ImpactEd Group

Using technology to support scale

A practical approach for educational programmes

September 2025

The Brilliant Club

PLMR communications + impact

Education Endowment Foundation

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Overview on a page

This guidance is designed for education organisations looking to leverage technology to scale their operations, improve service delivery, and reduce inefficiencies. It offers practical insights, case studies, and templates, designed to support organisations in increasing their digital maturity as they expand their programmes to reach more beneficiaries.

Particular attention is given to translating digital maturity scores and organisation friction points into an impact/effort matrix and, from there, into a phased plan that delivers early benefits while reserving capacity for larger, interdependent projects.

The guidance encourages organisations to look at technology through a transformation lens that focusses on people, process *and* technology. Looking at technology in isolation can result in low adoption and/or the persistence of inefficient practices.

By integrating these three perspectives and resisting the temptation to "bolt on" technology to existing processes, the guidance aims to help avoid low adoption, hidden bottlenecks, and wasted spend, steering instead toward sustainable, user-centred growth.

Key messages

Key message 1:
Digital maturity is the foundation of scalable, high-quality delivery.

Key message 2:
Avoid being technology-led. Factor in people and processes for sustainable change.

Key message 3:
Gather insights from teams across the organisation, to surface strengths, spot gaps and build collective ownership of change.

Key message 4:
Focus on friction points in your programme delivery that will be impacted by scale.

Key message 5:
An impact–effort matrix ensures resources are spent on what matters most.

Key message 6:
Sequence initiatives to balance ambition with operational capacity.

Key message 7:
Transparency about your progress builds trust with stakeholders and reinforces your mission alignment.

Key message 8:
Relationships and early engagement matter and should be prioritised in an online programme.

Key message 9:
Understand the pain points for your stakeholders in terms of implementation and pedagogy.

We have also developed the following documents that you may also find helpful to consult:

- Adopting Mission-Led Marketing and Communications
- Building Recurring Partnership Revenue Models to Support Ongoing Impact
- Understanding Commercial Models for Scaling and Sustainability

These can be accessed here.

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Contents

Introduction

The Education Endowment Foundation (EEF) commissioned a consortium of three expert organisations (ImpactEd Group, The Brilliant Club and PLMR) to supply capability building support to three funded programmes in the 2024/25 academic year. The aim of the project was to support a selection of existing EEF projects to grow their setting reach longer term while maintaining quality programme delivery. This work has been facilitated through the Accelerator Fund, a DfE-funded project that is enabling the EEF to support programmes with previous evidence of impact to scale and reach more settings.

This guidance document has been developed out of this work, by this consortium, to support future EEF funded delivery teams in the area of leveraging technology to support scale. This was selected as an area of focus in this work because:

a) moving elements of the programme online often makes programmes more affordable to settings, easier to access and can support staffing. Using technology can also help delivery organisations to streamline and automate processes.
b) delivery organisations often require support to approach this in a way that does not reduce the quality and engagement with the programme.

Who is this guidance for?

This guidance is intended for education-sector organisations that wish to thoughtfully consider how they can use technology to support programme delivery at a greater scale. It speaks to leadership teams, programme managers, and digital or operations staff who must balance demonstrating impact with practical considerations of budget, capacity, and capability when implementing technology-based solutions to support their scale.

Using this guidance

This guidance provides practical support to:

1) Conduct a digital maturity assessment to support sustained scalability.

   This section connects directly with Key Messages 1-3: assessing digital maturity helps you spot where foundational strengths or weaknesses will either support or hinder scale.

2) Develop a digital roadmap: prioritise and sequence initiatives to deliver impact.

This section supports Key Messages 4-7: collaborate with colleagues to build a roadmap that phases and focuses your initiatives.

3) Moving elements of a programme online

This section supports Key Messages 8-9: moving education programmes online requires strategic thinking about innovation type, careful consideration of delivery format trade-offs and systematic attention to user experience design.

When ImpactEd Group works with delivery organisations on capability building, we draw on our own Impact and Sustainability Framework, which considers impact and sustainability through the lens of eight dimensions:

1. Governance	2. Strategic Direction	3. Outcomes	4. Activities	5. Revenue	6. Operating Model	7. People	8. Community

We believe that the leaders and teams of education and purpose-driven programmes need to think deeply about these eight dimensions in order to maximise their potential as impactful and sustainable programmes. This guidance document is particularly relevant to strategic direction, activities and operating model. However, it should be noted that decisions made in one dimension will have implications across the others, and we encourage users of this guidance to consider its impact across all areas of their organisation.

The authors would like to thank all those who contributed to the development of this guidance. In particular, we are grateful to the delivery organisations with whom we worked closely while providing capability-building support. The insights gained through this collaboration have been invaluable in shaping this guidance, especially our work with the National Day Nurseries Association (NDNA), Ark Curriculum Plus, and the Schools, Students and Teachers Network (SSAT).

1. Conducting a digital maturity assessment to support sustained scalability

Why digital maturity matters

Key message 1:
Digital maturity is the foundation of scalable, high-quality delivery.

Even when the heart of a programme is face-to-face delivery, its growth hinges on the behind-the-scenes digital muscle that keeps everything running smoothly. Scheduling sessions, tracking attendance, sharing materials, collecting feedback and reporting on impact all rely on some mix of apps, data and connectivity. But that's just the technology. An organisation with higher digital maturity - clear data practices, user-friendly systems, and staff who are comfortable with them - can expand into new locations or reach new participant groups without a spike in paperwork or increased manual processes. That maturity protects the experience on the ground: delivery colleagues remain focused on the people they're looking to support, not on compiling data or hunting for the latest version of a form.

If those foundations are weak, the risks multiply as the scale of programme delivery expands. Manual spreadsheets balloon, critical knowledge stays locked in colleagues' heads and decisions end up resting on incomplete or inconsistent data. If programme delivery is impacted, this can risk eroding trust from programme participants and other stakeholders. Assessing and building digital maturity before scaling is therefore less about technology for its own sake and more about safeguarding the human side of the programme – to make sure that the quality of delivery is sustained at scale.

Technology on its own rarely solves the problem, especially when inefficient processes persist and staff are unconvinced of its value.

About digital maturity frameworks

Digital maturity frameworks help organisations understand their current capabilities and define the level of maturity they aim to achieve. Digital maturity looks at the organisation as a whole – its processes and people – as well as the technology.

Key message 2:
Avoid being technology-led. Factor in people and processes for sustainable change.

By inviting cross-organisation teams involved in delivery to rate themselves against digital competencies (leadership, data practice, security, etc.), the framework shines a light on hidden gaps and where prioritisation is needed. The scale usually runs in tiers where organisations can celebrate progress from "initial" to "defined" while still seeing what "optimised" looks like.

The digital maturity assessment developed to support organisations looking to scale, focusses on 3 pillars: 1) People, 2) Process, & 3) Technology.

1. People	2. Process	3. Technology
1.1 Leadership & Strategy	2.1 Programme Delivery	3.1 Infrastructure & Tools
1.2 Digital Skills & Culture	2.2 Monitoring & Evaluation	3.2 Data Management
1.3 Stakeholder Engagement	2.3 Operational Processes	3.3 Digital Security

Each pillar is divided into key areas, with maturity levels defined from Level 1 (Initial) to Level 5 (Optimised). The different levels are described below.

- **1 - Initial:** Limited or no capability.
- **2 - Developing:** Basic capability, inconsistent application.
- **3 - Defined:** Standardised and consistent capability.
- **4 - Managed:** Measured and controlled capability.
- **5 - Optimised:** Best practices, continuous improvement.

For all programmes looking to increase the scale of their delivery, a maturity framework becomes a route-planner for responsible growth. The self-assessment produces a baseline, and repeat assessments show whether the organisation's operating model is keeping pace with rising demand. Crucially, this shifts conversations away from abstract fears toward evidence-based actions. For example:

- From: *"Are we really ready to double in size?"*
- To: *"Our recruitment processes are manual - let's fix that before we expand into 3 more regions."*

This links expansion plans to tangible capability improvements and demonstrates that risks to service continuity and important considerations like cyber security are being managed systematically rather than reactively. The digital maturity assessment is on page 24.

Case study: The Scholars Programme [1]

The Brilliant Club, an education charity, assesses its digital maturity annually using an adapted version of a digital maturity framework specifically designed for the charity sector. Every team and job level completes the survey, ensuring perspectives from across the organisation. The annual results highlight where to focus improvement efforts and surface examples of good practice to share. Since first running the assessment in 2020, this disciplined cycle has raised the charity's digital maturity score year on year.

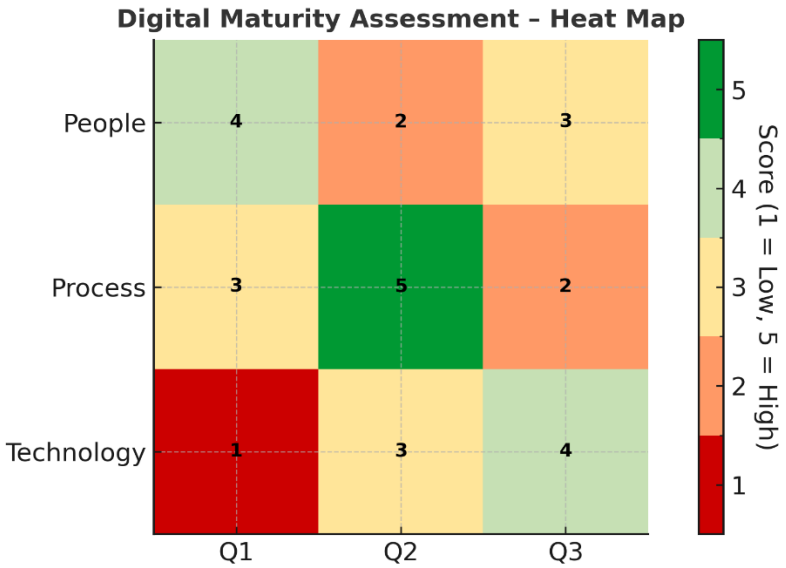
Include other teams to build collective ownership of change

Key message 3:
Gather insights from teams across the organisation to surface strengths, spot gaps and build collective ownership of change.

When analysing the results of the assessment, a visual 'heat map' - *see Fig A* - highlights where there are areas of weakness, strength and where your programme may be close to the next level of digital maturity. It is helpful to produce heat maps for the entire organisation, the programme and/or for different teams to identify any variation in the results. What's important is that every stakeholder involved in the delivery of the programme has an opportunity to complete the assessment as they all have an impact on scaling the programme.

[1] Please note that the case studies used in this guidance do not all relate to EEF funded or evaluated programmes, but examples are drawn from across the education landscape.

Fig A – An example of a visual heatmap following an organisation's completion of the Digital Maturity Assessment.



Because the framework is designed for scale, read each heatmap square through a growth lens: ***which capability will come under greatest pressure as numbers rise?*** Suppose the recruitment of participants sits within the operations team, yet the assessment shows a heavy dependence on manual processes in that team. Unless their digital maturity is improved, each new cohort will add to the inefficient workarounds that accumulate when staff lack the tools or skills to work digitally.

Process inefficiencies multiply when technology is bolted onto weak workflows. If you drop a new platform into a low digital maturity team, poor processes and limited confidence usually prevent the tool from delivering its promised value. The opposite is also true: when you embed technology alongside well-designed processes and targeted up-skilling, the investment pays off in the long term.

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Case Study:

After completing the Digital Maturity Assessment, one of the programmes in the EEF Accelerator Fund discovered a growing pain: data for its cohorts sat in multiple locations, making both high level and granular reporting slow and cumbersome.

In reviewing their assessment, we flagged a combined **technology and capability gap**. We supported the team in upskilling with Microsoft Power BI, enabling them to build dynamic dashboards for stakeholders across the organisation. Over the longer term, these dashboards will be connected to their new CRM and the existing learning environment to improve the speed and accuracy of insights available.

2. Develop a digital roadmap: prioritise and sequence initiatives to deliver impact.

A digital maturity assessment leaves you with a set of colour-coded or numbered scores that show where your organisation is strongest and where it requires attention. Standing alone, those scores can feel abstract - interesting, but hard to act on. The assessment findings should be used to support the next step of achieving sustainable scale: developing a digital roadmap.

What is a digital roadmap?

A digital roadmap is a practical, time-bound plan that turns your ambition into an orderly journey, rather than a series of unconnected leaps. It's where all the initiatives that you plan to tackle to support your scale are captured. To develop your roadmap collaboratively into something that's effective and realistic, it's helpful to bring together a cross-functional team to decide on the relevant initiatives.

Initiative workshop

Key message 4:
Focus on friction points in your programme delivery that will be impacted by scale.

With the heat-map results published, bring the relevant people into a workshop. Whether you're working with an external agency, a small internal team or pulling in wider organisational support, it's helpful to have everyone in the same room for a day as you plan the year ahead to achieve your technological goals. Circulate the findings in advance so colleagues arrive primed to talk about the red and amber areas that slow them down. Celebrate the greens first - sharing what works builds confidence - then invite honest reflection on friction points. A shared whiteboard, sticky notes and a strict time box keep the conversation focused on concrete examples rather than generic complaints.

Journey lens: with the issues on the table, map them onto the service delivery journey - *see Table A*. Viewing issues through a journey lens shows how each pain point affects the user experience end-to-end, revealing bottlenecks and knock-on effects that siloed checklists miss. The holistic lens that this approach provides, helps teams fix root causes in the right order, not just symptoms in isolation.

Table A: A simple example of a delivery journey for a programme training participants to deliver tutorials.

Programme area	Outreach	Recruitment	Training	Delivery	Monitoring	Follow up
Tasks	Advertise the programme	Onboard participants	Prepare participants for delivery	Deliver the education programme	Gather feedback and impact data	Communicate results and potential reengagement
Tech Used	MailChimp Twillio	Microsoft Form	PDF document with follow up training modules on Microsoft Forms	In person delivery. Excel track activity and interactions	SurveyMonkey	Word to PDF for reports
Pain Points		No validation on fields makes data analysis time consuming.	Tutors aren't engaging in training. Tutors miss some modules.	40% of delivery support time is spent dealing with common enquiries via email found in our FAQ. Difficult to analyse data and track communication making data driven decisions difficult	Data collected but not acted upon due to time to process	100+ hours spent creating and formatting reports in Word.
Opportunities /Initiatives		Add validation Integrate with new CRM Dynamic data visualisation tools	Engaging videos Online training platform Text/WhatsApp reminders	Online chat support CRM + Automated data collection Advanced real time reporting tool e.g. Power BI.	Use API or data automation tool e.g. Zapier and connect to dashboard tool e.g. Power BI. Create alerts for teams.	Automate using document generation tools e.g. Nintex.

Mark friction points with red or pink post-it notes and highlight good practice or tech opportunities with green (or use different shapes if colour is an accessibility concern). It is worth considering at this point whether there are some friction points where digital solutions are preferred but are not the only solution for certain stakeholders. Digital inclusion is a crucial consideration as digital poverty remains a reality for certain groups in society.

This approach, together with the digital maturity assessment scores, will reveal the friction points that will multiply as your programme scales. For example, if an operations team is responsible for recruiting participants and increasing participants by 30% is a strategic growth priority, but your operations team score low in the digital maturity assessment for manual processes, there is likely to be an initiative to take forward on the roadmap.

The manual processes might feel like an annoyance today; at scale they become a bottleneck that delays onboarding and burdens staff.

Worked example 1

An education charity looked at their tutor user journey as they scaled their programme to reach students across the UK. They wanted to understand some of the challenges faced by tutors being recruited to deliver the programme to help with recruitment and retention at the new scale. The exercise flagged a number of challenges: siloed teams collecting duplicate information at different touchpoints in the tutor journey; nine different mailboxes communicating with tutors; and tutor feedback stating they struggle to understand where they are in the process.

An onboarding and training platform using Salesforce CRM Digital Community site helped to eliminate these challenges and automate data collection. The journey lens approach meant the charity avoided creating solutions in siloes and designed a holistic solution with the user's experience, not just the internal team's needs, in mind.

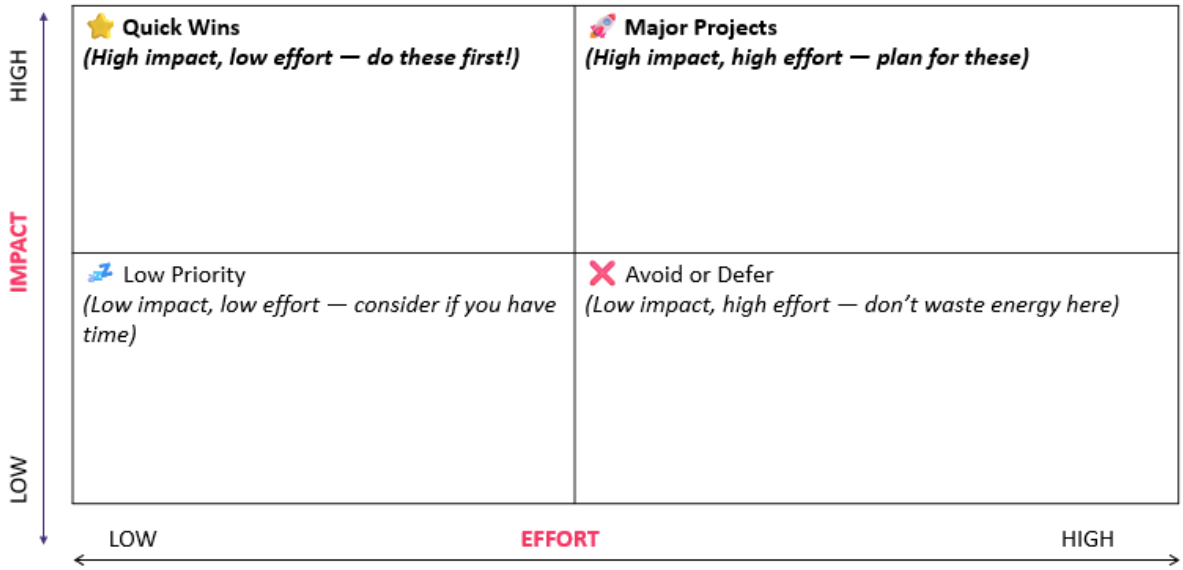
Prioritisation

Key message 5:
An impact–effort matrix ensures resources are spent on what matters most.

Following the workshop, turn the long wish-list into a realistic plan using an impact-effort matrix (*see Fig B*). Plotting initiatives on a simple four-square grid makes trade-offs visible at a glance:

- quick-win items (high impact, low effort) require early action
- major strategic builds (high impact, high effort) are acknowledged and phased
- low-impact tasks find their place as "nice-to-haves"
- expensive distractions can be safely parked

Fig B – An example of an impact-effort matrix quadrant used to prioritise initiatives.



By the end, the team can see at a glance where to spend its energy and resources. Because the matrix is usually built in a short, collaborative workshop, it surfaces hidden assumptions and builds consensus, ensuring that limited resources are channelled toward their strategic objectives while keeping everyone realistic about capacity.

Worked example 2: Automating data collection

As programmes grow, data collection often becomes a major source of friction. Tasks that are easy to manage at small scale such as student sign-up forms, parental consent forms, or impact surveys, can quickly become overwhelming when handling hundreds or thousands of entries.

One education charity experienced this first-hand. At first, spreadsheets worked well, but as the programme expanded they became messy and time-consuming. The real challenge was linking each piece of information back to the right individual or organisation across multiple touchpoints.

To overcome this, the charity moved to a CRM. The crucial step was ensuring their data collection methods - mainly online forms - fed directly into the system. This meant data was stored automatically in the right place, reducing manual processing and errors.

There are two straightforward ways to achieve this:

1. Unique identifiers – Add a code or link parameter to your forms so the CRM knows who the data belongs to.
2. Integration tools – Use platforms such as Zapier or Microsoft Power Automate to connect form tools (e.g. Microsoft Forms, Google Forms, Typeform) directly with your CRM or database.

By automating these processes, the charity freed up staff time, reduced duplication, and had cleaner data ready for analysis and reporting.

Sequencing initiatives

Key message 6:
Sequence initiatives to balance ambition with operational capacity.

Sequencing initiatives is the discipline that stops a roadmap from becoming an overcrowded wish-list of initiatives and turns it into a manageable flow of change. By spacing work out, the organisation avoids over-stretching staff, delivers a handful of early-win projects that prove the value of the roadmap, builds momentum and times efforts to coincide with your organisation calendar - e.g. funding cycles or programme-renewal cycles.

Complex pieces of work are broken into clear phases so that insight from each stage feeds the next and costly missteps are caught early. For example, a discovery sprint to gather evidence and define requirements then a build-or-buy decision followed by a test-and-learn period.

In short, thoughtful sequencing keeps improvements aligned to strategic goals, makes the best use of resources and ensures that every step is intentional rather than lost in a blur of simultaneous change.

Below are some useful considerations for sequencing initiatives on a digital roadmap:

- **Term-based roadmap.** For education programmes, it can make sense to spread the work across the academic year:
    - **Now (Autumn)** for quick wins and *discoveries* (discoveries are exploratory work needed to clarify the more complex initiatives - e.g. gathering requirements for CRM development).
    - **Next (Spring)** for medium-complexity builds that require more time for research and requirements gathering.
    - **Later (Summer)** for the heavier lifts that need quieter delivery weeks to deploy.
    - Leave fifteen to twenty per cent of each term deliberately blank to absorb surprises – e.g. implementing a new organisational safeguarding policy that changes how you capture data or simply more time than expected to develop a new workflow.

- **Plot your organisation calendar.** It's helpful to mark term dates, exam periods, major events and known grant-report deadlines in the coming 12 months that may impact your delivery. Avoid scheduling disruptive changes (e.g. system migrations) inside busy delivery weeks and reserve the quieter windows for heavier lifts.
- **Identify dependencies.** Draw a simple arrow diagram on initiatives that have dependencies. For example, if an online volunteer-induction portal needs a new safeguarding policy, place the policy work one term earlier.
- **Check capacity by role.** List key roles (digital lead, safeguarding officer, comms expert) required to support each initiative. Make sure no one is double-booked. If two projects need the same person at the same time, move one to avoid capacity constraints.

Following these steps converts the prioritised list into a paced, dependency-aware 12-month plan that delivers early confidence, strengthens the core capabilities first and finishes the year with the bigger changes to support the scale-up.

Communication and transparency

Key message 7:
Transparency about your progress builds trust with stakeholders and reinforces your mission alignment.

Working in the open builds trust. Publish the digital roadmap on Teams or your intranet and update it frequently so that your organisation knows it to be a 'live' document. Colleagues can see what moved, what stalled and why.

To make it clear that the initiatives on the roadmap are mission aligned and not just vanity projects, use outcomes-led labels rather than technology labels. For example, an initiative on an outcomes-led roadmap will be labelled 'Reduce time taken to onboard participants by 20%'. Further details on this initiative may include exploring the use of an onboarding system, but it's important to keep the outcome at the forefront. This communicates that we're a) not being technology-led and b) willing to be agile and adapt our approach if the onboarding system doesn't achieve the desired outcome.

3. Moving elements of a programme online

Successfully moving education programmes online requires more than simply replicating in-person experiences through digital channels. It requires strategic thinking about online innovation, consideration of delivery format trade-offs to avoid undermining participant experience and systematic attention to user experience design.

Understanding innovation in online education

Successful educational technology innovations work within two fundamental realities: how human beings think and learn and what settings, teachers, parents and wider society want from education.

> *'Any transformative educational vision needs to be founded in two important realities. First, the reality of how human beings think and learn. Second, the reality of what schools, teachers, parents and wider society want from education.*
>
> *The most successful innovations in education technology today are working within those constraints.'*
>
> ***Daisy Christodoulou, Tech vs Teachers (2020)***

Key implementation decisions

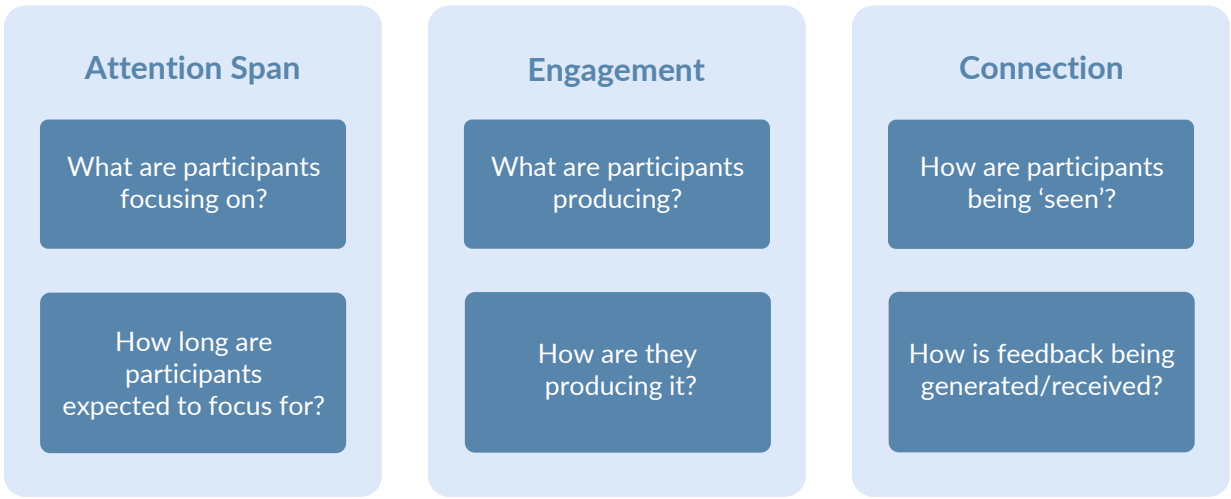
Synchronous vs asynchronous delivery

The choice between real-time and self-paced online delivery involves trade-offs that affect participants and facilitators differently. The table below outlines the key benefits and limitations of each approach.

For more guidance on considering synchronous vs asynchronous delivery for train the trainer models specifically, please see here.

	Asynchronous	Synchronous
Benefits	• More polished produce • Both deliverer and participant control their own schedule/ pacing • Possibility of more sustained and complex assignments	• Building/ maintaining connections • Checking for understanding and responding in real time • Allows for greater engagement
Limitations	• Can't assess understanding/ engagement in real time • Less connection and less accountability • Disparate impact on participants who are struggling • Screen fatigue • Decreasing attention	• Coordinating schedules • Tech issues/ access can disrupt experience • Screen fatigue • Decreasing attention

Three fundamental areas require careful attention in online programme design: attention span (what participants focus on and for how long), engagement (what participants produce and how) and connection (how participants are "seen" and receive feedback). Planning becomes even more critical online, requiring detailed scripting, appropriate pacing, strategic use of wait time, varied participation methods and thorough lesson preparation.



Learning from practice

Key message 8:
Relationships and early engagement matter and should be prioritised in an online programme.

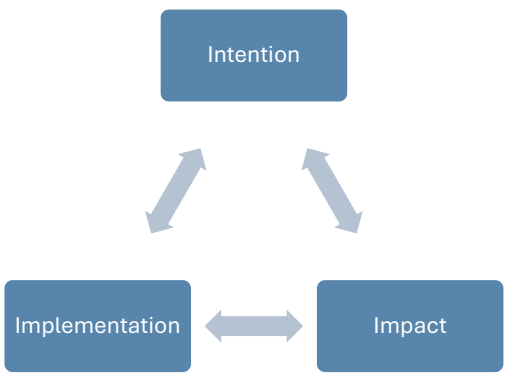
Case Study: The Brilliant Club [2]

Internal research comparing in-person and online versions of The Brilliant Club's Scholars Programme revealed nuanced findings: whilst tutorial attendance and final assignment submissions showed no significant differences, baseline assignment submissions were significantly lower online and final assignment quality suffered when baseline engagement was compromised. These findings highlight a crucial insight: relationships and early engagement matter significantly and should be prioritised in online programmes. Success requires understanding stakeholder pain points and ensuring support for delivery staff who must adapt to new pedagogical approaches.

Practical frameworks and common pitfalls

Key message 9:
Understand the pain points for your stakeholders in terms of implementation and pedagogy.

Effective online programme development follows an intention-implementation-impact framework.



Intention: What problem are we trying to solve? What are the specific outcomes that we are trying to achieve?

Implementation: What, Who, When, Where, How (Delivery Decisions)?

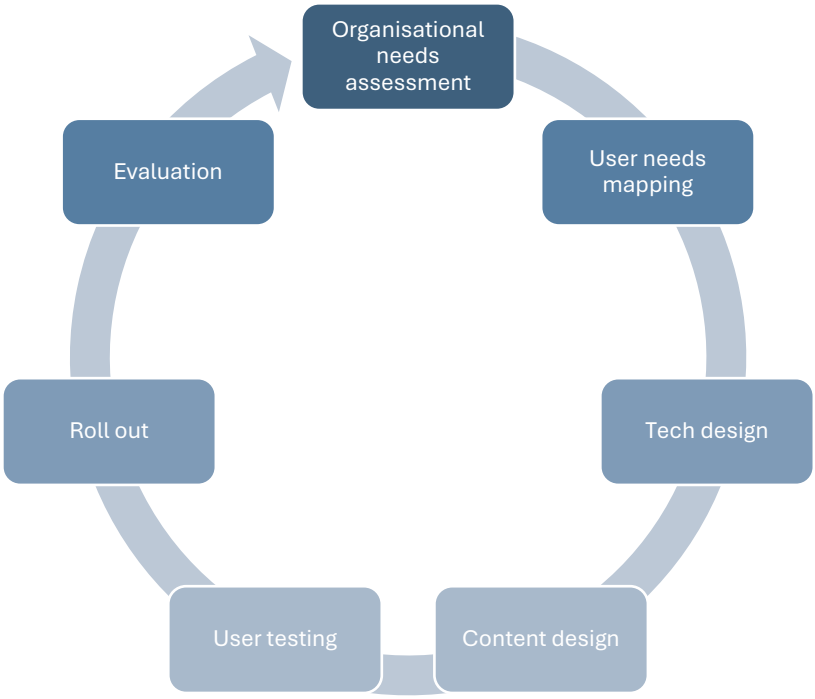
Impact: How will we know if we've been successful? What could you do to adapt should you need to?

[2] Please note that the case studies used in this guidance do not all relate to EEF funded or evaluated programmes, but examples are drawn from across the education landscape.

Common pitfalls include replicating live experiences too closely, making assumptions about users, creating cognitive overwhelm, missing feedback opportunities and losing personal connection. Successful programmes prioritise user needs over technological capabilities, conduct thorough testing and embrace iterative development processes.

Implementation Principles

The most successful online programme transitions follow user-centred design principles, beginning with organisational and user needs assessment rather than technology selection.



Technology should be designed to fit organisational and user needs rather than driving programme design. Thorough testing supports both user experience and internal confidence in methodology. The development process should be iterative, allowing for continuous refinement based on user feedback and programme performance data.

Conclusion

Scaling an education programme is ultimately about protecting and enhancing what makes it special and impactful, while giving it the digital muscle to reach more learners. This guide aims to turns that ambition into an orderly, evidence-based plan. Heatmaps reveal where capability will buckle under growth; journey mapping shows how those stresses ripple along the service; the matrix and roadmap focus effort on the changes that move the needle; and big shifts such as moving tutorials online are strategically designed so that the participant experience isn't sacrificed for speed.

When technology, people and process mature together, digital technology is most effective–enabling your team to stay mission-focussed, your operations to remain resilient and your delivery to be monitored closely and with improved confidence.

Practical tools

Digital maturity assessment

This Digital Maturity Assessment has been designed to evaluate the readiness of organisations to support programme scale. The assessment is structured across three pillars: People, Process, and Technology. Each pillar is divided into key areas, with maturity levels defined from Level 1 (Initial) to Level 5 (Optimised). The different levels are described below.

- **1 - Initial:** Limited or no capability.
- **2 - Developing:** Basic capability, inconsistent application.
- **3 - Defined:** Standardised and consistent capability.
- **4 - Managed:** Measured and controlled capability.
- **5 - Optimised:** Best practices, continuous improvement.

Please highlight the level that applies to your organisation for each of the key areas below. The completed assessment aims to inform conversations as part of an initiative workshop.

Digital Maturity Assessment		
1. People	**2. Process**	**3. Technology**
1.1 Leadership and Strategy • **Level 1 (Initial):** Leadership has limited awareness of digital opportunities; no clear digital strategy or allocated budget exists. • **Level 2 (Developing):** Leaders show interest in digital; early conversations about a digital strategy are underway. • **Level 3 (Defined):** Leadership champions digital transformation, and a basic digital strategy aligns with programme goals. • **Level 4 (Managed):** Leadership actively drives digital initiatives with clear KPIs, accountability structures, and a dedicated budget to support digital priorities. • **Level 5 (Optimised):** Digital strategy is fully embedded in organisational goals, with leadership mentoring staff on digital growth.	**2.1 Programme Delivery** • **Level 1 (Initial):** Programme delivery is manual and dependent on in-person methods. • **Level 2 (Developing):** Some digital elements are introduced, such as online materials or webinars. • **Level 3 (Defined):** Programme delivery blends in-person and digital formats, with consistent methods. • **Level 4 (Managed):** Programme delivery is optimised for scale through automated systems and robust digital tools. • **Level 5 (Optimised):** Fully digital or hybrid delivery maximises accessibility and scalability, with continuous improvement.	**3.1 Infrastructure and Tools** • **Level 1 (Initial):** Basic or outdated technology infrastructure; reliance on manual tools. • **Level 2 (Developing):** Introduction of foundational digital tools such as cloud storage and communication platforms. • **Level 3 (Defined):** Core systems (e.g., CRM, LMS) are implemented and integrated. • **Level 4 (Managed):** Scalable, secure, and robust infrastructure supports programme needs. • **Level 5 (Optimised):** Advanced technologies (e.g., AI, IoT) are leveraged for scalability and innovation.

1.2 Digital Skills and Culture	2.2 Monitoring and Evaluation (M&E)	3.2 Data Management
• **Level 1 (Initial):** Staff lacks digital skills; resistance to adopting digital tools. • **Level 2 (Developing):** Some staff have basic digital skills; early adoption of tools by a few. • **Level 3 (Defined):** Staff training programmes focus on digital skills development; cultural shift toward digital adoption begins. • **Level 4 (Managed):** Most staff are confident in using digital tools; cross-functional collaboration on digital initiatives. • **Level 5 (Optimised):** Digital culture is fully integrated; staff proactively identifies and adopts innovative digital solutions.	• **Level 1 (Initial):** M&E processes are manual, with limited use of data. • **Level 2 (Developing):** Early adoption of basic digital tools for data collection and reporting. • **Level 3 (Defined):** M&E processes integrate digital tools for data capture, analysis, and reporting. • **Level 4 (Managed):** Advanced analytics provide real-time insights for decision-making. • **Level 5 (Optimised):** Predictive analytics and AI are used for proactive M&E, driving continuous improvement.	• **Level 1 (Initial):** Data is siloed and managed manually; risks of inaccuracy and duplication. • **Level 2 (Developing):** Early efforts to centralise data using basic tools. • **Level 3 (Defined):** Data is centralised, with policies for accuracy and security. • **Level 4 (Managed):** Advanced data management practices enable real-time access and insights. • **Level 5 (Optimised):** Data is a strategic asset, used for predictive insights and driving innovation.

1.3 Stakeholder Engagement	2.3 Operational Processes	3.3 Digital Security
• **Level 1 (Initial):** Stakeholders (e.g., donors, partners, beneficiaries) are engaged through traditional means; limited digital interaction. • **Level 2 (Developing):** Early adoption of digital platforms to engage stakeholders, such as social media or email campaigns. • **Level 3 (Defined):** Stakeholders regularly interact through digital platforms; feedback loops are in place. • **Level 4 (Managed):** Stakeholder engagement is data-driven, using analytics to tailor interactions. • **Level 5 (Optimised):** Stakeholders co-create and participate in programme development through advanced digital tools.	• **Level 1 (Initial):** Operational processes are informal, manual, and inconsistent. • **Level 2 (Developing):** Early stages of process documentation and some digital tools in use. • **Level 3 (Defined):** Processes are standardised and supported by integrated digital tools. • **Level 4 (Managed):** Processes are optimised for efficiency, with automation reducing manual work. • **Level 5 (Optimised):** End-to-end processes are streamlined and continuously improved using digital innovation.	• **Level 1 (Initial):** Minimal awareness of digital security risks; no formal policies. • **Level 2 (Developing):** Basic security measures (e.g., passwords, antivirus) in place. • **Level 3 (Defined):** Security policies and training are implemented; regular audits occur. • **Level 4 (Managed):** Proactive risk management and advanced security measures are in place. • **Level 5 (Optimised):** Security is embedded in all operations, leveraging AI and automated threat detection.

Digital Maturity Assessment Checklist				
Checklist statements		**Yes**	**No**	If yes, key learnings and insights… If no, to complete this we need to …
Leadership & Strategy	*A clear digital strategy aligns with organisational goals.*			
Digital Skills & Culture	*Staff have the confidence and skills to use digital tools effectively.*			
Stakeholder Engagement	*Stakeholders are consulted and feedback loops are in place.*			
Process				
Programme Delivery	*Manual processes are minimised, digital tools are embedded and continuously improved.*			
Monitoring & Evaluation	*Impact data is collected consistently. Real-time analytics are available and inform programme design.*			
Operational Processes	*Processes are documented, optimised, and fully automated.*			
Technologies				
Infrastructure & Tools	*Core systems are fit for purpose, interoperable, and scalable.*			
Data Management	*Data is stored securely, well-organised, and accessible for analysis in real-time.*			
Digital Security	*Cyber-security controls are monitored and updated regularly.*			
Next steps				

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Moving Elements of a Programme Online Checklist			
Checklist statements	**Yes**	**No**	If yes, key learnings and insights… If no, to complete this we need to …
Key Implementation Decisions			
Do you have clearly defined problems you're solving and desired outcomes (intention)			
Have you addressed delivery decisions around what, who, when, where and how (implementation)			
Have you established success metrics with adaptation strategies (impact)			
Have you considered the trade-offs between synchronous and asynchronous delivery?			
When designing your programme online, have you considered:			
***Attention span** (what participants focus on and for how long);*			
***Engagement** (what participants produce and how);*			
***Connection** (how participants are "seen" and receive feedback).*			
Have you involved real users in the design of your programme?			
Early engagement matters significantly and should be prioritised in online programmes. Have you considered how to engage participants early in your programme design?			
Have you ensured support for delivery staff to adapt to new pedagogical approaches?			
Next steps			

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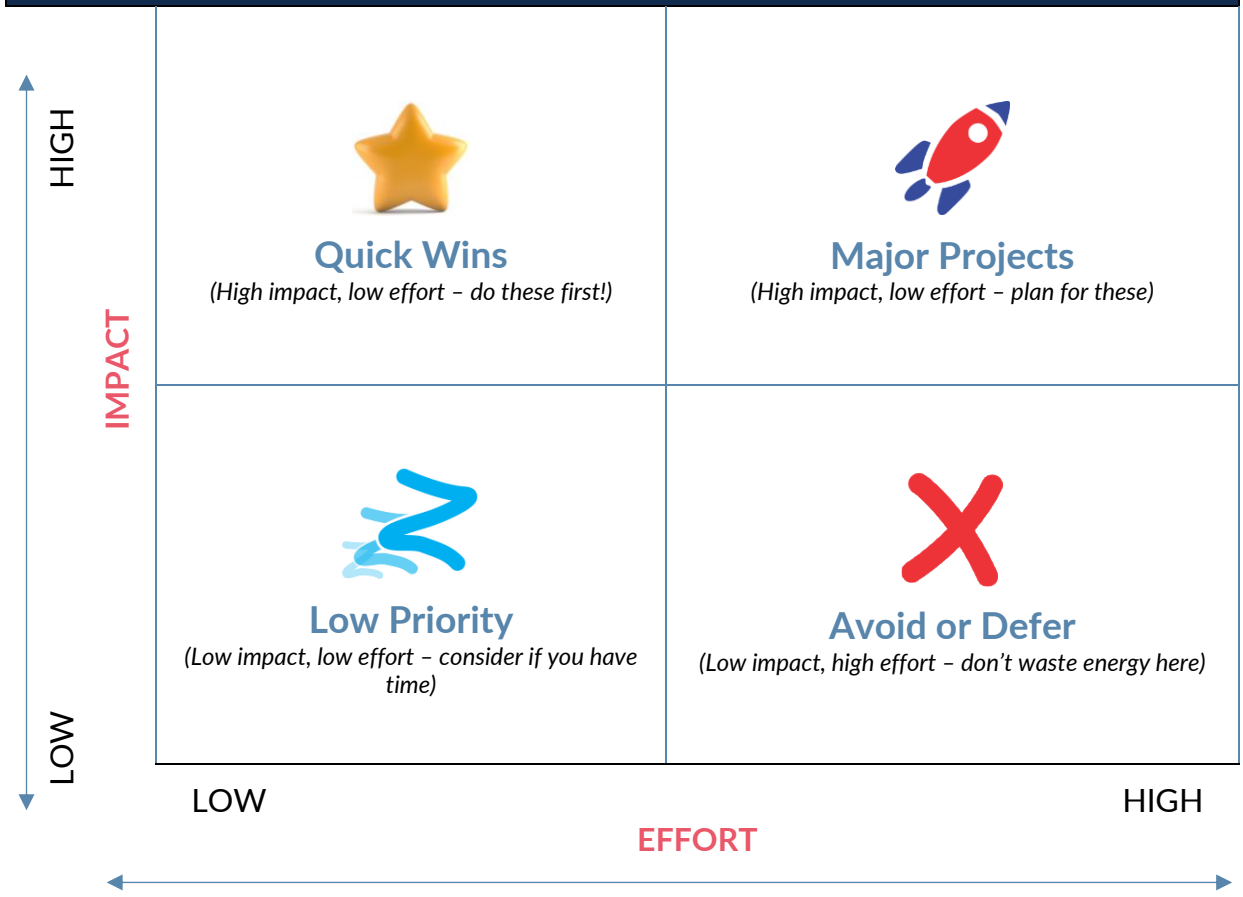
Impact - Effort Matrix



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