vital to ensure that we are all able to participate and thrive with new and innovative technologies and practices happening regularly.</li><li>4. I know that I need to be positive and proactive in relation to digital change and innovation in both my personal and professional life.</li><li>5. I know that digital content may be owned by others and may be subject to copyright.</li></ol>
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<b>Level 2</b>	<ol style="list-style-type: none"><li>1. I can use a range of digital devices, technologies, software and applications to create and/or edit, modify, refine, improve and integrate items of new content and information to create new and original digital resources, media, information e.g. photo or film creation/editing, social media messages.</li><li>2. I can express myself through the creation of digital means.</li><li>3. I can create and/or edit content using the most appropriate formats and digital means.</li><li>4. I can use a range of digital devices, technologies, software and applications to support new and/or innovative ways of working and thinking.</li><li>5. I can use a range of digital tools to support research, audit, quality improvement and/or scholarship activities e.g. search engines, databases, online survey tools</li><li>6. I can access, analyse, interpret and evaluate digital media, data and information appropriate for specific research and/or scholarship activities.</li><li>7. I am willing to try out new digital devices, tools, technologies and techniques to bring about positive change and benefits.</li><li>8. I can acknowledge the work of others and respect the ownership of their materials.</li><li>9. I can support and promote the use of digital as a means to bring about positive change and benefits.</li></ol>
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<p><b>Level 3</b></p>	<ol style="list-style-type: none"> <li>1. I am confident and capable in the use a range of digital devices, technologies, software and applications to create and/or edit, modify, refine, improve and integrate items of new content and information to create new and original digital resources, media, information e.g. photo or film creation/editing, social media messages, digital audio, electronic magazines or books.</li> <li>2. I can express myself through the creation of the most appropriate digital means and guide others to do so.</li> <li>3. I have developed my understanding of existing digital tools and technologies to inform future digital development.</li> <li>4. I am confident and capable in the effective, appropriate and creative use of digital technologies in research, audit, quality improvement and/or scholarship activities.</li> <li>5. I regularly demonstrate the use of digital as a means to bring about positive change and benefits.</li> <li>6. I am confident and capable in proposing new ideas and processes relating to digital.</li> <li>7. I actively research new developments in digital and I am keen to try new and innovative devices, technologies and techniques.</li> <li>8. I support and inform the development of new and emerging digital tools, technologies and techniques for myself and my organisation.</li> <li>9. I protect and promote my own and my organisation’s digital content through a range of different licences and respect the intellectual property of others.</li> </ol>
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<p><b>Level 4</b></p>	<ol style="list-style-type: none"> <li>1. I am confident and proficient in the creation and/or editing of a wide range of media and content in a wide range of formats and modalities.</li> <li>2. I am expert in the effective, appropriate and creative use of digital technologies in research, audit, quality improvement and/or scholarship activities.</li> <li>3. I can create solutions to solve complex problems that are related to content creation and edition in different formats and self-expression through digital means.</li> <li>4. I can create solutions to complex problems that are related to modifying, refining, improving and integrating new</li> </ol>
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content and information into existing knowledge to create new and original work.

5. I lead on and support others in the effective, appropriate, creative and innovative use of digital technologies in research, audit, quality improvement and/or scholarship activities.
6. I champion and lead on digital change and innovation and use my knowledge and expertise to contribute new ideas and processes.
7. I actively engage in and support others in horizon scanning activities with a view to creation, research and/or innovation in my own work, field, team and/or organisation.
8. I can create solutions to solve complex problems that are related to the introduction of new and innovative digital systems, processes and technologies together with associated learning and development in myself and others.
9. I lead on the development and use of new and emerging digital tools, technologies and techniques for myself and my organisation.
10. I can create solutions to solve complex problems that are related to applying copyright and licenses to data, information and content.

# Digital Identity, Wellbeing, Safety and Security



## Domain description

- a. The ability to develop, promote and safeguard appropriate digital identity(-ies) that support a positive personal and organisational reputation
- b. The ability to use digital technologies in ways that support personal wellbeing and safety and the wellbeing and safety of others
- c. The ability to recognise and act upon digital situations and events that might compromise personal, professional or organisational security
- d. The ability to demonstrate and champion ethical, positive, healthy and appropriate attitudes and behaviours in relation to digital identity, wellbeing and safety of self and others
- e. The ability to understand and manage the impact of own and others' activities on the environment.

## Digital Identity, Wellbeing, Safety and Security levels

<b>Level 1</b>	<ol style="list-style-type: none"><li>1. I understand why it is important to create appropriate digital identities in professional and personal contexts and why it is important to protect both my own digital identity/footprint and that of my organisation.</li><li>2. I know that there can be serious consequences for breaches of safety, security and wellbeing rules and guidelines for me and other people.</li><li>3. I know that all online and digital interactions should be respectful, ethical and appropriate for different audiences.</li><li>4. I know that certain behaviours can impact negatively on my own and others' health and wellbeing.</li><li>5. I know that printing and other digital activities can impact negatively or more positively on the environment.</li></ol>
<b>Level 2</b>	<ol style="list-style-type: none"><li>1. I can create appropriate digital identities.</li><li>2. I can create and protect my own digital identity/footprint and reputation.</li><li>3. I can create or contribute to an organisation's digital identity in appropriate ways.</li><li>4. I can protect my organisation's digital identity and reputation.</li><li>5. I understand the different kinds of serious consequences for breaches of safety, security and wellbeing rules and guidelines for me and other people and can act to prevent these.</li><li>6. I can behave online and in all digital interactions in ways that are respectful, ethical and appropriate to different audiences.</li><li>7. I can use digital in ways that promote safety of self and others, including physical security of equipment and devices and digital security online.</li><li>8. I can use digital and online technologies in ways that contribute to good health and wellbeing.</li><li>9. I can act in ways that show proper consideration of the environmental impact of my own and others' digital activities.</li></ol>

<b>Level 3</b>	<ol style="list-style-type: none"><li>1. I have created one or more appropriate digital identities.</li><li>2. I protect my own digital identity and reputation through a variety of practises and behaviours.</li><li>3. I contribute to and protect my organisation's digital identity and reputation in a range of appropriate ways.</li><li>4. I act on breaches of safety, security and wellbeing rules and guidelines in order to avoid serious negative consequences for myself, others and/or my organisation.</li><li>5. I act in all interactions in ways that are respectful, ethical and appropriate to different audiences.</li><li>6. I act on/report any instances of behaviours that compromise respectful, appropriate and/or professional interactions.</li><li>7. I act on/report any instances of situations or behaviours that compromise the safety, security and/or wellbeing of others.</li><li>8. I use digital and online technologies in ways that contribute to my own good health and wellbeing and that of others.</li><li>9. I act responsibly in relation to the impact my actions have on the environment and select the most appropriate activities and behaviours in order to mitigate any negative impact.</li></ol>
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<b>Level 4</b>	<ol style="list-style-type: none"><li>1. I can confidently and proficiently manage, monitor and promote a variety of personal and professional digital identities.</li><li>2. I advise others and demonstrate leadership skills in the creation, maintenance, monitoring and promotion of individual, team and/or organisational digital identities and reputations.</li><li>3. I can create solutions to solve complex problems that are related to managing digital identities and the protections of individuals' and organisations' online identities and reputation.</li><li>4. I ensure the secure protection of my own digital identity and reputation through a variety of sophisticated practises and behaviours.</li><li>5. I can create solutions to solve complex problems that are related to protecting devices, digital content, managing risks and threats, applying safety and security measures and reliability and privacy in digital environments.</li><li>6. I always recognise and act upon breaches of safety, security and wellbeing rules and guidelines that may have</li></ol>
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negative consequences for myself, others and/or my organisation.

7. I act in all interactions in ways that are respectful, ethical and appropriate to different audiences and help shape expectations and behaviours in others to do the same.
8. I always act on/report any instances of behaviours that compromise respectful, appropriate and/or professional interactions and support others to do the same.
9. I confidently use digital and online technologies in ways that contribute to my own good health and wellbeing and that of others and take active steps to avoid behaviours of my own or others that may compromise health and wellbeing.
10. I always act in ways which reduce the environmental impact of my digital activities and those of my organisation and actively look for ways to use digital and other technologies to reduce negative environmental impacts.