

Digital (Learning) Transformation

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Digital (Learning) Transformation

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Associate Dean Learning, Teaching
and Student Success

**Sheffield
Hallam
University**
Knowledge Applied

The Jisc logo is a white square containing the word "Jisc" in a white, sans-serif font. It is positioned in the upper right quadrant of the slide, overlapping the orange background and the abstract image.

Jisc

The background of the slide features a vibrant, abstract image of a slot canyon. The walls of the canyon are illuminated with warm, glowing light, creating a spectrum of colors from deep reds and oranges to bright yellows and whites. The light reflects off the smooth, undulating surfaces of the rock, creating a sense of depth and movement. The overall effect is a dramatic and visually striking scene that fills the right half of the slide.

**Tuesday 9
December 2025**

Vision & Priority



- Digital Learning 2017-2018
- LTA Framework 2022 (for 2022-2030)
- University Plan 2023-24, 2025-26
- Delivery Models 2022-24
- Digital Learning Transformation
 - Phase 1 2023-24
 - Phase 2 2024-25
- AI in T&L 2025-6

1. Vision for 2030

The learning, teaching and assessment experience for all students at Sheffield Hallam University is characterised by a dynamic, in-person experience that is digitally enabled, and which supports learning while on campus and when accessing learning remotely. Our staff are skilled and confident in delivering an inclusive and flexible approach that ensures all students are included, know that they matter, can achieve their potential, and are able to contribute fully to the vibrancy of the University community.

Our applied teaching inspires and challenges our students. Co-created learning and teaching activities engage students within innovative spaces and provide opportunities for them to develop into confident, collaborative, world-ready citizens. Our students use and apply knowledge in critical and creative ways, contributing to society and transforming lives.

Strategic Themes -> Workstreams



Leadership & Culture

Alison Purvis

Vision, leadership at all levels, governance, communication, setting tone and ambition, providing support.



Infrastructure

Lex Wilkinson

Underpinning processes, policies, and physical or digital infrastructure.



Digital Capabilities

Nick Woolley

Developing digitally proficient and productive students and staff who are critical, creative, and resilient digital practitioners.



Digital LTA

Brian Irwin

Targeted bespoke development for digital curriculum design and pedagogy in the use of digitally enhanced learning.

Digital LTA Workstream

Phase 1 Example Outputs

Built new LTA website, updating all digital guidance in the process.

<https://lta.shu.ac.uk>

Created repository for case studies to share practice, incorporating relevant existing case studies

Updated guidance about assessment

<https://www.shu.ac.uk/myhallam/study/assessment>

Phase 2 Example Outputs

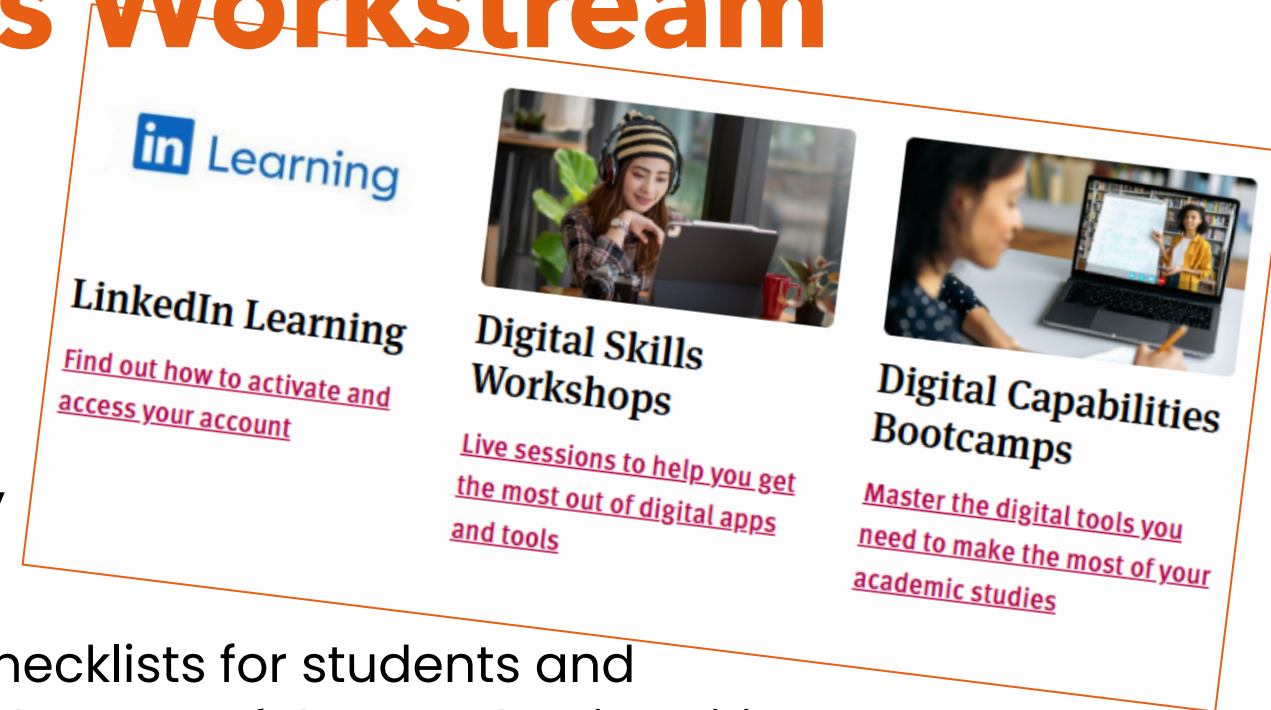
Provided development and support for online synchronous teaching approaches

Improved staff and student guidance around Artificial Intelligence (AI) for LTA

Adapting materials to support range of digital LTA approaches for staff and students

Digital Capabilities Workstream

- Integrated online Digital Bootcamps into induction for new PGT learners.
- Created bitesize video walkthroughs for key digital learning platforms ([MS Teams](#), [Blackboard Ultra](#) and [Outlook](#)).
- Updated our [Library AI guide](#) to include checklists for students and researchers, scaffolding GenAI use at each stage of the academic writing process.
- Completed a co-design project with Student Skills Partners, who created and curated content for three new LinkedIn Learning pathways on OneDrive, SPSS and coding.
- Completed a comprehensive gap analysis using the Digital Capabilities framework, identifying development priorities for 2025/6.



Guidance on AI in Assessment

Empowering our student success through engaging with generative artificial intelligence

Purpose

The purpose of this statement is to articulate our strategic commitment to the ethical, inclusive and innovative use of generative artificial intelligence (AI) in learning, teaching, research and professional practice which supports our students' success, aligned to our institutional values.

AI statement

At Sheffield Hallam, we see AI as a valuable tool to assist and enhance learning, teaching, research and practice. We are committed to developing AI literacy across our community so that staff and students can confidently use, question and shape AI in ways that prepare them for the future. We embrace its potential, while remaining alert to its risks, limits and impacts on human creativity and judgement. Guided by our values of Collaboration, Innovation, Integrity, Inclusion and Ambition, we will promote its ethical, inclusive and purposeful use.

Our Guiding Values aligned to AI

- **Collaboration:** AI enhances, not replaces, human engagement in learning, teamwork, and problem-solving.
- **Innovation:** We will creatively engage with AI to improve practice and productivity across our activities.
- **Integrity:** Responsible use of AI requires transparency, criticality and ethical judgement.
- **Inclusion:** Everyone should have the opportunity to benefit from and understand AI, regardless of background or role.
- **Ambition:** We will demonstrate thought leadership in preparing AI-literate graduates and staff to thrive in a rapidly changing world of disruptive technologies.

Institutional Commitments

- Provide consistent guidance for appropriate AI use
- Support development of AI literacy for staff and students
- Embed AI into curriculum design, pedagogy and assessment responsibly

<https://lta.shu.ac.uk/assessment-and-feedback/high-level-requirements/guidance-on-ai-in-assessment>

Level	Descriptor	Transparency Statement	AI Contributions	Human Contributions
1	No AI	Artificial Intelligence (AI) has not been used for any part of the task or activity.	AI is not used for any part of the activity.	All aspects of the activity are human generated, created, edited, and developed.
2	AI for Shaping	AI has been used to shape the initial or final parts of the task or activity.	AI is used for shaping parts of the activity. This includes initial outlining, concept development, prompting thinking, and improving structure/quality of the final output.	Most of the activity is human developed/generated. AI ideas and suggestions are refined and reviewed. AI outputs are used for discrete and specific goals/outcomes.
3	AI for Developing	AI has been directed for enhanced development of concepts and outputs.	AI is used to undertake detailed development of most aspects of a piece of work or activity.	Most elements are AI generated; the individual takes a significant role in the enhancement, refinement, and critical review of the final output.
4	AI for Enhancing	AI has been implemented for all elements of the task.	AI is used extensively throughout the task to achieve goals and outcomes.	The individual directs the use of AI for effective outcomes. Critical thinking is evidenced.
5	AI for Innovating	AI has been used for all elements of a task or piece of work, and it has been used in new, creative, and innovative ways through advanced techniques.	AI is implemented in an advanced and innovative way throughout all aspects of the work or activity.	AI is used creatively and critically. The individual acts as a co-creator with a critical thinking approach to generating novel AI outputs.

Purvis, A. (2025). Artificial Intelligence Transparency Scale (AITS). *National Teaching Repository*.

<https://doi.org/10.25416/NTR.28806449.v1>

Infrastructure Workstream

What we set out to do:

Consolidated, stable platform of software and tools to support teaching and learning

Collaborative process for teaching and learning software review

Clear Guidance around available LTA tools for students and staff and support for digital learning activities

What we have achieved:

Established, published and maintain a Teaching & Learning Software Portfolio

Working with T&L IT Steering Group and DTS start of year project team to drive process improvements

Work with Digital Learning team to improve visibility of LTA tools & resources to support curriculum delivery

Leadership & Culture Workstream

✓ A visible University Executive Board champion and sponsor established.

✓ Established a method of strategic review of digital learning infrastructure (hardware and software) for teaching and learning.

Leaders in digital learning transformation engaged in a development day for teaching and learning. ✓

✓ Digital innovation in T&L included in the University Plan

Research project, data collection ✓



Using and adapting the Maturity Model

Digital Learning Transformation Implementation Plan (DLTIP) 2023-2027 – Mapped to Jisc Maturity Model

Intended Outcomes	Emerging to established	Established to enhanced	Enhanced to mature	Comments
Future thinking: Agile, future proof digital environment that is sector leading around LTA practice	<p>Benchmarking activities are conducted by specialists and analysts and results are primarily observed by individual enthusiasts in the organisation. The value of benchmarking to inform strategic planning is recognised, but not formalised.</p> <p>Trends are responded to as they emerge with limited proactive efforts to identify and anticipate future developments.</p> <p>News and developments in higher education, technology and relevant industries are monitored primarily through traditional media channels and ad hoc conversations.</p> <p>Staff occasionally share and discuss trends within their departments or areas of expertise, but there is no formalised process for cross-departmental collaboration.</p> <p>Staff attend conferences or workshops to gain insights into emerging trends, but these activities are sporadic and not part of a strategic approach.</p> <p>Strategic planning is largely reactive, with a focus on adapting to changes as they occur rather than proactively shaping the future.</p> <p>Jisc MM #12</p>	<p>Individual managers champion the use of benchmarking and may encourage its application within their departments to inform new initiatives. The organisation makes concerted efforts to monitor and analyse trends proactively, using a structured approach to inform strategic planning and decision-making.</p> <p>Diverse information sources are monitored (including academic journals, industry reports, social media and expert networks) to identify emerging trends.</p> <p>Staff from different departments and disciplines regularly collaborate to share insights, perspectives and expertise related to trend identification and analysis.</p> <p>Staff regularly participate in or lead horizon scanning workshops, foresight exercises or scenario planning sessions to explore potential future developments.</p> <p>Strategic planning incorporates trend analysis and foresight activities, with an emphasis on anticipating and preparing for future challenges and opportunities.</p>	<p>Senior management teams are advocates of benchmarking and review outcomes of benchmarking when setting strategic organisational objectives and plans. Benchmarking analyses inform decision making.</p> <p>They proactively identify and analyse trends as well as actively shaping and influencing future developments in the field.</p> <p>Internal expertise and external networks are leveraged to identify and analyse trends, combining data-driven insights with human intuition and judgement.</p> <p>Partnerships with other institutions, industry leaders and policymakers enable co-creation of innovative solutions and influence the direction of higher education and related fields.</p> <p>The organisation contributes to public discourse and policy debates, publishing research, white papers and opinion pieces that shape the understanding and interpretation of emerging trends.</p> <p>Strategic planning goes beyond merely responding to trends, focusing on actively shaping the future through innovation, collaboration and leadership in higher education.</p>	
Digital capability development: staff and students can articulate their digital capabilities and how they are developing their skills and confidence	<p>The importance of digital capabilities for all stakeholders is recognised but this is not yet embedded in learning, teaching and assessment or in recruitment, development and review processes for staff.</p> <p>Some resources are available to support digital capability development but there is a lack of awareness of what digital capabilities are required by all faculty, staff and students.</p> <p>Digital capability is seen as the responsibility of one or two departments.</p> <p>Work has begun to identify the digital capabilities needed for specific roles or functions and some standard digital capabilities are included in job descriptions and person specifications.</p> <p>Jisc MM #5</p>	<p>A strategic digital capability plan has been developed for all staff and students. The organisation is actively working to integrate digital capabilities into its operations and culture, which informs staff recruitment, induction, training and development and is beginning to inform curriculum development.</p> <p>The organisation provides a variety of internal training and development programmes and offers signposting to formal certification programmes that allow staff and students to demonstrate their digital capability.</p> <p>Staff and students are given opportunities, support and encouragement to self-assess their digital capabilities and confidence levels. Digital capabilities form part of staff appraisal and tailored staff development is on offer.</p> <p>Sector role profiles and/or professional frameworks are used to define digital capabilities for many roles and levels and a framework or roadmap has been developed to build digital capabilities across the organisation.</p>	<p>The organisation has created a culture of digital capability that is woven throughout its operations and policies. Digital capabilities are embedded in recruitment and selection, induction, appraisal and reward procedures for all staff.</p> <p>Digital capabilities are embedded in all courses as appropriate for professional and career requirements.</p> <p>The organisation is recognised as a leader in digital capability development and is known for its innovative programmes and initiatives. It may be partnering with other institutions or industry partners to drive digital capability development across the sector.</p> <p>There are regular reviews of digital capability requirements against all existing and new roles and training and development programmes are adapted accordingly.</p> <p>People with highly specialised roles and digital skills are recruited on a temporary or permanent basis, as appropriate.</p>	

Version 3
Document created: 26/06/2023
Page: 1 of 2

Title: Digital Learning Transformation Implementation Plan, if Phase 1 description mapped to Jisc Maturity Model
Project Business Lead: Dr Alison Harris



<https://doi.org/10.25416/NTR.28550894>

Further adaptations!

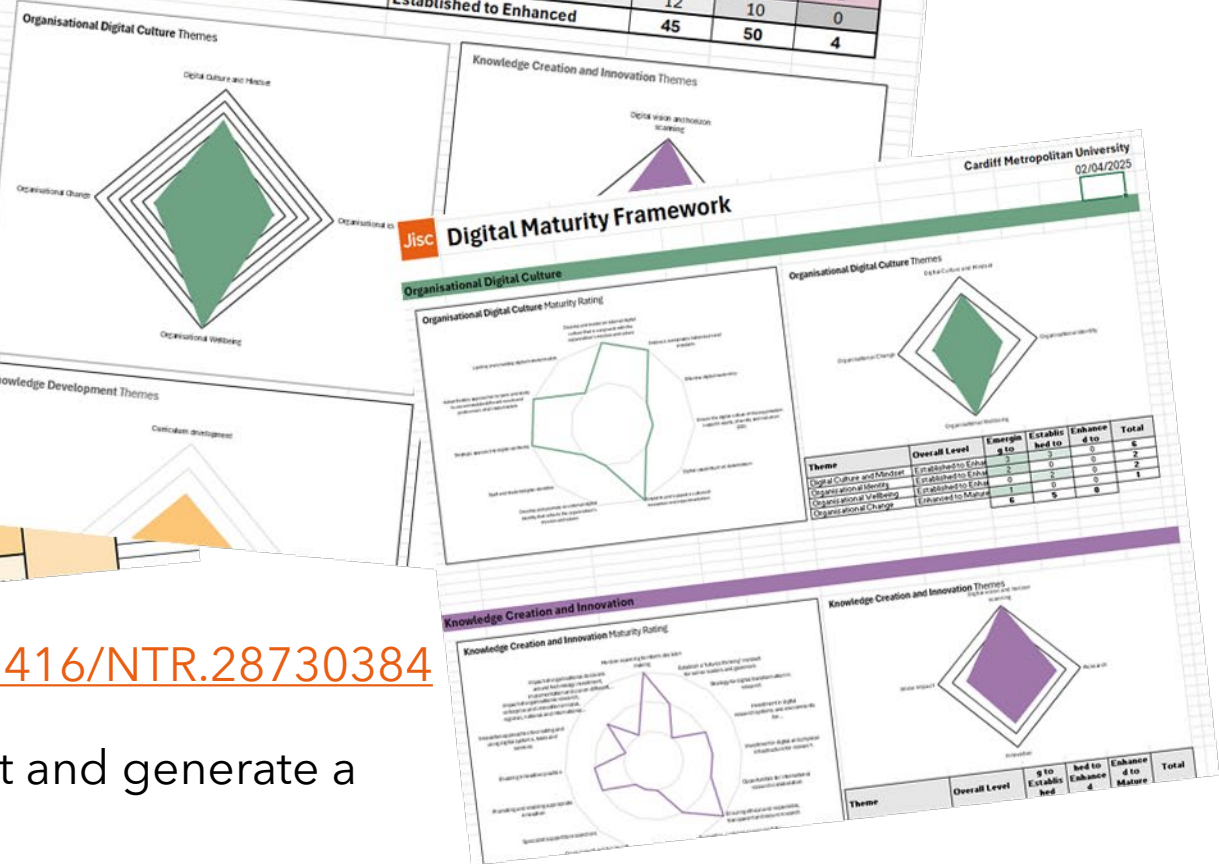
Category	Theme	ID	Maturity Area	Emerging to Established	Established to Enhanced	Enhanced to Mature	Chad	Theme Rating	Category
Organisational Digital Culture	Digital Culture and Mindset	1	Develop and model an internal digital culture that is congruent with the organisation's mission and values					Emerging to Established	Emerging to Established
		2	Embrace sustainable behaviours and mindsets					Emerging to Established	
		3	Effective digital leadership					Established to Enhanced	
		4	Ensure the digital culture of the organisation supports equity, diversity and inclusion (EDI)					Established to Enhanced	
		5	Digital capability of all stakeholders					Established to Enhanced	
	Organisational Identity	6	Establish and support a culture of innovation and experimentation					Established to Enhanced	
		7	Develop and promote an external digital identity that reflects the organisation's mission and values					Established to Enhanced	
		8	Develop and promote digital identities					Established to Enhanced	
		9	Strategic approach to digital wellbeing					Established to Enhanced	
		10	Adopt flexible approaches to work and study to accommodate different needs and preferences of all stakeholders					Established to Enhanced	
Knowledge Creation and Innovation	Organisational Wellbeing	11	Leading and enabling digital transformation					Established to Enhanced	Established to Enhanced
		12	Horizon scanning to inform decision making					Established to Enhanced	
		13	Establish a 'future thinking' mindset for senior leaders and governors					Established to Enhanced	
		14	Strategy for digital transformation in research					Established to Enhanced	
		15	Investment in digital research systems and environments for research					Established to Enhanced	
	Research	16	Investment in digital and physical infrastructure for research					Established to Enhanced	
		17	Investment in digital and physical infrastructure for research					Established to Enhanced	
		18	Ensuring ethical and responsible, transparent and secure research					Established to Enhanced	
		19	Supportive, enabling environment for the development of researchers					Established to Enhanced	
		20	Recruitment and retention of researchers					Established to Enhanced	
Knowledge Development	Wider Impact	21	Development and training of researchers					Established to Enhanced	Established to Enhanced
		22	Specialist support to researchers					Established to Enhanced	
		23	Promoting and enabling appropriate innovation					Established to Enhanced	
		24	Enabling innovative practice					Established to Enhanced	
		25	Innovative approaches to creating and using digital systems, tools and services					Established to Enhanced	
	Curriculum development	26	Impact of organisational research, enterprise and innovation on local, regional, national and international communities					Established to Enhanced	
		27	Impact of organisational research, enterprise and innovation on local, regional, national and international communities					Established to Enhanced	
		28	Strategic approach to digital learning teaching and assessment					Established to Enhanced	
		29	Strategic approach to the development & use of learning resources to support curriculum design & digital learning and teaching					Established to Enhanced	
		30	Student participation in curriculum design					Established to Enhanced	
	Digital Learning	31	Appropriate learning models for current needs and to extend reach					Established to Enhanced	Established to Enhanced
		32	Responding to changes in graduate careers and life paths					Established to Enhanced	
		33	Design of digital assessment and feedback					Established to Enhanced	
		34	Embed digital learning capabilities and academic skills into courses of study					Established to Enhanced	
		35	Encourage and support research into digital and online learning					Established to Enhanced	
	Digital Teaching	36	Digital personal/professional development opportunities for all staff					Established to Enhanced	
		37	Digital personal/professional capabilities among learners					Established to Enhanced	
		38	Digital opportunities to encourage self-regulated independent learning					Established to Enhanced	
		39	Awareness of the digital skills needed in chosen career pathways & opportunities to practice					Established to Enhanced	
		40	Opportunities for learners to record achievements and reflect on progression over time					Established to Enhanced	

<https://doi.org/10.25416/NTR.28730384>

Log outputs of MM conversations onto the spreadsheet and generate a report of your Digital Maturity!

Created by **Rob Blagden** (formerly at Cardiff Met. and now Blagden Digital)

Jisc Digital Maturity Framework				
Cardiff Metropolitan University 02/04/2025				
Category	Overall Rating	Emerging to Established	Established to Enhanced	Enhanced to Mature
Organisational Digital Culture	Emerging to Established	6	5	0
Knowledge Creation and Innovation	Established to Enhanced	6	8	2
Knowledge Development	Established to Enhanced	9	14	1
Knowledge Management and Use	Emerging to Established	10	7	0
Digital and Physical Infrastructure	Established to Enhanced	2	6	1
Overall Organisation Rating	Established to Enhanced	45	50	4



Beyond Blended – Strategic Lenses

Purvis, A. (2025). Beyond Blended Strategic Lens for Artificial Intelligence in Teaching and Learning. *National Teaching Repository*.

<https://doi.org/10.25416/NTR.29400137.v1>





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Dean, Institutional EDI Champion (disability), Seni...



**Thank you!
Questions?**