Edinburgh College

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EDINBURGH COLLEGE DIGITAL STRATEGY

2020 - 2025

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1. EXECUTIVE SUMMARY

Edinburgh College aims to be at the forefront of improving business performance in an increasingly technology driven environment, with the pace of change moving at an exponential rate.

The use of digital technologies will continue to become a key defining feature of the College's performance and is critical to 'future proofing' our curriculum, how we deliver learning, and reimagining current business processes. What we deliver and how we deliver, aligned to our long-term financial sustainability, will be heavily dependent on our digital capacity – in terms of our digital proposition for staff, students, and stakeholders.

The Scottish Government's digital strategy, **Realising Scotland's full potential in a digital world,** sets out how digital will be at the heart of everything they do – how it will deliver economic growth, reform our public services, and prepare our future generation for the workplace of the future. The underpinning policy contains key actions to grow the talent and infrastructure to supply this ambition. Edinburgh College is committed to playing a critical role in driving forward change to deliver the digital aspirations of the Scottish Government.

Our overarching digital ambition is to be a 'High Performing Digital College' underpinned by the following key building blocks which will shape and determine our investment and strategic focus going forward. These will form the basis of a strong foundation on which we can support and deliver our ambition. It is in this context that the strategy will refer to 'the Digital College'.

1.1 The Skills Context

Nobody can predict the future; the idea is to have a firm grasp of the present.

Peter F Drucker

In 2019 ScotlandIS, which represents and supports businesses and organisations creating and delivering digital products and services, published the **Scottish Technology Industry Survey.**

'The most in demand skills sets this year are sales and marketing and software and web development. 86% of respondents indicated some or a high requirement in sales and marketing, while 72% require software and web development skills.'

With 41% of the sector located in Edinburgh and the Lothians, it is clear that Edinburgh College has a key role to play in building the capacity for industry requirements, especially as 43% of respondents are likely to recruit from colleges - in terms of new opportunities.

In 2017, the digital technologies sector contributed £5.9bn to the Scottish economy, more than 4% of total GVA (gross value added). The sector's GVA is forecast to grow by 38%, over the period to 2024, making it the fastest growing sector in Scotland; more than twice the rate of the 17.5% increase expected for the economy overall.

Sectors being supplied: the largest sector (13%) is in the public sector, and whilst it is clear the primary purpose of the College is to provide key skills to students for employment,

the College itself is also a public sector organisation which requires the very the same skills development that the ScotlandIS survey highlights.

The Enterprise and Skills Strategic Board strategic plan, **'Working Collaboratively for a Better Scotland'** states that for business growth and innovation to happen, future skills needs and the need for a highly developed workforce has to be addressed. The plan refers to 'Industry 4.0', where the 'defining characteristics of this new wave of innovation today are that it is exponential, digital and makes combining innovations from different sources easy'. Again, we see the parallels between the needs of the College to grow as well as the need to build further and more varied digital skills in our wide student demographic.

The Board's strategic plan explains how 'digital technology will permeate all places and forms of work, providing new ways of connecting and collaborating on a global scale.' It is clear that data sets are already being joined together as a way to benefit learners. An example of this is the Skills Development Scotland (SDS) Datahub as well as the Scottish Funding Council (SFC) National Articulation Database. The linking of databases such as these serve to follow students leaving the College and ensure that progression pathways to university or to employment are given the best possible support. The Digital College will play a key role in building on the current relatively new infrastructure.

The World Economic Forum (WEF) also references the importance of meta skills in its 2017 report, **'Realizing Human Potential in the Fourth Industrial Revolution'.** In looking at developing a curriculum for the future, digital fluency is key as part of STEM education. However, it also states that 'there are two key components to getting this right: first, what to teach; and, second, how to teach it. While acknowledging the wide range of pedagogical approaches around the world, there is a growing consensus that forward-looking curricula must focus on: the linguistic, mathematical and technological literacies all job roles will require in the future; ensuring the breadth and depth of subject knowledge and the ability to make inter-disciplinary connections; developing global citizenship values, including empathy and character; non-cognitive employability skills such as problem solving, critical thinking, project management and creativity.'

Any major curriculum change incorporating a digital strategy must take into account the importance of building meta skills, enhancing numerical and digital literacy, as well as how to teach them. A blended learning, project-based methodology, with a context to delivering this through an adaptive virtual learning environment (VLE) will be key to the delivery of the future curriculum identified above. SDS has provided much development in this thinking towards 'a Human Future' through the videos produced in 2017, **Future Jobs and industry: responding to the speed of change and Skills 4.0: Thriving in the future.** Meta Skills are highlighted as critical enablers in dealing with a fast charging digitally disruptive future.

The **SDS ICT and Digital Technologies Skills Investment Plan** makes clear that a priority is in upskilling the workforce:

'ICT and digital technology professionals already working in the sector have to continually up-skill in order to keep pace with new developments in areas such as e-commerce and the increasing focus on big data, data analytics and cyber security. The rapidly evolving needs of the industry have the potential to create skills gaps in the ICT and digital technologies workforce.'

In its **'The Future of Jobs'** report, the World Economic Forum (WEF), =also references that a future workforce strategy must take account of a recognition of reskilling and retraining in an environment of 'digital disruption'. Cloud computing and mobile internet is currently the largest driver of change in all industries, and the Digital College must reflect this in the way it operates as well as the way it provides learning.

1.2 The Innovation Context

Our College is a key partner in the delivery of the **Edinburgh and South East Scotland City Region Deal.** The initial catalyst for this was The **Edinburgh and South East Scotland Science and Innovation Audit (SIA)** which detailed how the ability to collect, store and analyse data from an array of diverse sources will become increasingly important in driving economic growth, social change and public services. By harnessing this challenge, the aim of the City Region Deal's Data-Driven Innovation (DDI) Programme is to establish the region as the Data Capital of Europe. To achieve this, the DDI Programme will enhance the data capability of the region across key industry sectors through five areas of activity;

- **Talent:** by meeting data skills demands through a range of new undergraduate, post graduate and professional development programmes;
- **Research:** through expanding the City Region's leading DDI research activities to meet industry and other sectors future data needs;
- **Adoption:** by increasing the practical use and adoption of DDI by the public, private and third sectors;
- **Data:** by providing the secure data storage, analytical capacity and data accessibility to underpin all DDI Programme activities and;
- **Entrepreneurship:** by enabling entrepreneurs to develop new fast growth DDI-based businesses.

The DDI Programme will be delivered through a network of five DDI Hubs - Bayes Centre, National Robotarium, Edinburgh Futures Institute (EFI), Usher Institute, and Easter Bush. These hubs will draw upon the Edinburgh International Data Facility (EIDF); World Class Data Infrastructure (WCDI) project to provide the required underpinning data capability, computing and data storage infrastructure.

The UK Government and the Scottish Government have together committed, subject to business cases, an indicative amount of up to £270 million to support the development of the DDI Programme. This will be matched by up to £391 million capital investment from universities and other sources.

1.3 The Digitalisation context

The Scottish Government's 'Digital Scotland' sets out a strategy to transform services. Skills and innovation play a significant role in the strategy, and one important aspect for public sector organisations across the country is **'Technology standards and assurance'.**

The government has created a number of standards and assurance procedures to help public sector organisations comply with legislation and best practice as they transform and develop their digital practices.

The Digital First Service Standard was created to help organisations meet the minimum standard required when transforming their citizen-facing services.

The Open Data Strategy and **Open Data Resource Pack** support public sector organisations in making their non-personal data accessible.

The Data Hosting and Data Centre Strategy sets out a vision for Scotland's public sector data hosting to be cost-effective, carbon-neutral and, where appropriate, cloud-based.

Furthermore, **Digital transformation** highlights the need to introduce shared technology platforms to reform and improve services.

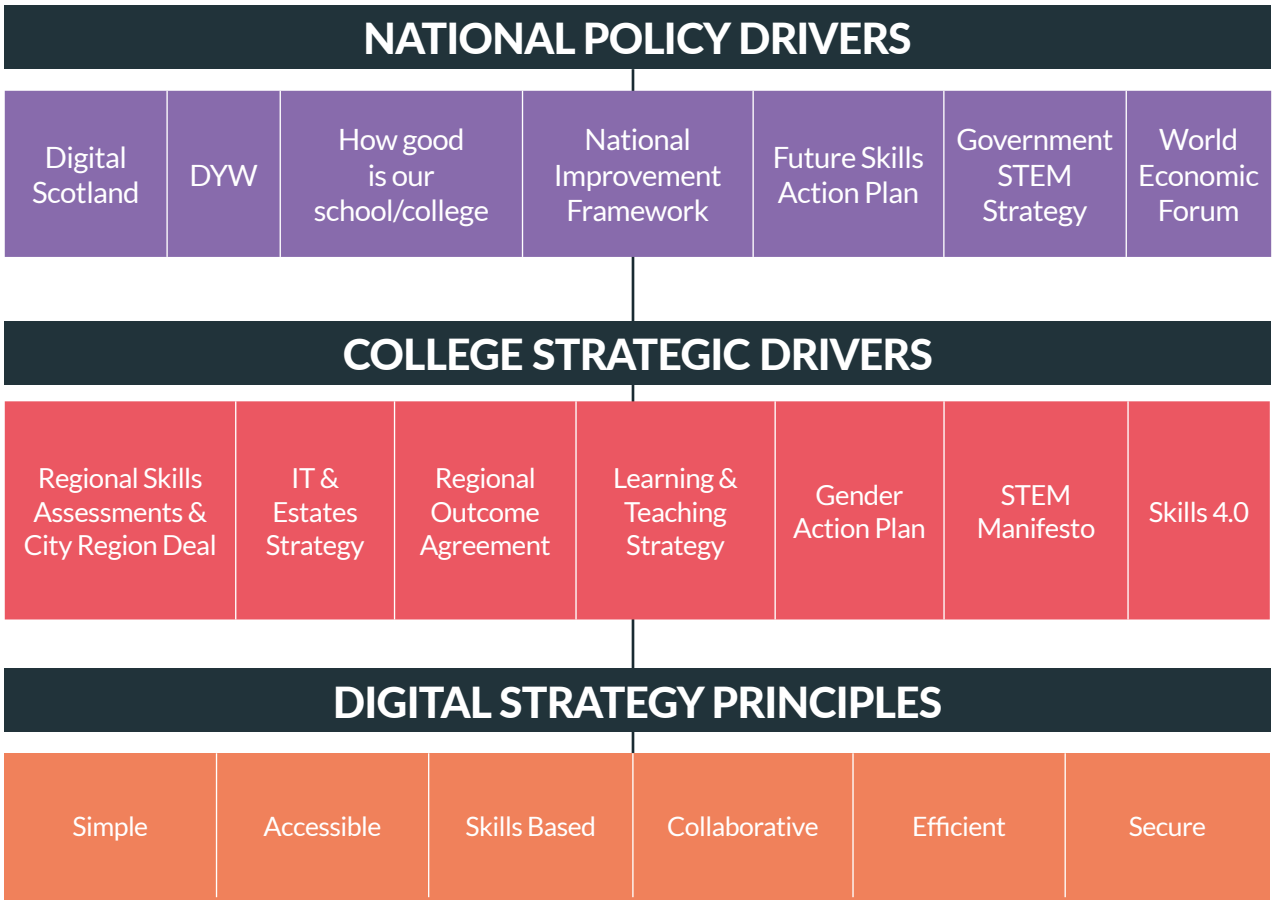
What this means is that we will see increased sharing of data and digital identity, ultimately for easier access to public services and the introduction of a 'Digital by Default' service within online business trading. Whilst the initial scope considers digital identity in public services in the NHS, Social Security and Local Authorities, there is already similar work happening for data sharing between Skills Development Scotland, colleges, schools and universities, with the aim of supporting an individual's learner journey into fulfilling and sustainable positive destinations. It also shows that the skills context noted in 1.1 and the innovation context in 1.2 are inextricably linked.

Capturing the above, the Scottish Government will publish its AI strategy in 2020, aiming to realise its potential and thrive as highlighted in the latest research from SCDI, ScotlandIS, RSE and BT.

2. THE EDINBURGH COLLEGE DIGITAL STRATEGY

In response to all of the above, the College has developed a new Digital Strategy 2020-25. At the heart of the strategy sits the ambition:

'To be a leading College in the UK for digital learning, teaching and operations, with data driven innovation at its core.'



This strategy identifies the progress the College has made over recent years, and the ambition of the College to achieve further progress over the next five years, aligned to three strategic themes:

- **Digital and Data Skills for Staff and Students**
- **Data Driven Innovation for Transformational Services**
- **Developing a Resilient Digital Infrastructure**

KEY FOCUS

The development of the strategic themes must be underpinned by the principles of:

- **Collaboration**: digital workflows (whether College service-based or curriculum-based)to allow information to be shared, viewed in teams or groups, and used to make decisions, communicate and bring about positive outcomes.
- **Simplicity:** workflows and operation must lead to more efficient working, where information and communication is made easier and therefore leads to increased efficiency and increased productivity.
- **Accessibility:** staff and students must be able to access digital information readily and easily, with increased speed and connectivity at the core.
- **Security:** staff and students must continue to operate in a safe and secure digital environment which allows work to take place unhindered.

There are four priorities that the Digital College must focus on to achieve the above:

- Create of a Digital Strategy Board to advance the aims of the strategy,
- Introduce a unified College cloud computing platform, Office 365, to allow collaborative workflows for staff and students,
- Deliver a coordinated digital skills development programme for all staff, to include data skills, starting in 2020,
- Invest in the digital infrastructure, applications and the VLE platform to provide resilience and enable opportunity for all.

This strategy follows the McKinsey **'6 Building Blocks for creating a high performing digital enterprise.'**

Progress will be monitored through the College's new Digital Board and reported to the SMT via the Quality Enhancement Plan Report (QUEP) as a standing item. See 'Governance' for more details.

3. BACKGROUND & CONTEXT

3.1 The College Strategic Plan

The College's Key Strategic Aims as set out in the Strategic Plan 2017-22 are:

- **Delivering a superb student experience**
- **Providing an excellent curriculum (SA2)**
- **Supporting and inspiring our people**
- **Valued in partnership and with communities**
- **An efficient and effective college**

In November 2018, the College Board of Management's Policy and Resources Committee agreed to focus on three transformational themes that would deliver 'A Future Proofed College', building on the foundations and priorities set out in the College Blueprint 2017-22, one of which is 'a high-performing Digital College'. The Digital College is essential to all areas as a cross cutting context, to deliver or achieve the aim.

3.2 The College Ambition

Whilst the College has achieved much over recent years, it acknowledges that it still has much to do. The over-riding ambition is that the 'College will be an exemplar of a future proofed Digital College through its learning, teaching and operations and be seen as a leader in data driven innovation'. The importance of this ambition cannot be overstated.

In order to do this, the College must invest in skills, applications and infrastructure to enable its ambition to be realised.

3.3 How is digital activity currently managed?

Edinburgh College currently has several areas where digital ambition is being progressed.

- The College's IT and Estates team monitor capital expenditure to manage the digital infrastructure. Cyber security is a key feature as highlighted in the IT strategy. Capital Expenditure spend is reported to the SMT through financial reporting. This can include examples of STEM innovation investments in technology for curriculum areas.
- The College's Curriculum Planning and Performance team leads the Learning, Teaching and Assessment strategy, progress is reported through the QUEP at SMT.
- The Business Solutions and Development (BSD) team, managed through Curriculum Planning and Performance, lead college-wide digital business solutions. This incorporates internal MIS systems and performance data dashboards. Progress is reported mainly through the QUEP at SMT.
- Data and risk (including GDPR and Data Sharing Agreements) is managed by the Corporate Development service, reporting to the Risk Management Group.

The College will bring together the aims and objectives of activity in the scope of the Digital Strategy by creating new terms of reference and reporting to the Digital Strategy Board.

3.4 What have we achieved?

The College has reached a number of key milestones towards achieving its ambitions.

- **Unified Communication;** moving the College towards a unified communication system, Microsoft Skype for Business allows remote collaboration. In 2019, the College migrated telephony systems from landline to Skype for Business. Having Skype for Business as the College's default communications system allows for better integration and interaction across the College's campuses.
- **IT Access;** a system for allowing remote access of PC resources. The College has developed its systems to allow more seamless remote access, enabling staff and students to log in and work from home, as well as other convenient places.
- **Moodle;** a resilient Virtual Learning Environment (VLE) to increase blended learning. Moodle is available to all students to enhance their learning. Students can use Moodle to view resources, submit assignments, create forum discussions and view their grades. 87% of timetabled staff are using Moodle to aid teaching and currently 74% of students are currently active on Moodle (at November 2019).
- **Apple Certified Training Centre** establishing the College as a sector leader. The accreditation enables us to build on delivering high-quality training and certification to students in key Apple software applications, used by professionals in the creative industries.
- **Digital Innovation;** the College has dedicated spaces across campuses to encourage creativity and innovation amongst students. The **Codespace** areas were designed to allow research and development space for students from across the curriculum to collaborate on innovation projects.

As part of the Fujitsu Education Ambassador Programme for Scotland, a creative space at Midlothian Campus has been developed where the College can provide engaging digital training for students and the local community – helping to upskill workforces and engaging young people from areas not traditionally associated with digital technologies.

- **STEM FabLabs** are a dedicated suite of workshop areas that provide students with the opportunity to engage with a range of digital and traditional image and object making technologies, such as a kiln, green screens and a 3D printer. Students gain the knowledge and skills needed to creatively use these technologies in a confident and experimental way to support a future proof curriculum delivery, and ensure they have the emerging skills to gain employment and realise their entrepreneurial ideas.
- **Scottish Institute for Enterprise (SIE)-** Scottish Innovative Student Awards have been granted for Level 1 Accreditation. Our students need to operate effectively in a globalised culture. Learning activities on the courses are designed to encourage students to disrupt and challenge conventions, such as alternative online marketing campaigns using intelligent advertising. Data driven decision making and digital distribution networks feature.

- **Daydream Believers;** an innovative partnership between the College, employers, teachers, lecturers and student ambassadors which helps encourage secondary school pupils to develop essential skills such as creativity, critical thinking and problem solving. The programme has gone from strength to strength and focuses on working to embed strong employer engagement at each stage of young people's journeys through education and into employment – bringing real world into the classroom.
- **Digital Days;** the College has held four consecutive BIMA Digital Day events, where we take part in a national initiative for one day that brings industry experts and school pupils together to innovate on digital product ideas.
- **Amazon AWS Academy;** the College recently registered as an AWS educate academy, this gives our students access to work towards badges in digital skills, and these are visible by employers worldwide for recruitment. We are also working towards getting AWS instructor status so we can teach cloud technologies and when we get it, we are likely to be the first in Scotland.
- **Oracle Academy;** the College is registered in and offers Oracle SQL courses as open learning, help students develop key programming skills.
- **Cisco CCNA;** the College is a Cisco CCNA academy and offers a range of over 20 possible CISCO-related courses in IOT, Networking and Cyber Security, Linux and Python.
- **Microsoft Educator programme;** The Core and Essential Skills (ICT) team are members of the Microsoft Educator Community. This may lead to developing a whole College Microsoft programme in the effective use of technology for better learning and student outcomes.
- **DSP engagement;** we work closely with the Digital Skills Partnership and ScotlandIS to help shape the CPD provision for FE and universities across the country. This collaborative working ensures our students and students across Scotland have the right blend of technical and interpersonal skills for the modern workforce.
- **Data Driven Innovation;** as part of the Edinburgh and South-East Scotland City Region Deal the College is playing an important role in the Data Driven Innovation programme and is recruiting a curriculum portfolio manager to lead on the project. The College will also employ a curriculum leader for Data Science whose role is to enhance the curriculum innovation programme capability, lead on developing interdisciplinary programmes of work and develop staff CPD skills in Data Science.

In-house experts in the College have been developing innovative and bespoke digital and data solutions. Examples include a new application and enrolment system, data visualisation tools to assist business and curriculum planning as well as apps to support the student learner journey.

3.5 What are our current challenges?

- In terms of our infrastructure, 14% of students surveyed in 2019/20 reported that they had difficulties in accessing the College Wi-Fi.
- In terms of digital skills training for students, at full-time FE level, digital skills units have focussed mainly on the use of the internet and training on Microsoft 2019 (MS) Office products such as Word and PowerPoint.
- The 2018/19 student satisfaction survey outcome for 'access to computer facilities for my course is satisfactory' was 91%. However, future funding pressures and current replacement cycles reaching the end of lifespan could lead to this worsening.
- Training for the majority of lecturers to improve digital skills has also focussed mainly on opportunities to use blended learning in learning and teaching and the VLE, Moodle, as well as optional workshops on MS Office products. There has not been a co-ordinated systematic approach to this.
- Innovation in digital transformation and service improvement has been delivered in many areas including introducing a new course application processes, the development of student apps, and using data visualisation tools to assist planning. Much of this has been achieved through cross-college collaboration, however the pace of change and increased demand for new products mean that robust planning and structures need to be in place. This will ensure that current capacity can support future expectations, and outsourcing of 'software as service' (SAS) products will need to be increasingly considered. Where open API platforms are used, security and trusted data sources will be essential.
- When implementing any digital transformational change processes, staffing structures, roles and responsibilities, leadership and culture will likely lead to challenges requiring robust leadership and management.

4. STRATEGIC AIMS & OBJECTIVES

Where do we want to get to?

Following a review of the College's work on an IT Strategy, Curriculum Strategy, Learning, Teaching and Assessment Strategy, and other digital transformation projects which were analysed during the 2019/20 academic year, this new strategy has been developed and aligned to the following three strategic themes to advance digital skills and innovation prevalent in the College.

4.1 Digital and Data Skills for Staff and Students

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4.1.1 Future staff and student digital and data upskilling

Goal: Upskilling staff to enable them to effectively teach students digital and data skills, as well as providing staff with the knowledge and support to become data workers and data professionals who run the College efficiently and effectively.

What will we do? Through the Digital Skills Partnership and City Region Deal funding we will upskill staff in the use of, and teaching of, data and digital skills in cloud computing using Office 365 and other systems. Office 365 will be embedded into all learning and teaching as a workflow to enable collaborative working.

For more advanced users, staff will be trained in programming, app development, AI, Machine Learning, DevOPs, and the use of data visualisation for business analytics purposes.

For digital upskilling we will utilise a tool such as the JISC Discovery tool for assessing the level of digital capability. We will identify staff data champions who will assist with the rollout of the programme.

4.1.2 Student data upskilling

Goal: Future proof FP2025 project

What will we do? Embed data skills into contextual project-based learning for all FT students. This will link into the City Region Deal DDI Skills programme. A bank of contextual learning and teaching materials will be created which students will be able to use to support the projects. This will contain a wealth of open source data which will enable the users to access information to build creative solutions to projects.

4.1.3 Student digital upskilling

Goal: To ensure there is opportunity for all to access digital and data skills.

What will we do? Work with all learners and ensure digital ability by mapping skills to the DigiComp 2.0 framework. As part of the FP2025 Project students will be trained in Office 365, which will be embedded into all learning and teaching as a workflow to enable collaborative working, with Moodle and the VLE being used as the area for hosting interactive learning activity.

4.1.4 Assistive Technologies

Goal: To ensure there is opportunity for all to access digital and data skills.

What will we do? Work with all learners with learning support needs to ensure there is a continuous focus on using digital support tools e.g. Voice activated learning, read and write tools and online engagement tools to assist with advanced writing skills such as referencing. Systems will ensure advanced specialist 'vendor' digital software is available in and out of College.

4.1.5 Single Unified Log in

Goal: Individual staff and students will use one single sign in to access all digital platforms across the college.

What will we do? Ensure that the College follows the 'Shibboleth' single identity protocol. A more personalised user experience will save the user from having to manually enter data several times.

4.1.6 Integrated Video Conferencing and webcasting facilities

Goal: Every course and learning space will have the opportunity to deliver through one preferred supported service.

What will we do? Determine the best service and provide the support via the VLE.

4.1.7 Interactive Learning systems: Moodle and Online apps

Goal: To ensure the College provides an excellent service to support the proliferation of new interactive online apps, as well as supporting a developing interactive VLE.

What will we do? Provide staff training at staff conferences, via drop-ins and on the VLE of the best applications for delivery of learning and teaching.

4.1.8 'Casting' software in Classrooms

Goal: Give students the ability to mirror work on mobile devices onto a screen wirelessly.

What will we do? Create a robust IT platform to enable this to happen through apps or infrastructure and promote this via Moodle and CPD.

4.1.9 Modular online learning

Goal: To develop a Commercial Moodle.

What will we do? Create more course content for online blended learning where all certificated units can be delivered remotely.

4.1.10 A Superb Learning and Teaching Technology platform

Goal: To achieve 100% staff and student usage of Moodle as the sole VLE platform.

What will we do? Ensure that there is a coherent system so that the student has one go-to VLE with a superb user experience and resource base.

4.1.11 Develop VR as an immersive educational resource

Goal: To grow the use of virtual laboratories, virtual equipment and classrooms.

What will we do: Provide opportunities for all students to access learning in ways that are currently exclusive.

4.2 Data Driven Innovation (DDI) for Transformational Services

4.2.1 Customer Relation Management system (CRM)

Goal: Create a CRM which allows business development/employer engagement to be shared and performance monitored.

What will we do? Develop a CRM with employers, staff and students in mind.

4.2.2 Unified and simplified eCommerce pay and enrol process

Goal: Automated systems will be created to allow bursary payments, and customer course payments to flow through simple unified systems, such as those used in transport or online shopping.

What will we do? Online, swipe and voice activated systems will enable payments to take place with the simplest process available.

4.2.3 Unified and simplified Student Central Record

Goal: To create a single digital record of student information to capture support requirements and progress.

What will we do? Pro Monitor will be developed to enable all staff to view student progress, creating a better unified support system. This will improve retention and attainment.

4.2.4 Predictive Learning Analytics System

Goal: To accurately predict learning outcome behaviour through a data analytics system, which will allow the College to support student progress before it becomes critical.

What will we do? Create an online system to support students most at risk of not succeeding, supported through interventions from pastoral support tutors and lecturers.

4.2.5 Predictive Business Analytics

Goal: Business analytics systems will be created to support critical business operations such as: course application targets, recruitment targets, enrolments, funding activity targets, withdrawals, commercial financial targets and other critical business operations.

What will we do? Provide simple, accessible and robust data visualisation systems to support the above.

4.2.6 Provide excellent internal Digital Communication systems

Goal: Beyond the use of Office 365, the College will ensure that there is a coherent system to support incident response, health and safety management, risk management, student and staff communications via an app, and task management.

What will we do? Develop 'My Vision' for curriculum related task management, as well as an integrated College app for Health and Safety, Risk and Incident Management.

4.2.7 Human Resources and Finance digital system development

Goal: Build an integrated system for payroll, recruitment, and staff management.

What will we do? Create unified digital systems for finance, payroll and human resources, increasing automation of services and eradicating use of paper.

4.2.8 Provide excellent Digital Communication for visitors

Goal: To focus on the visitor and support their user experience with a superb digital service.

What will we do? We will create tools so that online site visitors will engage with chatbots, use apps to engage students with course advisors pre and post course. We will develop an improved customer focussed website, and deliver a reception service which will assist visitors digitally with their requirements, with technology to assist direction.

4.2.9 Digital Student Card

What will we do? We will create an app which will allow a multipurpose identity card to be used in conjunction with other services in the city region, which will allow students to access a variety of benefits.

Goal: Provide an app containing a digital student identity card.

4.3 Developing a Resilient Digital Infrastructure

4.3.1 Speed and Connectivity

Goal: We will ensure that the College has fast broadband speed and connectivity to deliver the digital experience.

What will we do? Ensure that Gigafast WIFI is available everywhere on campus and at outreach locations.

4.3.2 Bring Your Own Device (BYOD)

Goal: Provide an easy to access, visible and available service for students to connect to a robust Wi-Fi service.

What will we do? Ensure there are no Wi-Fi dead spots in the College, that students know how to connect using their own devices and are encouraged to bring them into College. Support will be in place to allow various devices to connect simply and quickly.

4.3.3 Internet of Things (IOT) 'Hive' buildings

Goal: 'Intelligent' campus development with data management systems will prevail, saving power and costs.

What will we do? Invest in sustainable IOT developments in the next five years to ensure systems consuming energy can be efficiently controlled remotely and, ultimately, through machine learning.

4.4.4 Investment and replacement

Goal: Proliferation of more mobile devices and less desktop devices where appropriate

What will we do? Desktop computers will not be replaced automatically but will be reviewed and reduced where these are not necessary. We will invest in specialist curriculum areas where advanced technology is required such as in STE(A)M curriculum areas.

4.4.5 Climate Change Adaptation

Goal: Sustainability in the use of technology.

What will we do? Enable 'Smart' technology to reduce power and waste in IT equipment, and create a new IT Upcycling Hub across all campuses.

5. FUNDING THE PLAN

5.1 The Scottish Funding Council (SFC) is responsible for funding the maintenance and investment of the digital infrastructure as well as the staff who provide the development and solutions required to drive the strategy forward. A College Scotland Digital Strategy is also being developed which this strategy will feed into, building a case for much needed investment in the college sector to the Scottish Government. The SFC has so far recognised the need in principle to maintain and invest in buildings, equipment and learning technologies.

5.2 The College believes that with investment it is possible to create a regional digital hub based at Edinburgh College which could save collective infrastructure costs from other colleges and universities, especially where server and local networking support can be shared. Opportunities for collaboration and shared services are already in place, with VLE hosting and data protection roles being good examples. Total cloud computing adoption, with Office 365 as one example, is central to this strategy and enables much of this to become a reality.

5.3 Skills investment in staff and students is being made available through the City Region Deal with over £79k available over the next three years, in line with the Future Proof 2025 Curriculum Plan.

A key aim of the City Region Deal is the Inclusive Growth dimension in Colleges, with the ambition to widen the skills base and reach underrepresented groups in the economy.

5.4 In house opportunities to develop new systems are within the College's current capability, however core investment in new software must be made available as 'Software as Service (SAS)' products are likely to explode in the next few years. It is vital that SAS is fundable by the SFC in the same category as capital investment, and the College should lobby nationally for this to be so.

Ensuring the number and, crucially, the appropriateness of end point devices that are available is also key. For example, the replacement strategy will carefully consider whether a PC requires to be replaced by a mobile device such as a tablet. The benefits to this will not only be realised by better usage but also saved costs.

6. GOVERNANCE

The digital strategy will be implemented and managed by members of the Digital Strategy Board (DSB), chaired by the Vice Principal, Innovation Planning and Performance. Under the Digital Strategy Group will be sub connect groups, Learning Teaching Technologies and Infrastructure, Data Systems Improvement, Data Management, Digital Skills (Future Proof 2025, to include staff training and curriculum development).

The DSB will report into the SMT (Senior Management team) on a monthly basis, to the Board via the relevant committee on the digital strategy progress, and to the Executive team for executive decision making.

The Executive team will sign off performance monitoring reports, and other associated documentation, for consideration by the relevant committee, who in turn report into the Board of Management, on an annual basis.

7. PERFORMANCE REPORTING

Performance of the Digital Strategy 2020-25 will be reviewed and monitored. The College will ensure that it reports on progress in delivering this strategy through the following mechanisms, using a range of key performance indicators:

College Student Digital and Data Skills	**Reviewed monthly by the Digital Strategy Board via the Head of Curriculum Planning and Performance, reporting to SMT and Academic Council through the QUEP standing item.**
College Staff Digital Skills	Reviewed monthly by HR managers in partnership with Quality Enhancement and Learning Resources and Technologies managers. Reported monthly by the Digital Strategy Board via the Head of Curriculum, Planning and Performance, reporting to SMT and Academic Council through the QUEP standing item.
Digital Infrastructure and Development	**Reviewed monthly by the Digital Strategy Board, SMT and Executive team for sign off and approval by the Policy and Resources Committee and the Audit and Risk Committee, and the Board of Management.**
Data Driven Innovation	Reviewed monthly by the Digital Strategy Board, SMT and Executive team for sign off, reporting through the Academic Council and Corporate Development committees as appropriate, and the Board of Management.

8. CONTACT DETAILS

Who do I contact to get more information or other copies

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Edinburgh College

For the future you want

EDINBURGH COLLEGE DIGITAL STRATEGY 2020 - 2025

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