Digital 2030

Medr

Y Comisiwn Addysg Drydyddol ac Ymchwil
Commission for Tertiary Education and Research

A strategic framework for post-16 digital learning in Wales- updated

2026



Jisc

Contents

1.0 Introduction 3
2.0 Digital learning context 5
2.1 Digital employment and digital skills 5
2.2 The post-16 sector in Wales 7
2.3 The need for change and digital learning developments 9
2.4 Strategic alignment 12
2.5 Introducing the Digital 2030 framework 13
3.0 Vision and Aims 14
3.1 Key stakeholders 15
4.0 Objectives 16
Objective Area 1: Leadership and Management 17
Objective Area 2: Curriculum delivery and assessment 17
Objective Area 3: Widening participation and learning support 18
Objective Area 4: Employer and community engagement 18
Objective Area 5: Staff development 19
Objective Area 6: Enterprise systems and infrastructure 19
5.0 Activation 20
5.1 Embedding Digital 2030 20
5.2 Monitoring progress and assessing impact 23
6.0 After 2030 24

November 2026

Mae'r ddogen hon hefyd ar gael yn y Gymraeg | This document is also available in Welsh

1.0 Introduction

Digital 2030 is a ten-year strategic framework for digital learning which was originally published by the Welsh Government in June 2019. It applies to further education institutions, apprenticeship providers and adult community learning providers. In this document we use the term “post-16 sector” as shorthand to describe these providers, for continuity with the terminology used in the original version of Digital 2030.

Responsibility for Digital 2030 transferred from the Welsh Government to Medr in August 2024.

Why has this document been updated in 2026?

There have been some significant changes to the context and landscape for digital learning since 2019, including:

- The rapid shift to ‘emergency remote education’ required during the height of the Covid-19 pandemic and subsequent recovery period (2020-2021) and identification of key requirements for digital inclusion.
- The availability of Generative Artificial Intelligence (AI) tools (since late 2022); implications associated with the use of AI in teaching, learning and assessment and for supporting digital equity.
- Medr: the Commission for Tertiary Education and Research in Wales became operational on 1 August 2024 and now has responsibility for digital learning within a broader tertiary sector context.

The original document included a commitment to undertaking a mid-term refresh of the framework. This refresh reflects how the sector has evolved since 2019 and sets priorities for the remainder of the framework period.

Digital 2030 delivery partnership

Annual grants from the Welsh Government (to July 2024) and Medr (from August 2024) enable support from Jisc for Digital 2030 and strategic priorities for digital learning in Wales.

Jisc has provided tools for providers to use within their own organisations; made relevant advice and professional development opportunities available (with input from its UK-wide specialists); and co-ordinated research activities. Jisc is also helping Medr to develop an evidence base which is supporting decision-making about digital investment and future approaches to digital learning in Wales.

Sector and stakeholder engagement

Jisc supported sector input into co-creating the original Vision, Aims and Objectives. Before reviewing the framework document for this update, Medr asked Jisc to engage with learning providers and key stakeholders to:

- Consider progress to date
- Check that Digital 2030 is still relevant and still valued by the sector
- Identify any essential updates required

- Propose strategic priorities for the remaining period.

Outputs from Jisc's engagement activities, including views on progress to date and a set of user stories, are published alongside this refreshed document. We have taken this feedback on board in our review, alongside evidence which Medr has received from learning providers through our digital grant funding processes.

We have also taken opportunities to strengthen alignment between Digital 2030 and Medr's broader strategic approach. We have emphasised underpinning principles of learner and staff involvement in decision-making which are in line with Medr's Learner Engagement Code and work on promoting collaboration with trade unions.

What we have retained from the original framework:

- The original Vision, Aims and Objectives form the backbone of the framework; these elements were co-created with learning providers and key stakeholders and are used in planning by providers. These were intended to be strategic enough to last for the lifetime of the framework, and provider feedback suggests this approach has been successful. The only change has been incorporating a specific reference to artificial intelligence in Objective 4.4.
- To support continuity, the scope of Digital 2030 has been kept to further education, apprenticeships (excluding degree apprenticeships) and adult learning provision.
- The Digital 2030 brand, logo and core design principles will be used to clearly identify published outputs from any follow-on activities which are directly connected to Digital 2030.

Where are we now?

Overall, many of the enabling conditions for digital learning are now in place. Substantial progress has been made in establishing a strong foundation for digital delivery. Digital 2030 is now a more mature framework and no longer needs to convince the sector that digital learning matters.

Leadership commitment is widely visible and 'digital' is increasingly embedded into everyday delivery. There is a growing culture of collaboration, innovation and sharing learning; particularly around piloting and adopting new digital technologies and tools.

Learners' digital experience is generally positive but this experience may not be fully joined up and consistent across different courses and programmes. Fostering digital practice which is more coherent, consistent and sustainable - across a diverse sector - is a key challenge for the next phase of Digital 2030.

Looking forward

As Digital 2030 enters its final phase, we have outlined our intended approach to monitoring progress and suggested potential sources of relevant evidence.

Looking further ahead, we have suggested a medium to longer term ambition for Medr to develop a more holistic approach to digital learning in the tertiary education sector (after 2030) and noted some likely influences on future planning.

2.0 Digital learning context

2.1 Digital employment and digital skills

The original Digital 2030 document set out an ambition to prepare learners for the future workplace; ensure they had the digital skills and experiences of technology to work with digital tools and technologies; and develop core attributes of adaptability and flexibility. This ambition has not changed.

Alongside potential technological developments, Digital 2030 echoed predictions that the unique abilities and specialised skillsets of human beings would be more highly regarded and prized in an increasingly automated world. Recent evidence from the National Foundation for Education Research confirms this is still expected to be the case. The *Skills Imperative 2035* identifies six 'Essential Employment Skills' that will become increasingly important across all sectors by 2035, including communication; collaboration; information literacy; organising and planning; problem solving and decision making; and creative thinking. Learners need opportunities to develop these human skills alongside digital and technical competencies.

In 2017, a NESTA funded study predicted increased amounts of automation and the use of machine learning, *"which will change the nature of jobs for human employees."* Just nine years later, that anticipated future is becoming reality. The availability of generative artificial intelligence and continued rapid evolution of this technology's capabilities is perhaps one of the most significant technological developments since 2019.

Organisations across the world are exploring how to use AI effectively whilst maintaining appropriate human oversight. The Confederation of British Industry's 2026 report on closing the AI adoption gap in the UK highlights a core need to develop skills and workforce confidence at all levels; from baseline AI literacy to leadership and specialist capabilities.

Expertise in innovation and AI is recognised, with a regional hub of the UKRI-funded Hartree National Centre for Digital Innovation at Cardiff University increasing links between industry (particularly Small and Medium Enterprises) and academic research. Bangor and Cardiff universities have been involved in improving the quality of Welsh language data used for training AI models to enhance the effectiveness of this global technology for supporting use of the Welsh language. Wales' approach to multilingualism in digital services was highlighted internationally during 2026 with UNESCO and the Welsh Government co-launching a practical toolkit featuring good practice from Wales.

Examples are available of industry making significant commitments to ongoing investment in the Welsh economy, creating employment opportunities for appropriately skilled workers, including:

- Planned AI growth zones and data centres.
- The Celtic Freeport private-public sector partnership in South West Wales is expected to deliver over £8 billion investment and 11,500 jobs across a 25 year period.
- AI is a clear focus of the Anglesey Freeport which is also expected to attract £25 million of government investment and deliver 3,000 jobs by 2030.

The Welsh Government has committed to developing a Skills Strategy for Wales which will align skills provision, vocational education and qualifications with current and future economic needs. A Skills Summit in October 2026 brought together employers, providers, stakeholders and policy makers to discuss what Wales needs from its skills system.

Predictions from the World Economic Forum in 2025 highlighted the anticipated 'transformative' impact of digital technologies including AI and information processing; robotics and automation; energy generation, storage and distribution. Research from the Productivity Institute highlights the potential of applying digital skills as a key part of the green transition and redesigning processes to improve integration of greener technologies to help turn environmental investment into measurable operational and productivity improvements.

Although technology-related roles are highlighted as *"the fastest growing jobs in percentage terms"* there is also an increasing focus on green and energy transition roles within the Welsh economy. Planned development of a multi-million pound Green Futures Innovation Park in Mid Wales draws on Aberystwyth University's expertise in agri-tech, food security, plant science, bio-based manufacturing, biorefining and environmental science.

The future is not expected to be entirely dominated by AI and robots. Knowing when to minimise the use of AI and challenge its outputs will be equally important as knowing how to use it effectively.

AI literacy is still a developing area and highly relevant to education, drawing on existing principles such as critical thinking, identifying bias and establishing reliable sources of information. In Wales, Medr has committed to publishing a position statement on AI in teaching and learning by March 2027.

2.2 The post-16 sector in Wales

In this document, the term ‘post-16’ is used to encompass:

- Further education (FE)
- Apprenticeship programmes at Levels 2 to 5 (excluding degree apprenticeships)
- Adult and community learning

This broadly reflects the original core audience for Digital 2030. Although Medr now has responsibility for the wider tertiary education sector, the scope for this pre-existing framework has not been expanded so does not include higher education institutions and school sixth forms.

Further education	**Apprenticeships**	**Adult community learning**
Independent non-profit institutions (colleges), most of which deliver academic and vocational courses ranging from Entry Level to higher education.	Providers delivering core apprenticeships programmes at levels 2 to 5. This sector includes colleges, independent training providers, charities and local authorities. Degree apprenticeships provision is not included.	Partnerships which usually comprise local authorities, colleges and other organisations, delivering part-time adult learning programmes which are usually community-based.
A total of 107,680 learners in 2024/25, including: • 57,870 in part-time FE provision • 49,810 in full-time provision	46,140 apprentices in 2024/25	13,075 learners on Local Authority Adult Community learning programmes in 2024/25
6,125 staff were registered with the Education Workforce Council in March 2026 as FE teachers	3,279 staff were registered with the Education Workforce Council in March 2026 as work-based learning practitioners, which includes apprenticeship assessors	328 staff were registered with the Education Workforce Council in March 2026 as adult learning practitioners employed by local authorities

Figures in this table were taken from:

- Learners in further education, apprenticeships and community learning August 2024 to July 2025; StatsWales
- Annual Education Workforce Statistics (FE and work-based learning and community learning); Education Workforce Council

The majority of digital investment in recent years in the sectors in scope of Digital 2030 has been directed towards FE institutions. This included an upfront commitment of £8 million capital funding over three years by the Welsh Government, for a multi-year Call to Action initiative on digital learning in FE (which ended in July 2025). The Welsh Government has continued to provide Medr with an annual digital capital budget for FE institutions.

During 2025/26 and 2026/27, Medr has begun exploratory work to increase the involvement of independent training providers with digital learning initiatives. We will continue to consider how work with apprenticeship providers could develop in future once Medr's new apprenticeships programme for Wales has been introduced (from 1 August 2027).

Whilst Digital 2030 remains relevant for some aspects of adult community learning provision, we recognise that adult community learning providers face some specific challenges to proactively engaging with this type of strategic initiative. A thematic report by Estyn in 2025 highlighted that a relatively small amount of adult community learning provision *"typically about 5-15%"* is offered as online remote learning. This was felt to be an appropriate balance as *"most learners expressed a clear preference for in-person learning over online remote learning approaches."* This evidence, alongside previous feedback from providers, indicates that digital learning and digital delivery methods are a lower priority across the majority of adult community learning programmes.

2.3 The need for change and digital learning developments

The impetus to develop Digital 2030 originally came from the UK Government's Further Education Learning Technology Action Group (FELTAG). This group was tasked with making practical recommendations aimed at ensuring the effective use of digital technology in learning, teaching and assessment in further education and skills. FELTAG's 2014 report recommended *"a new approach, one that balances an ambitious top-down vision with a radically more collaborative bottom-up responsibility for innovation."* This is the type of shared ownership approach we want to achieve in Wales.

The original version of Digital 2030 highlighted common themes from predictions about how digital tools and technologies would be used for:

- Wider access to learning and participation in learning activities
- Increased personalisation for learners
- More immersive and interactive learning experiences
- Encouraging independent learning and progress tracking
- Offering opportunities for learners to develop additional skills (including soft skills) alongside formal qualifications
- Using digital tools and technologies to reduce the administrative burden for teaching and learner support staff, so they can spend more 'quality time' with learners and provide more targeted and personalised support.

Real-life examples from these themes have been seen in the post-16 sector in Wales since 2019. However, levels of adoption and integration remain uneven (both across the sector and across different departments within individual learning providers).

Similar benefits and opportunities from digital learning have been identified in other parts of the world. For example, in India researchers highlight the role of technology in India's National Education Policy 2020 as *"central to the vision of creating a future-ready education system…* [and essential for creating] *a blended learning ecosystem that is inclusive, flexible, and globally competitive"*. Digital equity, infrastructure limitations and staff capability are recognised as challenges to the policy achieving its full potential.

Digital equity

The principle of digital equity has become more widely acknowledged since the Covid-19 pandemic, when a set of core elements essential for digital access were identified including:

- An appropriate digital device to access information, complete learning tasks.
- A suitable space for study.
- Reliable internet connectivity and sufficient bandwidth to participate in learning activities, access digital platforms and learning resources.
- Appropriate software (including accessibility software; particular software packages to meet specialist course requirements).
- Capabilities and confidence to use digital equipment and platforms.

- Effective support from learning providers and robust technical infrastructure underpinning provider systems and platforms.

Learning providers can address aspects of digital equity in a variety of ways, such as self-service access to devices on-site; device loan schemes; support for assistive technology; digital skills support; formal and informal study spaces; and improved digital infrastructure in provider-owned premises.

Supporting resilience and increasing opportunities for learners

Face-to-face contact, opportunities for socialisation and interaction with peers and tutors are key elements of the learning experience, and are highly valued by many learners after the pandemic. However, blended and hybrid learning approaches remain useful to support ongoing resilience and can help to mitigate potential disruptions to teaching and learning.

Digital tools and platforms can offer learners access to essential information '24/7', helping learners to manage anxiety and work at their own pace, and redirecting staff time to address more specific or specialist support needs. Effective use of real-time learner data can identify learners who may need extra support and enable prompt interventions.

Using digital approaches in partnership with other learning providers and with industry can support learner transitions between different types and levels of provision, increase awareness of industry activity and career options. Collaborative delivery and increased collaboration between different learning providers can remove or reduce geographic barriers for learners, increasing their options; and make particular expertise from certain providers more widely accessible (e.g. to support Welsh medium delivery; develop language skills).

What do learners in Wales think about their digital experiences?

Under Digital 2030, Medr and Jisc primarily engage with learning providers but our ultimate goal is for the framework to improve and enhance learners' experiences. Highlights from recent learner feedback (obtained through Digital Experience Insights surveys for Wales which were managed by Jisc between 2019 and 2025) include:

- Most learners in colleges and apprenticeship provision enjoy trying out new and innovative technologies or are happy using most common technologies. Appetite may be lower in adult community learning, where c.16% of learners said they preferred not to use technology unless it was essential.
- Learners were positive about the quality of digital skills support they receive from providers, with significant improvement in colleges since 2019. Access to support for assistive technologies has also increased across all types of provision since 2019, supporting wider inclusion principles.
- In 2024/25, 17% of learners in colleges and 8% of apprentices responding to the Digital Experience Insights survey only had personal access to a smartphone to support their learning. The availability of provider-owned devices such as laptops and desktop PCs is particularly important for these individuals. Even learners who own digital devices may sometimes need to access provider-owned equipment.
- Learners are positive about the quality of digital teaching and learning on their courses but less satisfied with the design, reliability and ease of navigation within their provider's digital learning environments.

- Survey responses highlight a clear need for improvement in ensuring that learners feel well-informed about their own digital wellbeing (including safe online behaviour and use of personal data); particularly for learners in college. This is an important concern in the light of increasingly sophisticated cybersecurity attacks, identity thefts and for identifying misinformation.

What is the staff perspective on digital experiences in Welsh providers?

Highlights from recent staff survey feedback include:

- Only 15% to 26% of teaching staff who responded to the 2025 Digital Experience Insights survey felt they had an opportunity to be involved in decisions about digital services; and these figures have declined across all types of provision since 2021.
- Staff received a lot of support for digital upskilling during the pandemic and positive scores for the quality of digital teaching have increased in colleges since 2021. However, varying levels of guidance on the digital skills required for job roles are reported and less than 50% of staff across all types of provision felt they were given opportunities to assess their digital skills.
- For both colleges and apprenticeships provision, comfort with common technologies and appetite for trying new technologies was very high at 98% for teaching practitioners. Around 85% of teaching staff were motivated to use technology to support their teaching.
- Over half of teaching staff in colleges and apprenticeships provision said they had been offered skills development opportunities in relation to appropriate use of AI. However, lack of time to explore new digital tools and approaches remains an issue.
- Teaching staff were less positive than learners about the currency and industry-relevance of software packages. Staff also felt that support for remote working and off-site access to software and systems could be improved.
- Responses showed room for improvement in the design and navigation of digital teaching environments and how physical teaching spaces are designed to support the use of digital technology.

Welsh language and Welsh medium delivery

Digital Experience Insights survey results from both learners and staff indicate low scores and a negative trend in how well they felt supported to learn or to enable learning in both Welsh and English. Further targeted exploration around specific language barriers linked to digital tools, technologies and platforms will be considered.

This is a particular concern for emerging technologies, where limited Welsh language or bilingual functionality can constrain the ability of learning providers to adopt technological tools at pace whilst meeting the language needs of learners and staff, delivering the commitments set out in their Welsh Language Strategies (under Medr's Welsh Language regulatory condition) and, where applicable, providers' duties under the Welsh language standards.

2.4 Strategic alignment

Since 2019, Digital 2030 has been implemented in accordance with the Wellbeing of Future Generations (Wales) Act 2015 five principles of working:

- taking a **long-term** approach to achieving our aims, acknowledging that learners and learning providers are approaching this topic from different starting points, and will have different strengths, expertise and experiences
- appreciating that the effective use of digital tools and technologies offers opportunities to increase accessibility and flexibility for all (not just for users with recognised disabilities), and can provide relevant data to inform learning provider efforts to **prevent** learner drop-out and offer appropriate support
- increasing **integration** with input on identified national priorities and actions from learning providers, key stakeholders and the Welsh Government
- encouraging **collaboration** with other learning providers to share good practice, experience and expertise, and to develop collaborative approaches and solutions
- promoting the **involvement** of learning provider staff and learners in designing, implementing, evaluating and reviewing the use of digital technology to support continual improvement.

A New Ambition for Wales; the programme for government 2026-2030 highlights the importance of developing *"a clear understanding of our skills requirements ensuring that education and training opportunities… are in line with the needs of Welsh employers and industries"* with the agility to adapt quickly to future opportunities and workforce needs.

This programme establishes a clear intention for Wales to take *"a more integrated approach to challenges that have an impact on people's lives and their experience of public services"* as part of an action-focused and cross-government approach. Learning providers in Wales are part of this wider ecosystem and have a key role to play in supporting key government ambitions, not only in developing a more connected and collaborative system for education and skills, but also in contributing towards the wider economy and productivity mission.

A New Ambition for Wales emphasises the importance of harnessing *"the potential of digital and AI innovation, whilst maintaining a clear focus on safe, ethical and cyber secure adoption"*. The Welsh Government has committed to delivering a new Digital Strategy which will support digitisation and innovation in the Welsh economy, drive forward public service digital transformation and support safe and ethical adoption of AI.

Medr has taken responsibility for Digital 2030 since August 2024. Digital 2030 and digital learning activities by Medr support Strategic Aim 2 in our Strategic Plan:

"To create a flexible and joined-up tertiary system where everyone can acquire the skills and knowledge they need for a changing economy and society"

2.5 Introducing the Digital 2030 framework

The original version of this framework was developed collaboratively by the Welsh Government, Jisc, and the post-16 sector.

Input from learning provider staff at different levels and in different work areas within individual organisations has been important to establish the overarching shared vision, aims and objectives which form the backbone of Digital 2030. Those core elements have been retained unchanged in this refreshed version.

The framework is intended to:

- Articulate a clear, shared vision for our approach to digital learning in the post-16 education and skills sector in Wales.
- Identify development priorities, expectations and areas for development that can be addressed at provider, collaborative and national levels.
- Help to prioritise future investment of time and resources.
- Support the continuity of learning experiences and transition from compulsory to post-compulsory learning provision.

Aims

The framework's eight aims (see section 3) set an overall strategic direction for the post-16 sector to work towards by 2030. These aims are based on a holistic view of the digital support required for the whole learner journey; including elements of leadership, business processes, security, and infrastructure that need to be in place to enable effective digital delivery.

Objectives and Actions

Objectives in each of the six objective areas (see section 4) provide a more detailed and practical breakdown of what needs to be put in place in order to reach the aims. These objectives are structured to reflect the operational or functional areas within learning providers' organisations.

3.0 Vision and Aims

Post-16 learning providers will seamlessly integrate digital technology into delivery; and encourage innovation in using inclusive, accessible and bilingual approaches to enhance the learner's experience. Based on an awareness of the digital skills needed to support the Welsh economy, providers will equip learners and staff with the digital capabilities and confidence they will need to succeed in everyday life and in work.

Aim 1	Clear, nationally agreed standards for digital skills are in place to enable learners and staff to meet industry, private and public sector requirements, building on the digital competencies developed during compulsory schooling
Aim 2	Learning is enhanced through the use of technology, wherever it is appropriate and beneficial to the learner
Aim 3	The coherence and accessibility of digital learning is increased through a range of curriculum delivery methods that are appropriate to learner and employer needs, and offer learning opportunities in both the Welsh and English languages
Aim 4	A safe and secure teaching and learning experience is enabled and managed for all learners and staff through provision of appropriate virtual and physical environments
Aim 5	The benefits of digital technology, and possible barriers to their achievement, are understood by all staff including senior leaders
Aim 6	Continual improvement of the learner experience and business processes is supported through effective and innovative use of digital technology
Aim 7	A culture of collaboration ensures that information and best practice are shared to drive effective use of digital skills to support leadership, learning and business processes
Aim 8	Staff, learning and business resources are aligned to enable efficient support of the continually evolving digital requirements of post-16 education

3.1 Key stakeholders

The chart below identifies key stakeholders who will be involved in achieving these aims and delivering the objectives, at a national and provider level.

<table>
<tr>
<td>Strategic:
Medr (the Commission for Tertiary Education and Research)
Jisc
Welsh Government
Sector representative bodies (ColegauCymru, National Training Federation for Wales)
Coleg Cymraeg Cenedlaethol
Estyn
Qualifications Wales and awarding organisations</td>
<td>Other national partners:
Employers and their representative bodies
Trade unions
NUS Cymru
Providers that deliver tertiary teaching and training qualifications
Information Commissioner’s Office
Welsh Language Commissioner
Software suppliers</td>
</tr>
<tr>
<td colspan="2">Within learning providers:
Practitioners (lecturers, assessors and tutors)
Senior leadership teams and governing bodies
Curriculum leaders
HR directors
IT directors and technical support teams
Learners, their representatives and learner representative bodies (where these exist)
Learning delivery and assessment managers
Learning programme managers
Quality managers
Learning support teams
Employer engagement teams / organisational business units
Business support and administration teams
Data protection officers
Estates and resources managers</td>
</tr>
</table>

4.0 Objectives

Provider planning

These objectives are intended as prompts for learning providers in shaping, delivering and reviewing their own digital development plans. The objectives are structured to reflect operational or functional areas within many organisations.

We invite learning providers to adopt an approach which provides the best fit for their own local contexts, including the types of learning provision delivered within their organisation; the needs of their learners and staff; requirements of relevant awarding bodies; levels of staff capability and confidence; capacity and resourcing.

Learning providers should ensure that relevant objectives and priorities are incorporated into their organisational planning in a way that is relevant, appropriate and practical for their own organisation. Providers could choose to create a stand-alone digital learning plan; or aspects relating to digital learning could be integrated into broader organisational strategies.

The development of a more coherent and co-ordinated digital culture was frequently highlighted as an unexpected benefit from the Call to Action initiative for FE institutions from 2022/23 to 2024/25.

'Digital' is increasingly becoming embedded as part of a core, whole-organisation approach. Colleges are reporting a stronger sense of shared responsibility for digital learning and more confident approaches to innovation.

However, feedback from learning providers and research by Jisc has highlighted that there is still a need to improve internal coherence and consistency across different departments and curriculum areas, and ensure that the goal of achieving a more consistent learner experience is reflected in strategic decision-making and support across the organisation. Examples of good practice and innovation by individual members of staff, or in particular areas of delivery could be cascaded and adopted more widely throughout the organisation.

Resources for organisational planning:

Jisc provides a range of self-assessment tools, models, advice and guidance which providers may find useful to support organisational planning activities. The items listed below are accessible to tertiary education providers in Wales.

- Advice and guidance from Jisc's UK specialists on topics including AI; digital transformation; leadership; accessibility and inclusive digital practice.
- AI maturity toolkit for the tertiary education sector.
- Data maturity framework; primarily aimed at further and higher education but may include transferrable information for other types of provision.
- Digital elevation tool for post-16 providers (helping providers to improve user experience; to build organisational agility and resilience).

Objective Area 1: Leadership and Management



1.1	Senior leaders have a clear vision and commitment to using digital technologies and digital channels to enhance learning and skills.
1.2	Inclusivity, digital skills, and the use of technology and digital resources are included in core organisational policies. Policies are understood by staff and learners, and demonstrate clear lines of accountability for compliance with legal, security, safeguarding, accessibility and data protection requirements
1.3	Senior leaders and managers foster a culture of collaboration (within the organisation, and with other partners), enabling the effective use of expertise and resources to manage and improve the use of technology.
1.4	The appropriate use of digital technologies assists the organisation to evaluate and enhance the learner experience and related business processes (such as learner admissions, data management and reporting).
1.5	Staff, learners and partners are empowered to take ownership of their use of digital technologies and encouraged to develop their digital skills within a positive, supportive organisational culture.
1.6	Appropriate processes, networks and channels are in place to facilitate and support the sharing of good practice relating to digital technologies and digital skills.

Objective Area 2: Curriculum delivery and assessment



2.1	All learners achieve a level of digital skills appropriate to their learning programme and individual goals.
2.2	A diagnostic approach is used to assess learners' digital skills, and as a baseline to measure their progress and outcomes.
2.3	Appropriate digital technologies are used to enhance learning delivery, support assessment, and help staff respond to learners' individual preferences, attitudes and abilities.
2.4	Inclusive tools, technologies and systems are used appropriately to engage, support, stretch and challenge learners.
2.5	Staff are empowered to explore experimental and innovative approaches to digital learning, to evaluate and reflect on the outcomes, and to share good practice and lessons learnt.
2.6	Providers enable effective, accessible and inclusive teaching, learning, assessment and support through co-ordination of virtual and physical learning spaces.

Objective Area 3: Widening participation and learning support



3.1	Learners of all backgrounds and abilities can maximise their potential through the use of digital technology to increase flexibility and support independent learning.
3.2	Digital learning techniques, resources and diagnostic methods are used creatively to help overcome barriers to learner participation and success.
3.3	Potential new learning platforms, tools and resources are assessed to ensure their accessibility and ease of use, taking into consideration bilingual needs.
3.4	Partnership working, including with specialist organisations, is used to support digital inclusion, accessibility and learner wellbeing.
3.5	Guidance and support is available to help staff to understand their responsibilities in using technology to widen access and support learners, taking account of online safety considerations and ensuring compliance with accessibility standards.
3.6	Learners are supported in meeting their goals through the collection and analysis of information on their characteristics, attendance, progress and outcomes.

Objective Area 4: Employer and community engagement



4.1	Learning providers maintain their awareness of relevant industry practices, and of current and emerging digital skills requirements, through consultation and partnerships with employers and communities.
4.2	Digitally-enabled learning delivery is designed to reflect industry practices and an awareness of current and emerging requirements for digital skills in the workplace.
4.3	Learners are actively involved in evaluating the effectiveness of digital learning, and in designing and implementing improvements.
4.4	Learners understand the opportunities and risks associated with the use of technology, including AI literacy, online safety, responsible use of social media and online reputation management.
4.5	Learning providers consider relevant opportunities for learners to use, improve, and gain confidence in using Welsh language skills when designing and implementing new digital technologies.

Objective Area 5: Staff development



5.1	All staff have a clear understanding of their individual responsibilities for digital learning, wellbeing and online safety.
5.2	Access to appropriate professional learning opportunities develop staff confidence in the use of digital delivery techniques, and ability to identify suitable technologies, tools and devices to support their work.
5.3	Teaching staff are able to ensure that their use of learning technologies adds value to learners' experiences through reflective practice.
5.4	Staff enhance and update their digital competence through active participation in communities of practice, events and networks, both within and beyond their own organisation.
5.5	Digital innovators or 'champions' support the dissemination of best practice through coaching and mentoring colleagues.

Objective Area 6: Enterprise systems and infrastructure



6.1	Learner experiences are enhanced through high quality, engaging and accessible digital platforms, tools and services.
6.2	A safe, secure and resilient digital experience is provided for all learners and staff, complying with legal obligations and relevant standards (including accessibility).
6.3	Administration and reporting activities are supported effectively by digital technology so that teaching staff are able to focus on learners' needs.
6.4	Collaboration with other organisations on digital technologies is encouraged to share information and expertise, avoid duplication, create efficiency savings, and address gaps in provision.
6.5	Financial investments in introducing and updating digital technologies are made as part of a strategic, planned approach to enhance learner support, skills and employability.
6.6	Decisions on new digital systems and tools are informed by consultation with staff, learners and other users, and evaluated post-implementation to ensure that user needs are being met.

5.0 Activation

Annex 1 briefly outlines the main phases of activity which took place during the initial implementation of Digital 2030 (from 2019 to 2025). The majority of this activity was funded and co-ordinated by the Welsh Government, in partnership with Jisc.

This section considers current activities at the point of this mid-term refresh by Medr and sets out our strategic priorities for 2026 to 2030.

5.1 Embedding Digital 2030

Evidence-gathering by Medr

At Medr's request, Jisc has co-ordinated engagement with learning providers, representative bodies and key stakeholders to produce reports for Medr on investment needs in further education; digital learning in apprenticeship provision; and an updated assessment of AI needs and priorities in the tertiary education sector. Summaries of key findings and recommendations are available on Medr's Digital Learning webpage. This work is intended to help us better understand the current position for digital learning in different types of provision; inform our future planning for digital learning; and identify priorities for co-ordinated activities or future investment.

In the meantime, we have continued to support digital learning activities in Wales through grants to eligible learning providers.

2025 to 2027: Digital revenue grants for learning providers

Universities and independent training providers received digital grants from Medr for the first time in 2025/26, alongside continued funding for colleges. Grant recipients report that this support is accelerating digital learning activity.

This period is allowing us to explore how a set of core priorities might translate across different types of provision; identify areas of common interest and potentially suggest opportunities for collaboration. We are learning from this process and considering the feedback and reporting information from grant recipients alongside the recommendations from Jisc's evidence-gathering work.

Capital grants for further education

Since the Call to Action initiative ended in July 2025, the Welsh Government has continued to ringfence £3 million digital capital funding for further education in Medr's annual budget.

In response to findings from Jisc's Wales Infrastructure Investment study, we have:

- Asked colleges to develop three-year digital capital expenditure plans
- Focused support on developing longer-term and more strategic approaches to investment; recognising the existence of regular and predictable cycles for replacement or upgrading of digital equipment, devices and infrastructure

- Retained some flexibility for supporting innovation and for colleges to respond to new emerging needs during the three-year period.

Next set of priorities for Digital 2030

We are working with Jisc to develop a programme of Medr-funded activities following this refresh of Digital 2030. Plans for activities directly linked to Digital 2030 include:

- Production of further supporting material for the refreshed Digital 2030 framework, based on feedback from learning providers.
- Considering approaches to gathering feedback and collecting data during this final phase of Digital 2030.

To support learning providers in their implementation of Digital 2030, Medr will focus on the following topics:

Improving engagement in learning & widening participation	Encourage learning providers to: • develop both learners' general digital capabilities and industry-appropriate experience and skills • explore and embed flexible and inclusive approaches to learning which can help to reduce participation barriers • increase learners' engagement with, and ownership of, their learning • enhance and enrich learners' experiences
Setting clearer expectations	• Revisit previous (pre-pandemic) work on developing a clear and consistent set of Digital Standards for practitioners • Share examples of what 'good' learner digital experiences look like • Provide practical guidance on inclusive digital learning design
Coherent and consistent adoption of digital practice	• Develop practical and targeted support for middle leaders • Share examples of good practice which are suitable for wider adoption • Encourage learning providers to extend existing good practice, evaluate innovation and identify effective examples for mainstreaming • Foster effective and inclusive approaches to the wider roll-out of tools and technologies, involving learners and staff
Supporting innovation and integration of new technologies	• Work with the sector on adoption of new technologies and encourage sharing of information about experiences (including through existing professional communities on AI and extended reality (XR) for sector staff)
Welsh language / Cymraeg in the digital environment	Sharing examples of good practice for: • integrating the Welsh language into digital tools and platforms, providing opportunities for Welsh speakers to use the language naturally in digital environments • using digital tools to develop Welsh language capabilities and support the functional use of Welsh in learning contexts

Encouraging safe digital behaviours and developing informed digital users	Raise awareness across a range of topics such as online safety; safe use of personal data; digital identity; AI literacy; improving accessibility in the digital environment

5.2 Monitoring progress and assessing impact

Jisc's UK Digital Experience Insights survey tool was used to gather feedback on the digital experiences of learners, teaching practitioners and professional services staff in Wales every two years from 2019 to 2025. The number of learner and staff participants completing surveys across the UK decreased significantly in recent years and the Digital Experience Insights service was retired by Jisc in 2026.

Medr is exploring alternative approaches to data collection which will support future summative evaluation of Digital 2030 and digital capital investments.

The key principles we are considering are:

- To ensure that the voices of learners and staff can be heard alongside institutional and organisational perspectives.
- To improve evidence about the impact of Digital 2030 and investment in digital learning (which is often challenging within single-year grant rounds).
- To balance the desire for a robust evidence base with awareness of the level of input required, known capacity constraints, context of wider reporting requirements and activities by Medr (including our new Learner Voice Survey).
- To develop a sustainable approach which reflects the breadth and scale of post-16 provision and could be adapted or scaled in future.

Key sources of information may include a combination of:	Perspective represented:	
	Organisation	Learners and/or staff
Grant returns to Medr from learning providers (directly linked to academic year funding)	Y	
Three-year digital capital investment plans from colleges and progress reports to Medr	Y	
Periodic use of Jisc self-assessment tools for learning providers (e.g. digital maturity)	Y	
Periodic digital surveys for staff and/or learners; with questions mapped to Digital 2030 priorities and helping to evidence impact of digital investment		Y
Exploration of key themes to gain deeper insights into attitudes, perceptions and experiences (e.g. focus group activities; thematic reviews)		Y

6.0 After 2030

The tertiary education sector in Wales covers a broad range of learning provision and a variety of delivery organisations. Learners across this sector may be at very different stages in their lives, learning journeys and work careers.

Our medium to longer term ambition, after 2030, is to set Medr's approach to digital learning more firmly in the tertiary education landscape. Our intention is that Medr will develop a more holistic approach to digital learning; working in partnership to address priority topics where Medr's involvement can increase sustainability and clearly add value.

Providers will need to continue embedding their approaches to digital learning, adapting to accommodate new technologies and evolving good practice. We want to encourage collaborative approaches where areas of common interest have been identified across a range of provision and different types of provider.

We will want to maintain the enthusiasm and momentum which Digital 2030 has created. However, it will be important to balance this with taking the time needed to pause and reflect on what we can learn from this period in order to design Medr's future approach to digital learning appropriately, effectively and inclusively.

Several factors are likely to influence this future approach, including:

- Changes to the wider contextual landscape for digital learning (including best practice in digital pedagogy and use of digital technology in teaching and learning); ongoing development of digital technologies and tools; evolving needs for digital and human skills in the workplace.
- Strategic priorities and policies for digital, skills and tertiary education emerging from the Welsh Government and outcomes from the Welsh Government's Review of the funding and organisation of higher education.
- Medr's forthcoming Investment Policy (in consultation during 2026) and future budgets.
- Medr's National Plan for the Welsh Language (due for publication in 2027).
- Medr's position on AI in teaching and learning (by March 2027).
- Findings from evidence-gathering work by Jisc during the 2026/27 academic year on digital learning needs and priorities in higher education.
- Implementation of the new apprenticeship programme from 1 August 2027, including changes to Medr's funding approach.
- Findings from summative evaluation of Digital 2030 and any points of learning or improvement identified for future strategic initiatives (c.2030 - 2031).
- Future iterations and cycles for review of broader Medr policies and approaches as the funder and regulator of tertiary education in Wales.
- Work in key areas such as Learner Voice and workforce development which will provide valuable insights into the needs and priorities of learners and staff in the sector.

We will continue to publish information about Medr's work on digital learning on our digital learning webpage.

Annex 1: Implementing Digital 2030 (2019 to 2025)

The original Digital 2030 document was accompanied by implementation guidance for learning providers, an interactive guide, an introductory video and material which could be used by providers to raise awareness of this initiative.

By early 2020, the overall position can be summarised as:

- Good levels of leadership commitment to the shared Digital 2030 vision and aspirations were established.
- Welsh Government provided £5 million to support the launch of Digital 2030 in 2019-20; including £2 million for innovation projects and £3 million distributed amongst colleges and adult community learning providers for digital equipment and digital infrastructure. However, investment in 'digital' was still ad-hoc and driven by funding availability; restricting opportunities for longer-term strategic planning.
- Learning providers were at different starting points with organisational commitments to digital and/or blended learning; and in existing levels of digital capabilities, adoption of virtual learning environments and development of digital infrastructure. Providers had started to consider their own positions and priorities for digital learning, in line with Digital 2030.

2020 and 2021: The Covid-19 pandemic and recovery period

Welsh Government support during this period was focused on:

- Reducing inequalities in access to learning opportunities for individuals who did not possess (and were not in a position to purchase) appropriate digital equipment. Over £12 million capital funding was awarded to post-16 learning providers in 2020 and 2021 to support digital inclusion.
- Introducing a blended learning approach, in line with the Welsh Government's Covid-19 resilience plan for the post-16 sector in Wales. A working group (including representatives from learning providers, Jisc, Estyn and other key stakeholders) produced guidance on blended learning and signposted professional development material for staff working in the sector.

As pandemic recovery progressed, evidence informed decisions to focus on improving core resilience, embedding digital pedagogy and supporting new ways of working, teaching and learning.

2022 to 2025: The Call to Action for further education

In December 2022, the Minister for Education and Welsh Language launched a new 'Call to Action' on digital learning in further education. This initiative aimed to re-introduce a more sustainable and strategic approach to digital learning under Digital 2030. Responsibility for the Call to Action transferred to Medr in August 2024.

The Call to Action included an upfront commitment of £8 million capital investment over three years and was supported by smaller amounts of revenue funding each year. Priority themes during this period included:

- Considering the use of artificial intelligence in further education (through a set of six college-led pilot projects) and sharing information in a newly-established professional community for AI in Wales.
- Cybersecurity and improving digital resilience.
- Exploring the potential of extended reality (XR) and immersive learning technologies in an active and enthusiastic professional XR community.

Highlights from the Call to Action initiative

College reporting states that the initiative and associated multi-year investment was a significant catalyst for change and an accelerator of progress. Critical success factors included a having clear strategic framework; involving governance structures within provider organisations (e.g. Digital Steering Groups or Digital Strategy Groups); and the multi-year nature of the initiative and funding which provided confidence for strategic planning and sustained engagement.

Colleges in Wales are being recognised as early adopters, innovators and leaders in digital learning at Wales, UK and international levels. Investment in higher-specification digital devices and improving alignment with industry-relevant digital tools, platforms and software is helping to better prepare learners for the transition into employment.

Digital inclusion and equity of access remain key priorities for colleges. Digital capital funding for FE has supported device loans and improved access to college-owned digital devices, equipment and on-campus facilities.

Investment in digital infrastructure has improved the reliability of access to digital services and platforms across departments and campuses. These improvements enable resilient digital delivery, support the introduction of extended reality and immersive learning, and have laid the foundations for further innovation.

Culture change was a significant transformation highlighted by colleges, with an increase in collective ownership of digital ambitions and growing confidence with digital innovation. Some colleges adopted a co-creation model involving learners. Nearly one-third of colleges highlighted an active learner ‘digital ambassador’ or ‘digital champions’ programme in their institutions. Participating learners could be involved in piloting and user testing; act as a channel for learner feedback; and might provide peer-led digital support for other learners.