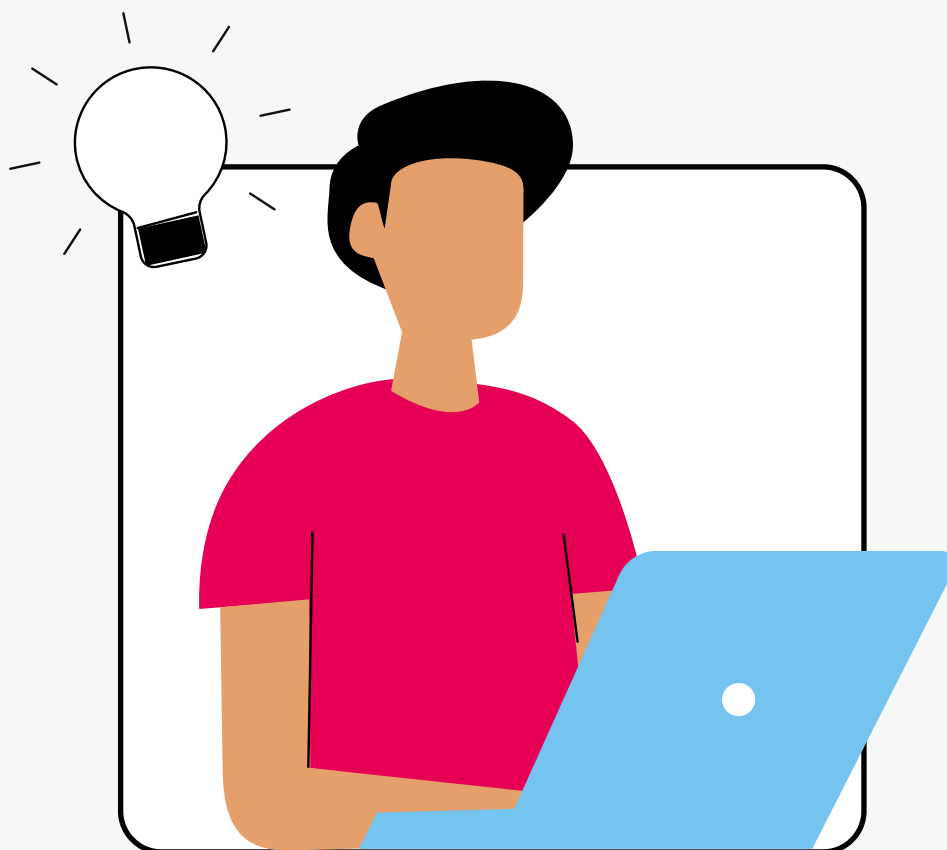


HAN EMPLOYEE PROFILE FOR DIGITAL AND DATA LITERACY

AT BASIC, ADVANCED AND EXPERT LEVEL

Professional development in the digital age is not only about mastering technology, but also about the conscious and responsible use of data, technology and AI.



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HAN UNIVERSITY
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CONTENTS

Introduction	3
Structure of the HAN Employee Profile for Digital and Data Literacy	5
1. Behavioral Indicators for the Competence: Digital, Data and AI Literacy	6
2. Behavioral Indicators for the Competence: Professional Application	7
3. Behavioral Indicators for the Competence: Transformative Power	7
Bibliography	8

INTRODUCTION

The digital and technological transformation is rapidly changing the way we work, learn and innovate. This creates new demands for professionals in all sectors and requires a fundamental integration of digital and data skills into education, research and organizational practice. By educating adaptable and reflective professionals who embrace digitalization, we can empower employees to make a meaningful difference in the world of today and tomorrow.

This is why, in line with Charting our Course 2022-2028 (our strategic plan) HAN is committed to the development and professionalization of staff into digital and data literate professionals. Development and professionalization are essential prerequisites for achieving future-proof education and practice-based research, for remaining agile and innovative as an organization, and for shaping the digital transformation.

This HAN Employee Profile for Digital and Data Literacy provides an overview of the skills that every HAN employee should master at a basic level, along with the skills needed to progress to an advanced or expert level.

PURPOSE AND SCOPE

In this document we define three competencies that employees need in order to contribute effectively to the digital transformation within their professional domain and their organizational unit. It is aimed at all employees – lecturers, researchers, managers and support staff – and serves as the foundation for professional development in the following areas:

- **Digital, data and AI literacy**
Basic knowledge and skills to use technology effectively and responsibly in education, research and support processes.
- **Professional application**
The ability to integrate digital developments into one's work and continuously improve professional practice.
- **Transformative power**
The ability to actively contribute to and provide leadership regarding culture, business model, technology and processes within the school and organization.

By defining these competencies and facilitating the corresponding professional development, HAN ensures that employees can grow and acquire the knowledge, skills and attitudes needed to:

- Educate students to become digitally literate professionals who contribute thoughtfully and responsibly to the digital transformation of their field.
- Make education and research future-proof by making optimal use of digital tools and data.
- Strengthen HAN as an organization by leveraging digital technologies for more efficient and effective work processes and innovative collaborations.

The existing and established profiles (HAN student profile for digital and data literacy (Expertiseteam Digi- en datavaardigheid, 2023) and the Lecturer Competencies Framework for Teaching with ICT (Raamwerk docentcompetenties onderwijs

met ICT, Uertz et al., 2021) have been incorporated into this employee profile, because we assume that employees also master what we expect from students. The profiles developed for managers (Van Zanten et al., 2024) and for staff supporting education with ICT from the Research Center for Learning and Working with ICT were also used to shape this HAN staff profile for the Data-Driven Professional, supplemented with international frameworks on AI and data literacy.

With this profile, we aim to outline a compact, clear and accessible framework that provides a common foundation for all employees.

DEVELOPMENT PROCESS

The development of the profile took place in several phases:

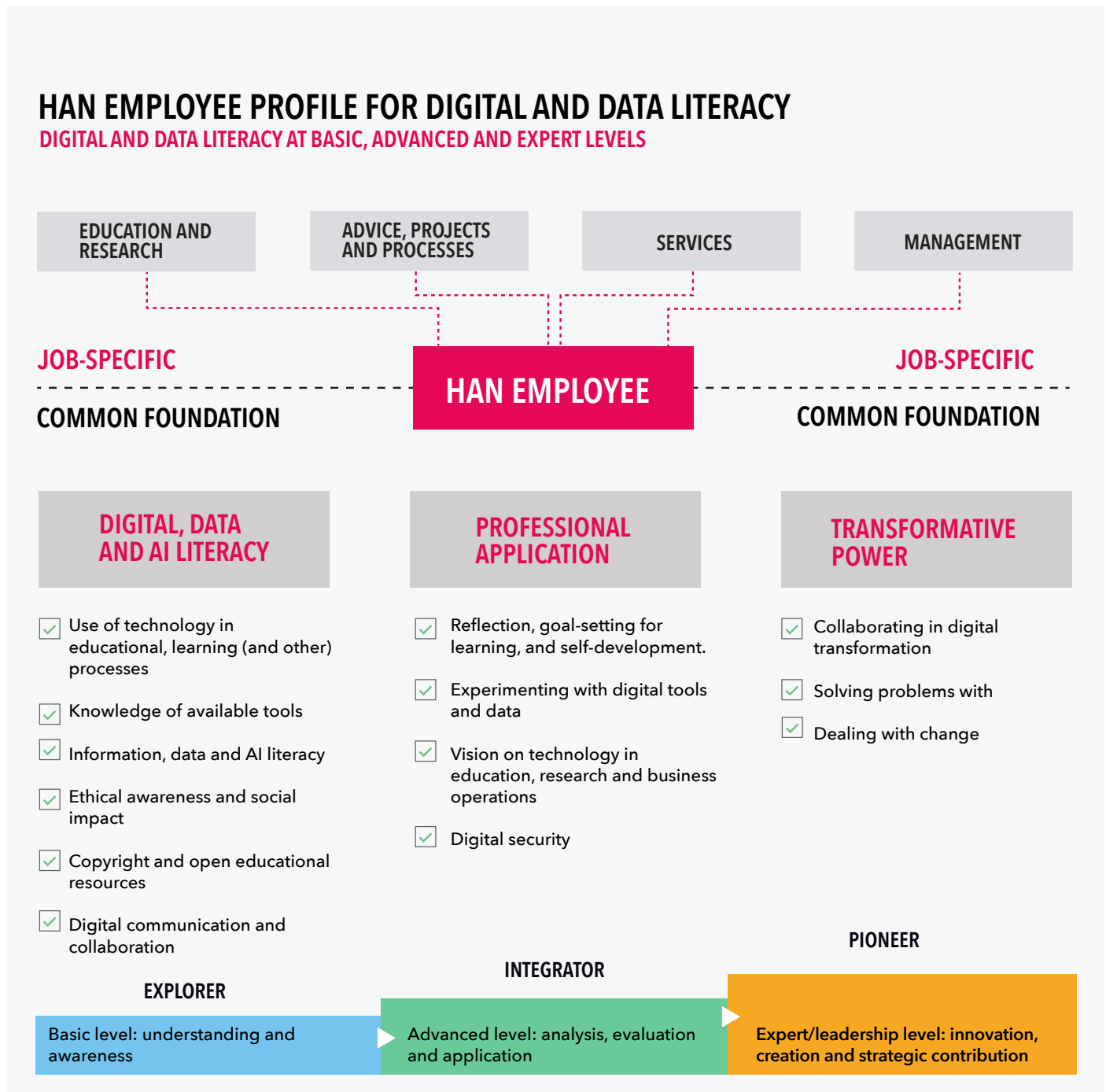
- Research and analysis of existing internal and external profiles.
- Formulation of levels, taking into account the different job families and job series within HAN.
- Development of an initial draft of the profile, followed by validation with stakeholders such as HR, the Digital and Data Literacy Expertise Team, IB&P, the AI Innovation Lead, and teams within the various job families (lecturers, support staff and management).
- Creation of a discussion support tool and guidance on how to apply the profile.
- Presentation to the Charting our Course program team.
- Finalization of the definitive version.
- Adoption by the Executive Board 23 June 2026.
- Publication of the profile.

Throughout this process, explicit attention was given to AI literacy, ethical issues related to digitalization, and alignment with existing competence profiles within HAN. By keeping the profile compact and clear, and by consolidating all essential information into a single document, we increase its applicability. In developing this profile, we used a variety of sources, which are listed in the bibliography.

STRUCTURE OF THE HAN EMPLOYEE PROFILE FOR DIGITAL & DATA LITERACY

The HAN Employee Profile for Digital and Data Literacy consists of three competencies:

- 1.Digital, data and AI literacy
- 2.Professional application
- 3.Transformative power



The “explorer” level is the threshold expected of all HAN employees. From this baseline, teams can discuss which level is required for specific positions, tasks or roles. This provides insight into the desired development for each employee, team and/or department.

For all professional development opportunities, visit the HAN Academy learning portal and select the category Digital and Data Skills.

Each competence contains multiple indicators, and each indicator has behavioral descriptors at the three development levels:

1. Explorer

The employee is aware of digital developments and applies basic skills.

2. Integrator

The employee proactively applies digital and data skills and integrates them into their professional practice.

3. Pioneer

The employee takes the lead in digital transformation, innovates, and guides colleagues in applying digital solutions.

Below, the competencies are presented in a matrix with corresponding indicators and behavioral indicators for each level.

1. BEHAVIORAL INDICATORS FOR THE COMPETENCE: DIGITAL, DATA AND AI LITERACY

The table below presents the indicators of Digital, Data and AI Literacy, with the corresponding behavioral indicators for each level.

Indicator	Behavioral indicator by developmental level		
	Explorer (1)	Integrator (2)	Pioneer (3)
1. Use of technology in teaching and learning (and other) processes	Uses basic functionalities of educational (and other) applications, such as MS365, generative AI, DLP, student tracking systems and visualization tools.	Proactively applies technologies to improve learning (and other) processes and can evaluate these technologies.	Develops and implements innovative educational (and other) applications using digital technology.
2. Knowledge of available tools	Knows which tools are available within HAN for a specific context.	Knows which tools are available in a specific context and understands the consequences for technology use in education (and elsewhere).	Advises on which technologies are needed in specific contexts.
3. Information literacy	Can find information online and assess its reliability.	Uses advanced search techniques and analyzes sources critically.	Supports colleagues in efficiently searching for, analyzing, interpreting and evaluating information.
4. AI literacy	Uses generative AI responsibly and within HAN guidelines, based on an understanding of basic concepts such as machine learning, algorithms and bias.	Integrates generative AI responsibly into work processes, makes conscious choices based on effectiveness, risks and ethics, and shares experiences with colleagues.	Identifies and investigates the broader impact of AI on the professional field and translates this into strategic opportunities or guidelines for education, research or organizational development.
5. Data literacy	Can use data to support work related to analysis and decision-making.	Can process, visualize and use data to analyze a problem and make decisions.	Contributes to policies on data-driven working, data ethics and privacy within HAN.
6. Ethical awareness and social impact	Is aware of ethical issues such as privacy, inclusion and the impact of new technologies.	Reflects critically on e.g. digital transformation and its social impact.	Takes a leading role in ethical issues related to AI and technology use, recognizes risks and seizes opportunities.
7. Copyright and open educational resources	Understands the rules regarding copyright and plagiarism and adheres to them.	Understands different license types and can create appropriate references (e.g. to literature).	Advises on opening up educational resources and the implications of doing so.
8. Digital communication and collaboration	Uses digital tools for personal communication within HAN.	Uses technology purposefully for collaboration and knowledge sharing.	Advises on technology and its impact on learning, collaboration and educational innovation.

2. BEHAVIORAL INDICATORS FOR THE COMPETENCE: PROFESSIONAL APPLICATION

This table presents the indicators of Professional Application, with corresponding behavioral indicators for each level.

Indicator	Behavioral indicator by developmental level		
	Explorer (1)	Integrator (2)	Pioneer (3)
9. Reflection, formulation of learning goals and self-developmentg	Sets goals based on personal qualities and pitfalls and relevant developments in digital technology.	Reflects on digital trends and connects this to their own professional practice and development.	Advises and guides others in their professional development based on trends and relevant research.
10. Experimenting with digital tools and data	Selects new tools and data and can learn to use them (with support).	Analyzes new technologies for suitability and experiments with new tools and data.	Looks at tools and data from a strategic perspective and implements them within the organization.
11. Vision on technology in education, research and business operations	Understands HAN's vision on education (including innovative education) with technology.	Formulates a vision on the use of technology in their work and can substantiate this with research. Develops strategic plans and policies for integrating technology within HAN.	Develops strategic plans and policies for technology integration within HAN.
12. Digital security	Uses devices, data, personal (and other) data, confidential information and digital content based on HAN frameworks.	Actively investigates whether less risky or more data-friendly alternatives exist for digital applications, and applies them.	Develops policies on privacy and information security.

3. BEHAVIORAL INDICATORS FOR THE COMPETENCE: TRANSFORMATIVE POWER

This table shows the indicators of transformative power with the behavioral indicator for each level

Indicator	Behavioral indicator by developmental level		
	Explorer (1)	Integrator (2)	Pioneer (3)
13. Collaboration in digital transformation	Involves other disciplines in solving problems.	Actively contributes to multi-disciplinary collaboration and knowledge sharing.	Connects people/teams/departments to collaborate and share knowledge across disciplines in support of digital transformation.
14. Solving problems with technology and data	Uses data, technology and generative AI to identify opportunities, needs, problems and/or solutions.	Adapts their work processes based on developments in data, technology and generative AI.	Develops long-term strategies and policies for digital transformation.
15. Dealing with change	Is open to approaching their work processes in new ways.	Analyzes processes within their own work, team or department and makes change open for discussion.	Guides others through change processes and supports them in practical and ethical questions.

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