



A professional development framework for e-learning

E-learning technology programme



A professional development framework for e-learning

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CPD is the means by which professionals develop their personal qualities and maintain, improve and broaden their knowledge and skills in order to remain in good standing in their professional lives.

Adapted from the web definition in Wikipedia and research work in *Every step counts* (IfL)

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Steering group: DfES, QCA, LLUK, IFL, CEL

Other organisations: JISC RSC, ALT, 5S, TechDis, Becta, Niace, ALP.

Introduction

The Learning and Skills Network (LSN) has carried forward the initial work of the Learning and Skills Development Agency (LSDA) and the Centre for Excellence in Leadership (CEL) to develop a professional development framework of competencies in the application of e-learning techniques, tools and associated guidance. The original work was overseen by a group that included representatives from the Department for Education and Skills (DfES), Lifelong Learning UK (LLUK), the Qualifications and Curriculum Authority (QCA), the Institute for Learning (IfL), the Centre for Excellence and Leadership in Management (CEL) and other sector organisations.

LSN research evidence indicates that an increasing number of staff in most areas of education are using some aspect of e-learning in their teaching and learning programmes, but because guidance on best practice is lacking or inconsistent, there are constraints on more widespread use.

Those already in teaching and training roles cite inadequate training in e-learning, lack of professional recognition for those with e-learning expertise and limited opportunities for accreditation of their e-learning capability as significant barriers to progress. There is an issue here about initial professional development but also about continuing professional development (CPD). In particular, a more structured and individualised approach to CPD is required. This would ensure that opportunities to use e-learning are properly understood and assessed; that e-learning is applied appropriately and effectively to teaching and learning programmes; and, generally, that confidence in the applications of e-learning is enhanced.

The professional development framework for e-learning outlined in this document is intended to support the raising of e-learning capability within the teaching and learning environment at all levels. It will achieve this by providing a platform from which targeted e-learning programmes can be built, focusing on individual needs and promoting sound pedagogical practice in the application of e-learning strategies.

LLUK and IfL supported the development of this framework.

*The **professional development framework for e-learning**, developed by LSN, is to be welcomed as a significant new resource for post-16 teacher education and training and for staff development within the FE system. It will add to the breadth of resources that support the roll-out of the new Teacher Qualifications Framework [TQF] from 2007. Lifelong Learning UK (LLUK), as the Sector Skills Council for the teaching workforce employed in this area, is concerned to ensure that its new Framework enables the development of appropriate skills in the use of new technologies which can support and improve the quality of learners' experiences. Within this context, personal competence in e-skills and a creative approach to e-learning and e-leadership are key sector-wide issues. Hence LLUK has been pleased to support the LSN e-learning development process. The DfES strategy document Harnessing technology: transforming learning and children's services (2006) calls for focused development and substantial embedding of these approaches.*

Personal competence in e-skills and an orientation on e-learning is something that post-16 education and training organisations now routinely ask of their staff, and LLUK is taking this forward as a core theme in its standards and qualifications development.

Information technologies have rapidly transformed the landscape within which both academic and applied learning now takes place. E-learning is learning and the new technologies enable new approaches and new possibilities for collaborative, learner-centred and research-oriented learning and teaching. The process of learning itself is once again centre stage, in a context which provides unrivalled access and flexibility to the learner.

This new ePD Framework is a key resource and, through alignment with the TQF framework, will help support an evolving process of e-maturity and its application in the teaching context.

John Clossick, Standards and Qualifications
Manager, Lifelong Learning UK

E-learning has a powerful part to play, not only in meeting the needs of learners but also in the development of those involved in teaching and supporting learning. With an ever increasing use of ICT to support learning in schools and daily exposure to technology in everyday life, teaching practitioners in the post-compulsory sector are presented with a rising demand for e-enabled learning experiences from learners of all ages. I hope all teachers and teacher trainers embrace e-learning professional development (ePD) within their own portfolio of CPD and acquire the skills required to embed the appropriate use of technology in their professional practice. It is the intention of the Institute for Learning to signpost all teachers to ePD opportunities, asking them to systematically consider the use of e-learning within an overall reflective analysis of their professional practice.

Lee Davies, Development Manager,
Institute for Learning

Current policy developments

The proposals for e-learning professional development (ePD) in this document are consistent with policy and operational developments in the sector. The recent DfES publication *Harnessing technology* (DfES 2005) in its section on the impact of technology on the learning and skills sector asserts:

141. *Most teachers and lecturers now feel confident in using ICT effectively in teaching and learning. In some institutions, e-learning is becoming an important part of course delivery and learning support.*
144. *We will establish new programmes and strengthen support services so that leaders can assess their own institution's level of technological development, and make full use of ICT in planning, management and partnerships. E-learning will also be critical to Strategic Area Reviews (StARs), development plans, self-assessment and the Ofsted and ALI inspection processes.*

These statements indicate an expectation that the sector will make effective use of e-learning and technology both in the delivery of learning programmes and in the management of provider organisations. The range of applicability of the competences in this document supports this policy.

Equipping our teachers for the future (DfES 2004), the reform agenda for initial teacher training, states the need for 'all teachers to commit to lifelong professional development, so that their skills are always up to date as the needs of learners change' and emphasises 'the importance of using e-learning approaches to support the updating of these skills'.

Similarly, the 2006 FE White Paper (DfES 2006) requires 'teaching staff to maintain a portfolio of CPD that shows evidence of industrial/subject updating, including membership of appropriate professional bodies, development of skills in subject teaching, including the effective application of e-learning techniques, application of diversity and equal opportunity principles, and use of learner feedback to improve performance' (paragraph 4. 26).

The establishment of the Institute for Learning and its requirements for teachers in the sector to remain in 'good standing' through an annual CPD programme are also consistent with and supported by the proposals in this document.

In particular, the competences presented in this document will support CPD. They need not be 'units' in support of specific qualifications and the supporting materials provide a range of topics for personal development in e-learning. We strongly support the statements made in the IfL's 2006 paper *Towards a new professionalism*:

5. 1 *The most important elements of professional development are the outcomes and the impact [of CPD] on teaching and supporting learning practice. There are a variety of activities that can contribute to CPD, a mix of formal and informal, accredited and non-accredited. Teaching practitioners are best placed to make individual judgements about the type and nature of activities that meet their identified needs. These may be formal, accredited courses leading to a specific qualification, or informal practitioner-based activities, often self-directed.*
5. 2 *The Institute does not intend to set requirements relating to the ratio of formal to informal CPD activities within an annual cycle. There will be no requirement for a specific quotient of accredited CPD against non-accredited activity.*

We see these competences as fitting into the IfL 'dual professional' model of teachers in the learning and skills sector included in Appendix 2.

The main focus of this initiative is the professional development of teachers already in post, but the principles underlying this programme also support the National Occupational Standards that have been developed by Lifelong Learning UK (LLUK) to underpin the proposed Qualified Teacher Learning and Skills (QTLS) status. These standards make explicit reference to the use of new and emerging technologies, which implies that those responsible for initial teacher training (ITT) for the sector need to ensure that e-learning forms a component of their programmes. The specific references to new and emerging technologies in the standards are as follows (see also LLUK 2006 and Appendix 3).

Domain B: Learning and teaching

BP 3.1 Communicate effectively and appropriately using different forms of language and media, including written, oral and non verbal communication, and new and emerging technologies to enhance learning.

BP 5.1 Select and develop a range of effective resources, including appropriate use of new and emerging technologies.

Domain C: Specialist learning and teaching

CK 3.5 Ways to support learners in the use of new and emerging technologies in own specialist area.

CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.

Domain D: Planning for learning

DP 1.2 Plan teaching sessions which meet the aims and needs of individual learners and groups, using a variety of resources, including new and emerging technologies.

Domain E: Assessment for learning

EK 1.2 Ways to devise, select, use and appraise assessment tools, including where appropriate those which exploit new and emerging technologies.

EP 1.2 Devise, select, use and appraise assessment tools, including where appropriate those which exploit new and emerging technologies.

Rationale

The professional development framework for e-learning will provide staff at all levels across the learning and skills sector with an ePD framework of competences to support and inform innovative professional practice in e-learning. The framework focuses on developing competence in e-learning and its associated technologies. Where there is a need for ICT skills acquisition, the framework also provides a basis for this.

The framework aims to develop the ability of staff to select and use appropriate e-tools and techniques to support and enhance delivery of the curriculum. This includes a broad range of aims that are applicable across several roles in the education and training sector including management and leadership:

- developing critical analyses of the potential applications of e-learning tools and techniques
- developing capability in introducing new teaching and learning techniques and tools, including selecting applications, designing blended learning programmes, planning and evaluation
- developing teaching, mentoring and leadership skills to support an e-learning environment
- encouraging practitioners to reflect on their practice and performance
- enabling career progression through the acquisition of new skills and accreditation.

Initial teacher training and initial professional development

This e-learning framework focuses on producing quality improvement in teaching and learning. Activities developed from this competence framework are likely to be applicable to those undertaking initial teacher training (ITT) and initial professional development (IPD) programmes, provided that they are suitably contextualised to meet the needs of that group.

E-learning professional development

The e-learning professional development framework outlined in this publication is not intended to be time-based, nor is it a prescription for a delivery programme – there is no assumption that developing e-learning capability is a linear process. Many individuals coming into teaching and instructional roles will already have developed some expertise in e-learning techniques and technologies.

E-learning-focused CPD activities developed from this framework will need to be self-contained and capable of being assembled in different sequences and combinations to create delivery programmes that can be customised for particular individuals or groups. The intention is to create a highly flexible framework for different teaching and learning environments and different work roles. As part of wider CPD staff may wish to develop their e-learning expertise for their own professional development portfolios, even if e-learning plays only a limited part in their current work role. Opening access to e-learning development programmes is therefore an important consideration.

How far people wish to go in developing their e-learning expertise will depend on their current and prospective work roles and intended career paths. For this reason, the issue of accreditation must remain open. There will be many who will regard what they learn about e-learning technologies and techniques as interesting and helpful, but who will not be interested in going through a formal examination process. Conversely, there will be some for whom expertise in e-learning is central to their work role and who may need formal evidence of achievement. It is to be hoped that those who design certification schemes from this framework adopt a flexible approach to the types of evidence that can be submitted.

In developing this framework, the findings on CPD published by IfL in *Every step counts* (IfL 2005) and other relevant research were taken into account.

Role of national agencies

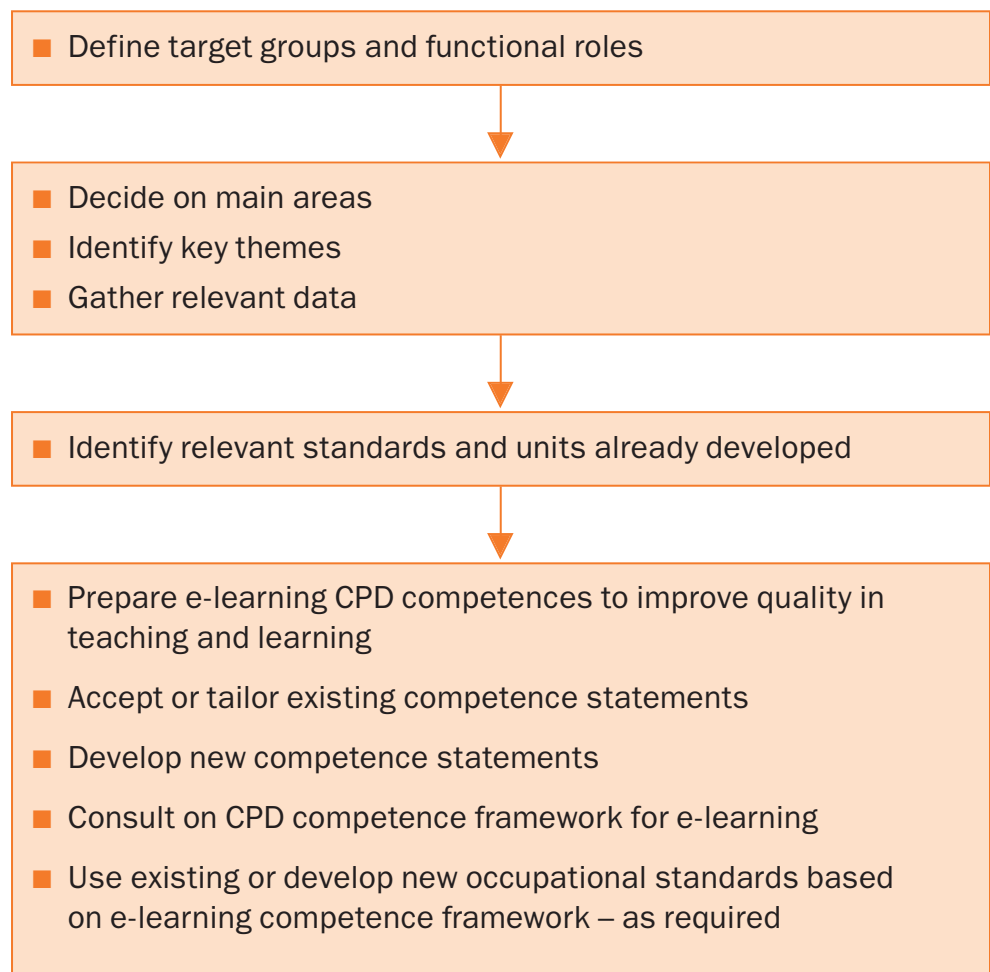
Several agencies provide ePD support, training, development or assessment services for e-learning. A common framework for ePD could allow them to support CPD for teaching and learning practitioners.

Developing a competence framework for CPD in e-learning

The development of these competences began by identifying the functional roles of the target practitioner group(s) and the professional areas that should be covered. It concluded with the specification of competences to meet the personal and professional development needs of individuals in a variety of e-learning contexts. In the design of the competence framework (see Appendix 1), there is also an emphasis on reinforcing quality improvement practices in teaching and learning at all levels (see Appendix 2).

A standards-based approach has been adopted to promote consistency and facilitate quality assurance. The LLUK e-learning standards (pedagogical and leadership) were adopted for the development of the framework. Any existing National Occupational Standards and similar qualifications were reviewed, together with e-learning materials produced by other agencies.

Figure 1 Flowchart of the process for developing framework of e-learning CPD competences



Competences for a professional development framework for e-learning

LSN, CEL and other partner organisations have undertaken research and development work that has identified competences that are applicable to e-learning including:

- core competences – covering e-learning fundamentals
- pedagogically focused practitioner competences
- competences relevant to internal e-learning advisers
- competences relevant to external e-learning expert advisers
- specialist e-learning developer competences
- leadership competences
- a policy-maker competence.

The CD accompanying this publication contains detailed learning outcomes and criteria covering these competencies under the following topic headings. See also the sample topic in Appendix 4.

1. E-learning fundamentals
2. Initial/diagnostic assessment, induction and guidance
3. Blended learning
4. Use of learning environments, platforms and online learning
5. Content (a) choosing and using
6. Content (b) assembling and adapting
7. Assessment, tracking and e-portfolios
8. Supporting learners to use e-learning and technology
9. Online learning, coaching, mentoring and developing peer support
10. Exploring the application of e-tools
11. Undertake an e-learning development project

12. E-learning developer: materials and content
13. E-learning developer: learning platforms
14. E-learning developer: resource acquisition and deployment
15. Leading e-learning: developing a vision and strategy for e-learning
16. Leading e-learning: planning and implementing an e-learning strategy
17. Leading e-learning: embedding and sustaining innovation and development in e-learning
18. Internal adviser (i-adviser): supporting staff development
19. External adviser (e-adviser): supporting staff in an organisation
20. External adviser (e-strategist): supporting strategic developments.

Note: Topics 15, 16 and 17 were developed by CEL.

Generally, participants in ePD programmes are expected to establish their core e-learning competence, covering e-learning fundamentals together with competences specific to their functional role and future development in e-learning. Staff may often wish to undertake ePD that broadens or enhances their existing role (see Appendix 5) and support staff may find that topics covering practitioner pedagogy as well as developers are relevant to them. Participants with the appropriate documentary evidence could receive recognition of prior learning (APL) if they have recently undertaken a valid programme of professional development in e-learning. The major exception is those wishing to undertake development in e-learning leadership. Those using the leadership units will need to assess where they and their organisation are in relation to the three units and produce a development plan that moves forward towards greater e-maturity.

There is a basic assumption that those in e-learning roles are already appropriately qualified to the level at which they are operating in pedagogy and management. The new competences should not therefore seek to duplicate basic competences in these areas. The e-learning practitioner is a teacher/trainer/tutor who simply uses different or additional tools. This initiative is not intended to create parallel strands of qualified teachers, advisers and managers.

Leadership in e-learning

Three topics relating to leadership in e-learning have been designed by CEL to underpin the strategic development and implementation of e-learning in the lifelong learning sector. They have been mapped against *The e-learning standards in action* (LLUK 2006).

The design, content and arrangement of the units are devised to identify the three major components of innovation in e-learning:

- developing vision and strategy in e-learning
- planning and implementing an e-learning strategy
- embedding and sustaining innovation and development in e-learning.

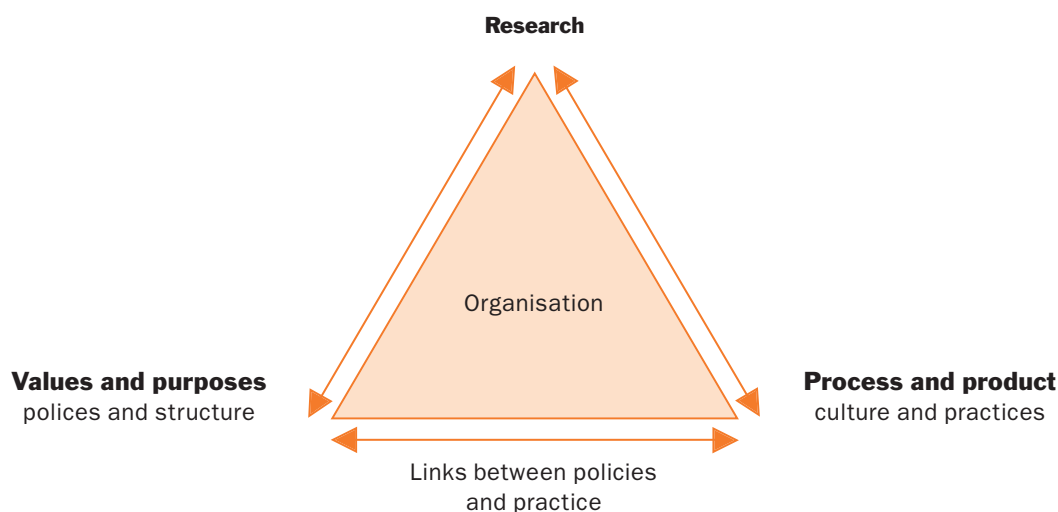
Overall leadership topic structure

All of the topics are designed with a logical internal structure that reflects the key features of professional and organisational learning and development. This is illustrated in figure 2 below.

Figure 2 Models of individual and organisational learning

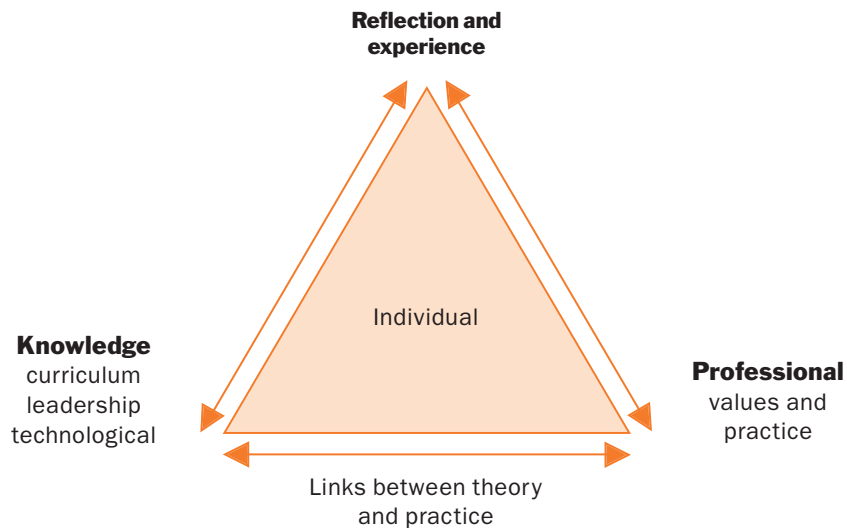
a. Organisational learning and development

The framework for organisational learning and development is based on the action research cycle and the concept of the learning organisation.



b. Personal and professional learning and development

The framework for personal and professional learning is based on the model of the reflective practitioner.



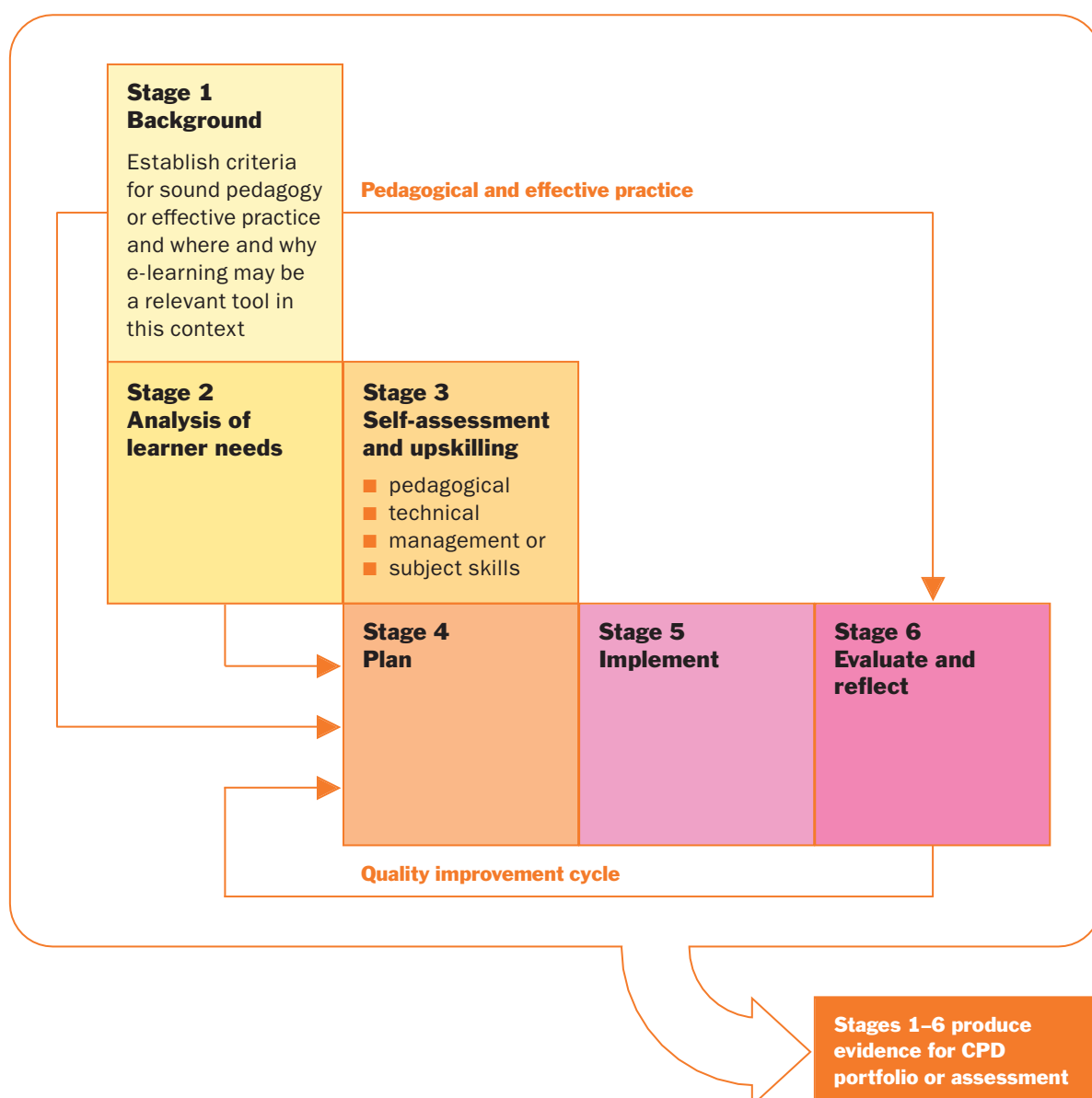
The learning outcomes follow a consistent pattern within and across all three topics. The four lines cover the key features of leadership and innovation in an organisation, namely: research, implementation/application, improving organisational learning and personal development.

Theories and principles of leadership, organisational development and curriculum design underpin the learning outcomes identified in each of the three topics.

Structuring professional development for e-learning

Following LSN research and development work on staff development, a six-stage generic model for ePD was developed in figures 3 and 4 as shown.

Figure 3 A model for professional development for e-learning (ePD)



This model allows the development of ePD programmes from one or more of these six stages.

Figure 4 Methodology: to underpin all ePD competence framework development

Stage 1

Background

- Understand the potential benefits and constraints pedagogically of using e-learning techniques and tools
- Understand the potential applications of a range of e-learning techniques and tools
- Understand how the techniques and tools work, the resources required for implementation and the terminology
- Be able to make a business case and pedagogical arguments in favour of and opposing the use of e-learning tools and techniques in specific applications.

Stage 2

Analysis of learner needs by staff developer

- Define potential target audience for whom e-learning capability is important
- Collect information about learners, their existing knowledge and skills, preferences and learning styles, and identify their learning needs
- Identify potential opportunities and constraints on introducing e-learning CPD
- Identify potential accessibility issues.

Stage 3

Self-assessment and upskilling

- Review the teaching and learning environment in which you are working and determine where e-learning may have an application and add value
- Perform a self-assessment to determine what professional knowledge and skills, and/or ICT skills, you require
- Undertake appropriate professional updating or skills updating in the following areas :
 - e-learning to support pedagogical goals
 - e-skills and techniques and the use of e-tools
 - leadership and management within an e-learning environment
 - other skills, including ICT and programme specific.

Stage 4

Plan

- Determine specific learning outcomes and map to potential delivery methods
- Develop a plan to address the learning needs that includes an appropriate mix of e-learning with other teaching and learning techniques
- Identify any additional skills required by self or learners to facilitate the e-learning process
- Identify the resources needed to deliver programmes that optimise the use of e-learning in the curriculum.

Stage 5

Implement

- Secure the necessary resources
- Liaise with colleagues and specialists as necessary and provide and negotiate support
- Monitor and collect information about how learners are responding to the e-learning component and adjust delivery as necessary.

Stage 6

Evaluate and reflect

- Establish what learning outcomes are being achieved
- Evaluate the effectiveness of the e-learning professional development process
- Use the evaluation to inform and improve future practice.

E-learning roles in post-16 education

A holistic framework needs to cover a wide range of staff across the sector including:

- teachers, tutors and trainers in further education, adult and community learning, work-based learning and offender learning
- support staff who directly support teaching and learning
- learning resources staff
- technical support staff who directly support teaching and learning
- leaders and managers
- staff developers, trainers and advanced practitioners
- staff in national bodies, DfES, LSC and the Inspectorate.

A functional analysis of these and other roles is shown in figures 5 and 6.

The topics identified on the accompanying CD may explicitly cover one or more of these groups but delivery programmes can and should be contextualised to meet the differing needs of each group.

Figure 5 Relationships within and between organisations

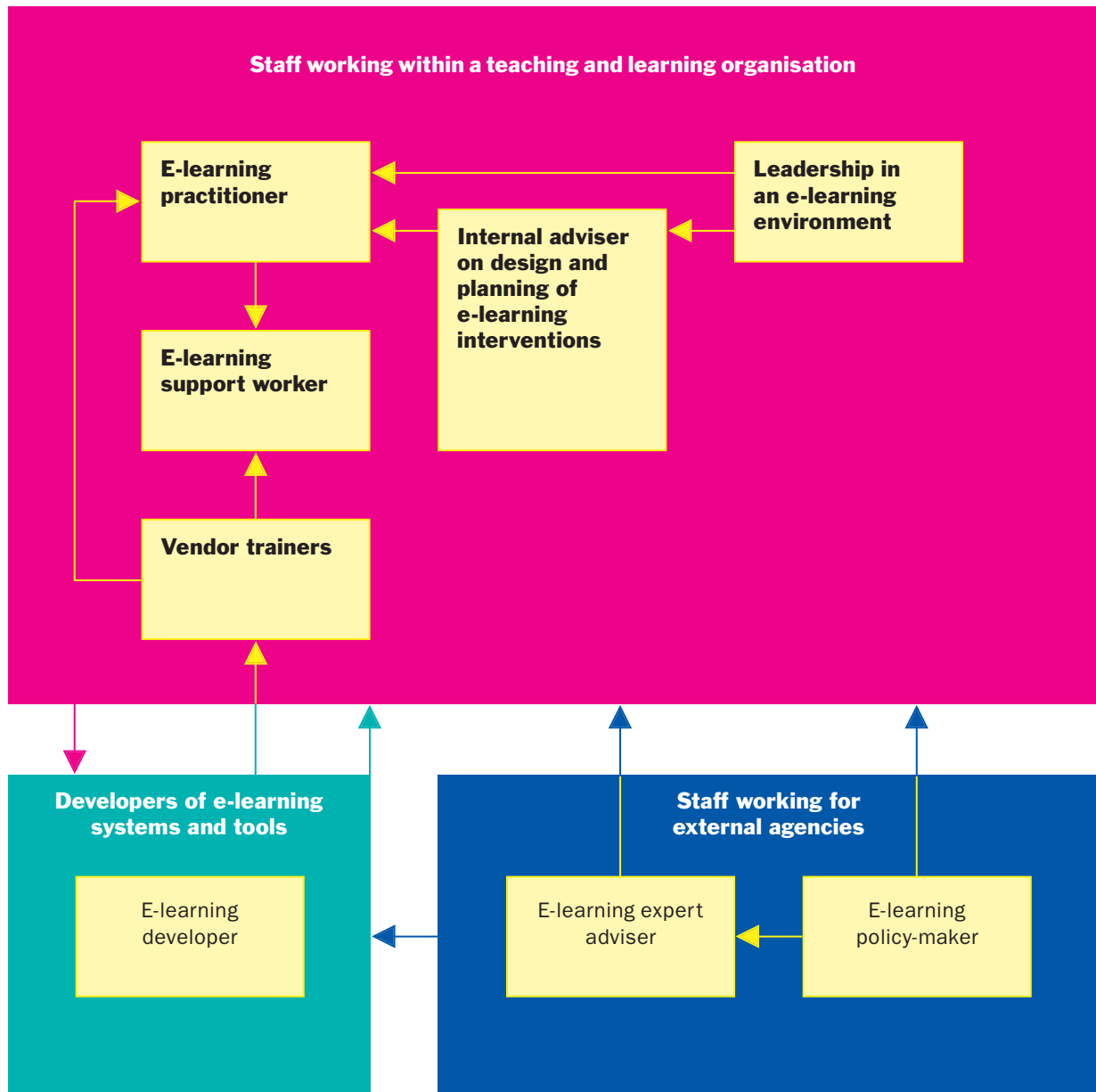


Figure 6 E-learning and functional roles in post-16 education

Functional role						
Inside the learning environment				Outside the learning environment		
Providing leadership in an e-learning environment	Advising on design and planning of e-learning intervention	Managing e-learning	Supporting e-learning activities	Developing e-learning systems and tools	Providing expert advice on e-learning	Developing e-learning policy frameworks
Establishing the vision, setting policies and leading on human resource development strategy for e-learning	Supporting and promoting e-learning, ePD and/or curriculum development within the organisation	Using e-learning techniques and tools to enhance teaching and learning programmes	Supporting e-learning Technical support on e-learning systems and tools	Developing e-learning materials or systems	E-learning specialist supporting staff in other organisations	Supporting strategic e-learning developments in other organisations
<i>Examples: staff development managers, vice-principal curriculum, vice-principal resources, senior management team, etc</i>	<i>Examples: staff development practitioners, initial teacher trainers, advanced practitioners, ILT champions, e-guides</i>	<i>Examples: teacher, trainer, tutor – full-time or part-time</i>	<i>Examples: library, learning resource staff, technical and learning support staff, facilitators</i>	<i>Examples: materials developers, webmasters, multimedia production, assistive technologists</i>	<i>Examples: consultants, staff in national or support agencies</i>	<i>Examples: strategic advisers in DfES, LSC, and the Inspectorate</i>

Note: With e-learning, the learning environment is not necessarily a fixed location or institution. It can be home-based and/or delivered through a portable appliance.

How would it work for practitioners?

The framework has been developed to allow for e-learning professional development and updating in 'bite-sized' pieces, so that participants can decide what competences to focus on, in what order and over how long. The use of e-learning will vary dramatically between different parts of the curriculum and not every practitioner will need all the pieces. The aim is to provide a framework that can meet individual needs.

ICT software and hardware are developing all the time and regular refresher programmes will be necessary.

National Occupational Standards can be developed for each area of competence and contextualised to suit different work roles – where this is relevant or required for certification.

Delivery programmes may be developed from the competence framework, or mapped retrospectively onto existing initiatives where there is related work, eg in any subject, theme or initiative where there is some electronic or e-learning aspect. Similarly, the assessment of e-learning competences may form a part of the organisation's normal job appraisal and training needs identification arrangements.

The framework will facilitate the creation of ePD for those currently in the roles described or enhance existing training programmes for those aspiring to focus on the e-learning environment (see Appendix 5: LSN topics of e-learning and functional roles).

A cascade model of support should underpin the programme but this should not be confused with a top-down strategy (see example in figure 7). The bulk of current expertise is at practitioner level, not with managers or advisers. They constitute the primary audience so their interest needs to be nurtured and their development facilitated.

Most internal e-learning advisers are likely to be practitioners. Their role in supporting the resourcing, planning and evaluation of initiatives will be very important.

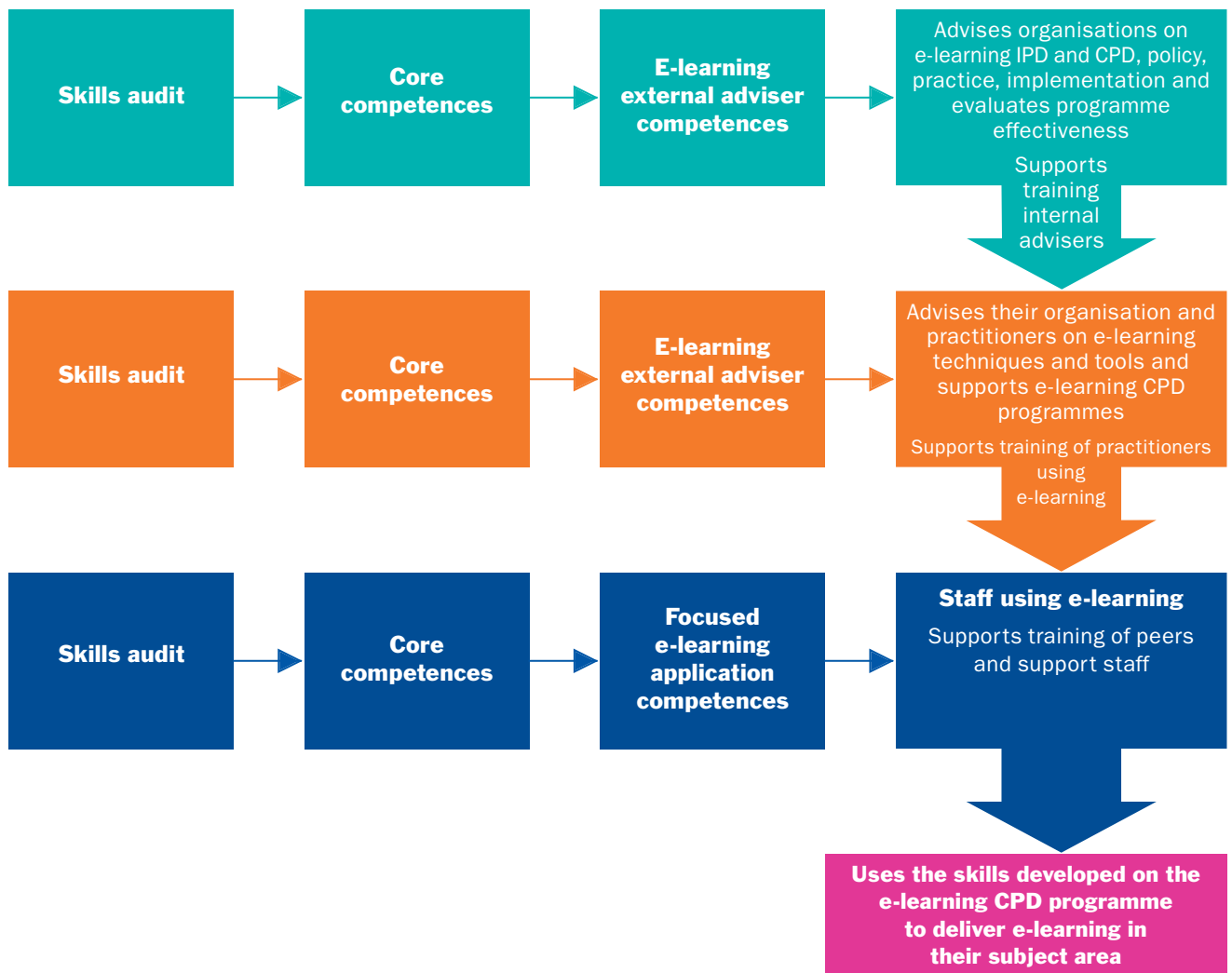
Strategic advice and support may be needed from established external e-learning professionals. The current absence of easily recognised qualifications makes benchmarking difficult so careful consideration needs to be given to the appointment of external individuals and organisations. Any external professionals will need to work with e-learning managers to support and champion the raising of standards in e-learning practice.

There will also be a role for those promoting specific e-learning packages and delivering vendor training programmes. E-learning developers should therefore be engaged in the ePD initiative.

The initial aim of the initiative is to train or provide ePD for those whose function is to support staff (or organisations) within the post-16 sector. The idea is to give a shared and common understanding of issues relating to the delivery, support and management of e-learning to ensure its effective embedding in teaching and learning. The ePD framework will also provide a mechanism for recognition of the achievements of staff.

Such programmes should not be aimed solely at e-learning specialists; the framework developed is suitable for any staff who may need to use e-learning.

Figure 7 Example of e-learning ePD cascade structure



Conclusion

- This framework is designed to be used as a stand-alone neutral guide for staff in the learning and skills sector to support their professional development in the use of e-learning and technology. It is not a formal qualification, nor an assessment model, although organisations may choose to use it as such. Individual teachers and trainers may use it to plan, deliver and evaluate a single instance of an e-learning intervention while staff development managers could develop a whole-organisation strategy based on its guidelines. The aim has been to provide a framework that can meet the individual's needs and identify areas of priority for professional development.
- The guiding principle throughout is that technology is a tool that can be used to improve teaching and learning. The growth of technology means that traditional methodologies can be supported by the use of a vast range of tools and resources but the ever-changing landscape implies the need for the continuous development of staff if they are to use them effectively.
- Programmes of delivery may be developed from the framework, or mapped retrospectively to tie into existing initiatives where there is related work, eg in any subject, theme or initiative where there is some electronic or e-learning aspect.

Glossary

- ALI** Adult Learning Inspectorate
www.ali.gov.uk
- ALP** Association of Learning Providers
www.learningproviders.org.uk
- ALT** Association Of Learning Technology
www.alt.ac.uk
- APEL** accreditation of prior experiential learning
- APL** accreditation of prior learning
- blended learning** learning that uses a combination of methods, particularly including e-learning and face-to-face interaction
- CEL** Centre for Excellence in Leadership
www.centreforexcellence.org.uk
- Cert Ed** Certificate in Education; non-subject-specific qualification that gives qualified teacher status within sector
- CoP** Community of Practice
- CPD** continuing professional development; CPD relates to post-qualification professional practice and is achieved in many diverse ways
- DfES** Department for Education and Skills
www.dfes.gov.uk
- eCPD** continuing professional development with a specific focus on e-learning
- e-learning** electronic learning: learning supported or enhanced through the application of information and communications technology (LLUK definition)
 - ePD** e-learning professional development relates to the development, by teachers and other learning support staff, of an ongoing skills/knowledge set for using technology to enhance the learning experience
- e-Skills UK** Sector Skills Council (SSC) for IT
www.e-skills.com
- e-tools** hardware or software used to support or enhance teaching and learning
- FE** further education
- FENTO** Further Education National Training Organisation, superseded by LLUK (qv)

- HEI** higher education institute
- ICT** information and communication technology
- IfL** The Institute for Learning is the professional body for teaching practitioners in post-compulsory education and training (further education, work-based learning, adult and community learning, the voluntary sector, etc). The IfL is currently establishing the framework that will support the registration of teachers and conferral of QTLS (qv) from September 2007 as outlined in *Equipping our teachers for the future* (DfES 2004).
www.ifl.ac.uk
- ILT** information and learning technology: the application of ICT to teaching and learning; ILT = e-learning + e-leadership (LLUK)
- IPD** initial professional development
- ITQ** Information Technology Qualification; NVQ for IT users, developed by e-Skills UK (qv)
- ITT** initial teacher training
- JISC** Joint Information Systems Committee
www.jisc.ac.uk
- JISC – RSC** JISC Regional Support Centres
www.jisc.ac.uk/rsc
- LLUK** Lifelong Learning UK: Sector Skills Council responsible for the professional development of all those working in libraries, archives and information services, work-based learning, higher education, further education and community learning and development; see SSC
www.lluk.org.uk
- LSC** Learning and Skills Council
www.lsc.gov.uk
- LSDA** Learning and Skills Development Agency: see LSN
- LSN** Learning and Skills Network; since April 2006, programmes, research, training and consultancy projects formerly carried out by LSDA have been delivered by LSN
www.lsneducation.org.uk
- MLE** managed learning environment: the whole range of information systems and processes of a college or training organisation that contribute directly, or indirectly, to learning and the management of that learning (an MLE incorporates a virtual learning environment, VLE)
- Moodle** Open Source Software Course Management System (VLE)
- NIACE** National Institute of Adult Continuing Education
www.niace.org.uk

- NLN** National Learning Network: national partnership programme designed to increase the uptake of ILT (qv) across the learning and skills sector in England
www.nln.ac.uk
- NVQ** National Vocational Qualification
- Ofsted** Office for Standards in Education
www.ofsted.gov.uk
- PCET** post-compulsory education and training
- PGCE** Postgraduate Certificate in Education: non-subject-specific qualification that gives qualified teacher status to graduates
- QA** quality assurance
- QCA** Qualifications and Curriculum Authority
www.qca.org.uk
- QIA** Quality Improvement Agency
www.qia.org.uk
- QTLS** Qualified Teacher Learning and Skills: from September 2007, all new entrants to FE teaching will be expected to work towards this new award
- SSC** Sector Skills Council; SSCs are independent, employer-led, UK-wide organisations licensed by the Secretary of State for Education and Skills to tackle the skills and productivity needs of their sector
www.ssda.org.uk
- TechDis** JISC-funded advisory service on accessibility and inclusion
www.techdis.ac.uk
- VLE** virtual learning environment: system that supports a range of learning contexts, from conventional, classroom implementation to offline, distance learning and online learning

References

DfES (2004). *Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector*. Department for Education and Skills. November.

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IfL (2005). *Every step counts*. Institute for Learning.

IfL (2006). *Towards a new professionalism*. Institute for Learning.

LLUK (2005). *The e-leadership standards*. Lifelong learning UK.

LLUK (2007). *New professional standards: teacher/tutor/trainer education for the learning and skills sector*. Lifelong Learning UK.

Appendix 1 Framework of e-learning competences

Competences

Core

Understanding:

- what is e-learning and what are its key features
- what capability in ICT is required to manage an e-learning environment
- in what teaching and learning contexts e-learning might be relevant
- what systems, resources and support are required for implementation
- by what criteria the impact of e-learning interventions should be judged.

Practitioners using e-learning techniques and tools

How to:

- assess the case for e-learning interventions
- identify resources for e-learning interventions
- establish an e-learning environment
- choose and use e-learning tools
- assemble and adapt e-learning packages
- induct and guide learners entering an e-learning programme
- support learners to use e-learning and related technology
- monitor utilisation of e-learning packages and assessing effectiveness
- manage e-learning in combination with other teaching/learning methods
- use specific e-learning tools relating to one's own work role, eg to assessment, learner tracking, record-keeping
- interact with e-learners online in coaching, mentoring, support and assessment roles.

Competences relevant to advisers on design and planning of e-learning interventions

How to:

- design and plan programmes that incorporate an e-learning component
- acquire and deploy e-learning resources
- support staff development in e-learning
- evaluate e-learning opportunities and constraints.

E-leadership-focused competences

How to:

- manage culture change and innovation in the curriculum
- deploy resources to support e-learning
- develop policies and procedures to support e-learning
- determine the effectiveness of e-learning initiatives.

E-learning expert adviser competences

How to:

- evaluate and advise on opportunities for e-learning initiatives
- evaluate performance of e-learning systems, tools, policies and procedures
- support staff in organisations.

E-learning policy-maker competence

How to:

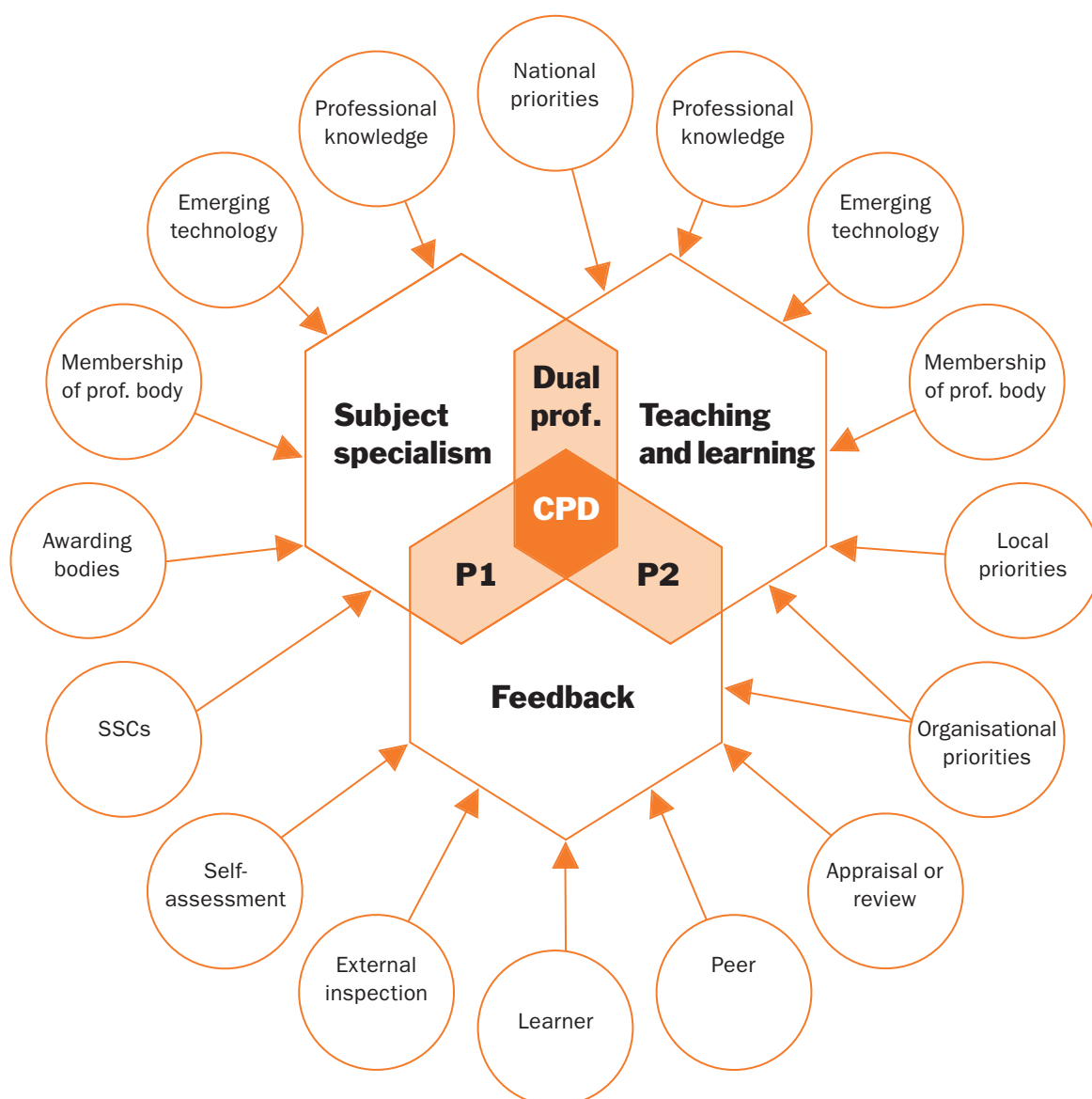
- support, review, analyse and report on strategic e-learning initiatives and developments.

E-learning developer competencies

How to:

- develop e-learning materials and content
- develop e-learning platforms
- design and support e-learning systems
- develop e-learning assessment, verification and QA systems.

Appendix 2 Dual professional CPD model



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Appendix 3 Mapping to LLUK professional standards

Professional standards references that are not mapped have been excluded from the table. A full list of standards is available on LLUK's website: www.lluk.org.uk

Where the topic criteria have been identified as making a specific contribution, the standards reference has been annotated with an asterisk (*), eg AP 5.4. In some cases the mapping is more implicit where there is no exact match but elements overlap.

Domain A: Professional values and practice	e-learning ePD unit numbers										
	1	2	3	4	5	6	7	8	9	10	11-21
AP 2		2.5						8.4			
AP 3.1										10.3*	
AP 5.3			3.4								
AP 5.4	1.1*							9.1			
AP 6.1	1.3									10.4	
AP 6.2	1.3										
AP 6.3.	1.3									10.4	
AP 7.2			3.4*								

Domain B: Learning and teaching	e-learning ePD unit numbers										
	1	2	3	4	5	6	7	8	9	10	11-21
BP 1.1	1.1*										
BP 2.2								9.1*			
BP 3.1								9.1*			
BP 3.2											
BP 3.3										10.2*	
BP 4.1	1.3*		3.1							10.4	
BP 4.2								8.3		10.4	
BP 5.2		2.1		4.1							

Domain C: Specialist learning and teaching	e-learning ePD unit numbers										
Professional standards	1	2	3	4	5	6	7	8	9	10	11–21
CK 3.5											
CP 1.1			3.2	4.1*					9.4		
CP 1.2			3.1* 3.2								
CP 1.3		2.5									
CP 1.6			3.3								
CP 3.1			3.2		5.1 5.2*	6.1 6.2*		8.1	9.3		
CP 3.2			3.2	4.1	5.2* 5.3	6.2* 6.4					
CP 3.5			3.1								
CP 4.1			3.4	4.3	5.5	6.6		8.4	9.6		

Domain D: Planning for learning	e-learning ePD unit numbers										
Professional standards	1	2	3	4	5	6	7	8	9	10	11–21
DP 1.3											
DP 2.1			3.1*		5.4*	6.5			9.1		
DP 2.4			3.1		5.4*	6.5				10.2*	
DP 2.5				4.1 4.2							
DP 2.6				4.2*							
DP 2.9			3.3*		5.5*	6.6*					
DP 3.1									9.5*		
DP 4.1	1.1		3.2		5.5*						
DP 4.2									9.1* 9.5*		
DP 5.1					5.3	6.4					
DP 5.2			3.2* 3.4*	4.1* 4.3	5.4* 5.5*	6.5 6.6*		8.1* 8.2*	9.5* 9.6*		

Appendix 4 Sample topic

Topic title	Learning outcomes – participants will be able to:	Criteria
3. E-learning: blended learning This topic explores the use of e-learning techniques to support or enhance teaching and learning with an emphasis on effective practice and establishing an appropriate blend	3.1 Identify opportunities to integrate e-learning	3.1.1 Investigate appropriate examples to establish how learning outcomes can be supported through the use of e-learning
		3.1.2 Identify learning outcomes that could be supported or enhanced through the use of e-learning
		3.1.3 Map curriculum objectives to potential techniques or delivery methods
		3.1.4 Select techniques or delivery methods based on learners' needs and learning preferences, and identify appropriate skills training for self or learners
		3.1.5 Establish quality criteria for evaluation purposes
	3.2 Plan e-learning	3.2.1 Establish what resources are required and what e-learning facilities are available
		3.2.2 Consult with colleagues, e-learning or ICT specialists to ensure the appropriate use of e-learning and technology
		3.2.3 Develop a set of manageable and measurable tasks to achieve the learning outcomes
		3.2.4 Ensure accessibility and inclusion needs have been identified and supported
		3.2.5 Ensure necessary resources, budgets or approvals have been secured
	3.3 Implement e-learning	3.3.1 Keep colleagues and specialists informed of progress as necessary
		3.3.2 Negotiate support from appropriate sources and provide advice and guidance to others as required
		3.3.3 Monitor and collect information on how learners are responding and identify the necessary adjustments to delivery
	3.4 Evaluate the effectiveness of e-learning	3.4.1 Use evaluation criteria to measure the extent to which the specified objectives were met for learners with differing needs and abilities
		3.4.2 Reflect on the results and use this to inform and improve future practice
		3.4.3 Share the findings with colleagues by one or more methods (including through electronic or web-based services).

Appendix 5 LSN topics of e-learning and functional roles

Details of topic learning outcomes and criteria can be found on the CD accompanying this publication.

Ref	Topic	Functional role			
		Practitioner	Developer	Internal/ external adviser	Strategist/ leader
1	E-learning fundamentals	Essential	Essential	Essential	Essential
2	E-learning: initial/diagnostic assessment induction and guidance	Potential core	Potential core	Broadening	Broadening
3	E-learning: blended learning	Potential core	Potential core	Broadening	Broadening
4	E-learning: use learning environments, platforms and online learning	Potential core	Potential core	Broadening	Broadening
5	E-learning: content (a) choosing and using	Broadening	Potential core	Broadening	Broadening
6	E-learning: content (b) assembling and adapting	Broadening	Potential core	Broadening	Broadening
7	E-learning: assessment, tracking and e-portfolios	Broadening	Potential core	Broadening	Broadening
8	E-learning: supporting learners to use e-learning and technology	Broadening	Potential core	Broadening	Broadening
9	E-learning: online learning, coaching, mentoring and developing peer support	Broadening	Potential core	Broadening	Broadening
10	E-learning: exploring the application of e-tools	Potential core	Potential core	Broadening	Broadening
11	E-learning: undertake an e-learning development project	Potential core	Broadening	Broadening	Broadening
12	E-learning developer: materials and content	Enhancing	Broadening	Broadening	Broadening
13	E-learning developer: learning platforms	Enhancing	Broadening	Broadening	Broadening
14	E-learning developer: resource acquisition and deployment	Enhancing	Broadening	Broadening	Potential core
15	Leadership: developing a vision and strategy for e-learning	Enhancing	Enhancing	Enhancing	Potential core
16	Leadership: planning and implementing an e-learning strategy	Enhancing	Enhancing	Enhancing	Potential core
17	Leadership: embedding and sustaining innovation and development in e-learning	Enhancing	Enhancing	Enhancing	Potential core
18	Internal adviser (i-adviser): supporting staff development	Enhancing	Enhancing	Potential core	Broadening
19	External adviser (e-adviser): supporting staff in organisation	Enhancing	Enhancing	Potential core	Broadening
20	External adviser (e-strategist): supporting strategic developments	Enhancing	Enhancing	Enhancing	Potential core

Key

Essential

Potential core

Broadening
(relates to role but offers opportunity to extend experience)

Enhancing
(normally outside existing role – potential career development)

E-learning and technology programme

The professional development framework for e-learning outlined in this document is intended to support the raising of e-learning capability within the teaching and learning environment at all levels. It will achieve this by providing a platform from which targeted e-learning programmes can be built; focusing on individual needs and promoting sound pedagogical practice in the application of e-learning strategies.

