

WONKHE

Capability for change

Preparing for digital learning
futures

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Institutional ambitions for the future

A consistent and engaging student experience

- Well-designed digital learning opportunities
- Development of digital capability and critical awareness
- Routine but thoughtful use of AI

New models for learning, assessment and credentialing to support growth, equity, lifelong learning.

Data supporting a more personalised experience

- Self-assessment and reflection
- Responsiveness to individual students

Data supporting organisational responsiveness

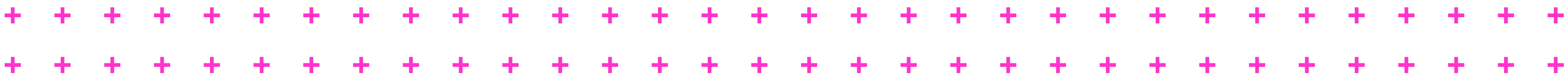
- Data analytics informing strategy, enhancement, and evaluation
- Analysis and decisions happening close to student experience

Breaking down silos and making space

- Ecosystem not fragmentation
- Reduction of cognitive and administrative burden especially on staff

“We have this sort of history of higher education being very much one person with one student, with one teacher, that kind of a sort of relationship, or small groups, or something like that, and in some cases that works well and is sustainable. But if we really do want to use higher education as an engine for growth, for accessibility, and so on and so forth, it has to be in numbers, and technology can help us there.” – *Institutional leader*

“Those three years aren't the alpha and omega of your learning experience. I think if we can allow ourselves to bleed into the before and the after through, probably micro credentials in some form, and have a more dynamic regulatory space that will flex around that, have the core credit stuff and then have this other stuff that's a much more dynamic offer, and really realises the benefits of micro credentials.” – *Institutional leader*





“

At the moment I see myself and my colleagues trying to cling to what we always did and what we always know. And I really do think the whole future of what we do and how we teach our students, and what we teach our students is going to accelerate and change very, very quickly now, in the next five years.” – *Institutional leader*

Organisational capability

Clarity about primary vision and objectives of the institution

Core set of shared technologies, systems, processes, datasets

Capability, motivation and opportunity for staff to focus on realising value of technology in context – IT as consultants not solutions providers

Cultural practices around experimentation, iteration, engagement with different voices and experiences, scholarship of practice, user-centred design

“Horizontals”

- Cross-organisational projects
- Business partnering
- Seeding different perspectives in business processes eg recruitment panels
- Deployment of change agents with a “remit to roam”

“One of the things that I see coming down the tracks is that we can't be the solutions provider for everybody all of the time. The university is just too complex. There's something about enabling people with boundaries to find their own answers...If we can get those things out into the wider community, it will unlock so much efficiency in an organisation, because, as an IT team, I cannot do that for everybody.” – *Institutional leader*

“Show all your working out, show all the mess, show the bits that didn't work that didn't go well, be confident and not fear failure. I think encouraging people to go, ‘this isn't a failure, this is an iterative learning moment.’ It's difficult in the sector at the moment, and certainly within our organisation, because people want to present their best side because they're worried about jobs. But actually, if you're willing to embrace that leadership mindset of ‘I get things wrong. We all get things wrong. We learn from it. We move, we iterate.’” – *Institutional leader*





We end up going down this route because it's easier to bring in a piece of technology than it is to actually go back to the more difficult questions about what is the core of academic work that we want people to do? What does that look like? How is that changed by the changes in technology? And I think we're really facing much more of a crunch point now because of the way the technology is developed, because of the sort of data that we want to bring together, because of this push on consistency and a really good and high quality student experience, but also the staff skills that need to then meet that. We can't just bring in a system in the way that we did before – we've got to be really, really clear on the vision, the priorities around that. But then that means some really uncomfortable changes for processes, for the way people are working.” – *Institutional leader*

Download the Capability for change report

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