

DIGITAL SUCCESS PLAN FOR LEARNING AND TEACHING 2021 -2025

Updated September 2023

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Summary

What is this document about?

Purpose of the Digital Success Plan for Learning and Teaching:

- Enhance, transform, inspire
- To develop a blended and connected ecosystem and culture that support inspirational teaching and transformational learning for all our students.

Who is this for?

Staff within Faculties and appropriate Professional Services

How does the University check this is followed?

A Digital Plan Implementation Group will involve all Digital Plan Leads and other key stakeholders. Its primary purpose is to review progress in each Faculty and centrally. The Group will be chaired by the Dean of Digital and Distributed Learning and will meet bi-monthly or more frequently if required. The Group will report annually to UESEC.

Who can you contact if you have any queries about this document?

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Executive summary

Enhance, transform, inspire

This Plan will develop a blended and connected ecosystem and culture that supports inspirational teaching and transformational learning for all our students.

The Plan focuses on two of the University's current strategic imperatives:

- Pursue educational excellence, improve student experience and reduce variation in outcomes
- Improve graduate employment.

The *Portsmouth Experience*, captured in the 6P framework (figure 1), contains the key components of our ecosystem for the appropriate, reflective and effective implementation of [blended and connected learning](#). The framework is now central to the University's [Education Strategy](#). The aims and implementation section provides the mapping of each action to the six Ps. The Plan strategically aligns with the three major University projects: the London Campus, the Medical School and the Victoria Park building.

1. Purpose of the plan and strategic fit

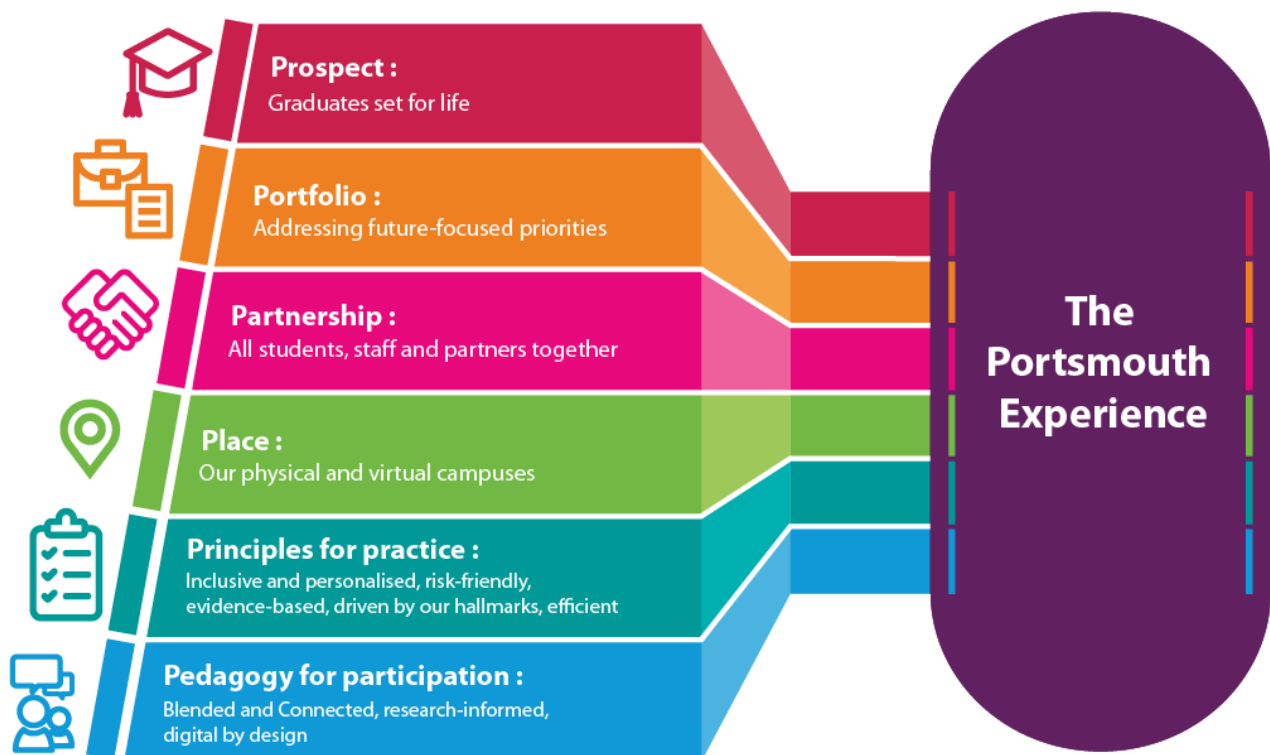
The University will:

- Engage every student in a life-changing experience
- Meet changing demand and widen participation
- Inspire our staff community to be creative and bold - in support of our People Strategy.

Purpose of the Plan:

Enhance, transform, inspire
This Plan will develop a blended and connected ecosystem and culture that support inspirational teaching and transformational learning for all our students.

Figure 1 - The Plan's ecosystem: the 6P framework (also included in the [Education Strategy](#))



The Plan focuses on two of the University's current strategic imperatives:

- Pursue educational excellence, improve student experience and reduce variation in outcomes
- Improve graduate employment.

The *Portsmouth Experience*, captured in the 6P framework (figure 1), contains the key components of our ecosystem for the appropriate, reflective and effective implementation of [blended and connected learning](#). The aims and implementation document (see also section 4, below) provides the mapping of each action to the six Ps. The Plan aligns with the three major University projects: the London Campus, the Medical School and the Victoria Park building.

In 2023, the 6P Framework was incorporated into both the [Education Strategy 2025-26](#) and the IS Digital Master Plan, which evidences the positive impact the Digital Success Plan for L&T has made so far.

2. Areas of focus

Area	Now	Future
How we teach	Benefits from the first iteration of this Plan (November 2021) becoming tangible, including the impact of actions on teaching practice.	Scale up the redesign and Teach Well agendas to multiply impact. Distinct focus on student engagement and outcomes. Blended and connected learning (B&C) in a digital-by-design environment, in its multiple forms. Integration of a variety of generative AI tools in team-based design for learning, teaching and assessment. <i>Focus on Teach Well.</i>
Pedagogic design and redesign	Gradual embedding of enABLE, TESTA and Charrettes (see EnABLE dashboard).	EnABLE to reach all courses in all faculties, from the approval stage (Gateway 3) and throughout the life-cycle of each course.
Staff & students' digital capabilities	Varied digital competence.	Digital and AI fluency for learning, teaching and assessment as the norm.
Support and development for academic teams	Shift from support <i>for</i> academics to support <i>with</i> academics well underway, with a focus on pedagogy over content or technology.	Continued focus on <i>team-based learning design and teaching well</i> , led by Learning Designers in collaboration with DSGS. Enhanced academic staff development opportunities aligned with this Plan and the Education Strategy.
Pedagogic innovation	Niche, not often disseminated.	Open, evidence-based practices for student engagement. Niche innovations shared and shifted to the mainstream.
Learning Analytics	Major features and integration added. Usage of the student engagement dashboard increased significantly.	Intelligent, user-friendly, widely used analytics system with predictive element.
Research	Emerging research culture in digital practices with promising, but limited, outputs.	UoP to be a main player in the digital learning space, including research outputs.

3. Principles

1. A powerful way to design for effective learning is to redesign.
2. Teach consistently well, not just “deliver”.
3. Tutor engagement for student engagement.
4. Context over content.
5. Design once in a team, deploy many times.
6. Academic integrity baked into design, teaching and assessment, particularly in the context of artificial intelligence.

At the University of Portsmouth, [*Blended and Connected Learning*](#) means that our students engage with their studies:

- through activities that enable them to take ownership of and critique new concepts, ideas and feedback;
- in and outside the classroom, synchronously and asynchronously, individually and in teams;
- for the development and application of subject knowledge, professional and digital skills.

This Plan enables the scaling up of good learning and teaching, as guided by the above principles and definition of blended and connected learning. The Plan does not aim to impose the use of particular digital technologies on staff or students. Nor does the plan intend to turn parts of our portfolio into online or distance learning courses. Its implementation is intended to generate enhanced, innovative and digitally rich staff and student experiences across disciplines and modes of study.

4. Aims and implementation

1. Digital Plan Leads from the Faculties and DSGS, already in place, are expected to drive and monitor the Plan across the Faculty and report on progress, with input from Learning Designers as appropriate.
2. In preparation for each meeting of the Digital Leads, faculties are invited to use the [aims and implementation](#) table as a framework to report on progress against each aim of this Plan.
3. The Digital Plan Leads Group, chaired by the Dean of Digital and Distributed Learning, will continue to meet quarterly, or more frequently if required. The Group will report annually to UESEC.
4. At the time of writing, the expectation is to keep the implementation of the Plan cost-neutral but allocation has been made within the Digital Masterplan budget (IS) for new system licenses and associated project costs.
5. This Plan covers the 2021-25 period. It will be reviewed and adjusted regularly, with input from the Digital Plan Leads and other relevant stakeholders.
6. A Principal Project Manager for the Digital Success Plan was appointed in 2022, which has made it possible for significant gains to be made, particularly against aims 1 and 2 of the Plan.

5. Risks and mitigation

	Theme	Risk	Mitigation
1	Staff engagement with the Plan	<p>Staff may regard pedagogic redesign as a low priority.</p> <p>Feedback from academic teams is that there is not enough time within the academic calendar for teams to engage with various aspects of the Plan, including the enABLE process. The recent round of voluntary severance may also negatively impact staff capacity and availability to take part in the enABLE process.</p>	<p>Evidence about the impact of the journey so far (since 2021), across all areas of the Plan (Aim 1 in particular) and the support available both centrally and in the faculties.</p> <p>Aligning enABLE with the new course approval process (curriculum gateway) to address staff engagement and value.</p> <p>Alignment with the new Education Strategy.</p>
2	Student engagement	Students do not engage with some elements of the digital components of B&C learning.	<p>Clear comms that digital by design increases the value and impact of staff contact time and adds flexibility.</p> <p>Intentional digital by design ensures that learning activities are high quality, aligned, meaningful and engaging.</p>
3	Cost	The costs of implementing the Plan, including that of forming Faculty and DSGS-based Learning Design teams, and associated restructures, exceed the current budget.	<p>The Plan has been phased to ensure appropriate fit without disrupting current service provision, within the current envelope.</p> <p>The shift of some Learning Technologists (“OCDs”) to Learning Designers, with the appropriate training, provided a cost-neutral vehicle to refocus our efforts on pedagogy and design for engagement.</p> <p>Provision has been made within the Digital Masterplan budget (IS) to account for system licenses and other associated project costs.</p>
4	Staff skills	Varied staff and student digital and AI literacy, competence and fluency.	Resources and courses created to support the development of staff and student digital fluency, including AI, in collaboration with different parts of the University.
5	Capacity and capability	<p>Insufficient capacity and capability to redesign all courses for B&C within the 2021-25 timeframe.</p> <p>Missing learning designer posts in some faculties have slowed down engagement with the plan.</p>	<p>A clear, evidence-based team approach to pedagogic change: use of UoP’s version of established, scalable approaches to Learning Design.</p> <p>Regular review of progress with monitoring of redesigned modules and courses by faculty, with adjustments where needed.</p> <p>Central and faculty-based learning designers have offered support in these areas. Academic managers, including</p>

			ADAs, have also championed the enABLE process which has yielded positive engagement from academic teams.
6	Awareness and understanding of B&C	Limited understanding of the principles behind B&C learning and strategies to implement it successfully in certain subject areas.	Evidence in usable formats for staff to relate to the changes and their impact. Enhanced staff development opportunities addressing practical B&C issues, including mini-fests and other events to raise awareness and enhance understanding.
7	Assessment Review (April 2024)	The assessment review taking place in April 2024 is likely to have a significant impact on Aim 2 of the plan. Specifically, how Wiseflow is rolled out as the primary assessment platform for the University.	The project team have designed exploratory pilots during 2023/24 with a view to supporting likely outcomes from the assessment review. This allows for flexibility in the rollout plan from 2024/25 onwards. Wiseflow offers flexible functionality which can potentially help offset the impact of AI chatbots in relation to student submissions.

6. Significant areas of progress

June 2021 - August 2023

Aim 1

A1a. Continue to refine, scale up and conduct research into enABLE, our established learning design (LD) approach.

A1b. Continue to develop the team of Learning Designers (LDs), with members in DSGS and in the faculties, to support staff in course and module design and redesign for blended and connected learning. This includes staff development opportunities for LDs.

Since the approval of the first iteration of this Plan in November 2021, the university has seen a shift in focus from technology to pedagogy, from Online Course Developers (OCDs) and similar roles to Learning Designers (LDs), who are now well established in the majority of faculties and DSGS. The university has offered opportunities for OCDs to upskill and take up LD roles, primarily through the 30-credit L7 module *Teach Well: principles to practice*, currently in its second iteration. LDs are providing an excellent level of support to academics through the [enABLE framework for innovative team-based learning design](#). The enABLE framework has been integrated as a mandatory element of the new course approval process (Curriculum Gateway) which is driving up engagement and highlighting the positive benefits of this approach to academic teams.

The biggest challenge remains staff availability to take part in enABLE workshops and review meetings. As positive feedback from academics spreads, engagement is improving, as evidenced on the [enABLE dashboard](#) and through the selection of feedback included below.

“EnABLE has prompted valuable discussion across the whole team - has ensured we are all on the same page in terms of what we are looking to deliver. Has helped us to question the current structure of our teaching in

a way that brought together the views of established team members and new team members”

“The enABLE initiative provides a long overdue platform for discussing the reworking of our courses and the development of macro and micro level strategies. The workshop mirrored this in terms of 'drilling down' into course identities and delineation strategies”

“[...] we were able to shape our ideological views into clear pragmatic actions moving forward which should lead to notable developments in the course. This included each MC developing a storyboard which can be embedded into a centralised Miro board for a 'one-stop-shop' view of the whole course, helping us to gain an overview and insight into the student experience within and between module content”

“The enABLE project is a great development. I believe it will have a massive positive impact on our student experience. Well done to all involved in this tremendous initiative”

A1d. VLE Services Review including the migration of Moodle to an external cloud provider.

Moodle is a cornerstone of our educational ecosystem. As we embark on new initiatives like the London Campus, the establishment of a Medical School, and a heightened emphasis on learning design initiatives, our Moodle service must evolve to offer enhanced flexibility and continue to foster innovative teaching practice.

The VLE Services Review aims to gather feedback from our key stakeholder groups to identify ways to improve Moodle and its interconnected services. We will be moving Moodle to a cloud provider in time for September 2025. This project offers an excellent opportunity to evaluate how our Moodle platform serves our users and implement positive changes as we move to a new cloud-based infrastructure. This migration will be a smooth transition for our users whilst making it possible to offer a wider range of services facilitated by our new Moodle partners. Academics and students will retain access to their learning and teaching resources in line with the University retention policy.

A1e. Design and build a centrally supported enABLE Design Studio space on the top floor of the ULC building.

Funded by a successful [OfS bid led by the Faculty of Technology](#), planning has been completed for a state-of-the-art design and teaching space located on the top floor of the University Learning Centre building. The **enABLE Design Studio** will be a central resource supporting enABLE sessions with up to thirty delegates. Two additional rooms for co-creation activities and a substantial multimedia recording room have been designed into the space. The plan is for academics to have access to in-situ Learning Designers and Learning Technologists to support learning design activities and the creation of learning activities to support teaching in a Blended and Connected learning context.

Construction is scheduled to start by early October 2023, with the space completed and available for booking from May 2024.

Aim 2

A2c. Incorporate robust specialist end-to-end assessment software (Wiseflow).

A successful pilot of the Wiseflow end-to-end assessment platform was completed during the 2022/23 academic year. A breadth of assessment scenarios were explored to ensure Wiseflow can handle our current and future

assessment needs. The platform and support from parent company Uniwise were established to be of excellent quality, providing flexible, powerful and innovative functionality to support students, academics and support staff within the full assessment lifecycle.

A significant highlight of the pilot year was the sophistication of marking and feedback tools available to academics in Wiseflow. The project team are supporting the scaled roll-out of Wiseflow from September 2023 onwards. During 2023/24 large file and project submissions will be rolled out across CCI and Engineering with reflective portfolios being supported in SAH. These assessment types received excellent feedback from academics during the pilot year.

Further, exploratory pilots of assessment artefacts are being delivered during 2023/24 including double-blind marking of dissertations. This approach ensures we can stay flexible and work within the outputs of the Assessment Review happening in April 2024. Based on the Assessment Review and rigorous assessment artefacts tested with students and academics, we will formulate our roll-out plan for 2024/25 and beyond.

The TEL team have developed an outstanding integration between Moodle and Wiseflow, which supports assessment design through a growing library of assessment templates and syncs user roles between Moodle and Wiseflow eliminating lots of manual work. Our SITS-Wiseflow Integration working group comprising staff from DAS, IS and TEL are working on optimising assessment workflows through integrated data with the overall goal of improving assessment design and delivery including marks integration with SITS.

[More information about the Wiseflow project can be found on this support website.](#)

Aim 3

Increase year-on-year growth of online learning provision.

The Portsmouth Online (POL) partnership with CEG has continued to grow. We currently offer eight taught master's degrees and the Global DBA. Other courses are in the pipeline. The current student population is 1300. This year we had our first POL graduates. A full report on POL will be reviewed by UEB on 16 October.

Aim 4

Broaden interdisciplinary digital learning opportunities.

“Learning and leading to make a difference” and “A plastic revolution” are two L4 20-credit modules that ran successfully online in 2022-23. They are not part of any degree course. They are approved as “credit-bearing short courses” and offer a good alternative to those who wish to pursue modular study, as well as those who wish to gain credits in addition to their degrees. They attracted 40 students each and provided additional learning opportunities for participants, at no extra cost to them. The second iteration of each of these courses will run in 2023-24. Two more modules will be offered this academic year: one in Astrophysics for beginners and another in Law, focusing on racism.

Aim 5

Enhance student engagement, retention, progression and completion.

Significant progress has been achieved in this area, in close collaboration with IS and other stakeholders. Major enhancements have been incorporated into the engagement dashboard and its integrations with Moodle and SITS. This includes the design of the student view and the planned migration to Power BI, which will be completed in 2023-24. A full report and roadmap for these developments were reviewed and approved by UEB in June 2023.

Aims and implementation of the Digital Success Plan for L&T 2021-2025 (September 2023)

The table below outlines the aims of the Plan with associated actions.

A yellow highlight indicates an action to be reported against in quarterly Digital Plan Leads reports from faculties.

ID	Aims	Actions	Map to 6Ps	Measures of success	2023 Baseline	Quarterly Reporting
A1	Fully realise the concept of blended and connected (B&C) learning as part of UoP's pedagogic identity through the intentional application of an activity-focused, digital by design approach across our entire provision.	A1a. Continue to refine, scale up and conduct research into enABLE, our established learning design (LD) approach.	All	Number of modules and courses redesigned for blended and connected by year.		Digital Plan Leads quarterly reporting
		A1b. Continue to develop the team of Learning Designers (LDs), with members in DSGS and in the faculties, to support staff in course and module design and redesign for B&C. This includes staff development opportunities for LDs.		Student feedback on redesigned modules and courses. External examiner feedback. Established LD approach to redesign becomes a requirement for validation and approval.		Digital Plan Leads quarterly reporting
		A1c. "Digital by design" principles and practice prominent in APEX course and other staff development provision, such as "Teach Well".		Adaptations to appropriate LOs, curriculum and assessment in APEX. Workshops addressing aspects of "digital by design" offered by DSGS, following the "Teach Well" experience and impact. Participating staff feedback on the above activities.		DSGS quarterly reporting only
		A1d. VLE Services Review including the migration of Moodle to an external cloud provider. The new provider will offer scalability and access to improved services not currently possible with on-premise hosting.	Place	User feedback of new environment. Successful procurement and migration processes, followed by effective communication to the University community.		DSGS quarterly reporting only
		A1e. Design and build a centrally supported enABLE Design Studio space on the top floor of the ULC building. The space will be used to host enABLE activities for up to 30 participants and will also feature multimedia recording facilities and co-creation spaces. Funding for the space is provided by the successful FUSE OfS bid.	Place Principles for practice	Usage, management and user feedback on this space. A Learning Designer and a Learning Technologist are based in the studio to offer support to academics. A booking system is in place and available.		DSGS quarterly reporting only

A2	(Re)design robust assessments to meet the needs of the diverse student population within a B&C setting (in conjunction with A1)	A2a. Analyse the needs of a diverse student body against a range of assessment types and redesign accordingly (i.e. embed assessment choice wherever possible). Subject to recommendations put forward by the Assessment Review (April 2024).	All	Number of modules and courses where the assessment strategy has been redesigned across its modules. Student feedback on the new modes of assessment.		Digital Plan Leads quarterly reporting
		A2b. Review reliance on exams, while taking into account PSRB requirements, the challenges of AI, etc. Subject to recommendations put forward by the Assessment Review (April 2024).		Volume and type of assessment redesigns implemented. Impact of these changes on attainment and satisfaction.		Digital Plan Leads quarterly reporting
		A2c. Incorporate robust specialist end-to-end platform software (Wiseflow).		A well-integrated platform with optimised processes to support effective use by students and staff in a wide breadth of assessment scenarios.		DSGS quarterly reporting only
		A2d. From Digital to AI Literacy. Provide AI literacy guidance for staff and students on the emergence of Artificial Intelligence in relation to assessment design.		Guidance in the form of web resources and workshops to support academic teams and students.		Digital Plan Leads quarterly reporting
A3	Increase year-on-year growth of online learning provision.	A3a Redesign courses where a module or part of a TB can be studied fully online.	Portfolio Principles Place	Growth in redesigned sections of courses for online learning (quantitative). Quality of such redesigns through student feedback.		Digital Plan Leads quarterly reporting
		A3b. Expand partnership portfolio with CEG through Portsmouth Online.		Number and success of courses offered through the partnership. Number of students recruited. Student feedback.		DSGS quarterly reporting only
A4	Broaden interdisciplinary digital learning opportunities.	A4a. Optional L4 for-credit stand-alone online modules, separate from their courses, aligned to research themes offered to new entrants and other UoP students.	Portfolio Partnership Prospect	Modules available to L4 students. Student enrolment, completion and attainment in these modules. Student feedback on their experience on these modules.		DSGS quarterly reporting only
A5	Enhance student engagement, retention, progression and completion.	A5a. Continue to deploy and enhance the functionality of the Learning Analytics (LA) dashboards, in accordance with the approved plan and roadmap (through regular updates to UEB).	Pedagogy Prospect	Regular enhancements to the LA dashboards. Regular review of the roadmap. Incorporation of predictive features.		DSGS quarterly reporting only

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