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Core Competencies for Museum Educators

Contents

Extra supporting information and alternate versions of this framework, including…

- *Online versions, compatible with Google Drive and Office 365, with features that aid self-assessment against competency statements*

- *Downloadable, editable spreadsheet versions for developing your own tools to support or record your development*

- *Suggestions about how to use this framework to support and inform your own CPD, or to embed it in your organisation's appraisal process*

    … are available via the GEM website at GEM.org.uk

This document has been produced by Thomas Briggs on behalf of GEM as part of a project to update the GEM Core Competencies Framework.

1. About the Framework

The GEM Core Competencies Framework aims to describe the broad range of skills, behaviours and attributes ("competencies") required across the roles occupied by Educators in the Heritage sector, representing each with a simple statement.

There will be skills required for certain, specific roles that are not covered here: these statements are applicable throughout the sector's learning-focused roles, and that is what we mean by calling them the "core" competencies.

Each statement has been rated with a **level** that gives some indication of the point in a career at which a Museum Educator might expect to be working towards it.

Naturally, there are a large number of these competency statements so they have been collected into fifteen **themes** which themselves are arranged under four **categories**.

These categories, themes and levels are explored and explained further in this section of the guidance, with reference to the following diagram which illustrates the overall structure of the GEM Core Competencies Framework:
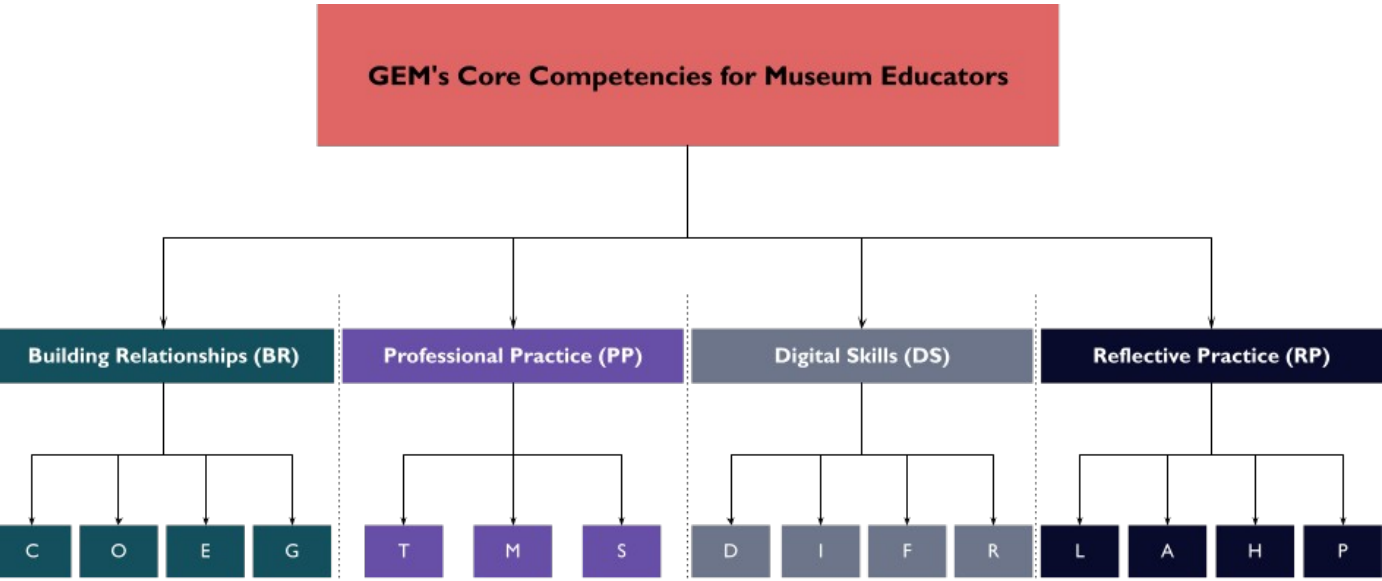

Diagram: GEM's Core Competency Framework: Overview of Structure

Categories

The competency statements which comprise this framework are separated into four headings:

- **Building Relationships**, which relates to seeking out and nurturing the connections between people that can help us develop our organisations, our teams and ourselves;

- **Professional Practice** containing competency statements which ensure that we have the ability, drive and means to keep our skills up to date;

- **Digital Skills** statements, which acknowledge the increased prevalence of digital technologies in all areas of life and work, and recognise the opportunities provided by them; and

- **Reflective Practice**, which collects together competency statements that contribute to embedding continuous learning and development that is informed by past experience.

The *overview of structure* diagram above presents these four categories as top-level headings, along with a two-letter code, the purpose of which will be discussed later.

It is important that these categories are recognised as having equal precedence as many of the competency statements will have relationships with, be supported by, and help to develop skills and attributes listed under other categories.

Themes

It can be seen in the *overview of structure* diagram that each category is separated into 3 - 4 **themes** (each here identified by a single code letter) which provide further structure to the framework with each containing a sequence of competency statements which loosely build upon each other.

The themes under each category are listed in the table under the *themes overview* heading on the page 5, along with an overview of each and a page reference indicating where in this document you can find the specific competency statements relating to each theme.

Levels

The competency statements for each theme are arranged such that, in general, most people would progress through them from left to right. They are also grouped into three **levels** which provide a general guide as to the level of progression through a given theme.

The levels are **Foundation**, **Experienced** and **Leading**, and are explained briefly below.

Foundation

Museum Educators should endeavour to become proficient with all Foundation level competencies. Many of these may well already be in place when somebody begins working as a Museum Educator as there are a number of highly transferable basic skills, behaviours and attributes represented at this level.

Experienced

Most Museum Educators will aim to eventually gain proficiency at all Experienced level competencies, but will do so at different rates, working towards different themes at different times depending on their specific circumstances including role, responsibilities, existing skills, aspirations, and, of course, personal interests.

Whilst work towards these competencies may begin at any time, somebody would not be considered to be working fully at this level without being able to demonstrate proficiency in all Foundation competencies.

Leading

Some Museum Educators will aim to develop proficiency in some Leading competencies.

As most people will inevitably start to specialise in particular areas whilst working towards Experienced level competency statements it is **not** expected that everybody should aspire to achieving proficiency in every competency to this level.

It is important to note that the word "leading" here refers not to occupying a leadership role, but to being a leading practitioner with regards to a specific competency theme.

It is, however, expected that anybody in a leadership role with responsibility over Learning provision at their museum would have evidence-supported proficiency in a broad range of Leading level competencies as well as demonstrable commitment to developing themselves further in others.

A Museum Educator would not be considered to be working fully at Leading level without being able to demonstrate proficiency in all Experienced competencies.

Referencing Competency Statements

Each category has been given a two-letter code; each theme has a one-letter code; and each individual statement is labelled with either F, E, or L according to its level, and a digit 1, 2, 3, or 4, depending on its position in the progression through that level. Combining these, any competency statement in the framework can be referenced with its own unique five-character code (four letters and a digit), removing the need to copy out an entire statement every time it is referred to.

For example, the code `DSFE2` refers to statement 2 under the **Experienced** level of theme F (Professional Development) in category `DS` (**Digital Skills**), which is:

> *E2: Seeks out external online resources such as academic papers, MOOCs, social media groups, etc, that are relevant to their personal professional development goals; Encourages & enables colleagues to use common digital technologies to benefit day-to-day activities such as meetings, 1-2-1s, appraisals, etc; Able to create simple written instructions for others regarding the use of common digital technologies; Starts to share best practice with regards to digital tools and information literacy*

The next section presents an overview of the **themes** included within each category.

Themes Overview

Categories	Themes	Overview	Page
Building Relationships (BR)	**Communication (C)**	Communicates effectively with existing and potential audiences and stakeholders to engage, educate, influence and advocate.	
	Collaboration (O)	Works productively and creatively with colleagues and partners to enable and enhance learning opportunities.	
	Co Creation (E)	Develops and demonstrates collaboration and partnerships by, with and for diverse communities, audiences and stakeholders; developing programmes and activities for all.	
	Managing & Leading (G)	Manages the heritage learning workforce to deliver high quality, professional learning programmes	
Professional Practice (PP)	**Teaching, Learning & Curriculum**	Organises and delivers high quality, professional, educational activities, inspired by museum collections and heritage sites, that follow best practice with regards to safeguarding, inclusivity, diversity and mental health and wellbeing guidelines as well as pedagogical theories	
	Managing Projects, Programmes & People	Plans and implements projects and programmes that develop and enhance learning opportunities for existing and potential audiences.	
	Sustainability & Efficiency	Uses resources efficiently and develops learning activities, resources and programmes that are sustainable in terms of finances, the environment, and human resources.	
Reflective Practice (RP)	**Learning Context**	Understands and references the organisational, regional, national and international contexts for heritage learning, including educational, health, environmental & social.	
	Audiences & Participants	Understands the range and needs of different audiences, recognising the need for inclusive practice to develop provision both for and with members of broad and diverse communities.	
	Heritage Sector Context	Understands the role, purpose and accountabilities of the heritage sector, and of their organisation within it.	
	Professional Development	Reflects on and develops own practice and contributes to the development of others.	
Digital Skills (DS)	**Administration, Reporting & Other Internal Duties**	Able to use a variety of digital tools to support, and improve the efficiency of administration, reporting and other internal activities, and understands the rationale for doing so.	
	Communication	Can use digital tools to communicate effectively and represent their organisation, immediate team and themselves appropriately	
	Professional Development	Using digital and web-based tools for extending, improving, updating and developing new skills, knowledge and understanding in self and others.	
	Resource & Activity Development	Using digital technologies to design & develop innovative learning resources & activities, and understanding legal and other implications in doing so	

2. The Competency Statements

Building Relationships (BR)

Foundation

C	**F1:** Communicates effectively with audiences and colleagues to educate and inform, and for marketing & promotion.	**F2:** Shares basic information and evaluation about activities for reporting purposes and to support the development and improvement of practice and provision within the team.	**F3:** Adjusts communication approach to meet the needs of different and diverse audiences.
O	**F1:** Works productively with individuals and teams to enable and enhance learning opportunities.	**F2:** Understands and demonstrates the value of working with colleagues and external partners to deliver organisational objectives.	**F3:** Is mindful of and works to accommodate potentially different needs and working preferences of colleagues.
E	**L1:** Recognises the potential of working collaboratively, and networks effectively to build relationships and creative partnerships for the benefit of audiences and participants.	**F2:** Recognises the potential for diverse needs of different audiences for the same resources and activities.	**F3:** Understands the importance of consultation with audiences to design, create and evaluate learning resources and activities.
G	**F1:** Supervises, encourages and supports volunteers and freelance workers towards delivery of quality learning activities.	**E3:** Reaches out to and consults with people and groups who are not yet participants through developing partnerships with community and third sector organisations and formal learning organisations.	**F3:** Successfully manages supporting adults, both internal and external to the organisation, during learning activities, such as volunteers & other colleagues (internal), and teachers, teaching assistants and parents (external).

Experienced

C	**E1:** Communicates with a range of museum stakeholders appropriately and with confidence, using a variety of media and digital channels effectively (external advocacy).	**E2:** Communicates effectively and strategically within the organisation to build a culture of openness, dialogue and informed involvement (internal advocacy).	**E3:** Sets a good example within the team for effective and clear communication with diverse audiences and internal and external stakeholders.
O	**E1:** Motivates others, delegates where appropriate and negotiates effectively.	**E2:** Understands team roles and leads, supports and collaborates effectively with colleagues and partners to achieve learning team goals and objectives.	**E3:** Visibly demonstrates good practice with regards to working with colleagues with diverse needs and working preferences.
E	**E1:** Recruits and manages staff, contractors and/or volunteers to ensure delivery of an effective and high-quality learning service.	**E2:** Negotiates, develops and delivers targeted projects and programmes with sensitivity and understanding of participants' needs.	**E3:** Reaches out to and consults potential audiences through developing partnerships with community and third sector organisations and formal learning organisations.
G	**E1:** Recruits and manages staff, contractors and/or volunteers to ensure delivery of an effective and high-quality learning service, actively working towards building a more diverse and inclusive workforce.	**E2:** Takes account of individuals' abilities and strengths as well as mental health and wellbeing when allocating work.	**E3:** Encourages a culture of coaching, mentoring, promoting the nurturing of skills and talents of individuals by demonstrating appropriate practices in their work.

Building Relationships (BR) continued…

Leading

C	**L1:** Communicates skillfully, advocating effectively for Heritage Sector learning and the wider sector amongst a range of stakeholders.	**L2:** Inspires, educates, influences, and proves the case for Learning within the organisation.	**L3:** Promotes Heritage Learning themes locally, regionally and nationally, sharing a clear vision for learning both inside and outside of the sector.
O	**L1:** Recognises the potential of working collaboratively, and networks effectively to build relationships and creative partnerships for the benefit of participants.	**L2:** Builds a culture of collaboration within the workplace to further organisational goals, being mindful of individual colleagues' needs in order to work towards a more diverse workforce.	**L3:** Considers workloads and their impact on the mental health and wellbeing of colleagues when engaging in collaborative work.
E	**L1:** Builds a culture of consultation with existing and potential audiences to make the organisation more outward facing and responsive to the needs of its community.	**L2:** Works with audiences and communities to advocate effectively for and work towards long-term organisational change.	**L3:** Actively shares good practice and advocates for co creative working outside of their immediate team and across the sector.
G	**L1:** Works to embed a culture in which others are encouraged and enabled to develop their skills and expertise.	**L2:** Experienced in leading and managing teams, assessing operational needs and shaping recruitment and training processes to meet them; creating and embedding the conditions required to build a diverse and inclusive workforce.	**L3:** Motivates and manages staff to deliver high-quality, professional learning programmes, actively creating appropriate conditions in which to do so.

Professional Practice (PP)

Foundation

T	**F1:** Understands the essential learning theories underpinning relevant activities within the heritage sector and their own organisation, and is able to use collections and heritage sites effectively to inspire, engage and educate diverse audiences.	**F2:** Understands, identifies and delivers learning outcomes for sessions, resources and other activities, including opportunities to celebrate and improve awareness and understanding of issues related to diversity where possible.	**F3:** Can adapt learning activities to the age, ability and educational context and needs of different audiences.
M	**F1:** Plans small-scale projects/ activities under supervision, identifying and managing associated risks, including safety, health and safeguarding needs.	**F2:** Is able to collaborate with others such as volunteers, work-experience students or partner organisation staff to deliver outputs according to project aims.	**F3:** Leads & manages others in specific (short-term) situations where appropriate, such as working with volunteers, work-experience students and freelancers.
S	**F1:** Recognises the need to be accountable for resources, including public funds, organisational and departmental budgets, and physical and human resources, and uses them efficiently and responsibly.	**F2:** Understands basic income and expenditure of learning service.	F3: Aware of and communicates opportunities to raise funds, generate income, and make savings.

Experienced

T	**E1:** Uses comprehensive knowledge of best educational practice in the heritage sector and beyond to plan, deliver and evaluate high quality, accessible and inclusive learning activities, in line with organisational goals & policies (e.g. safeguarding; using collections).	**E2:** Articulates and applies best practice approaches to designing and planning for learning that most appropriately and effectively interpret the site and collections to engage diverse audiences and to encourage reflective learning.	**E3:** Skilled Educational Practitioner able to facilitate learning among audiences with diverse needs, backgrounds and interests.
M	**E1:** Plans and implements short and longer-term projects to meet organisational goals and appropriate learning objectives, managing more complex activities in a well organised, collaborative, safe, efficient and effective way.	**E2:** Able to competently and proactively adjust to and deal with multiple demands and the unexpected, both independently and as part of a team.	**E3:** Plans learning activities based on goals and objectives that recognise and contribute to broader learning contexts such as the organisation's learning as a whole and the educational requirements of target audiences beyond their interaction with the organisation.
S	**E1:** Manages a budget and costs projects for budgeting and fundraising purposes.	**E2:** Influences policies and plans around the allocation of resources for learning.	**E3:** Experienced at raising funds externally to maximise resources.

Leading

T	**L1:** Monitors quality of learning offer in order to effect change, and challenges organisational practice where necessary.	**L2:** Leads team in raising standards of teaching and learning, supported by appropriate Education and Heritage Sector research, initiating new or innovative practices where appropriate.	**L3:** Shapes the strategic direction and learning culture of their organisation(s) and others, advocating for learning across and between organisations.	**L4:** Shares experience and good practice, influencing others regionally, nationally and internationally where appropriate.
M	**L1:** Develops and implements major, long-term projects and programmes, and programme updates, to fulfil organisational goals and meet audience needs.	**L2:** Responsible for all aspects of project and programme management delivering within time and budget.	**L3:** Assesses resource needs appropriately and inclusively; recruiting and commissioning partners and delegates effectively.	**L4:** Acts as an advocate for learning projects, programmes and resources (including human) within the organisation and across the sector.
S	**L1:** Allocates resources for learning programmes to ensure a financially and environmentally sustainable service and embeds a culture of efficiency and value in the use of resources.	**L2:** Identifies and pursues opportunities for maximising use of resources through partnerships, fundraising and income generation, and through efficient and sustainable practices.	**L3:** Actively participates in development of business plans for their organisation.	**L4:** Strongly advocates for learning in the development of organisational policies and plans regarding allocation of resources.

Reflective Practice (RP)

Foundation

L	**F1:** Demonstrates an understanding of the role and context for heritage learning within their own work practice and organisation.	**F2:** Demonstrates an understanding of the principles of and need for safeguarding, health, safety and wellbeing to be embedded within the learning offer.	**F3:** Demonstrates basic awareness of the curricula, initiatives, agendas and legal requirements that underpin the learning offer.
A	**F1:** Can identify target audiences and potential participants and has basic knowledge of some of the particular needs of, and barriers facing, a range of specific audiences.	**F2:** Works with specific audiences to encourage and enable their participation in the co creation of learning activities and resources	**F3:** Understands the different audiences their organisation or clients work with and has experience of planning, delivering and evaluating a learning activity for diverse audiences.
H	**F1:** Demonstrates a basic understanding of the purpose of the heritage sector, how it has changed over time and its role in society	**F2:** Demonstrates a basic understanding of the role of their organisation within the heritage sector, its governance, collections and the context in which it operates.	**F3:** Awareness and basic understanding of the Museums Association's Code of Ethics and their responsibilities as an individual with regard to upholding it.
P	**F1:** Understands the importance of reflective practice and is keen to improve and learn; is willing to ask for help and advice when necessary and knows who to approach to do so.	**F2:** Engages with and keeps a record of continuing professional development and sets goals.	**F3:** Engages with others regarding best practice through face-to-face and/or digital networks.

Experienced

L	**E1:** Demonstrates an understanding of heritage learning within a wider regional or broader organisational context.	**E2:** Develops the policy and plan for their area of work with reference to relevant local, regional and national policies and agendas.	**E3:** Advocates effectively for the value and relevance of heritage learning within their own or clients' organisation and among some stakeholders.
A	**E1:** Has experience of working with several different audiences, including consultation and working in partnership to co-create relevant materials and activities	**E2:** Applies the lessons learned from own research of best practice and evaluation in planning new activities that best meet the different needs of audiences.	**E3:** Takes responsibility for engaging with new and existing audiences with the goal of making services more accessible.
H	**E1:** Understands and applies the values and ethics of their organisation, including within the context of the Museums Association's Code of Ethics.	**E2:** Uses all-round knowledge of the collections and/or site to improve and develop day-to-day work.	**E3:** Understands who the organisation's stakeholders are and can articulate the organisation's value from an understanding of its role and purpose.
P	**E1:** Engages in regular professional development to develop and deepen skills and knowledge.	**E2:** Develops and supports a culture of reflective practice within the workplace by setting a good example for others; understands potential impacts of such activities on personal mental health and wellbeing.	**E3:** Shares own expertise with others, for example through giving presentations locally and regionally, mentoring, line management and delivering training.

Reflective Practice (RP) continued...

Leading

L	**L1:** Demonstrates sophisticated understanding of the organisational, regional, national and international contexts for heritage learning.	**L2:** Takes responsibility for learning and/or audience engagement policy and long-term strategies for their organisation to embed and sustain learning throughout the organisation.	**L3:** Leads others in re-evaluating policy according to changing priorities and sector developments; contributes to discussion aimed at developing sector-wide attitudes to and understanding of learning	**L4:** Advocates for museum learning within own organisation, in the wider sector and with external stakeholders.
A	**L1:** In-depth understanding of audiences of different ages, abilities and backgrounds and their learning needs as heritage participants.	**L2:** Develops, implements and evaluates audience development strategy in line with organisational objectives to reach potential audiences and improve the quality of engagement for existing participants.	**L3:** Analyses participant research and evaluation to effect positive change across the organisation/service.	**L4:** Promotes and enables an organisational culture of consultation and co creation with diverse audiences
H	**L1:** Understands the different governance models for heritage organisations and how these affect policies and operations.	**L2:** Understands the political context and external impacts on the heritage sector and takes account of these in planning.	**L3:** Plays a leading role in shaping and embedding the values, ethics and culture of the organisation, with reference to the Museums Association's Code of Ethics.	**L4:** Actively works to consider possible future threats and opportunities, including emerging technologies and developments in other sectors, using these to inform planning and development.
P	**L1:** Demonstrates a proactive attitude to personal learning and professional development, and a willingness to share their knowledge and skills with others.	**L2:** Understands the potential impact of detailed reflective practice on emotional wellbeing on self and others; demonstrates this by implementing and committing to evaluation and reflection processes that inform their personal development and leadership style.	**L3:** Shares expertise inside and outside of the sector, regionally, nationally and internationally, where appropriate.	**L4:** Leads and inspires teams committed to professional development and reflective practice.

Digital Skills (DS)

Foundation

D	**F1:** Can successfully login, navigate file structures, locate and open files; name & describe the purpose of a variety of software applications used by the organisation; and input data to or otherwise update existing documents and spreadsheets.	**F2:** Understands and is able to differentiate between local and network storage, and can describe differences in accessibility between the two; can create simple documents including spreadsheets; and is aware of the nature of, security, and restrictions on shared documentation including what is possible by whom (e.g. viewing, editing, sharing and deleting) and what is allowed and required internally (such as branding guidelines) and externally (such as GDPR and other legal issues).	**F3:** Can share files successfully via a variety of means such as cloud platforms, email attachments and other file systems, choosing an appropriate method based on requirements (such as collaborative editing).
I	**F1:** Can locate and access cloud storage tools and other shared materials used by the organisation; is aware of etiquette and security when communicating with others, including an understanding of GDPR guidelines specifically relating to email; recognises notifications related to instant messaging, videoconferencing, etc, and can answer or decline calls.	**F2:** Can discuss and routinely applies ethical considerations, understanding of the potential positive and negative effects, etiquette and security considerations relating to a variety of digital communications tools including social media; understands and is able to discuss and apply usage rights, permissions and types of licences attributed to digital content.	**F3:** Understands and applies considerations surrounding personal data security and how it relates to and affects the organisation as a whole; aware of social media protocols within the organisation and how they relate to usage of personal accounts; aware of different digital communities and their potential for sharing ideas and exchanging and collaboratively working on digital resources;
F	**F1:** Understands that digital technologies (including search engines & social media) can be utilised to enhance many areas of personal working practice, is keen to identify such areas and open to taking part in professional development based on them; Can use basic functions in regularly accessed software, including search engines, and demonstrate to others how to use them; Demonstrates basic information literacy when engaging with web search results	**F2:** Able to access & engage with a variety of materials (e.g. courses) as prescribed by their organisation; Can use filtering and sorting functions in regularly accessed software including search engines & social media; Implements strategies to prevent, identify and respond to potential pitfalls in the use of digital technologies within their own job role	**F3:** Aware of different online sources for research & professional development (e.g. e-learning platforms & social media) & able to access and use these as necessary; Supports colleagues in their use of digital technologies, helping to encourage and instill confidence & a positive attitude whilst also being aware of possible risks & limits
R	**F1:** Can create simple word processing, image and data handling documents; Has basic awareness of digital ownership, copyright and related safeguarding issues; Uses digital technologies (software & hardware) to deliver in-person sessions & activities	**F2:** Can transfer data between simple documents and export documents as pdf; Can identify appropriate digital tools & software to use for basic purposes (e.g. word processor, spreadsheet, presentation); Supports & utilises identified opportunities in existing activities for learners to practise appropriate digital life & work skills	**F3:** Able to use basic editing functions to update simple documents & other designated software; Identifies appropriate methods to engage with different audiences; Contributes to the development of online learning resources; Begins to consider interactive digital resources (i.e. those that go beyond static documents & images)

Digital Skills (DS) continued…

Experienced

	E1	E2	E3
D	**E1:** Understands and uses software functions beyond simple data input and transfer, such as: appropriate use of CC and BCC fields in emails; using internal communication software other than email; simple formulae and functions in spreadsheets; appropriate formatting and tagging of headers, titles, etc in Word Processing documents. Begins to be able to guide others in their use.	**E2:** Sets an example by adopting and using digital technologies to enhance various aspects of their work; has strategies in place to discover and find out how to use further functions of a variety of software used; encourages and enables colleagues to experiment and is open to being asked questions; critically assesses which software application is most appropriate for a given task.	**E3:** Can provide clear instructions to help others use appropriate software and access collaborative spaces; can use more sophisticated functions within specific software (such as sorting & filtering; generating reports and charts; formatting to enhance readability and accessibility).
I	**E1:** Understands the permanence of personal digital footprints, including comments and posts; uses appropriate digital communities to share, exchange and collaboratively develop digital resources; plans for the use of exploration of digital technologies by learners taking part in museum activities.	**E2:** Makes informed choices about which organisationally implemented digital communications systems (such as email, instant messaging, collaborative software) to use when communicating different information to individuals or groups; uses digital technologies and strategies to support, enable and encourage collaborative working, and to collect feedback from stakeholders; contributes to the development of high quality social media content to spread awareness of activities and stories.	**E3:** Makes more involved use of digital technologies in a structured and responsive way to engage with stakeholders regarding their experiences with activities, events and resources; publishes self-created digital content relevant to personal, departmental or organisational goals and development;
F	**E1:** Actively seeks to identify areas for professional development with respect to the understanding and use of digital technologies in various areas of their practice, keeping records as appropriate; Shares examples of and encourages innovative use of digital technologies amongst colleagues; Can use complex search, filter & sort functions in regularly accessed software (e.g. web searches using modifiers); Employs information literacy skills to critically assess sources of information, whether academic, online videos, blogs, social media, etc	**E2:** Seeks out external online resources such as academic papers, MOOCs, social media groups, etc, that are relevant to their personal professional development goals; Encourages & enables colleagues to use common digital technologies to benefit day-to-day activities such as meetings, 1-2-1s, appraisals, etc; Able to create simple written instructions for others regarding the use of common digital technologies; Starts to share best practice with regards to digital tools and information literacy	**E3:** Successfully utilises online resources such as academic papers, MOOCs, social media groups, etc, that are relevant to their personal professional development goals; Encourages colleagues to use digital technologies to support their learning & professional development, such as finding, sorting & filtering data, presenting results, or engaging with peers; Can identify specific data & information sources of particular information (e.g. specialist websites & databases); Actively participates in broader learning networks, e.g. via social media or professional forums
R	**E1:** Aware of Creative Commons and performing rights licences, and GDPR considerations & considers these when creating content; Begins to innovate with digital technologies to increase accessibility and reach of learning resources for broader (including new) audiences; Considers design principles and branding guidelines as well as social settings and interaction modes when planning or designing activities or resources	**E2:** Updates existing activities or resources to include opportunities for learners to use digital technologies to create their own content; Aware of restrictions & opportunities in digital development & how they affect audience & accessibility issues; Able to use digital analytical tools to determine who their digital audience is & to collect feedback & evaluation data	**E3:** When planning or updating existing activities & resources takes into account accessibility for different audiences & provides alternative or backup tools and/or supportive approaches; Can upload digital media to appropriate platforms; Supports & encourages the development of new activities and the redesign of existing ones to include opportunities to promote, practise & develop participants' digital skills

Digital Skills (DS) continued…

Leading

D	**L1:** Can use appropriate software tools to aid data analysis and the communication of findings; understands the majority of functions in specific software applications and is working towards expertise; can create and use functions to integrate data from different documents (such as linked spreadsheets, mail-merge) where appropriate; reflects on and contributes to the development of departmental digital strategies.	**L2:** Can explain etiquette & practical usage various software functions (such as CC & BCC in emails and suggesting edits in word processing); provides training activities for immediate colleagues based on using and applying specific digital technologies & resources; can discuss relative advantages of and recommend collaborative working suites.	**L3:** Provides support, assistance and training for colleagues for specific tasks within software; critically evaluates digital technologies used and reflects on this evaluation to improve working practices; fully understands and can set restrictions and protections on files in shared/networked storage as appropriate.
I	**L1:** Fully aware of security and good practice when using digital communication tools in and outside the organisation, and guides others in this; reflects on and contributes to the development or update of departmental digital communication strategies; uses digital communication technologies innovatively to promote collaborative working towards personal, departmental and organisational development goals; able to design and deliver high quality learning and training activities in a chosen platform.	**L2:** Engages with and/or develops digital communities inside and outside of the organisation to help others work towards their professional development goals, and to collaborate with peers on innovating practices within their department, their organisation, and across the sector; contributes to and advocates for the development of departmental and/or organisational policy and plans regarding the use of digital technologies in a heritage learning context	**L3:** Experiments with new digital technologies to initiate regular consultation with existing and potential audiences; provides training and resources that encourage and enable collaboration and communication using digital technologies; contributes to the establishment or improvement of organisational communication policies, procedures and infrastructure.
F	**L1:** Creates content for or administrates courses on e-learning platforms or hosts social media events; Can access relevant information and construct complex search terms & filters using modifiers and specifying target locations; Signposts and/or delivers relevant training, actively promoting colleagues' development of digital skills & using digital technologies to offer guidance & support	**L2:** Uses digital technologies to keep abreast of line-managees' digital skills & competencies; Supports the digital development of staff, contractors & volunteers, providing training opportunities to support career development for individuals & ensure that the broader staff body has an up-to-date skillset	**L3:** Contributes to development of departmental or organisational vision or strategies for improvements to digital practices, with reference to current research; Guides training for a variety of colleagues from basic software use to specific use-cases; Implements strategies to prevent, identify & respond to potential pitfalls in the use of digital technologies, providing or sourcing relevant training
R	**L1:** Demonstrates sophisticated understanding of software, content & IP licencing requirements & can advise others on basic issues; Uses digital resources to visualise & explain concepts in new, motivating & engaging ways; Contributes to the development & update of digital feedback & evaluation systems to compile overviews of learning programme activities	**L2:** Uses a range of digital resources to create relevant, rich & effective learning content; Works towards the development or adoption of new digital formats, technologies & teaching approaches to support subject/industry specific skills	**L3:** Innovates with digital resources & strategies to promote active & engaging learning opportunities for a range of audiences; Uses collected feedback & evaluation data to drive development & innovation of learning programmes & projects; Provides or sources appropriate training for colleagues