

# Digital Pedagogy and Teaching Skills Framework (DPTSF)

Empowering technology-enhanced learning to foster successful student partnership, inclusivity and engagement.

## Reference guide

The university's digital mission is to ensure everyone in our community is equipped to effectively use digital services, data and technology with confidence, resilience and creativity in their learning, teaching, research, and organisational support. This framework therefore focuses on the essential digital teaching skills, pedagogical insights and professional expectations to enhance and empower best practice in TechnologyEnhanced Learning (TEL) across teaching practice within the university.

<https://www.gre.ac.uk/learning-teaching>

**“Our vision will enable our community to be equipped with the essential tools to ensure we are creating impact for staff and students with the investment we are making – technology is nothing without our people and we want to ensure everyone has confidence in navigating our digital environment.”**

**Paul Butler**  
Executive Director and Chief Information Officer

## DIGITAL SUB STRATEGY 2022-2030



**Our Strategic Priorities** to help the university deliver its mission, vision & strategy

The university's digital mission is to ensure everyone in our community is equipped to effectively use digital services, data and technology with confidence, resilience and creativity in their learning, teaching, research and organisational support.

We will provide digital technology solutions which are highly performing, flexible and scalable to enable the university to adapt quickly and flourish in an increasingly challenging higher education environment.

- 1 Student Success**
- 2 Research and Knowledge Exchange**
- 3 Inclusivity and Culture**
- 4 Connected and Sustainable Campuses**

**Our Priority Themes**

Learning Environment

Student Lifecycle Management

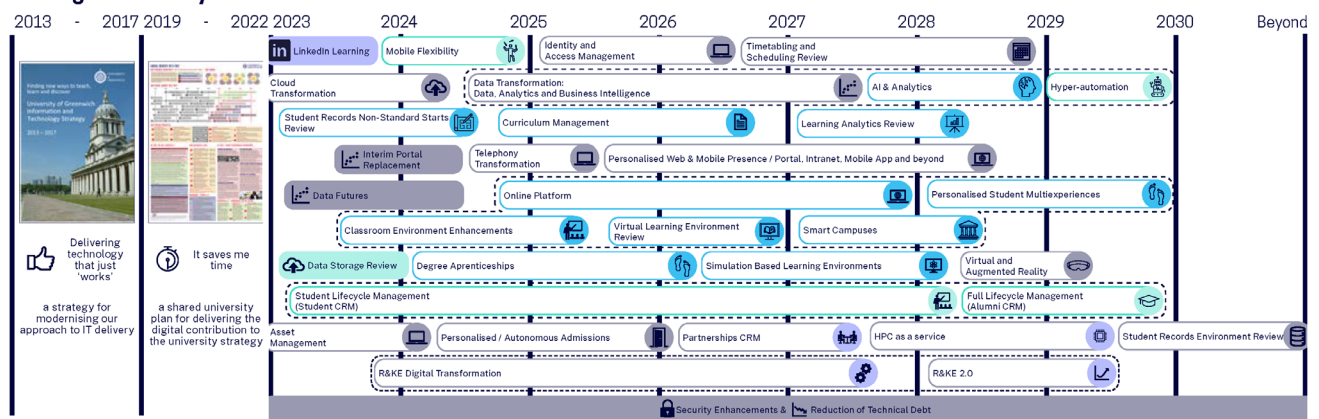
Data, Process and Decision Support

Student Experience

Research & Knowledge Exchange

Digital Engagement

### Our Digital Journey 2013-2030



### Our Digital Principles

<p><b>Digital By Default</b></p> <p>We will be digital by default, ensuring digital is considered at the outset of every initiative.</p> <p><b>We Are One University</b></p> <p>We will operate consistently as an organisation, ensuring our processes and methods of working are simple and uniformly applied.</p> <p><b>Inclusive By Design</b></p> <p>We will deliver digital with respect for the full range of human diversity, working for as many of our students and staff as possible.</p>	<p><b>Digitally Competent</b></p> <p>We will be a digitally competent workforce, embracing digital to enhance our working environment and prepare our students with life-ready skills.</p> <p><b>Technology Excellence</b></p> <p>Our technology solutions and infrastructure will be considered excellent and facilitate services which add value to every aspect of university life.</p> <p><b>Product First</b></p> <p>We will make use of commercial products and services by default and only develop internally where there is no viable alternative.</p>	<p><b>Consistent Digital Skills</b></p> <p><b>One University</b></p> <p><b>Creative</b></p> <p><b>Secure</b>   <b>Simple</b>   <b>Cloud</b></p> <p><b>Service</b></p> <p><b>Governance</b></p>	<p><b>Cloud First</b></p> <p>Cloud products and services will be selected by default to gain benefits of scalability and as-a-service solutions whilst benefiting from a more sustainable IT environment.</p> <p><b>Sustainable Digital</b></p> <p>We will play our part in delivering on the sustainability strategy, incorporating the impact on the climate into the decision making processes with the aim of achieving net zero.</p> <p><b>Security By Design</b></p> <p>IT security must be embedded in our culture and within our governance, technology, applications and data. Security is everyone's responsibility and our systems and services must be secure by design.</p>	<p><b>Service Excellence</b></p> <p>We will provide proactive support without delay, the way each student or colleague prefers to access it, to make effective use of available resources and to remove or eliminate unnecessary barriers.</p> <p><b>Individual Experience</b></p> <p>Boost individual productivity by providing an intuitive, effective and consistent self-service oriented experience that enables students and staff to learn, teach and work from anywhere at any time.</p> <p><b>Meaningful Digital</b></p> <p>Ensuring staff and students have the skills to use the digital solutions that are provided is crucial in ensuring our community gains the value from its investment in technology.</p>
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**“Technology-Enhanced Learning (TEL) plays a crucial role in higher education and is a core focus within the university. The Digital Pedagogy and Teaching Skills Framework (DPTSF) is the essential guidance for our digitally empowered teaching and learning practices. We want to empower our students to engage with course materials and participate in discussions at their own pace and from any location, and with a high degree of customisability. High quality virtual learning is particularly valuable for non-traditional students, working professionals, and those with personal commitments, as well as those learning across cultures. We want students to pursue digital education without sacrificing their responsibilities, promoting social mobility.”**

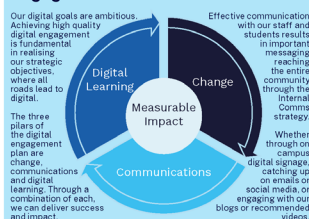
**Michael James Day**  
**Institutional Lead for Technology-Enhanced Learning (TEL)**

## Our Digital Engagement Plan

### Principles

- Culture of Digital Excellence**  
Build on the momentum of change by creating a culture of drive to achieve digital excellence.
- Digital Baseline**  
As a community, we set an ambitious, yet achievable, digital baseline. We strive to raise the bar, collectively reaching for digital excellence.
- Confidence and Resilience Over Tools**  
Equipping everyone with the skills and confidence to embrace technologies as tools and select the right tool for the job.
- Encourage Innovation**  
We will provide an environment where staff can tinker, play, be creative and be bold.
- Leadership Supported**  
Our community is encouraged and supported to engage with digital, aim high and sector lead. Individuals are empowered to experiment and make positive change.
- Continuous Development**  
Learning new digital skills is the cultural norm, upskilling as part of the professional development programme for personal development.
- Sharing Practice**  
Through formal conferences and professional networks or informal peer to peer support, sharing practice encourages ongoing development.
- Community and Culture**  
Build a sense of community, providing an inclusive and supportive environment to facilitate engagement, development and experimentation.
- Effective and Impactful**  
Enhancing the professional and learning environment through the effective application of digital to enrich the student experience and maximise their potential.
- Coordinated Learning Technologists**  
Central support for the coordination of local, discipline contextualised, community focused learning technologists that deliver impact.
- Personalised Development**  
High-quality personalised development delivered through a combination of compulsory, supported and self-service training and support.
- Measurable Change**  
Change is tracked through appropriate metrics to determine its impact and engagement across the university to ensure we're all on the same journey and no-one is left behind.

### Engagement



### Change



### Digital Learning



## In 2030 - Target Stakeholder Experiences

### Students Are Individuals

When I applied to the University of Greenwich I felt valued as an individual as a result of receiving communications and information which really gave me a sense of what I should expect as a student within the Greenwich community.

As a learner I am able to personalise my experience through a choice of online, on-campus and blended options. I can augment my studies with micro-credentials and gain additional skills through both library supported events and programmes, and self-service modules via LinkedIn Learning.

My on-campus experience is digitally augmented allowing me to get the most out of attending the university, such as easy navigation and finding the right study spaces. I choose to be on campus because of the high-quality practical learning experiences I simply cannot get elsewhere.

Being able to collaborate with peers online and remotely take part in and replay my lectures really has made a difference to my experience and performance. Combined with subject specific software being conveniently available remotely has enabled me to succeed in my own time, at my own pace, despite having a range of personal commitments.

I can self-serve solutions to many of my pastoral issues, track progress and gain swift resolutions to enquiries through the digital student centre. I am provided with timely feedback and information on my progress which allows me to evaluate and improve my performance and gain help and support where I need it.

I am able to navigate the various digital tools and learning resources and understand how to curate and apply them to my work, which leaves me feeling confident as I approach my chosen career that I can effectively work within a digitally driven professional environment.

**Researchers Are Supported**  
As a researcher the digital services, platforms and resources within the university support and enable my research to be more effective. Applying for new research grants and administering existing projects is straightforward and I am provided with information which enables me to evaluate the performance of my area of responsibility.

When I need access to high performance computing services or atypical digital infrastructure I am effectively supported. The projects I lead which include private sector contributors and colleagues from international universities are facilitated by platforms which enable us to communicate, collaborate and share information and content securely.

**Our Processes Work**  
As a member of the professional services I feel that digital is at the heart of everything I do. All of the processes I interact with are digitally driven and consistently applied across the university. The platforms I interact with are connected and I have been provided with the necessary training and support to confidently and effectively carry out my duties, and it is clear that I add value to the organisation.

I feel empowered and enabled to suggest improvements to our processes, and my suggestions are valued and taken seriously, whilst able to improve my own processes through automation, with the necessary business intelligence and analytics to inform my decision making.

**Senior Decision Makers Are Enabled**  
As a senior academic leader I am provided with secure access to the information I need to plan and make accurate and timely decisions to ensure my area of responsibility runs smoothly. I am confident that my academic and professional services staff are equipped with the appropriate skills to effectively work within the university's systems, processes and data so that collectively we are able to succeed as an organisation.

**Academic Life Is Supported**  
As an academic with multiple responsibilities I rely on the university's digital platforms and services to be connected and as simple as possible to use. As a module leader, personal tutor and early career researcher my time is valued and every opportunity possible is used to optimise practices and processes to enable me to do my job as effectively as possible.

I feel confident in my ability to work in a digitally driven, agile environment and I am able to use the digital platforms to ensure my students are provided with the best possible information, feedback and support to optimise their experience and opportunity of success. Digital approaches make it clear where I add value within my teaching and growing research.



"During the past year university, IT services have been very helpful by granting students remote access to university software which has helped us greatly in completion of assignment. Despite being at home."

2021 NSS comment - Faculty of Engineering and Sciences

"The free Adobe Cloud and the Lydia (LinkedIn Learning) was an amazing thing to have, as normally I wouldn't be able to afford a monthly subscription like this"

2021 NSS comment - Faculty of Liberal Arts and Sciences



# Approved learning technology tools

Other tools require pre-approved permissions from faculties, to ILS, to reflect compliance and data protection at the university.

	Core Tool	Supported and Recommended Tools
Lecture Capture	 Panopto™	 Microsoft Stream  Microsoft Teams
Assessment	 turnitin™	 moodle
Survey	 Forms	EvaSys   Mentimeter  qualtrics.XM™
Accessibility	 Microsoft 365	 Blackboard Ally  Adobe
Content Management	 Microsoft 365	 OneDrive  moodle
Communication & Collaboration	 Microsoft Teams	 Microsoft 365  Mentimeter  moodle
Learning Resources	 LinkedIn Learning	 moodle

Our university provides and subscribes to LinkedIn Learning, which enables you to undertake accredited training, provided by Microsoft, for free, on all essential areas of learning and teaching in digital skills. This can be accessed at <https://www.gre.ac.uk/it-and-library/teach/linkedinlearning#access>.

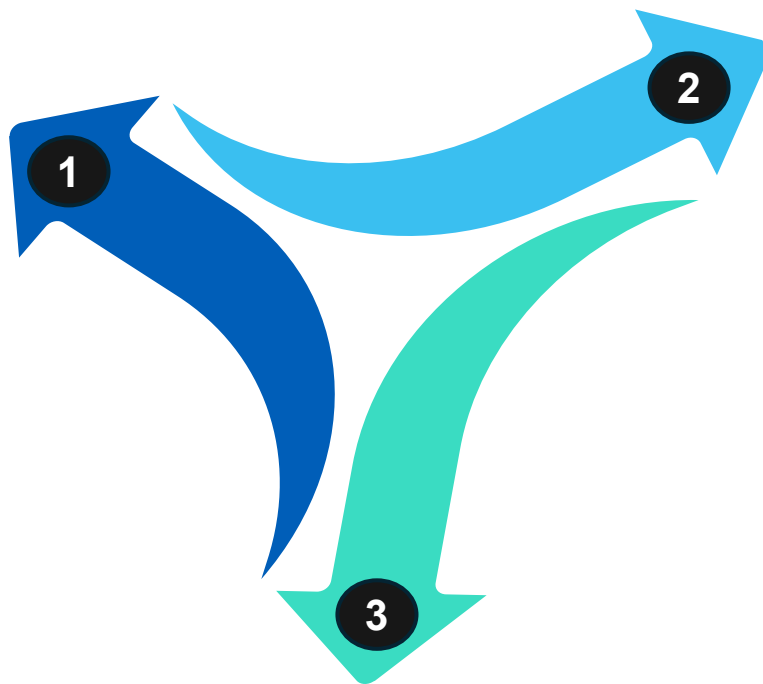
# Three-point TEL outcome model

## 1. Our Expectations

These are core provisions which will deliver an inclusive educational experience to all our students. All colleagues will be supported to deliver our expectations in each area of TEL practice.

## 2. Our Skills

To support our expectations, colleagues should deploy, learn or continue their professional development with a focus on these key skills.

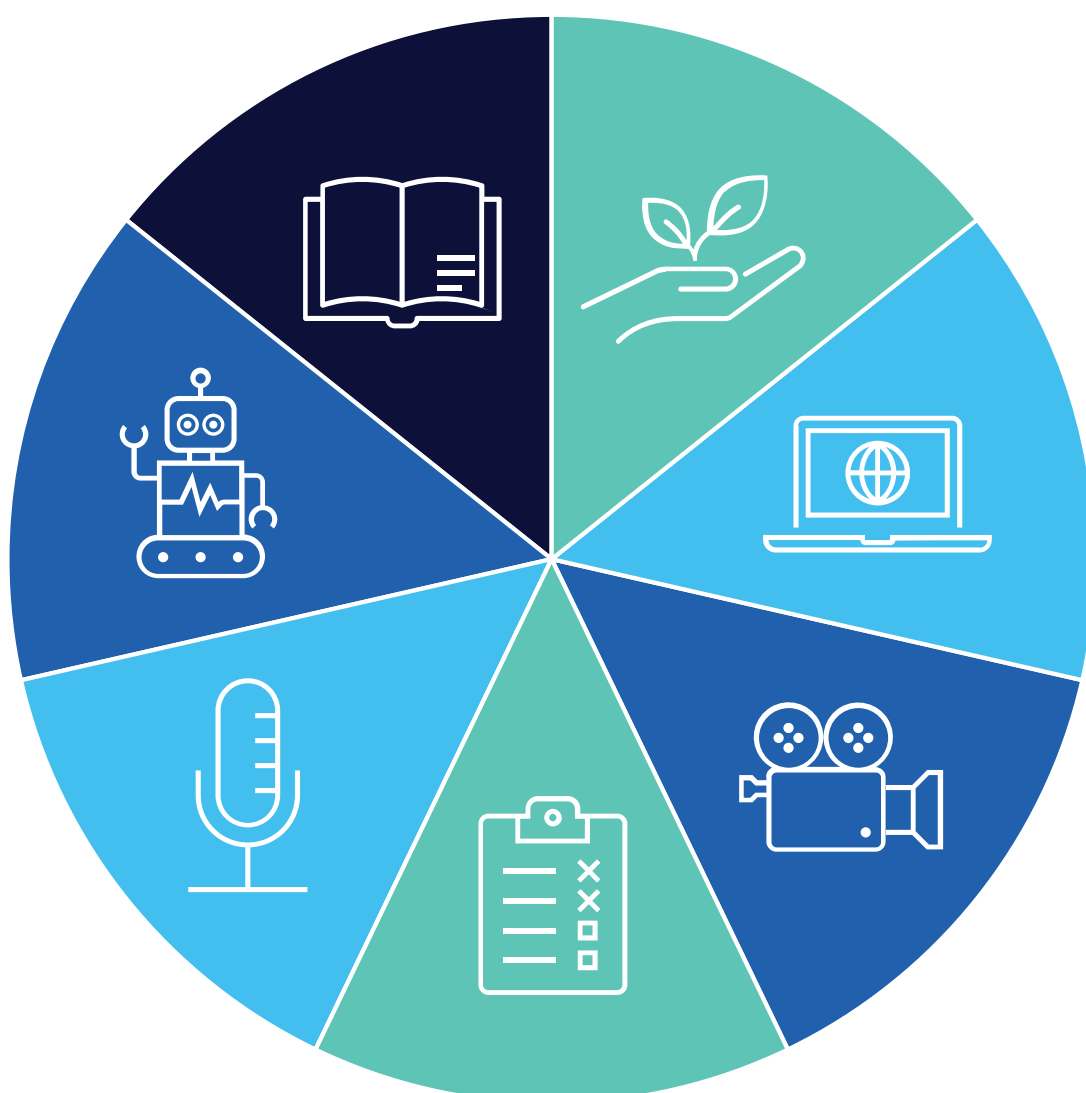


## 3. Our Ambition

For colleagues who are looking to move beyond our baseline expectations and skills. One ambition has been selected for each TEL area so we can focus on mastery and consistent application.

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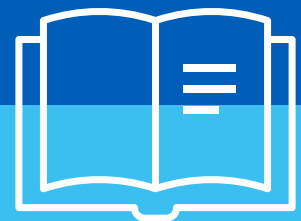


# Exploring digital pedagogy

By evaluating digital tools through the lens of pedagogy, we ensure that technology serves educational goals, not the other way around. We focus on improving the accessibility of our teaching and learning by embedding Universal Design for Learning (UDL) principles, allowing all students to engage meaningfully with course materials. This involves co-creating inclusive digital learning experiences that support diverse learner needs and foster participation, flexibility, and equity across our teaching practices.

## Our Expectations

- We create digital learning experiences that engage our students.
- We apply digital trends and strategies to enhance student engagement and learning outcomes.
- We adopt and share best practices in digital pedagogy and tutoring to improve teaching.



## Our Skills

- We use data and Learning Management Systems (LMSs) to track student progress.
- We facilitate online discussions and collaboration.
- We embed digital citizenship, university policies, and online safety in teaching and digital materials.

## Our Ambition

- We design various learning experiences that integrate gamification approaches and resources into our digital pedagogy.

# Building virtual learning environments

The Virtual Learning Environments (VLEs) play a central role in the delivery, engagement, and evaluation of student learning. Effective use of digital content—carefully created and adapted to meet diverse learner needs—supports inclusive teaching practices. Alignment with university policies on digital accessibility helps embed a culture of inclusion within digital spaces. Accessible, well-structured content in Moodle contributes to a supportive ecosystem where all students are empowered to thrive.

## Our Expectations

- We use Virtual Learning Environments (VLEs) as our central component of teaching and learning.
- We follow our Moodle Baseline and Template to ensure consistency across all our courses.
- We curate digitally inclusive and accessible teaching materials that we share with our students in a timely manner.

## Our Skills

- We understand how to use Moodle to fulfil the essential baseline functions.
- We import, export and transfer courses across academic years.
- We annually update our teaching materials on our VLEs, including our recurring courses.



## Our Ambition

- We explore VLEs subject-related additional functions to enhance teaching.

# Using blended learning

Blended learning allows us to combine the strengths of face-to-face and online teaching. We design pre-class activities, quizzes, and reflective tasks to help our students be prepared and ready to engage. By offering flexible learning opportunities, we support diverse student needs and learning preferences. Our approaches include designing accessible content and using Technology-Enhanced Learning (TEL) tools effectively to create engaging, inclusive instructional materials that enrich the overall learning experience.

## Our Expectations

- We develop multimedia content and/or activities for pre-class access and asynchronous learning to support our students.
- We set clear expectations for student engagement in different teaching approaches, such as flipped and online learning.
- We focus on active learning through discussion, problem-solving, and collaboration.



## Our Skills

- We design continuous learning experiences for flipped and asynchronous delivery.
- We sequence digital activities for logical progression throughout the learning experience.
- We foster a collaborative and respectful classroom atmosphere.

## Our Ambition

- We use our student feedback and performance data to continuously evaluate and improve our blended learning strategies.

# Using lecture capture

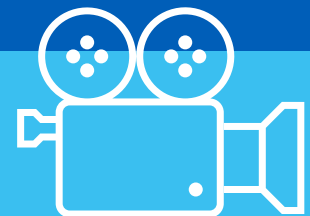
Lecture capture plays an important role in supporting student learning. We follow best practices to ensure high-quality and accessible recordings, which benefit our students by widening their opportunities to learn. Our recordings are edited and enhanced to improve clarity, engagement, and accessibility. We also communicate clearly with students about their availability, helping them make the most of this resource to support their studies.

## Our Expectations

- We use recordings to support diverse learning needs.
- We record lectures using university-approved tools and technologies and share our best practices.
- We ensure recorded lectures are available to students promptly by storing recordings in the correct folders to ensure organised and continued access.

## Our Skills

- We integrate recorded lectures into our teaching.
- We understand how to use Panopto and presentation tools to create accessible content.
- We analyse usage data to improve recordings.



## Our Ambition

- We embed and share recordings efficiently via Moodle and other available platforms.

# Doing digital assessment effectively

Effective digital assessment plays a crucial role in shaping student learning experiences. Most assessments are now delivered through Virtual Learning Environments (VLEs), making it essential to design them with clarity, fairness, and accessibility in mind. We make use of digital platforms to promote peer feedback and collaboration, helping students engage more deeply with their learning. By aligning assessment methods with learning goals and using technology purposefully, we support inclusive, authentic, and meaningful assessment practices. All activities are guided by the university's Assessment and Feedback Policy to ensure consistency and quality.

## Our Expectations

- We design clear marking criteria and rubrics, uploading both to digital assessment platforms.
- We design a diverse range of digital assessments to ensure learning equity.
- We explain assessment processes and provide timely and constructive feedback through our digital tools.

## Our Skills

- We use Turnitin/Moodle to verify the integrity of work that students submit.
- We use our digital assessment tools proficiently including managing permissions to maintain academic integrity.
- We annually update and refresh our digital assessments.



## Our Ambition

- We evaluate and refine digital assessment strategies to improve student outcomes.

# Championing student voice in learning

Listening to and valuing student feedback is central to enhancing learning and teaching. We work closely with GSU and programme representatives to gather, analyse and respond to student feedback. As a university, we share in our responsibility to promote major surveys such as the module evaluations, PTES, NSS and GSS, whose results help shape our student experience, identify areas for improvement and celebrate what works well. We communicate constructively with students about their feedback, to foster a more responsive, inclusive, and engaging learning environment. Doing this ensures our students feel heard and involved in shaping their education.

## Our Expectations

- We promote and encourage constructive participation in strategic surveys and with programme representatives.
- We make changes based on student feedback.
- We communicate changes that have been informed by feedback and insights from students.



## Our Skills

- We respond proactively to existing survey findings to enhance learning and develop action plans to drive improvements.
- We use existing online surveys to gain insights into student learning experiences.
- We apply online survey data to improve teaching, assessment and feedback.

## Our Ambition

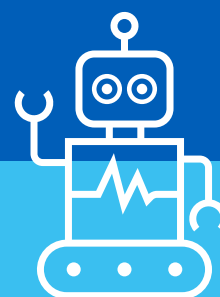
- We foster student partnership promoting collaboration in learning to build authentic engagement.

# Driving responsible AI usage

As artificial intelligence (AI) tools become more embedded in education, promoting their ethical, inclusive, and responsible use is essential. We provide guidance to staff and students on how to use AI responsibly, with a focus on academic integrity, accessibility, transparency, and critical thinking. We innovate our teaching approaches by integrating AI effectively to enhance learning. Our practices are aligned with the university's AI policy and guidance, helping to build a digitally literate academic community that uses emergent technology confidently, ethically, and inclusively.

## Our Expectations

- We promote ethical and responsible AI use in teaching and learning, in line with the university's policies and guidelines.
- We educate students on using AI tools appropriately, respecting privacy, intellectual property rights and academic integrity.
- We stay updated on sector developments around AI.



## Our Skills

- We understand how to use Microsoft Copilot and our other AI-integrated tools at Greenwich.
- We develop our AI literacy and critical evaluation skills so that we can support our students.
- We collaborate with colleagues to share best practices in AI adoption.

## Our Ambition

- We engage with our Community of Practice for TEL (TEL CoP) and AI Special Interest Group (SIG) to inform our developing AI teaching and learning.

# Teaching and digital skills development

- **The Academic and Learning Enhancement (ALE) Team** supports your professional development through [CPD workshops](#), [bespoke training](#), [online resources](#), and individual consultations. They provide guidance on learning technologies, designing digital learning experiences, creating resources, and using data for continuous improvement.
- One great way to get involved in developing your digital skills is to register for the university **PGCert in Higher Education** – it includes a specific TEL and digital skills learning unit, that will teach you a range of additional skills and software to help develop your teaching practices. You can contact and enrol via reaching out to [Academic and Learning Enhancement](#).
- Another way is to explore and enrol in the [Learning and Teaching Resource Centre \(LTRC\) Moodle site](#) that offers a wide range of TEL resources to support and enhance your teaching practices. Discover tools, guides, and materials to help you create engaging and effective learning experiences, or share your own practices with others. Embrace our commitment to educational excellence with the resources available at your fingertips. Contact [Jingyang Ai](#) if you need more information.
- You can also join our **Community of Practice for Technology-Enhanced Learning (TEL CoP)**: Our collaborative community brings together academics, the ALE Team, faculty learning technologists, TEL tutors, and professional colleagues to support the digital strategy, promote consistent use of learning technologies, share best practices, address challenges, and innovate in digital pedagogy. Contact [Jimmy Lo](#) for more information.
- This document focuses on digital pedagogy and teaching and learning. It does not cover all technical responsibilities, such as [cybersecurity and data protection management](#).

# Glossary

**Blended Learning** – A teaching approach that combines face-to-face instruction with online learning, offering flexibility and a mix of digital and in-person activities.

**Digital Pedagogy** – The use of digital tools, technologies, and strategies to enhance teaching and learning, focusing on both online and face-to-face environments. It emphasises critical engagement with technology rather than just its use.

**Flipped Classroom** – A teaching approach where students engage with instructional content (e.g., videos, readings) before class, allowing in-class time to focus on discussions, problem-solving, and active learning activities.

**Gamification** – The integration of game-like elements (e.g., points, badges, leaderboards) into learning environments to increase engagement and motivation.

**GSU** – Greenwich Students' Union is led by students—such as programme representatives—for students. It represents student views at all levels of the University and provides a range of support services for its members.

**LMSs (Learning Management Systems)** – Software applications that facilitate the administration, documentation, tracking, and delivery of educational courses or training programmes. Often used interchangeably with VLEs.

**TEL (Technology-Enhanced Learning)** – The use of digital technologies to improve teaching, learning, and assessment experiences.

**UDL (Universal Design for Learning)** – A framework for designing inclusive learning experiences that accommodate diverse learners by providing multiple means of engagement, representation, and expression.

**VLEs (Virtual Learning Environments)** – Online platforms that support teaching and learning by providing access to course materials, communication tools, and assessments. Examples include platforms such as Moodle.

# Further questions

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## Version of Record

May 2025, AY24/25

