



Jisc

How to approach digital transformation in higher education

Findings from
Jisc's digital
transformation
research pilot

February 2025

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Contents

4. 01_Introduction

6. 02_Demonstrating digital transformation

- 6 Digital transformation is a commitment rather than a destination
- 7 The toolkit supports digital transformation as business improvement
- 8 Digital transformation is more than 'an IT Services thing'
- 9 Digital transformation should support organisational strategic aims
- 10 Good digital transformation engages the people it will affect; excellent transformation empowers them
- 11 Cross-institutional senior engagement is vital
- 12 HE providers do digital strategy differently, and that's OK

14. 03_Introducing the digital transformation toolkit

- 17 Adapting the toolkit

18. 04_Seven actions that maximise impact and minimise risk

- 19 Action 1: connect digital transformation activities with organisational strategy
- 19 Action 2: identify which parts of the toolkit can support your needs
- 19 Action 3: engage cross-institutional senior leaders and stakeholders
- 20 Action 4: collect data and make decisions based on evidence
- 20 Action 5: consider the digital capabilities of those who will be affected by change
- 20 Action 6: identify change opportunities at different resourcing levels and timeframes
- 21 Action 7: review, adapt and refresh your strategy regularly

22. 05_Learn from HE providers who have used the digital transformation toolkit

26. 06_Access further support

01_Introduction

In September 2023 we launched our **digital transformation toolkit**. Presented as a Jisc web guide, it offers guidance and resources designed to support higher education (HE) providers through digital change programmes.

In 2024, we collaborated with 24 HE providers in a research pilot to discover how the toolkit could support digital transformation within their institutions. This report, and the associated case studies, show how the toolkit was used to support a wide range of digital change initiatives.

The research pilot validated the success factors for effective digital transformation highlighted in the toolkit. This report shares the approaches universities are adopting towards digital transformation in a resource-constrained landscape, supported by Jisc's framework and maturity model for digital transformation.

Our thanks go to all the HE providers who worked with us on the research pilot:

- Abertay University
- Bath Spa University
- University of Bedfordshire
- Cardiff Metropolitan University
- University of Chester
- City St George's, University of London
- Université Côte d'Azur
- Coventry University
- University of East London
- University of Hull
- Liverpool John Moores University
- University of Manchester
- Manchester Metropolitan University
- University of Northampton
- University of Oxford
- Queen's University Belfast
- Royal Northern College of Music
- Sheffield Hallam University
- University of St Andrews
- Swansea University
- Teesside University
- University of Westminster
- University of Worcester



"One of the big values of Jisc's framework and the work that we've done in the pilot project is it actually gives us a strong set of benchmarks and targets for us to work around. I think that sense of having a holistic view of digital transformation is very helpful. It's culturally centred rather than technologically centred, which I think helps it to form a better approach."

Professor Sir Anthony Finkelstein
President, City St George's,
University of London



The Jisc
web guide



The
framework
(PDF)



The
maturity
model (PDF)

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"As pro vice chancellor for education and students, I'm responsible for the strategy for education and students. But to really make that step change and transformation in the student journey, I need to be able to work and embed AI and digital transformation across the whole of the university. Jisc's framework enabled me to do that, creating shared languages, shared understanding, so that colleagues understood what it was we were trying to do, agreed the way forward so that we have one vision, one plan that everybody's working towards. That's been transformative for us as a university."

Professor Judy Williams
Pro vice chancellor for education and students,
Queen's University Belfast

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02_Demonstrating digital transformation

Digital transformation is a commitment rather than a destination

We see digital transformation not as a destination, but an ongoing commitment by all those working in HE to consider where digital technologies can improve efficiency and effectiveness to enhance the learning, teaching and research experience.

In response to mounting economic pressures, evolving educational demands and rapid digital innovation, we recognised the need to support the HE sector in navigating digital transformation effectively. This required establishing a shared language around digital change, fostering data-driven decision-making and cultivating dynamic organisational cultures where individuals are equipped with the skills and enthusiasm to embrace digital evolution. This was the basis from which we, working in consultation with nine other UK professional bodies¹ and senior leaders from across the sector, created the **digital transformation toolkit**.

¹ The digital transformation toolkit was developed by Jisc with input from a range of UK professional bodies: Advance HE, Association for Learning Technology (ALT), Association of Higher Education Professionals (AHEP), Association of University Directors of Estates (AUDE), Quality Assurance Agency for Higher Education (QAA), Society of College, National and University Libraries (SCONUL), Universities and Colleges Information Systems Association (UCISA), Universities UK (UUK) and Vitae. This co-creation ensured the framework reflects sector priorities and links to key UK HE models and frameworks already in use.

“We recognise that digital transformation is an ongoing process of continuous improvement and adaptation... we plan to regularly review and update our strategies based on new developments... this iterative approach will help us stay adaptable and responsive to changing needs.”

Professor Judy Williams

Pro vice chancellor, education and students, Queen's University Belfast

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Adopting a strategic approach to digital transformation can stimulate a review of existing processes, structures and management practices. It enables organisations to ask questions about their current state and to assess readiness, investment plans, governance and vision for the future.

Jisc's digital transformation web guide

The toolkit supports digital transformation as business improvement

Our digital transformation toolkit is a digitally focused change support mechanism with clear parallels to the ethos underpinning global business change methodologies. What makes the toolkit unique is that it maps to HE business processes and activities, with a specific focus on digital technologies and the people and cultural practices and processes that use them.

The digital transformation toolkit is designed to be used by HE senior leaders, managers and change agents. The toolkit offers a range of materials to support strategic direction and digital leadership, stakeholder engagement, planning and prioritisation. It helps HE providers to produce strategies, roadmaps and action plans as well as offering a tool to assess digital maturity across all areas of business.

Ultimately, our aim is to support the sector to maximise opportunities for successful digital innovation and integration while minimising the risk of failure and wasted resource.



“We have expanded our horizons regarding the true breadth of digital transformation and Jisc’s toolkit has enabled us to develop a version of a matrix that allows us to both track progress, ascribe [digital] maturity levels and confirm responsibility and ownership for each activity. In turn, this has enabled us to quantify areas of strength and areas for development in a way that has not previously been available, which we have been able to communicate to the business.”

Rachael Johnson-Duval
Chief information officer, Bath Spa University

Digital transformation is more than 'an IT Services thing'

Close working with the sector has shown that to do digital transformation well, those implementing digital change programmes must consider and engage the people who will be impacted. This needs to happen early in the process, supported by engaged cross-institutional senior leadership. Digital transformation should be everyone's responsibility.

"The potential for technological change in the next 10 years is huge and cannot be siloed into a few people's roles. We need to be collaborative and work together across different job role areas..."

Jots Sehmbi

Chief information officer, City St George's, University of London

"Jisc's framework has really enabled us to have a shared lexicon which was key to work across diverse areas of the university. Often in universities we can have a siloed mentality and the language of education doesn't always speak to the language of digital services or administration. Using Jisc's framework has allowed us to create a shared language and shared understanding across the university. So instead of all working in silo we can work strategically aligned together to really make a step change in AI and digital transformation."

Professor Judy Williams

Pro vice chancellor for education and students, Queen's University Belfast

"It's about being authentic, it's about showing that not only is a strategy something that we've committed to in paper, but that we actually committed to in practice. So that's why it's important that this isn't a project that is simply left to the IT department. It needs to be across the whole of the university and it needs senior level buy-in and support across all parts of the university. "

Professor Georgina Andrews

Vice chancellor, Bath Spa University

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Digital transformation should support organisational strategic aims

A key principle for successful digital transformation is ensuring that every technology initiative aligns with your organisation's broader strategic objectives. Conversely, organisational strategic aims should provide an incentive to senior leaders to explore how technology might help ambitions to be realised.

During the digital transformation research pilot, HE providers used the toolkit in different ways to suit their ongoing work, including:

- To assist with the redevelopment of an organisational digital strategy (for example, **Royal Northern College of Music** and **University of Worcester**)
- To benchmark whole-organisation digital maturity (**Bath Spa University**)

"This pilot has come at an excellent time for the university as we are seeking to renew and update our strategic plan. Digital transformation is a key aspect of this. The work undertaken as part of the pilot has been shared with both the University Executive Board and wider University Leadership Group. Use of the maturity model has been a valuable resource in assessing where we are."

Ann Jordan
Provost, University of Worcester

- To consider how organisational digital culture might impact the successful integration of new digital infrastructure (for example, **University of Chester**, **University of Hull** and **University of Manchester**)
- To reflect and support the development of new learning and teaching programmes (for example, **University of St Andrews**)
- To explore ways to achieve organisational strategic goals for educational excellence (for example the development of an AI strategy at **Queen's University Belfast** and the Digital Learning Transformation Project at **Sheffield Hallam University**)
- To support international partnership development (for example, **Université Côte d'Azur, France**)
- To provide evidence to inform decision-making and identify priorities (for example, **University of Westminster**)
- To benchmark current digital maturity in specific areas as a baseline against which to measure future improvement (for example, **City St George's, University of London**)

In all these cases, the HE providers that used the toolkit are in the process of transforming the ways they use digital technologies – and are doing so because they expect their change initiatives to support wider organisational strategic aims.

Good digital transformation engages the people it will affect; excellent transformation empowers them

People are at the heart of almost all digital transformation initiatives. Changing how digital is used requires organisation-wide approaches to maximise the usefulness of innovative technologies, facilitate successful integration and inspire a shift in digital cultural practice.

Throughout the digital transformation research pilot, it was stakeholder engagement and a desire to better understand the digital organisational culture that correlated with the most successful change initiatives. Early stakeholder engagement provided benefit by uncovering hidden issues and offering valuable insights that might otherwise have gone unnoticed or unevidenced.

Stakeholder engagement also served as a powerful catalyst: by informing people early about upcoming changes, the seeds of acceptance were sown. When communication was a two-way dialogue – with project leads collaborating and exploring possibilities with those affected by forthcoming change – staff and students were empowered to actively participate in the innovation process, accelerating cultural adoption.

As well as these important outcomes, early stakeholder engagement can result in additional and unintended benefits: nurturing a collaborative culture, encouraging cross-institutional networking, and providing a deeper appreciation of one another's roles within the wider system.

“We’ve come to realise that when it’s done well, there is real transformation, beyond a simple system upgrade or marginal improvement. When colleagues see the success, the work of digital transformation becomes ‘contagious’. When people see colleagues engaging in this kind of work and receiving credit for success (or acknowledgement of the importance of experimentation/failure), they are enabled to undertake their own projects guided by the broader transformational university strategy. This drives transformation at a grassroots level, in line with an institutional strategy that is operationalised and accessible for people from project teams (able to implement small local changes to improve work practices) to senior management (guiding the whole institution).”

Laura Milne

Head of digital education, University of Chester

“For a university, we’re a complex system with lots of different stakeholders involved in all sorts of aspects of university life. And of course, whenever you introduce something new, it’s really important to have a good solid plan in place and to take people with you on that journey. So, what we’ve tried to do is use the framework as a guide, if you like, during the pilot in order to help us achieve the digital changes that we need to achieve across the organisation, but specifically in teaching and learning with our students.”

Professor Liz Mossop

Vice chancellor, Sheffield Hallam University

Cross-institutional senior engagement is vital

Successful digital transformation requires the active engagement of senior leaders from across the organisation. Digital transformation is as much about change management and business re-engineering as it is about technology, and this is where senior leaders play a crucial role by providing the expertise needed to guide and support the process.

Cross-institutional senior leadership engagement can help to disseminate understanding about *why* change is forthcoming and identify opportunities and potential challenges that might impact successful assimilation.

Digital change leaders should also anticipate the need to support the process in three ways:

- by clearly articulating how proposed changes map to strategic goals and should lead to improvement
- by providing reassurance that digital expertise is not a prerequisite for participating in the conversation
- by offering support (if and where needed) for the development of digital leadership capabilities

"I am leading, but I'm not an expert in digital transformation. Initially this worried me, but then I realised that most people are not experts. Jisc's framework helped us all and I was surprised at how much it made sense. There's a lot of information, but when I took what I needed it fitted surprisingly well. The framework was malleable enough to adapt to our needs."

Manus Carey

Deputy principal (performance and programmes),
Royal Northern College of Music

"One way the toolkit was beneficial was in helping us to support educational leaders. These are the people who will be making the decisions about AI. The toolkit helped us to better understand what they need to do this well. There are some big conversations for the university that go beyond the education piece into things like risk appetite, or how AI might influence the sector or employers... What this project enabled us to provide is concrete plans about how we support staff and students now, and how to support senior leaders to make those kinds of decisions going forward."

Professor Philip Hanna

Dean of education, Faculty of Engineering and
Physical Science, Queen's University Belfast

"Senior leadership investment in this is really, really critical because there are loads of challenges... our Flexible Learning Programme is a completely new way of approaching our education at Manchester from the policy and process and the culture change needed... it's important that we work together to overcome any hurdles, and this has got to include senior level as well."

Professor Dan George

Assistant vice-principal for flexible and
blended learning, University of Manchester

HE providers do digital strategy differently, and that's OK

HE providers embed issues related to digital transformation into their strategic planning in a wide range of ways. During the evaluation of this research pilot, we asked providers to describe the nature of their organisation's digital strategy. These findings continue to reflect those described in our **2023 digital strategies report** that while some organisations have a separate digital transformation strategy, a similar number embed digital transformation issues across several strategic documents. Some providers were at the beginning of creating their strategic approach while others were revising a digital transformation strategy that sat separate from their IT strategy.

The research pilot showed that HE organisations approach the strategic planning of digital transformation in a multitude of different ways. What was clear from this research was

that there is no 'right way' and participating providers all recognised the need for clarity around the role of digital in the delivery of institutional ambitions, missions and values.

Whichever approach is taken, success depends on aligning digital transformation plans with your organisation's wider strategic vision and identifying the right people to drive change through effective stakeholder engagement. Involving senior leaders and having a robust governance framework to monitor progress and uphold accountability throughout the journey are equally important.

"We shouldn't forget that one of the major roles of leadership is to make quite sure that resources are appropriately directed and delivered to the points at which change needs to be made. So good leadership makes quite sure the systems, governance, process and financial wherewithal are in the places we need that. It's also about communicating with clarity, bringing together a shared vision, building a collective understanding, and actually licensing the people throughout the organisation to take risks and innovate."

Professor Sir Anthony Finkelstein
President, City St George's, University of London



There is no single way to achieve digital transformation – it depends on the context of each organisation. Digital transformation activities and approaches should be founded on organisational goals and values, should reflect business ambitions and be implemented strategically.

Jisc's digital transformation web guide

03_Introducing the digital transformation toolkit

Our digital transformation toolkit is a set of online documents and resources developed in consultation with a range of UK professional bodies and our senior leaders working group. This ensures it reflects sector priorities and links to key UK HE models and frameworks already in use.

The toolkit is primarily designed to support HE providers to:

- Reflect on and enhance their strategic approach to digital and digital transformation
- Plan and navigate through digitally related change initiatives
- Maximise opportunities for successful innovation and integration
- Minimise the risk of failure and/or wasted resource
- Encourage cross-organisational conversations and collaboration
- Develop a shared understanding of digital transformation across the organisation
- Assess digital maturity levels to establish a baseline to measure progress against

The main components of the toolkit are:

- The **web guide** – designed to introduce users to digital transformation and how to take it forward within their organisation, and support them to decide which toolkit resources to use
- The **framework** (PDF) – describes the six elements that make up the digital transformation framework. It contains strategic statements and example activities
- The **maturity model** (PDF) – provides a structure to assess digital maturity across all aspects of business by describing three levels of maturity for every business area, represented by 99 numbered sub-elements nested within the six elements

These are supported by action plan templates, a glossary, a maturity model process guide, a **senior leadership community of practice**, regular webinars

and demonstrating digital transformation events, **podcasts**, video interviews with senior leaders, and case studies illustrating how HE providers have used the framework to support their digital transformation activities (see **the case studies** summary section later in this report).

The toolkit considers the potential contribution of technology within all higher education-related business areas and activities, and maps these into six elements of the framework (see **Figure 1**). Fundamental to our approach is a belief that digital and physical infrastructure must be considered within the context of organisational digital culture for any digital advancements to be successfully embedded into the cultural and behavioural practice of senior leaders, staff and students.

The toolkit offers the following benefits:

- It provides a common language around the scope of potential digital transformation activities, and an understanding of different levels of maturity
- It is flexible, allowing users to select the elements and sub-elements of the framework and maturity model that are relevant to their specific goals
- It supports users to carry out activities such as a gap analysis of their current digital strategy, compare digital maturity across different business activity areas, baseline against sector priorities, identify improvement opportunities, prioritise next steps, engage stakeholders, understand cultural impact, and ultimately reduce the risk of change initiatives failing

"We have used all parts of the materials. We have used the main framework to cross-check and align our goals. We have used an adapted form of maturity model to review our targets and progress. Phase two of the project will complete in September 2025, and we will continue to use the materials to evaluate our position and progress through to the end of the project."

Dr Alison Purvis

Associate dean learning, teaching, and student success, Sheffield Hallam University



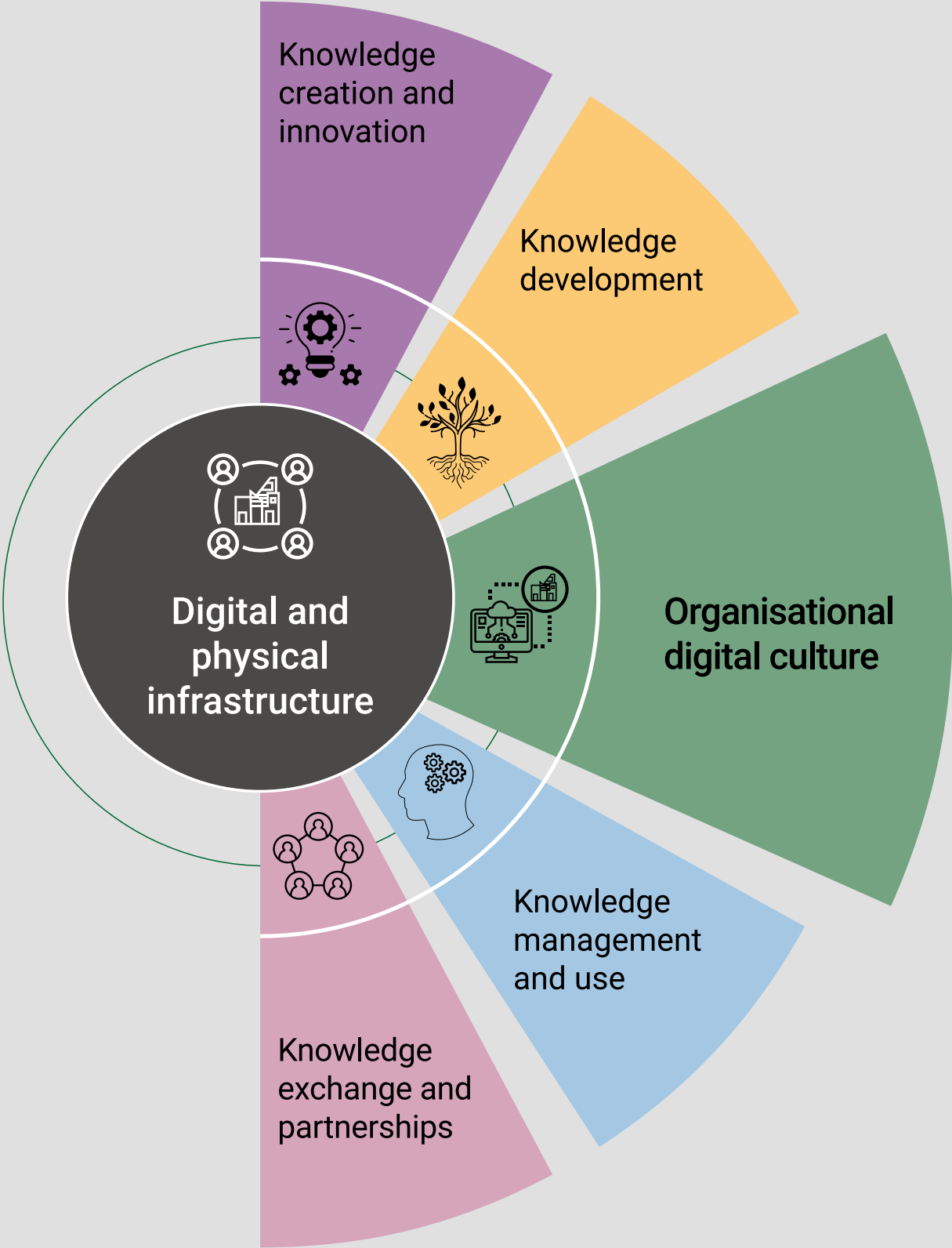


Figure 1. The six elements of the framework for digital transformation

The toolkit is designed to be adaptable.

The power of the toolkit lies in its ability to adapt to the needs and aspirations of any HE provider: regardless of how you choose to manage your digital strategy, and irrespective of what your change programme focuses on, our digital transformation toolkit will be relevant to your organisation.

We actively encourage users to take a selective approach, using the toolkit as a source of information from which to adapt, repurpose and re-engineer content to meet your specific project requirements.

Ultimately, the toolkit is designed to support your current aims and ongoing activities, not be an extra piece of work to complete.

“As the framework can be used in such a flexible manner, we were able to really tailor it to our needs, and I think it has helped us to ask the right questions within our project.”

Sarah Franke

Head of digital strategic initiatives,
University of St Andrews

“Jisc’s digital transformation framework is wider in scope than our project, but each aspect of our project maps into the framework. It has been affirming and reassuring that our work is aligned so well.”

Dr Alison Purvis

Associate dean learning, teaching, and student success, Sheffield Hallam University

“I certainly think that sense of a common language and a way of understanding all the different facets of digital transformation is really important because there are lots of models out there. But this one is so comprehensive, and it has the accompanying tools with it that it gives you a real kind of vocabulary and a way to engage with it as well.”

Professor Susannah Quinsee

Vice president (digital and student experience), City St George’s,
University of London

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“Involvement in this research pilot has significantly impacted perceptions and approaches to digital transformation here at Queen’s... this pilot has underscored the necessity of a holistic and inclusive approach... digital transformation is now seen as an integral part of our long-term goals rather than a supplementary initiative.”

Professor Judy Williams

Pro vice chancellor, education and students, Queen’s University Belfast

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04_Seven actions that maximise impact and minimise risk

Whether it's about doing something more efficiently or doing it better, investing in digital – and building the capabilities of staff and students to fully use it – must lead to clear benefits and not become change for change's sake.


Our **2023 report** and the digital transformation web guide outline a range of success factors for taking forward digital transformation in your organisation.

The outcomes from our digital transformation research pilot, summarised in this report, validate those recommendations and build on them by highlighting the following seven actions that can maximise the impact of your digital transformation activities.

Seven actions that maximise impact and minimise risk

1. Connect digital transformation activities with organisational strategy
2. Identify which parts of the toolkit can support your needs
3. Engage cross-institutional senior leaders and stakeholders
4. Collect data and make decisions based on evidence
5. Consider the digital capabilities of those who will be affected by change
6. Identify change opportunities at different resourcing levels and timeframes
7. Review, adapt, and refresh your digital transformation strategy regularly





Successful digital transformation requires effective digital leadership, appropriate investment, robust secure infrastructure, engaged stakeholders and digitally capable staff and students. The complexities and scale of higher education providers present challenges to achieving ambitious digital strategies.

Jisc's digital transformation web guide



Action 1: connect digital transformation activities with organisational strategy

Every proposed digital transformation initiative should sit within the context of your organisation's broader strategic objectives. Those leading change programmes should be able to clearly articulate to senior leaders – and, if they will be affected, to staff and students – how any proposed change links to wider organisational strategy, what the intended benefits should be, and what success should look like.

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"Our prioritised action plan targets five key areas to address the most significant gaps identified in the survey. Central to this plan is the recognition of digital wellbeing, sustainability, skills and inclusivity for our university community. This approach aligns with *Being Westminster's* focus on wellbeing, inclusion, sustainable development and being capable in a digital world, based on our progressive, compassionate and responsible values."

Professor Gunter Saunders

Associate director digital engagement and library services, University of Westminster



Action 2: identify which parts of the toolkit can support your needs

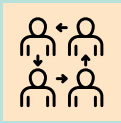
Our digital transformation toolkit is adaptive and can support all forms of digital transformation initiatives, large or small. Your first step is to review the toolkit and identify the resources and level of detail that meets your needs. So, for example, if your aim is to create or refresh your digital strategy then using the **digital transformation framework** may be enough to support you. Alternatively, you might want to drill down into areas of activity and self-assess your digital maturity. This is where you can begin with the framework as an overview of the six main elements of business activity, before then reaching for the **digital transformation maturity model**.

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"The temptation is to try and do everything [covered in the toolkit], but it's the more measured pick and mix approach we took forward... the buy-in we've seen has been due to colleagues being able to see the relevance... To have a shared language, and the whole organisation [represented within the framework] is incredibly helpful."

Professor Jane Mooney

Professor of educational development and digital capability and Academic team lead for digital skills and literacy with the Flexible Learning Programme, University of Manchester



Action 3: engage cross-institutional senior leaders and stakeholders

When it comes to digital transformation – where expenditure is often high and the impacts often far-reaching – cultural buy-in is vital. A recurring theme for success during the research pilot was the formation of a broad coalition of senior stakeholders where genuine collaboration extended beyond departmental boundaries. Participants were reassured they didn't have to be digital experts to contribute.

Digital leadership should not rest solely on the shoulders of senior leaders; effective leadership involves leveraging the skills and insights of others. To achieve this, stakeholders at all levels and from diverse backgrounds must be actively engaged in the process. Be curious about how staff and students feel about the digital environment and digital experiences your organisation provides them with. Provide opportunities for cross-institutional participation and debate, and ensure stakeholders feel heard. The aim is not to convince everyone, it is to gather and reflect on a diversity of perspectives and opinions: in this way you will create an action plan that minimises risk and maximises likelihood of a cultural shift. This is where the toolkit can really help, in providing a common language to facilitate cross-institutional conversations and collaboration.

"We need to be collaborative and work together across different job role areas... I have seen a shift in culture in moving to work at City St George's... natural collaboration is in the fabric [of the culture of working at City St George's] and has helped in my role and with other projects."

Jots Sehmbi

Chief information officer, City St George's,
University of London



Action 4: collect data and make decisions based on evidence

Before you begin a change programme, agree on what success will look like following the proposed changes, and how you will measure progress. Wherever possible we recommend collecting data before you begin so that this can be used as a baseline. This will then allow you, at a later stage, to determine whether the changes made have led to improvements.

Stakeholder feedback is an excellent source of data and has the added benefit of providing an opportunity to engage people at an early stage. It's common for different roles to assess digital maturity in varying ways, and this provides a valuable opportunity to gain deeper insights into diverse experiences and perspectives. The toolkit, and the case studies associated with this report, provide examples of how feedback data can be collected.

“It was interesting to see the difference in attitudes between senior leaders and the project team in relation to some aspects of digital maturity... it really helped us to collectively reflect on our results.”

Laura Hallett
Executive director strategic project services,
University of Hull



Action 5:
consider the digital capabilities of those who will be affected by change

Embedding technology into HE, whatever the context, is only half of the story. To be successful, your staff and students need to feel confident enough to embrace new ways of working, and competent enough to recognise how it has allowed them to improve their approaches to work and learning. Understanding digital capabilities, identifying immediate training needs and considering the support needed for further development should be a fundamental component of your digital transformation programme.

“In future, digital skills will be absolutely essential to our students. And it’s important that they are able to confidently address the opportunities as well as the challenges with the ever-increasing innovation within the technology sector. I think that it will impact on the university sector in terms of business operations as well as curriculum development.”

Professor Georgina Andrews
Vice chancellor, Bath Spa University





Action 6: identify change opportunities at different resourcing levels and timeframes

Digital transformation ideals must be balanced against the reality of limited resources, other strategic priorities, and the need to respond quickly to unforeseen regulatory or global events. We recommend you identify several potential improvement opportunities along with a list of possible methods to address each one. These should have differing timelines and resource requirements. This approach has additional benefits: it helps to engage a variety of stakeholders and supports a holistic shift in organisational digital culture.

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“We will never have the resource we need to do things at the speed that we want so there always needs to be a compromise. So, we will be continually working to prioritise what changes we can push and what we need to hold.”

Professor Judy Williams

Pro vice chancellor, education and students, Queen’s University Belfast

“Everyone thinks digital transformation is about big things, but what we’ve found is that you can ‘do’ digital transformation at a smaller scale too. We have access to technologies that just need us to use them differently or more effectively to lead to transforming the organisation. It doesn’t have to be a £300,000 investment in a system... it can be little business improvements too. If a new division or faculty feels they are working slightly differently than they were and if they buy into it and feel they’re getting more out of it, then they can see the benefits.”

Michelle Turner

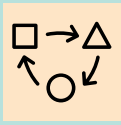
Deputy director learning innovation services

Steve Bowden

Director learning and information services

University of Chester

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Action 7: review, adapt and refresh your strategy regularly

Innovative use of current and emerging technologies can quickly reshape the higher education landscape, requiring adaptation and evolution. In addition, the only way to determine whether and how digital transformation adds value is to measure the system beforehand and afterwards. This necessitates an agile approach, with regular progress reviews.

We recommend that your digital strategies and initiatives incorporate regular reviews, even as innovation becomes 'business as usual'. This ensures that you can quickly adapt when needed, and so maximise return on investment.

"We all know of technology projects or programmes that have gone wrong just because people forget that behind every tool, behind every bit of technology are people who are expected to deliver that technology and that new way of working. Unless we think holistically and broadly about how people approach different tasks and different roles, a technology programme will fail. So it's really important for us here to look collectively and holistically at the whole picture and particularly work with our community to ensure that everybody understands what we're trying to achieve, but also that we take people on that journey with us."

Professor Liz Mossop
Vice chancellor, Sheffield Hallam University

05_Learn from HE providers who have used the digital transformation toolkit

The table below lists 12 case studies that illustrate the diverse ways in which some of the HE providers involved in our research pilot benefited from using the digital transformation toolkit.

Each case study includes details about that provider's organisational drivers, how they adapted the toolkit, the elements and sub-elements of the framework they referred to, the staff roles involved, the perceived benefits and potential impact of using the toolkit, and their planned next steps.

These case studies are designed to support you in considering how you and your organisation might benefit from using the toolkit.

#	HEP	Case study title	Key themes
01	Bath Spa University	Jisc's digital transformation toolkit supports organisation-wide digital maturity assessment: reviewing digital strategy, identifying gaps and highlighting the importance of digital fluency.	Assessing digital maturity across all areas of the framework, strategic gap analysis.
02	University of Chester	Jisc's digital transformation toolkit supports move to a new VLE: connecting digital infrastructure change with learning and teaching improvement opportunities by facilitating a community-based digital culture shift.	Institutional IT change programme, digital cultural practice.

#	HEP	Case study title	Key themes
03	City St George's, University of London	Jisc's digital transformation toolkit supports a focus on organisational digital culture: the importance of senior management support to embed 'people focus' into ongoing digital change programmes.	Institutional IT change programme, cultural change, CIO collegiate work practice.
04	Université Côte d'Azur, France	Jisc's digital transformation toolkit provides a common global language: discussing digital transformation opportunities across international university partnerships.	Working with international partners.
05	University of Hull	Jisc's digital transformation toolkit supports cultural engagement with three new IT enterprise platforms: from rollout to 'business as usual' requires early staff engagement and support for digital capabilities.	Institutional IT change programme, strategic gap analysis.
06	University of Manchester	Jisc's digital transformation toolkit supports institutional change programme: from implementation of a new central learning environment to consideration of the broader organisational digital culture needs.	Digital learning and teaching experience, institutional IT change programme.
07	Queen's University Belfast	Jisc's digital transformation toolkit focuses on future AI practice: using the toolkit to support institutional co-creation of a new AI strategy.	AI practice and strategy, co-creation with staff and students.
08	Royal Northern College of Music	Jisc's digital transformation toolkit informs development of a new digital strategy: using the resources to stimulate senior leadership discussions and co-create a holistic plan for the next four years.	Digital strategy creation.

#	HEP	Case study title	Key themes
09	Sheffield Hallam University	Jisc's digital transformation toolkit boosts ongoing digital initiatives: providing a language and adaptable framework to describe ongoing transformation and better engage executive-level leaders.	Strategic gap analysis, digital cultural practice, learning and teaching experience.
10	University of St Andrews	Jisc's digital transformation toolkit supports strategic initiative: an inclusive, incremental and people-centred approach to evolving the institution's online learning offer.	Digital learning and teaching experience.
11	University of Westminster	Jisc's digital transformation toolkit for evidence-based decision making: using the maturity model to identify and prioritise improvement opportunities, with a focus on organisational digital culture.	Evidence-based decision making, digital cultural practice.
12	University of Worcester	Jisc's digital transformation toolkit informs strategic update: supporting a strategic refresh and engaging staff to participate in the conversation.	Strategic plan refresh, staff digital capabilities.



“The reputation of Jisc and involvement of other institutions [during the digital transformation pilot] has helped to emphasise and endorse the importance of digital transformation. It has supported early thinking on where digital might factor into a new strategic plan and/or contribute to further developing learning and teaching priorities. It was particularly timely as it was aligned with the implementation of a new VLE and work on generative AI. It allowed us to shift focus from infrastructure to how this intersects with pedagogy, curriculum and productivity – which was welcomed by those who have strong interest in these matters. It has provided a wealth of evidence as a baseline, and this will be a strong tool for future developments, including articulating the need for a digitally confident and capable work force.”

Ann Jordan, provost
Judith Keene, director of library services,
Dr Marie Stowell, former director of quality and educational development,
Martin Whiteside, chief information officer
University of Worcester

06_Access further support

There are a wealth of resources and activities to support your digital transformation journey.

In addition to the resources in the table below, our digital transformation consultancy is designed to act as an extension to your in-house teams: bridging gaps, offering specialist insights, actionable strategies and a fresh perspective when and where you need it. As a not-for-profit organisation focused on the digital transformation of UK education and research, our services are designed to be cost effective and we reinvest any margin we make for the benefit of the sector.



Find out more about our consultancy service

Digital transformation consultancy

Access expert and impartial support to better understand how to use digital technologies to help transform your organisation



Digital transformation toolkit

Online resources and associated support materials focused on digital transformation.



Digital transformation case studies

Twelve HE providers share how they used the digital transformation toolkit



Demonstrating digital transformation events

The 2024/25 programme of events will be held at HE providers that participated in the digital transformation research pilot.



Digital transformation in higher education working group

A working group for senior leaders to share practice on how higher education providers are taking forward digital transformation within their organisation.



Beyond the technology podcasts

Each of these freely available podcasts focuses on specific issues, with several that focus on digital transformation.



Collaboration for a sustainable future report

This report discusses how institutions can leverage digital, data and technology collaboratively to unlock efficiencies, reduce costs and contribute to a stable, sustainable future.



Beyond blended

Rethinking learning and curriculum design. Research and resources designed to support staff involved in curriculum and learning design in higher education.



Digital experience insights survey (DEI)

Our digital experience insights surveys show how your students and staff are using the technology you offer, what is making a difference to their learning and working experiences and where improvements can be made.



Building digital capability

Supporting students and staff to build their digital capabilities, including through the use of our discovery tool.



Student experience experts group

Meets in person every six months, often includes speakers presenting their experience of supporting students' digital experience.



International students' digital experience research

Follow the research that focuses on the digital shocks associated with the international and transnational education (TNE) student digital experience.



Artificial intelligence

Resources to support organisations with their use of artificial intelligence (AI) across education and research.



Let's work together to
support your digital
transformation:

**contact your
relationship manager
([ji.sc/contact-
relationship-
manager](https://ji.sc/contact-relationship-manager))**

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