Self-assessment is an integral component in the life of any education and training organisation so as to ensure quality improvement. This publication illustrates an individual self-assessment tool developed by LSN which gives feedback and support to assist staff to enhance their teaching and learning through the use of technology.
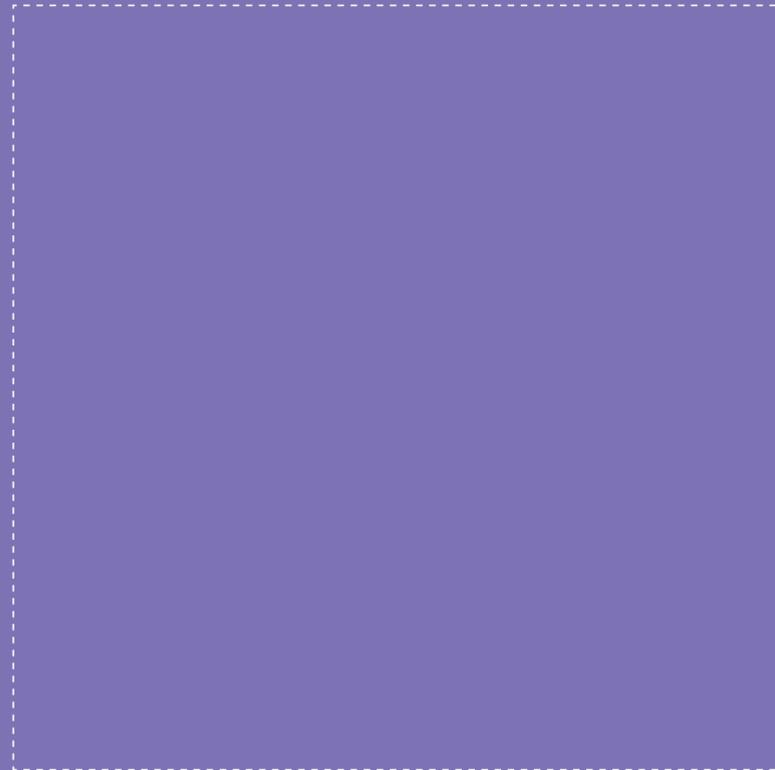
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Leading learning and skills

eCPD in action and self-assessment

eCPD in action and self-assessment

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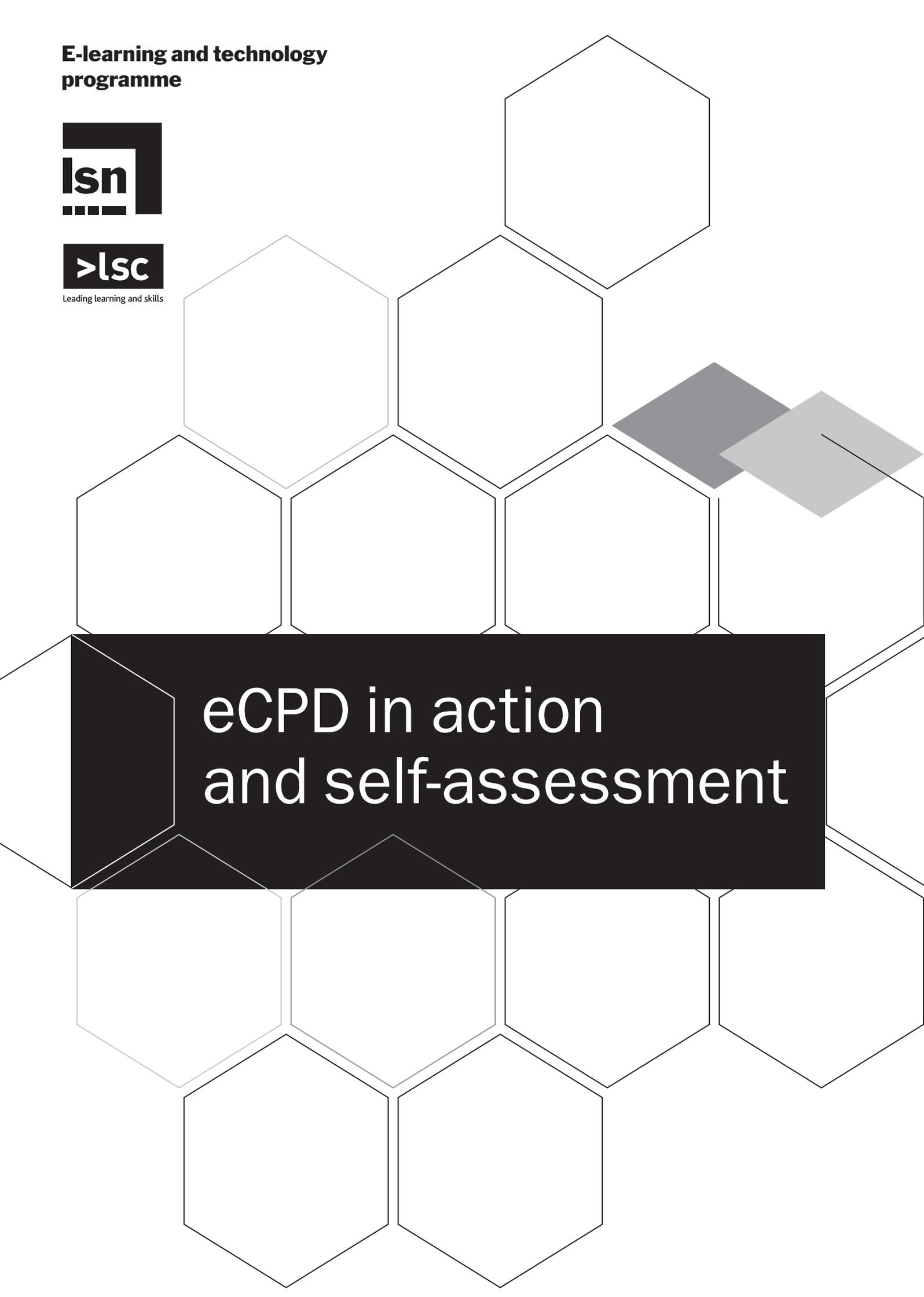
CD-ROM

System requirements

Most computers will be able to run this CD-ROM using any mainstream operating system (including Windows, Macintosh or Linux) provided that a recent internet browser and a CD-ROM drive are installed. To open some resources on the CD-ROM, you will need the latest Flash plug in.

Instructions

Place the CD-ROM into your computer's CD drive. The home page should automatically appear after 30 seconds. If it does not reappear, go to My Computer, select the letter assigned to the CD drive and double click.

CD manufactured in the United Kingdom

eCPD in action and self-assessment

The views expressed in this publication are those of the author and
contributors and may not necessarily express the official position of the
Learning and Skills Network (LSN).

Target groups This publication is intended for all staff involved with
the management of e-learning and all curriculum staff.

Online versions of this publication Please make managers and
curriculum staff aware that an online PDF version of this publication
and the CD-ROM content are also available at
www.learningtechnologies.ac.uk/sa/ecpdpub and
www.ccm.ac.uk/sa/ecpdpub

Any updates to the CD-ROM will be published to the sites mentioned above.

A note about web resources It is anticipated that the Ask Butler and
FERL Resources will be moving to QIA in due course, probably due for
completion in 2008. Information as it relates to resources mentioned in
this publication will be announced on www.ccm.ac.uk/sa/ecpdpub

Further information
For further information about the issues discussed in this publication
please contact: Geoff Foot, Programme manager, LSN
Tel 02920 619172, gfoot@LSNeducation.org.uk

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This symbol indicates content on the CD-ROM.

Table of examples

Acknowledgements

Foreword by Steve Butler

This publication is meant to stimulate and inform and is intended for curriculum staff in the post-16 sector and managers responsible for the promotion and development of e-learning.

In their forewords to this publication, Geoff Foot writes about the role of self-assessment for quality improvement and Steve Smith, who directed some of the Learning and Skills Network's (LSN's) eCPD staff development and undertook the interviews with colleges, writes about the eCPD pilot programme, quality and adding value to teaching and learning. Karl Florczak, who worked with me on LSN's web authoring programme, writes about his role as e-Learning Coordinator at North Trafford College in Manchester. It is not easy to carry out this sort of job, but his college, like my own, has had some notable successes with its e-learning development and many of you will, I hope, identify with his responsibilities.

The sorts of tasks that Karl, I and many of you carry out daily need the support of management and a clear framework and focus. I believe that the e-learning professional development (ePD) framework gives us that. Let's hope it's here to stay awhile!

I am fortunate at City College Manchester in having a senior management team who are committed to the development and implementation of strategies and see the real benefits of e-learning to its staff and students.

I hope the framework and ideas outlined in this publication will help you and your organisation to move forward strategically. We should all hope that ePD will be adopted by every organisation as a syllabus outline, because it provides a clear framework and focus, informs management, feeds strategies and should lead to improvements in teaching and learning. This doesn't, of course, mean that all teaching and learning is poor. There is excellent teaching taking place in our colleges, but it is an area that constantly needs to be addressed, finding new ways to challenge and stimulate learners, and learning lessons, where appropriate, from other technologies and applications.

I have long advocated that the clear path to improvement in teaching and learning is rooted in:

- good management and clear vision
- enthusiasm and fun in what we do and try to do
- clear strategies with implementation plans
- useful, hands-on staff development programmes with a clear framework
- learning that includes a varied range of activities – traditional (tried and tested), e-learning (experimental and diverse), occasionally bizarre (to shock and surprise)
- 'buddy-schemes' such as subject learning coaches and mentors
- sharing, evaluation, supervision and appraisal of schemes of work and lesson plans

- self-assessment (which is related to the above)

- realising strengths and never being afraid to admit areas for development

- working and discussing what we do with others, including departmental colleagues and the learners.

The objectives underlying this publication and the accompanying CD are to:

- illustrate how the ePD methodology can be applied to varying generic situations

- illustrate the integral role of individual self-assessment

- demonstrate how the information and communication technology (ICT) skills and e-learning self-assessment tools can be used

- explain how the ICT Skills self-assessment tool feedback can be used to improve the skill set of an individual or collectively for cross-organisation staff-development initiatives

- explain how the e-learning self-assessment feedback and in particular the Common Inspection Framework prompts can be interpreted to improve the quality of teaching and learning

- relate the feedback from the eCPD self-assessment tool back to the ePD framework as a vehicle for self-improvement

- explain how the self-assessment tools and the ePD framework can be embedded into supervision and annual review to embed quality improvement within the institution.

Steve Butler
e-Learning Development Manager,
City College Manchester

Foreword by Geoff Foot

Self-assessment is an integral part of the teacher's professional role and is initiated in a variety of ways ranging from the responses from our learners to feedback from an Ofsted inspection. The e-learning professional development (ePD) framework for e-learning has at its heart this very concept of self-assessment working on the premise that you 'need to know where you are in order to know where you want to go'. The eCPD individual self-assessment tool is designed to help you formulate your professional development as associated with your teaching and delivery.

The aim of any teacher is to stimulate learning and motivate the learning process; self-examination is integral to this, and e-learning has a part to play in it. However, it must be stressed that e-learning is not technology 'looking' for a solution; rather e-learning aims to meet learners' needs in the most appropriate way, which might not necessarily involve the use of technology. This is where the process of evaluation is so important in meeting learners' needs and reinforcing the learning process – the concluding stage in the methodology associated with the ePD framework before starting the process again for the next cohort of learners.

The aim of this publication is to assist you in the process of carrying out your individual self-assessment, and consequentially to improve the quality of your teaching and delivery. The self-assessment tools consist of two components:

- ICT self-assessment – based on the e-skills IT qualification (ITQ) standards

- eCPD self-assessment – based on the Lifelong Learning UK (LLUK) e-learning standards.

We believe that it is necessary to have at least the ICT skills at Level 2 as a prerequisite for using e-learning for teaching and learning, hence the need for the ICT Skills self-assessment tool to identify ICT skill strengths and areas for development. The eCPD self-assessment tool identifies the pedagogy aspects associated with teaching and learning. The questions are derived from the ePD framework and are reinforced with reflective questions based on the Ofsted Common Inspection Framework.

I recommend these self-assessment tools to you as a means to you and your organisation for potential quality improvement in teaching and learning.

Dr Geoff Foot
Programme manager
e-learning and technology programme, LSN

Foreword by Steve Smith

eCPD in practice: what are the early findings?

During the pilot year for e-learning continuing professional development (eCPD) over 30 diverse organisations have taken the framework and applied it to all aspects of the student experience.

The framework, as outlined in this publication, covers every aspect of post-16 teaching and management activity, all focused on improving quality in the use of technology in learning, teaching and support. Each topic is dedicated to one aspect of the use of e-learning and technology, and contains a set of criteria statements that are based on the Lifelong Learning UK (LLUK) national standards for the use of e-learning.

Early results from the pilots have indicated that the framework:

- builds confidence in the use of e-learning with staff whatever their role
- allows for professional development and updating in 'bite sized pieces'
- is always relevant to the individual and their role because eCPD begins with their vision and aspirations
- is designed to encourage reflective practice as much as technical expertise
- can readily absorb any changes in the use of hardware or software.

Managers and leaders have commented that the framework is:

- easy to scale whether it be for a single intervention or as a basis for a whole organisational strategy
- effective in providing a focus for professional updating of staff.

One of the interesting challenges to emerge is one of staff development provision – a flexible framework challenges developers to be demand led and to create imaginative approaches to support while at the same time maintaining economies of scale – so necessary with a tight budget.

Often the leaders are in need of professional updating and support in order to implement the framework at a local level, and this is where the support of the LSN, the Joint Information Systems Committee (JISC) and the National Institute of Adult Continuing Education (NIACE) will be so valuable in the short to medium term.

It's a question of quality

Over the past five years in particular, teachers and leaders have increasingly engaged with technology inside and outside the classroom, and most yearly surveys from the lead bodies show a gradually improving skills set among staff. Yet one can suggest that a bigger question has to be tackled – a question of quality. How are teachers and leaders to know that their e-learning activity or intervention is 'adding value' to teaching and learning, and enhancing student attainment or enriching their daily experience? You could look at the results for retention and achievement for particular groups over a certain time, or ask the students to feed back on how they feel their own performance has improved or how different forms of access or communication has helped them to feel 'included'.

Colleagues can also reach a consensus on the extent to which learning with technology has improved their love of the subject or their ability to provide for students with different learning styles. Such reflective practice is fundamental to eCPD activity. Every ePD standard is based on learning, teaching and support processes that have been shown to be effective in practice.

eCPD should start with individual aspiration that will bring real benefits to learning and teaching. As you complete one stage of development, the review process should stimulate the thought of a new goal or ambition. So eCPD becomes a cycle of development that should encourage a momentum of its own. Such qualities are eminently suitable for annual reviews and goal setting and eCPD can dovetail very neatly into existing performance management structures.

Finally, people frequently ask about the need for evidence to show the extent to which an e-learning activity has been successful, or how far an individual has travelled. If you follow the six-stage methodology, the evidence will occur as a natural result of 'learning by doing' and hence will tend to be primary in its source, perhaps surprising at times and always highly relevant.

Steve Smith
e-Learning Consultant

Foreword by Karl Florczak

Despite working within the same educational institution, there has been one thing that sets the person responsible for e-learning staff development apart from all of the other teaching staff: the lack of some sort of 'syllabus' to work from, something to say 'here are the kind of things that your learners need to know!'. This has been the case while I have performed my role as e-Learning Coordinator at North Trafford College – a case that's probably no different from anywhere else.

Over the past five years I have implemented many of my own frameworks to help me tackle e-learning staff development. My predecessor had conducted an 'ILT Skills Survey' among all teaching staff shortly before I took over the position. This gave me the skills gaps to aim for and gave me an indication of what sessions to lay on when it came to the college INSET days. The choice of sessions on offer on these days would change with each INSET day as I reacted to the results of the survey.

Then came the 'ILT Toolkit' – a set of five fairly basic e-learning skills specifically targeted at existing and – in particular new-to-the-college – full-time teaching staff who would collect each skill as they attended staff development sessions and mark them off on a personal 'passport'.

Next it was the turn of the 'FERL Practitioners' Programme' to dictate the pattern of e-learning staff development at North Trafford College. Instead of rolling the entire scheme out wholesale, I decided to pilot it with a volunteer group of 12 second-year PGCE students; Strand 1 – Using ILT with Learners – looked the most relevant to their cause, and the nine modules required fitted in perfectly with the amount of term that they had remaining.

Ultimately all 12 completed Strand 1, but this method had some problems. The educational law of averages states that not all of your students will turn up every week; fitting this method into a structured timetable meant that those unable to turn up to the sessions were 'relegated' to catching-up by accessing the materials on our college VLE (Blackboard). Second, the modules didn't cover some of the things that were already de rigeur in my INSET sessions, things that I wanted to share with the group, eg software such as MindGenius. These got included, but at the detriment – in terms of time – of the rest of the material in the module.

E-learning staff development at North Trafford College now had three different 'faces': the FERL Practitioners' Programme, the ILT Toolkit and those extra goodies that I included during INSET days. Using a system that I was party to while learning to read at primary school, I decided to create my own framework and streamline the whole e-learning staff development scene at North Trafford.

First of all I listed all of the different topics covered by each of the three different 'faces'. Using the seven colours of the rainbow I then placed each topic into a colour under the following criteria: at the red end of the scale were the 'essentials' and/or those topics that were at a basic level, right through a sliding scale to violet, which housed the 'not so essential' and/or those topics that were at a more advanced level. So, those topics covered by the ILT Toolkit were slotted in at the red band as they were seen as 'essential', whereas things like using Macromedia Flash to create interactive learning materials were put in at violet as they were at an advanced level. In honour of the colour scheme that it was related to,

I named it 'The Richard of York Scheme'. The idea behind it is that members of staff should 'collect their colours', starting at red and then eventually working their way through to violet. Records of topics completed are kept on a simple Microsoft Access database.

The main boon in working in this way was the flexibility that it offered. Any new topics could be assigned a colour and slotted into the scheme immediately. Keeping the records on an Access database also opened up the possibility of producing some simple statistics; counting the number of people who have completed each colour band gives me the whole college's 'colour profile' in staff e-learning skills. However, despite its flexibility and streamlined approach, my 'Richard of York Scheme' is still my scheme; it is not universal. It is still my opinion of what our staff at North Trafford College need in terms of e-learning staff development. This is the point where eCPD comes in.

At long last there is a 'syllabus' for the e-learning trainers out there telling us 'here are the kind of things your learners need to know!', and it's a flexible syllabus, which fits in perfectly with any college's e-learning development plan. Having a detailed list of topics, learning outcomes and criteria will help to take some of the guesswork and personal opinion out of assessing learners' needs when it comes to e-learning staff development. I have found that reading through the ePD topics and criteria has acted as an 'approval' of all of the work I have done already at North Trafford College, and I suppose it will do the same for those other e-learning trainers who have already implemented their own frameworks. For those who haven't, it serves as an excellent guideline and starting point.

Further approval or guidance is offered by the eCPD self-assessment tool. As a practitioner, the easy-to-digest feedback – a series of 'filled containers', graphs and lists, divided into 'Strengths', 'Priority Areas' and 'Areas for Development' – is a ready-made, on-screen report and action plan rolled into one. This effective method of self-assessment is extended to all staff; if you can find the time to sit them down in front of it, the ICT Skills self-assessment tool looks worthy of providing practitioners with the ICT Skills Survey that heralded my entry into e-learning five years ago.

Karl Florczak
e-Learning Coordinator, North Trafford College

About this publication

This publication is about the skills and knowledge set required for using technology to enhance the learning experience and how continuing professional development in e-learning can assist that aim.

A six-stage implementation process, showing how e-learning can add value (with contributions from colleges in this publication and in the video on the CD-ROM) and self-assessment are integral to that aim.

In order to make e-learning happen it must have support mechanisms and a clear structure; in turn, this requires that the strategies and plans within the organisation are supportive of improvements in teaching and learning as a whole. To this end, this publication is divided into the following sections:

- E-learning and eCPD

- eCPD methodology and framework implementation

- The need for self-assessment

- Appendices.

1 E-learning and eCPD

What is e-learning?

E-learning is supported through the use of technology and can cover a range of activities from learning online, to blended learning (combining traditional and e-learning).

A key benefit of e-learning is the opportunity to individualise the learning and provide extra activities and learning content that suits a wide range of abilities and gives access to learning materials at any time.

We are in danger, though, of concentrating on the 'e' and forgetting the all important 'learning', because whatever the technology learning is the vital element of e-learning. Therefore, the learners have to undertake activities which actively engage them and they require feedback on the activities they undertake. Learners can reinforce their understanding, practise skills, demonstrate concepts, change their learning styles and go at their own pace, but it has to be measured and has to be relevant. Ideally, it should, at least in part, involve group work and verbal and online social interaction. E-learning, like any learning, requires a clear purpose, measurable activities and defined outcomes.

E-learning requires that staff understand the many aspects of e-learning and the skills required to make e-learning effective. This is where college strategies, implementation plans and clear process, ICT skills, eCPD self-assessment and the ePD framework can help. The following sections outline these different aspects.

Learners have a right to engage with technology

There has to be a commitment to e-learning, not for its own sake but because we cannot ignore technology. The industrial revolution heralded a major change for society in the 19th century and the technology revolution at the end of the 20th century and beginning of the 21st century is just as enormous.

Young people, in particular, might expect that they will be able to use computers in their learning; they do expect to socialise and network using sites such as Facebook and MySpace. In particular, the computer games industry has raised the level of expectation and set the standard of how learners might interact with computers from a very early age.

Learners' right to engage with technology is a two-way process (Web 2.0), not just looking up facts and references on a website. Quizzes, forums and social networking sites – blogs and wikis – all help to engage and interact with the learner. In other words, they can contribute as well as receive information.

These activities do not replace the classroom environment but they significantly add to it. They need to be planned into schemes and work, lesson plans and assignments in just the same way that students are required to write an essay or undertake a written test to assess learning or undertake book research. It is worth repeating – these activities require clear purpose and defined outcomes.

The importance of an e-strategy implementation plan

If a college or organisation wants to make real progress relating to the development of e-learning then it cannot be considered in isolation. E-learning is part of good overall teaching and learning but in order to make it happen IT support, business systems, access to data, quality systems and controls and college management processes are integrally linked.

From a business point of view, access to data is often difficult, and management of data is often poor, not known about and therefore not used effectively. The presentation of data about the timetable, exams, daily notices and online resources for staff and individual students is just as integral to the development of e-learning as the learning materials used. To this end it is important that the college has a staff member dealing with data management and integration and others dealing with the pedagogical aspects of the VLE and e-learning content development.

E-learning development is part of an e-strategy implementation plan. You need the e-strategy to help make e-learning become a reality. The development of any strategy requires good management and is not a small topic for a small group of staff. Almost every department of the college is required to engage in its development.

It is essential that you have a clear strategy to develop an implementation plan which has clear targets and measurable outcomes. It will involve:

- data management and integration
- marketing
- communication
- teaching and learning
- assessment
- staff development
- accessibility
- IT infrastructure, and coordinated development and improvement in ICT skills
- self-assessment of skills relating to eCPD and ICT.

You will need an over-arching management group for the strategy and various sub-groups dealing with the specific detail of the strategy. These groups need to meet regularly. Each group should have strategic objectives which contribute to the overall strategy and the organisation as a whole. Activities associated with the objectives help them become a reality and performance targets and outcomes need to be set against the activities so they can be measured.

Teams who deal with data and the structure and development of e-learning, including VLE management and content development, must be adequately staffed and resourced and need to be part of the appropriate sub-groups mentioned above.

Although we moved away from an IT strategy that dealt with buying new computers for no good reason to an ILT strategy that dealt with the purpose, need and justification for new equipment (including more than just computers), it was often a bun-fight, with departments bidding to see what they could get out of the pot. Your e-strategy needs to be linked to the whole organisation and its strategic aims and objectives. Its main aim must be to improve teaching and learning. Learning must be fun and enjoyable for all concerned and e-learning can make a significant contribution to that objective. We don't see the phrase 'fun and enjoyable' in many college strategies!

In addition, it is all too easy to focus on the improvement of learning at the expense of improvement in teaching. It is impossible to divorce the two. There has to be a significant staff development budget and programme of which self-assessment should be a major part. I am not convinced that staff development programmes are always linked to the particular needs of staff or the organisation's strategic objectives.

There still has to be a commitment to the hardware and software resources required but these needs have to be linked to effective accommodation and timetabling strategies. It is, therefore, the bigger picture that informs the e-strategy.

The importance of process and joined up thinking

Although many colleges have rigorous processes in place, some colleges have processes that are disjointed and independent of each other. In some organisations the supervision process has no bearing on, say, targets and planning for the academic year. In particular, the annual review for the measure of success and achievement is often a 'cobbled-together' process, which has no formal systems or procedures to rely on.

All aspects of good management should be linked to the success of good teaching and learning. Better management and process leads to better teaching.

Therefore, it is important that the supervision and review process is as much about teaching and learning success as it is about examination results and retention. Staff can help managers by making them aware of what has worked well, how good practice can be shared, what self-assessment and e-learning has contributed and how resources and better timetabling, for example, would further enhance their work.

Following a framework

The hybrid framework titles for eCPD together with ideas for suggested content (see Appendix 3) make useful headings for your own personal plan and staff development activities. Staff development for e-learning does not always require a formally structured session; staff development can be undertaken with a colleague.

For example, I devised the following staff development session.

Evaluate a lesson using e-learning

Observe a lesson that incorporates e-learning led by a colleague.

Before the lesson identify, from the scheme of work, lesson plan and discussion, the intended benefits of the e-learning.

After you have observed the lesson, evaluate the e-learning used and identify how learning was enhanced or supported, and whether the intended benefits were achieved.

- What was the reaction of the students?
- Was their learning enhanced?
- Did the learning enable different levels of ability to be catered for?
- Was it challenging, interesting and fun for the learners and the tutor?
- What did the e-learning activities contribute to the lesson?
- How was the learning measured?

Discuss and consider how the lessons you learned could be applied to your own practice. Identify through ICT self-assessment what particular skills are needed and how you might address any areas for development. Although this consideration of the use of e-learning is partly about you, it is primarily about your learners.

Although you may have only observed one lesson, what activities took place before this lesson and what is planned later in the academic year with this group?

Devise a lesson using e-learning

If you devise a lesson similar to the one you have observed, consider whether

- your students' learning will be enhanced
- the lesson will be challenging, interesting and fun for the learners and you
- the activities planned will help your students to learn
- the activity will stimulate further activity in this area.

E-learning or not, remember that your lesson needs:

- clear objectives and a good start (an 'icebreaker' is always good)
- a summary of what has gone before
- an introduction to new material
- development and expansion of the learning material
- recapitulation and evaluation of what has been covered.

You do the hard work in preparing the lesson but the students should work even harder during the lesson. So, the summary, recapitulation and evaluation might be led by the students. Where this involves e-learning an interactive whiteboard could be used by selected students to demonstrate to their peers and you what activities they undertook and why, and what they learned.

Efficient timetabling

Using e-learning is not without its difficulties but these are not insurmountable. Timetabling and room use is a key issue. In most colleges these days there is no shortage of computers and many rooms are equipped with projectors, screens and interactive whiteboards. It is often a case of switching a classroom and/or using a designated block of computers in the learning centre for all or part of the lesson. In particular, there is a need to plan ahead and this is where a well-devised, well-thought out scheme of work can identify what resources are required. It isn't, for example, always necessary to have a computer for every student, one computer linked to a data projector – with the students doing the work, not you – can be very effective, enjoyable and builds up rapport, confidence, understanding and presentation skills.

Applications for e-learning

If e-learning is a new area to you, you will find there are many applications available to assist you in its development. I have chosen a selection that only requires you to follow a set of instructions to make them work.

Microsoft Word and **Excel** can be used to build interactive learning packages. See www.rsc-yh.ac.uk/usingword.asp and www.rsc-yh.hull.ac.uk/usingexcel.html

For the use of **interactive whiteboards** see John Whalley's article as a starting point at http://ferl.becta.org.uk/display.cfm?resID=8224

For assistance with the use of **digital cameras** see http://ferl.becta.org.uk/display.cfm?page=363

For the use of **video** in teaching and learning see http://ferl.becta.org.uk/display.cfm?page=1861

The next two pages list a few of the applications relating to web-based e-learning; most are free or shareware. You can use an internet search engine to find out more. Having found an application that looks useful you can then apply your own creative thinking and subject-area expertise as to how it can be used. I suggest that you don't apply it to your 'subject' but to a particular module or topic as a bite-size chunk of learning where e-learning would help to increase understanding and make the topic even more fun and enjoyable.

Suggested applications for e-learning development

Moodle
If you don't use a virtual learning environment (VLE) then you can use Moodle, which is a free learning management system (LMS) that lets you provide documents, graded assignments, quizzes, discussion forums, blogs, wikis and glossaries for your students with an easy to learn and use interface. *Use of this software should be centrally co-ordinated*.

Wikis
A wiki is a web application that allows users to add content, as on an Internet forum, but also allows anyone to edit the content. Wikis are available in Moodle.

Blogs
Blogs are available in Moodle in a basic but very workable format.
If you require blogs which have richer features consider www.blogger.com.
The ideal way to use blogs would be to link to external blogs from Moodle and keep an eye on the content.

Flickr
Flickr is a digital photo-sharing website and web services suite.
Your organisation may have a policy on the use of social networking sites, so do check.

Flock
Flock is a new web browser that makes it easier to share media and connect to other people online. You can share photos and automatically stay up to date with new content from your favourite sites.

Picasa
Picasa is a free software download from Google that helps you locate and organise all the photos on your computer; edit and add effects to your photos with a few simple clicks; and share your photos with others through email, prints and on the web.

Audacity
Audacity is a free, easy-to-use audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio; convert tapes and records into digital recordings or CDs; edit Ogg Vorbis, MP3 and WAV sound files; cut, copy, splice and mix sounds together; and change the speed or pitch of a recording.

YouTube
YouTube is a popular free video-sharing website which lets users upload, view and share video clips. Videos can be rated; the average rating and the number of times a video has been watched are both published.
Your organisation may have a policy on the use of social networking sites, so do check.

Wikipedia
Wikipedia is a free content, multilingual encyclopaedia written collaboratively by contributors around the world. The site is a wiki – anybody can edit and add to an article. It offers quick understanding on controversial issues. Strong in current affairs.

NVQs Onefile
(Purchase required) OneFile ePortfolio is an easy-to-use online assessment solution that can be used for vocational qualifications like NVQ and Key Skills. Features include action planning, assessing against the criteria, providing feedback, verifying, auditing, management reporting and more. *Use of this software should be centrally co-ordinated*.

Google docs
Google Docs & Spreadsheets is a free web-based word processing and spreadsheet program that keeps documents current and lets the people you choose update files from their own computers.

MySpace   MySpace.com (or MySpace) is a free service that uses the internet for online communication through an interactive network of photos, weblogs, user profiles, email, web forums and groups, as well as other media formats. This all-inclusive service is sometimes called a social networking interface. MySpace is a very active site, and additions and new features are being added constantly. The site is particularly useful for music and arts students. *Your organisation may have a policy on the use of social networking sites, so do check*.

Camtasia   (Purchase required) Camtasia is used to create videos of your computer screen (including motion and narration). You can also do simple editing. Also see www.camstudio.org for Cam Studio and www.debugmode.com/wink for Wink – tutorial and presentation software.

Hot Potatoes   The Hot Potatoes suite includes six applications, enabling you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for the world wide web. Hot Potatoes is not freeware, but it is free of charge for those working for publicly funded non-profit-making educational institutions, who make their pages available on the web. Other users must pay for a licence. Check out the Hot Potatoes licencing terms and pricing on the Half-Baked Software website. **Note that there is a Hot Potatoes module within Moodle**.

Google Earth   Google Earth is a virtual globe program that was originally called Earth Viewer. It maps the earth by the superimposition of images obtained from satellite imagery, aerial photography and GIS over a 3D globe. It is available under three different licences; the free version, Google Earth, has limited functionality.

Google Video   Users can search and play uploaded videos directly from the Google Video website, as well as download video files and remotely embed them on their web pages.

ZoomIt   ZoomIt is screen zoom and annotation tool for technical presentations that include application demonstrations. ZoomIt runs unobtrusively in the tray and activates with customisable hotkeys to zoom in on an area of the screen, move around while zoomed, and draw on the zoomed image. I wrote ZoomIt to fit my specific needs and use it in all my presentations.

HoverSnap   HoverSnap is a free handy snapshot tool with jpg, png, bmp and gif support. HoverSnap can take snapshots of the full screen, active window or a selected area. It can even capture layered windows (alphablended ones under 2K/XP).

The relationship of eCPD with ePD

The e-learning professional development (ePD) framework relates to the development, by teachers and other learning support staff, of an ongoing skills and knowledge set for using technology to enhance the learning experience. This ePD framework can be used in a number of ways, of which one could be continuing professional development (CPD), and in this context this publication uses the term eCPD. Hence eCPD can be defined as continuing professional development with a specific focus on e-learning.

The benefits of eCPD

E-learning in continuing professional development (eCPD) focuses on continuing professional development and the integration of technology to all those working within the learning and skills sector. It is about making progress in the profession and constantly evaluating teaching and learning. No matter how little or how much experience they have, eCPD should inform the development of staff and provide a complete evaluation system, which raises critical awareness and analysis of skills and makes recommendations for improvement and change.

Providing continuing professional development to teachers is a way of building confidence and expertise to improve curriculum delivery and is highlighted as a key factor in achieving the government's targets for improvement in teaching and learning in the post-16 sector.

The Learning and Skills Network (LSN) and its predecessor the Learning and Skills Development Agency (LSDA) produced an ePD template based on the e-learning standards provided by Lifelong Learning UK (LLUK).

A confident and skilled workforce also makes a substantial contribution towards the national targets set in the post-16 e-learning strategy to ensure that all staff in the sector are confident and competent in using ICT and e-learning.

The need to improve quality in teaching and learning depends on continuous updating and upskilling the whole post-16 workforce.

The purpose of eCPD

eCPD helps teachers to:

- maintain knowledge and skills

- improve knowledge and skills

- broaden knowledge and skills

- develop the personal qualities required in our profession.

Personal qualities help to improve professional practice and professional practice helps to improve personal qualities. Different elements of eCPD help teachers to:

- develop competence

- professionally assess what is and is not relevant to them

- feel motivated

- recognise strengths and areas for development

- recognise the potential of technologies and applications

- recognise any constraints of technologies and applications.

Successful eCPD also involves:

- leadership and management

- performance management

- communicating with fellow professionals and sharing ideas

- following through – it is important that any self-assessment and evaluation of skills is not merely an exercise but results (a) in a *recognition* of strengths (b) in a *supported* action plan for development.

Teachers can learn from and impart expertise to colleagues and students in different ways, for example by:

- termly supervision (this process is often only concerned with 'what's next' rather than a recognition, appreciation, review and understanding of what has been achieved)

- yearly appraisal

- shadowing the work of other colleagues

- attending cross-college meetings

- attendance at departmental team meetings (these meetings should also discuss effective practice in teaching learning with demonstrations of what has worked and has been effective)

- visiting centres of educational excellence

- being or using a mentor

- learning from students

- interactive materials on the VLE

- using Camtasia or Captivate

- using video.

2 | eCPD methodology and framework implementation

Six-stage approach to developing ePD

A six-stage approach to development is explained below. This approach helps you to help yourself. An integral part of the six-stage methodology of using the ePD framework is related to the use of appropriate self-assessment tools (in Stage 3) in order to identify individual strengths and areas for development. This methodology provides a framework and a process for development.

The eCPD self-assessment tool (see Appendix 3) uses merged units from the ePD framework.

The following pages show examples relating to the six stages, explaining how they have been applied to generic and specific curriculum areas.

Methodology to underpin all ePD competence framework development

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.

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, their preferences and learning styles, and identify their learning needs.

■ Identify potential opportunities and constraints on introducing e-learning CPD.

■ Identify potential accessibility issues.

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, includng ICT and programme specific.

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.

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.

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.

Applying the six-stage approach to developing ePD

Background

Learner needs analysis

Evaluate and reflect

Six stages
of the
cube methodology
for ePD

Implementation

Plan

Self-assessment
and upskilling
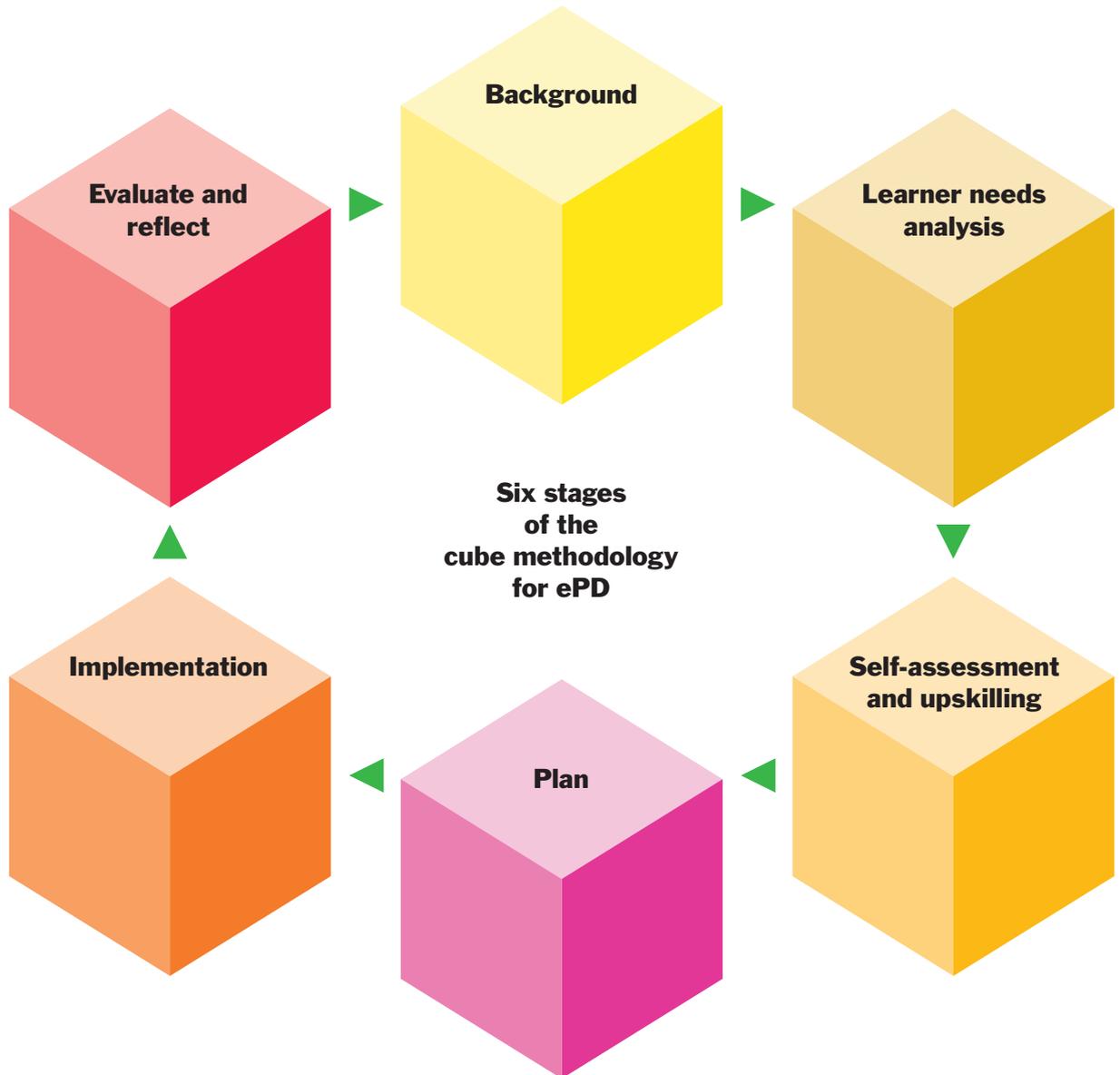
Six stages to eCPD success – based on the model used for the ePD framework

The ePD framework has a six-stage methodology, which can be used to underpin all e-learning CPD development. This methodology has six stages, which you should attempt in a particular order to maximise the chances for a successful outcome.

Stage 1   Background

In the first stage you will recognise the potential of e-learning to enhance teaching and learning. At a local level this stage could be viewed by considering as an individual or organisation the aspiration: 'What do I want to do?' You have to have a vision or ambition for changing the present state, whether that be moving from using plastic overhead transparencies to electronic images for classroom presentation at one level, or moving to a new virtual learning environment (VLE) for the whole organisation at another.

Sometimes individuals are unaware of the potential of e-learning so they get stuck at the first base. Here collaboration between staff and other colleges can be very useful in terms of revealing potential – observing highly regarded, 'e-confident' practitioners in action can trigger new ideas, for instance.

Stage 2   Learner needs analysis

An e-learning intervention is often at its most powerful when it could benefit a particular group of learners and appeal to their preferred learning styles. You could ask yourself 'Why do I want to explore this aspect of e-learning?' What would be the benefits of this eCPD activity to the students (primarily), but also to other staff and perhaps the whole organisation?

Stage 3   Self-assessment and upskilling

Once you have clearly identified the benefits (and you might need to revise the first question in order to arrive at a satisfactory answer), the third question is 'Am I ready to do this'? Quite often the honest answer is 'no' – you may need to gain some skill or technique, or the help and permission of specialists and leaders within an organisation, for instance, enlisting the support of your network manager and e-learning manager from the outset. You may need to persuade a senior manager to release vital resources or be a guide and sponsor at a strategic level. You may need to approach your line manager and staff development unit for training in a particular skills set. The eCPD self-assessment tool can be a timely and useful point of support within this stage.

Stage 4   Plan

Once you have addressed these three questions, you can consider the three remaining stages, which are centred on the actual e-learning activity. The fourth stage requires you to plan for your e-learning intervention, which includes any activity in stage 3, but also a timescale, a statement of outputs and a means by which you can measure them.

Stage 5   Implementation

You will implement your e-learning intervention during the fifth stage, which includes keeping stakeholders up to date and putting interim 'milestones' in place, and anticipating any points of 'activity slippage' in order to ensure that the plan completes on time.

Stage 6 **Evaluate and reflect**

The sixth stage comes at a point at which you will evaluate and reflect on your e-learning intervention.

- Did the activity meet its objectives?

- Are the outputs useful?

- What did the students think of them?

- What did your colleagues think of them?

- Are you measuring the right things?

- Are they being measured correctly?

- How long a distance have you travelled through this e-learning intervention, and what are you going to do next?

Examples of applying the six-stage approach

Leeds College of Building – Christine Byrne

Scenario:

More engaging approach to essential concepts in the construction industry (mathematical disciplines such as mensuration, area and volume – task planning for kinesthetic learners)

Stage 1 **Background and context**	■ Need to improve teaching of mathematics particularly Levels 1 and 2 learners ■ Need to share finite resources across the faculty
Stage 2 **Learner needs analysis**	■ Kinesthetic learners needed a hands-on approach ■ Wide range of abilities ■ Slow learners needed more learning opportunities
Stage 3 **Self-assessment**	■ Self-assessment tool revealed a resource-planning issue ■ 3D model could not be replicated ■ Difficulties with lectures in a workshop environment
Stage 4 **Plan**	■ Engage Senior Management Team (SMT) in terms of releasing specialist staff ■ Consult teachers ■ Consult IT Services staff about virtual learning environment ■ Consult specialist staff ■ Be SMART (specific, measurable, achievable, realistic and timely)
Stage 5 **Implement**	■ Keep to timescale ■ Manage the scope of the project ■ Integrate with existing curriculum materials and National Learning Network (NLN) resources
Stage 6 **Evaluate**	■ Unanticipated benefits ■ Usefulness of the self-assessment tool

North Trafford College – Karl Florczak

Scenario:

Using the self-assessment tools as means to 'add value' to a process that is already effective

Using the self-assessment tools as a basic e-learning development tool for all managers.

Stage 1 Background and context	■ Manager taken on a new role in e-learning development across the organisation ■ Manager operates in an area with little history of 'custom and practice' to validate the manger's approach
Stage 2 Learner needs analysis	■ Learners are more colleagues and clients who depend on manager for a service ■ Colleagues and clients need leadership in terms of defining quality standards for the use of e-learning
Stage 3 Self-assessment	■ Need to engage students in feedback processes highlighted ■ Need for a cohesive e-learning approach based on external standards
Stage 4 Plan	■ Modify ROY* in line with the ePD framework ■ Design a process for including student feedback for the use of e-learning in the curriculum review processes
Stage 5 Implement	■ Self-assessment tool exercise only at this stage
Stage 6 Evaluate	■ Tool should: ☐ be suitable for other managers ☐ be accessible ☐ be easy to use ☐ have instant graphical feedback ☐ validate strengths ☐ give detailed suggestions for development

*ROY = 'Richard of York' in-house training scheme at North Trafford College.

Redcar and Cleveland College – George Corfield

Scenario:

I am the ILT Project Manager for Redcar and Cleveland College in the North East of England. I have taken on the role at an exciting time, as a brand new college building is to be erected close by and the present one will be demolished and the ground converted into a park, all to be ready by September 2008. This will give me the opportunity to ensure that the new building has an IT and ICT infrastructure that is suited to the 21st century. It must be able to accommodate growth in the use of technology and to provide a network that will meet or even exceed staff and learner expectations. My other key role is to encourage staff to engage with e-learning tools and techniques on a wider scale, and to promote 'e-confidence' in terms of their ILT skills and abilities. I saw the eCPD self-assessment tool as an opportunity for staff to measure where they are now in terms of e-learning ability and to stimulate thoughts in their minds on how they could use technology more to enhance their subject teaching and learning.

Stage 1 **Background and context**	■ Because the self-assessment tool is new to me, I thought I would pilot its use with a small number of staff from the maths, science and geography areas. The members were of mixed ability in terms of the use of e-learning, from ILT champions to the relatively techno-phobic. I hoped that the tool would establish a benchmark for each person from which they could plan their own e-learning evelopment. ■ I was a little wary of how they might react to the tool, and I took time to explain what it was about and how it is not any sort of exam, and that the results are unique to each individual and should not be seen as a way of establishing the e-learning experts or novices among the group. I also emphasised that the results were confidential – this I think is an important feature to promote honest self-reflection. However, the tool does offer a benchmark figure for every section so if a person wants to gauge their ability with an external measure they can do so.
Stage 2 **Learner needs analysis**	■ The group members agreed to share their results with me, which has helped my analysis tremendously – and also given me a few surprises. We looked at two areas from the self-assessment tool – e-fundamentals and blended learning. ■ On the e-fundamentals unit, many people's results were around the benchmark or slightly below. This worried me slightly as some of the individuals were ILT 'champions', in a position to guide and support others. ■ The results from the blended learning unit gave even more cause for reflection. I could see that the individuals were enthusiastic about the possibilities of taking e-learning forward, but generally scored low in terms of their confidence and abilities to do so. This prompted me to consider how I could modify my approach to offer different kinds of support and encouragement.

Stage 3
Self-assessment

- Although I emphasised that the self-assessment tool was meant to be an opportunity for improvement, I could tell that some of the results had been a little disconcerting to certain individuals. One ILT champion felt that they should have achieved a better score considering they are promoting e-learning – he felt the results for the e-fundamentals unit was reasonable, but he needed to think afresh on how he could find ways of embedding technology into his own teaching activities, and identify more blended learning strategies that he could pass on to other teachers.

- A science teacher initially felt the self-assessment tool reinforced her belief that she was not 'e-confident' and that she was in urgent need of support and development.

- Even though the exercise had at times been an uncomfortable one, everyone agreed that the tool was fair and the feedback had been realistic.

Stage 4
Plan

- The feedback from the tool has been just the catalyst I need to consider new ways in which I can support and encourage staff in the use of e-learning.

- First I recognise an urgent need to follow up the results with individuals and reassure some of them that they have good ideas and real potential. This is one example of where the human touch is such a necessary component of the self-assessment process.

- I also need to discuss new ways of offering e-learning support and development – are there specific skills and techniques that are not generally available at the moment? How can we share good practice across the college for everyone's benefit? Are there also 'just in time' support needs that can help a teacher to feel more supported in the classroom?

- A small group discussion has raised the possibilities of digitising VHS videos and other media clips onto CDs or the college learning platform so materials can be shared among departmental staff and be accessible to students outside lessons. This was an unexpected and exciting idea that could be harnessed to show real progress in our use of technology in teaching and learning.

Stage 5
Implement

- The self-assessment exercise has challenged me to reflect on my staff development offer and see if there are skill areas that need to be made more accessible to staff.

- I also need to think afresh about how I could promote achievements and celebrate good e-learning practice across the college before the move to our new building, and all the possibilities that our new equipment could offer.

- I will also review my strategic action plan for embedding e-learning in the light of all I have discovered.

Stage 6
Evaluate

- The self-assessment tool has been a memorable experience for several reasons. In a way it has been a wake up call in terms of defining our current readiness to embrace e-learning, and what we should be prioritising in the near future.

- For some of the staff who took part, the results were at first a little disconcerting but this changed quite rapidly into a stimulus for new ideas and new ways in which e-learning could be developed and used for teaching and for learning.

- Everyone agreed that the feedback from the self-assessment tool was fair and realistic, but I would recommend that anyone who leads this exercise should be available soon after to ensure that every individual feels supported and encouraged to find positive ways to use the feedback to move forward and improve their use of e-learning.

- My next stage would be to extend the use of the tool across as many departments as possible, so I can make better use of the excellent global statistics and graphical results to shape my college e-learning strategies.

City of Westminster College – Patti Taylor

Scenario:

I am the ILT coordinator at the City of Westminster College. I have been in the post for four years and it is a job I love. It involves helping teachers and support staff to use e-learning to engage and support students better. It also involves me identifying and securing e-learning resources for teachers and showing them how they could be used in practice. I am also involved in training new teachers in the use of technology for teaching and learning, and I help to steer the e-learning strategy for the college. I saw the self-assessment tool as a good opportunity to stimulate new ideas or approaches to my e-learning programmes, and of course to reinforce any practice I consider to be a good one!

Stage 1
Background and context

- I have a wide involvement in CPD programmes across the college including eCPD. I regularly lead workshops for new and existing teachers and offer everyday support in their use of technology inside and outside the classroom.

- The big event in the near future will be a move to a state of the art new college building, with all the improved infrastructure and teaching resources this will bring.

- A large part of my job is to ensure that staff are more 'e-confident' by the time they work in the new building in 2008.

Stage 2 **Learner needs analysis**	■ My learners are new and existing teachers, and all manner of support staff. I can see that the self-assessment tool could be useful to everyone in different ways, though at the moment there has been very little activity. I felt I needed to use the tool myself-to gauge my own progress in the leadership and management of e-learning, and to have a first hand experience of the self-assessment process so I could relate to how others may react to the activity in the future and know how they could be supported and advised.
	■ I feel that e-learning skills and practice should be regularly assessed, in order to ensure that our eCPD programmes are still relevant and that general skill levels can be monitored, though like most other colleges our resources in terms of people and budgets are finite and so this kind of activity may not be as frequent as I would like. Also we are a very busy urban institution with a diverse range of staff and subjects. I am thinking that an online self-assessment tool that is available when and wherever it is needed could offer some real improvements in this process.
Stage 3 **Self-assessment**	■ The self-assessment exercise certainly reinforced aspects of my role which I knew was a strength, though it was reassuring to have this endorsed by a third party.
	■ The feedback was clear and easy to read and I liked the graphic displays showing my strengths and areas for development through my initial experience, application and reflection stages.
	■ I could see how the convenience of the tool may make it feasible to encourage staff to take the self-assessment as a regular ongoing development process so they could take control of their own learning and set their own priorities through regular feedback.
	■ One aspect of my feedback caused me to pause for thought. This concerned the issue of how teachers are gaining from our existing programmes – are they motivated to gain the qualification or are they more focused on gaining the necessary skills to improve their practice? To what extent do our programmes really equip teachers to use e-learning in the classroom?
Stage 4 **Plan**	■ This has led me to think anew about the existing structures of our programmes. On several occasions, we have had difficulty in extracting portfolios from teacher candidates, though their response to our practical sessions has been very positive. Perhaps I need to think about how portfolios can have more electronic organisation and content, and move the focus slightly towards offering more time to support the use of e-learning in the classroom and support areas. It might be a question of altering the emphasis of what we do.
	■ The question of relevancy has also prompted me to think of using ITQ as a preferred qualification for all staff in future, as I am convinced that ITQ offers more scope for e-learning reflection and application than our existing programmes.
	■ Perhaps the next immediate stage would be to encourage my close colleagues to take the assessment and use their results as a catalyst for course review and the exchange of new ideas for programme development.

Stage 5 **Implement**	■ The move to our new building could be used as a project timeframe to initiate the improvements I have considered though I would of course need to consult a range of colleagues and gain their support.
Stage 6 **Evaluate**	■ I think the self-assessment tool can offer real benefits to existing staff but also to teachers who are new to our profession. Crucially I think teacher trainers should participate in self-assessment so they can be sure that they have the right blend of skills and pedagogical practice to be leaders in the use of e-learning. ■ Taking just a small part of the assessment immediately gave me ideas about my current practice and what I should be doing. In terms of validating strengths, like many people I do have doubts from time to time that what I do is seen as good practice and to have this endorsed by a third party is most reassuring and encouraging. ■ I understand that as more staff at our college take the assessment, a bank of data will grow which could be accessed by me. Although the data would not be specific to any individual the global results will be invaluable for helping me to gauge the 'distance travelled' in the general use of e-learning and form a useful guide to strategic planning.

3 | The need for self-assessment

Self-assessment tools

The following self-assessment tools have made a useful contribution in the post-16 sector to the evaluation of skills in teaching and learning. These tools have helped to inform sector organisations of the national programmes and staff development required.

National Learning Network self-assessment tool

The NLN self-assessment tool is used to reflect on how far colleges or individual curriculum teams came in their use of information and learning technologies.

Demonstrating transformation FERL

A step-by-step guide to e-learning, inspection and self-assessment for colleges and providers of adult education and training as part of the FERL Practitioners Programme following on from the ILT Champions Programme.

Becta matrix

Developed by Becta and the National College for School Leadership (NCSL), the matrix is an online self-evaluation tool designed to provide support, guidance and needs assessment with highlighted support. The matrix is mainly aimed at schools and local education authorities.

e-skills passport

e-skills Passport is the online skills management system that helps you establish current work-based IT and technology skills, build a plan to improve them and obtain a relevant qualification. See www.e-skillspassport.com for more information.

E-learning initiatives

ILT Champions Programme

The ILT Champions Programme, developed by BECTA in 2000/01 for England (later in Northern Ireland) and in 2001/02 by the LSN (Dysg) for Wales, could be seen as being the real launching pad for e-learning. With the teaching and learning materials developed for the National Learning Network (NLN), many of which are interactive and available for download, the programme reached many staff involved with the post-16 sector; 300 colleges throughout the UK took up the programme. As well as providing a support network for each other the Champions were and still are a vital source of contact for the post-16 agencies.

NLN materials

The NLN materials referred to above are still available and are now being used in other organisations. The NLN website (www.nln.ac.uk) has full details plus useful examples of use, specimen schemes of work and lesson plans in how the materials can be used.

FERL Practitioners' Programme

The FERL Practitioners' Programme was launched in many colleges after the ILT Champions Programme, as a staff development programme dealing with training for managers, governors, teaching, learning resources staff, learning support and technical staff, giving them the information and skills essential for harnessing the potential of ICT and e-learning.

LSN self-assessment tools for the improvement of eCPD and ICT skills

At the end of 2006 LSN devised two self-assessment tools – eCPD and ICT Skills – for staff in the post-16 sector at www.learningtechnologies.ac.uk/SA

As you will see from the preceding pages, self-assessment is a vital component of the e-learning development process. If staff want to keep abreast of new technologies and meet learner expectation they must first realise their own strengths and areas for development but one issue that I am aware of in the self-assessment exercise is that the results might not be shared. The tools could be an exercise leading to nothing. It is vital that they are not only used to inform the individual but also in line management. Furthermore, the self-assessment exercises are not just for those involved with teaching as the main part of their work but also those line managers who coordinate the developments and devise and implement the e-strategy.

What marks out these self-assessment tools as being different is that they are focused towards the individual, not the organisation. The LSN's mission is to move to a point whereby all teachers, tutors, specialist developers and those in support roles can competently and confidently use ICT and e-learning tools and approaches.

LSN has and is continuously developing models and approaches to assist all staff improve their ICT and e-learning skills. Assessing the skills needs of staff is a crucial component of this process.

All staff in the post-16 sector are encouraged to self-assess and consider the feedback given, which includes:

- a professional development profile
- areas of strength
- suggested areas for development including high priorities
- a total score and grade.

The results of self-assessment and the related recommendations will add to the continuity of the sector workforce development strategy to ensure that you are equipped with the appropriate skills to be more confident and competent in using ICT and e-learning to deliver learning, teaching and support services.

Creating an account for LSN self-assessment and logging in

In order to create a self-assessment account at
www.learningtechnologies.ac.uk/SA, you must have access to an
email account. Details for activating your account will be sent in
an email message.

Colleges funded by the LSC are listed in the user profile creation page
as are some organisations working for the post-16 sector. Organisation
selection is an important part of self-assessment as you will be able to
compare your scores against an average score for others also registered
under the same institution or organisation. Therefore, if your organisation
is not listed you can contact admin@learningtechnologies.ac.uk for it
to be added.

Screen design views

There are three screen design views to choose from: the default style,
text only (high colour) and a layout with an alternative background colour.

After logging in

After you create and activate your self-assessment profile from the email
which was sent, you will be able to log in. On subsequent visits go directly
to www.learningtechnologies.ac.uk/SA to log in.

When you log in there is an option to decide whether you wish to use the
containers and bar charts in the feedback pages. These are graphical
representations of your scores. If you switch these off it will make the
feedback pages shorter; you will still receive your scores but only in
a text format.

After logging in you will see important information about the tools:

- Answer all the questions in a topic area otherwise feedback will not
  be available.

- Only address topic areas which are relevant to your professional work.

- You should log out of the self-assessment tools when you have finished.

- You can return at any time and continue from where you left off or review
  and amend your input.

- If there is no interaction between you and the server during a 15-minute
  period then you will be asked to log in again.

- Although overall data may be collected for analysis, you and your college or
  organisation will not be identified.

- Any personal and response data collected by the self-assessment tools is
  specific and confidential to you.

Individual feedback includes the following:

- You can view your professional development profile, areas of strength, suggested areas for development with high priorities, total scores and grade.

- You will be able to compare your scores against an average score from colleagues measured nationally.

- You will be able to compare your scores against an average score from colleagues in the same organisation.

- Feedback given may assist staff in their professional development including the supervision process, annual review and training plan.

The feedback section links to the Ask Butler database (www.learningtechnologies.ac.uk/ask). The database has information about events, resources and examples of e-learning in action, which are specific to the staff development needs of the post-16 sector. You can create a profile on the 'Ask' site and store information about events, resources and examples in which you are particularly interested and which you want to refer to at a future date.

Example 1 shows the self-assessment web page after logging in.

Example 1   Self-assessment web page after logging-in

After clicking on 'Proceed to Self-Assessment Tools' and choosing either ICT Skills or eCPD you will be presented with the topics menu.

Note that features and content on the site may change over the coming weeks and months as new links and features are added. For example, a new site of great interest to staff – The Excellence Gateway – is being developed by the Quality Improvement Agency (QIA). Some of the sector's organisation websites dealing with research, resources and teaching materials are being incorporated into this new site. See www.qia.org.uk for the developments so far.

The ICT Skills self-assessment tool

The ICT Skills self-assessment tool is designed to identify the current competence in ICT user skills of individuals. The toolkit may be used as part of initial or ongoing assessment of individual personal development and training needs. If e-learning is new to you then the ICT Skills self-assessment tool is probably your starting point.

The toolkit identifies:

■ which ICT user skills and techniques you have

■ where your strengths are

■ what additional skills and knowledge you need.

The ICT skills assessment tool is based on the National Occupational Standards for ICT users developed by E-Skills UK, the sector skills council for IT and telecoms (see www.e-skills.com/Education-and-skills-development/nvq/1126). The tool is structured to allow individuals to score their own self-assessment based on their ability and their perceptions of the levels of skill required by their job.

It is important not to think of these skills as prerequisites or barriers to the implementation of e-learning. Virtual learning environments and other e-learning tools allow for staff to implement aspects of e-learning in their schemes of work and lesson plans. However, as there is more to e-learning than just VLEs and e-learning tools, the greater the knowledge and understanding a tutor has the more likely they will be able to implement a wide range of knowledge and understanding to their learners. In this sense the development of e-learning and the use of the eCPD self-assessment tool should be considered alongside the skills questions covered in the ICT Skills self-assessment tool, and it is recommended that all users of e-learning are at least ICT skills level 2, grade B.

Each section of the ICT skills tool is illustrated by a series of 'job level statements' designed to describe different competencies within each area of the National Occupational Standard. The specific competence areas include:

■ operating a computer

■ IT trouble-shooting for users

■ IT maintenance for users

■ IT security for users

■ the internet and intranets

■ email

■ word-processing software

■ spreadsheet software

■ database software

■ website software

■ artwork and imaging software

■ presentation software

■ specialist or bespoke software

- evaluating the impact of IT

- general use of IT

- use of IT systems

- use of IT to exchange information

- use of IT software

- purpose of IT.

The topics menu of the ICT Skills self-assessment tool is shown in example 2.

Example 2 ICT Skills topics menu

Click on a topic you wish to tackle and you will be asked a series of questions, as shown in example 3.

Example 3 ICT Skills topics menu: questions on 'how to operate a computer'

In the ICT Skills self-assessment tool an unticked response counts as 'no'. A ticked response counts as 'yes'.

When answering questions you can navigate the interface using the following shortcut keys:

■ PC: ALT+C – Clear My Response; ALT+P – Previous Question; ALT+N – Next Question

■ Macintosh: CMD+C – Clear My Response; CMD+P – Previous Question; CMD+N – Next Question.

When you answer the last question in each topic, you should go to the feedback menu, as shown in example 4.

Example 4 ICT Skills feedback menu

All questions in a topic must be answered for the feedback menu to be available.

The eCPD self-assessment tool

There is a walk-through relating to completion of the eCPD self-assessment tool on the CD-ROM.

The LLUK e-learning standards and the ePD framework have been used as a basis to develop the eCPD self-assessment tool. LSN has used its experience from the NLN self-assessment tool to develop a tool that can be used by practitioners to assist their ePD. The tool covers the following areas:

- e-learning fundamentals

- working with learners: guidance, induction and initial assessment

- working with learners: embedding e-learning into everyday practice

- working with learners: supporting online learning

- working with learners: supporting e-learning

- working with learners: tracking, e-assessment and e-portfolios

- working with e-content: selecting developing, and adapting resources for e-learning

- exploring the potential of e-learning technologies

- undertaking an e-learning development project.

The above topics are hybrid or merged areas from the full ePD framework. See www.learningtechnologies.ac.uk/ecpd/lister/about_ecpd.htm for the full ePD framework and Appendix 3 for the hybrid topics used in eCPD self-assessment.

The topics menu of the eCPD self-assessment tool is shown in example 5.

Example 5 eCPD topics menu

Individual Self-Assessment

eCPD TOPICS
STEVE BUTLER FROM CITY COLLEGE MANCHESTER
After answering questions in any relevant topic areas listed below you will be able to see feedback on the results. Topic areas can be tackled in any order and you can return to answer the questions at any time.

You do not need to address topics which have no relevance to you – however you should answer all the questions in any topic which you do tackle. The system will provide feedback based on your responses.

Choose eCPD topics which are relevant to your work

- **e-learning fundamentals** [Questions] [Feedback] last visited: 08 March 2007 16:45:05
  This topic covers essential skills for professional practice with e-learning.
- **Guidance, induction and initial assessment** [Questions] [Feedback] last visited: 04 March 2007 10:01:10
  This topic covers the essential skills for e-learning relating to this area of professional practice.
- **Embedding e-learning into everyday practice** [Questions] [Feedback] last visited: 04 March 2007 15:04:09
  This topic explores skills in blending tools, resources and techniques within a teaching and learning programme
- **Supporting online learning** [Questions] Incomplete last visited: 08 March 2007 09:49:03
  This topic investigates skills in working with online learners
- **Supporting e-learning** [Questions] last visited: never
  This topic explores skills in (a) supporting learners in their use of technology and (b) using technology to assist and support learners
- **Tracking, e-assessment and e-portfolios** [Questions] [Feedback] last visited: 04 March 2007 14:24:10
  This topic explores skills in the use of electronic tools for tracking, assessment and recording evidence of achievement.
- **Content: selecting, developing and adapting resources** [Questions] last visited: never
  This topic explores skills in selecting and evaluating custom made e-learning resources, and developing and adapting new materials.
- **Exploring the further potential of e-learning tools** [Questions] last visited: never

Click on a topic you wish to tackle and you will be asked a series of questions, as shown in example 6.

Example 6 **eCPD topics menu: questions on 'embedding learning into everyday practice'**

The Common Inspection Framework has been mapped to the eCPD self-assessment tool topics and assists practitioners and leaders through the use of reflective questions. Questions are divided into categories (based on the quality improvement cycle: plan –> implement –> review and evaluate –> revise plan).

The categories are:

- initial experience
- applied experience
- reflective experience.

Each question is asked about your current role and to what extent you perform or fulfil them, and how much professional development you require.

The possible answers are:

- 'I have little or no knowledge OR

  This area may not be relevant to my job role but I will investigate its potential.

- I have some understanding in this area but need to develop it further.

- I am reasonably competent in this area but need for further develop my expertise.

- I am confident that my knowledge relating to this question is fully developed and up-to-date.'

For example some of the questions relating to 'Working with learners: embedding e-learning into everyday practice' are:

'To what extent in your role do you:

- identify learning aims and objectives that could be enhanced by the use of blended learning and/or use of learning platforms?

- investigate and availability of e-learning resources and tools for blended learning?

- identify opportunities for individual learners to be supported through the use of e-learning tools and materials?

- investigate effective techniques for managing group learning using blended learning and/or learning outcomes?

- update and maintain your and others' understanding of blended learning techniques and uses of learning platforms?

- plan, using a range of e-learning techniques and blended learning opportunities to match the learning preferences of the learners, the desired outcomes and the context(s) of use?

- monitor learners' use of resources and tools within a learning platform to best meet their learning objectives and provide for their needs?'

The reflective statements in the eCPD self-assessment tool help users to understand the questions and more importantly consider all the component parts of the question before giving their answer. For example:

- 'To what extent in your role do you identify learning aims and objectives that could be enhanced by the use of blended learning and/or use of learning platforms?

- Is there evidence that these have been identified with learning aims and objectives in mind?

- Will learners understand how these outcomes can be achieved through e-learning?

- Will blended learning and/or learning platforms improve learners' understanding of topics or activities that are part of their academic or vocational programme?'

When answering questions you can navigate the interface using the following shortcut keys:

- PC: ALT+C – Clear My Response; ALT+P – Previous Question; ALT+N – Next Question

- Macintosh: CMD+C – Clear My Response; CMD+P – Previous Question; CMD+N – Next Question.

In the eCPD self-assessment tool you must supply an answer for every question in each topic. When you have answered all the questions in a topic a feedback link is available. Once you answer the last question in each topic you should go to the feedback menu, as shown in example 7.

All questions in a topic must be answered for the feedback menu to be available.

Example 7 eCPD feedback menu
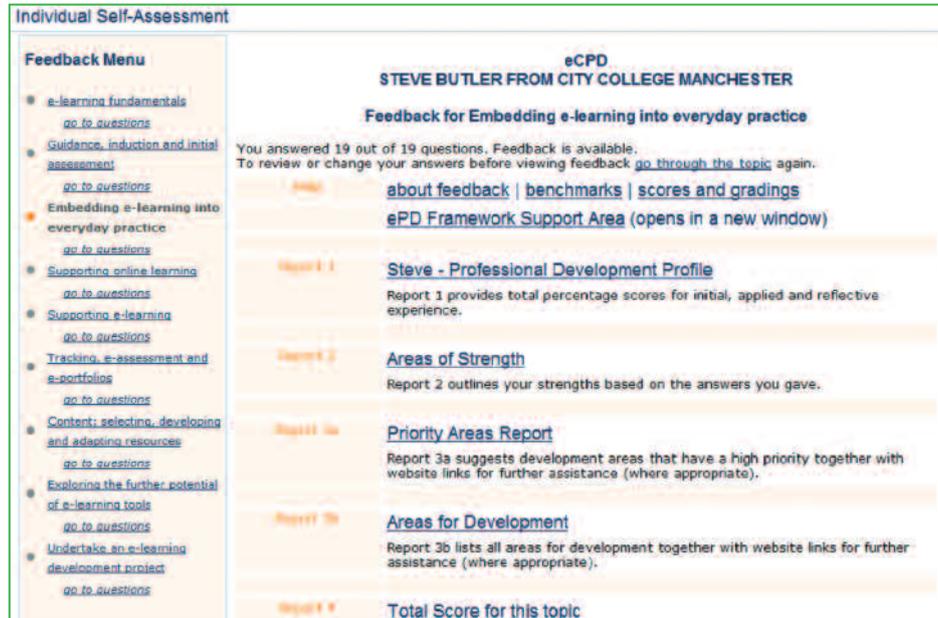
Individual Self-Assessment

Feedback Menu

- e-learning fundamentals
  go to questions
- Guidance, induction and initial assessment
  go to questions
- Embedding e-learning into everyday practice
  go to questions
- Supporting online learning
  go to questions
- Supporting e-learning
  go to questions
- Tracking, e-assessment and e-portfolios
  go to questions
- Content: selecting, developing and adapting resources
  go to questions
- Exploring the further potential of e-learning tools
  go to questions
- Undertake an e-learning development project
  go to questions

eCPD
STEVE BUTLER FROM CITY COLLEGE MANCHESTER

Feedback for Embedding e-learning into everyday practice

You answered 19 out of 19 questions. Feedback is available.
To review or change your answers before viewing feedback go through the topic again.

about feedback | benchmarks | scores and gradings

ePD Framework Support Area (opens in a new window)

Steve - Professional Development Profile

Report 1 provides total percentage scores for initial, applied and reflective experience.

Areas of Strength

Report 2 outlines your strengths based on the answers you gave.

Priority Areas Report

Report 3a suggests development areas that have a high priority together with website links for further assistance (where appropriate).

Areas for Development

Report 3b lists all areas for development together with website links for further assistance (where appropriate).

Total Score for this topic

Feedback for self-assessment

There is a walk-through relating to feedback for the eCPD self-assessment tool on the CD-ROM.

The feedback given in both tools is based on what you have said you can and cannot do. It is vital that you accept the feedback offered in a positive way, realising your strengths as well as the areas for development. There is probably far more to all topics than you realise at first.

Although the results are confidential to you, you may wish to discuss aspects of the feedback with colleagues in your organisation and seek ways in which staff development programmes can offer specific help and support. Your local JISC regional centre may have staff development events organised locally. Sometimes, however, the best course of action is to team up with a colleague informally and discuss the results.

Feedback to help users with eCPD includes:

- outcomes from the ePD framework

- resources to enable self-development

- reflective questions based on the Common Inspection Framework

- examples of e-learning in action developed by practitioners.

Because self-assessment for eCPD is a process to help e-practitioners and others to evaluate existing skills against unit criteria for professional development, at the end of your self-assessment you will receive feedback suggesting how your e-learning practice might develop in line with the requirements of the Common Inspection Framework.

The self-assessment tools provide feedback on your professional development profile, your areas of strength, priority areas and suggested areas for development, as discussed below.

Professional development profile feedback

Your score for the different levels of the topic you answer is given together with a grade and an average score from all those who have answered the topic. If staff from the same organisation have answered the same topic the average score for those users is also shown (also see the section 'Benchmarking').

Example 8 shows an example of a professional development profile for 'embedding e-learning into everyday practice' from eCPD. The container shows your skills level.

Example 8 Professional development profile for 'embedding e-learning into everyday practice', eCPD self-assessment tool
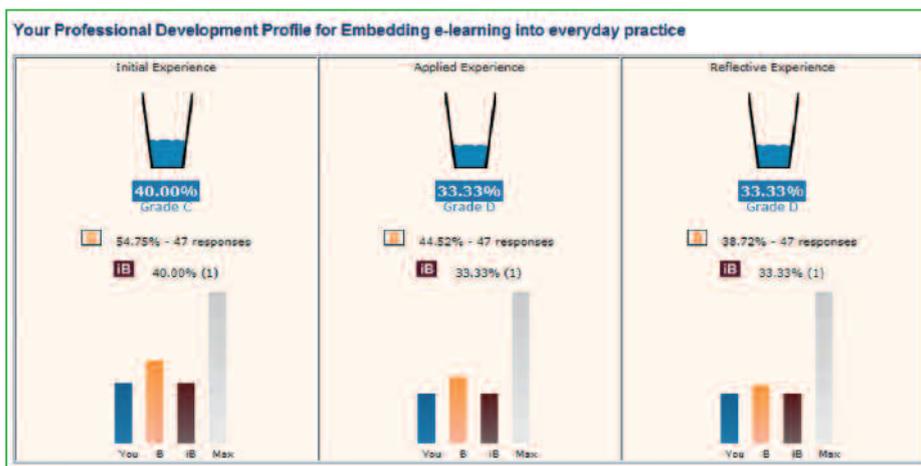
Example 9 Professional development profile for 'operate a computer', ICT Skills self-assessment tool
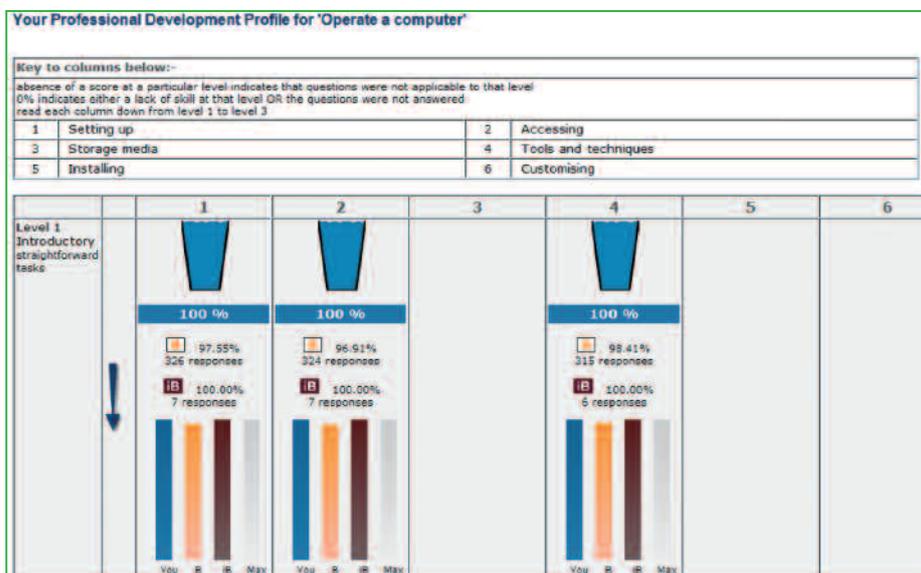
Example 9 shows an example of a professional development profile for 'operate a computer' from ICT Skills.

Benchmarking

Overall benchmarks

Overall benchmarks are indicated on feedback pages as **B**. The symbol indicates the up-to-the-minute response scores from all users (the current overall benchmark), so you can compare your score against all the responses. These scores will change as users add to self-assessment, but they provide an interim indication of your level against all responses.

For example:

a score of	68% (Grade B)
against a response from all users of	**B** 61% – for 60 users

would indicate that you are above the national average

Organisation benchmarks

Organisation benchmarks are indicated on feedback pages as **oB**. This indicates response scores from users registered from the **same organisation** as the one recorded in your profile so you can compare your score against your organisation's overall responses. These organisation benchmark scores will change as users add to self-assessment daily. They provide an indication of your level against the level of other respondents in your organisation.

Additions to self-assessment on the day of profile activation may not accurately reflect organisation benchmarks, indicated by N/A or 0%. Organisation benchmarks are accurate up to yesterday's entries (updated at 2am GMT).

For example:

a score of	51% (Grade C)
against a response from all the users in your organisation	**iB** 47% – for 8 users

would indicate that you are above the average within your organisation

Organisation benchmarks do **not** show for users registered under 'other' as the organisation in their profile.

Static benchmarks

Static benchmarks **B** will be provided periodically. These will provide 'snapshot statistics' about the data collected and will help to inform us about training needs for eCPD and ICT skills based on a clear framework.

Bar charts

In examples 8 and 9 the bar chart is another representation of these figures.

- The blue line represents your score.

- The orange line represents the overall score.

- The brown line represents your organisation's score.

- The grey line (max) indicates the total possible (100).

So, if the blue line (your score) is higher than the orange line (overall score) then you are above the average score from all other users.

The organisation's score does not show if your organisation is recorded as 'other' in your profile.

It's all in the detail, so be sure to read your feedback for areas of strength and suggested areas for development.

Areas of strength feedback

Areas of strength outline the areas where you need take no action. This report confirms what you said you can do and what you identified as not needing further research or staff development. See example 10.

Example 10 Areas of strength profile for 'embedding e-learning into everyday practice', eCPD self-assessment tool

Your areas of strength relating to 'Embedding e-learning into everyday practice' were recorded as follows

Initial Experience

To what extent in your role do you investigate effective techniques for managing group learning using blended learning and/or learning outcomes?
you indicated that
☑ These techniques ensure effective management of the transition between individual and group work.
☑ There is evidence of the techniques being used.

Applied Experience
No skills in this area are recorded as a strength. See areas for development.

Reflective Experience
No skills in this area are recorded as a strength. See areas for development.

You may wish to click on the following keywords for events, resources and examples on Ask Butler
links open in a new window

(1) blended learning :: (2) embedding e-learning :: (3) learning platforms

Priority areas feedback (for eCPD)

The priority areas feedback is based on what you listed under the option 'I have little or no knowledge OR this area may not be relevant to my job role but I will investigate its potential' (see example 11).

This report assumes that such areas are relevant to your job; if they are not relevant then you can ignore them. You should think carefully about whether the areas mentioned in this report really are not relevant; you might have a managerial, supporting or related role, which could affect how other colleagues do their job. If the areas are relevant and the report is not correct, you need to amend your answers after reading the reflective questions carefully.

It is important not to take this report too hard! If any area does not apply (because it really is not relevant to your job role) don't worry about it. If it is relevant, devise a plan of action to do something about it.

Example 11 Priority areas report for 'embedding e-learning into everyday practice', eCPD self-assessment tool

> **■ Priority Areas Report relating to 'Embedding e-learning into everyday practice'**
> **Please save or print this page**
>
> Based on your answers this report outlines the high priority areas that you should investigate first. This report assumes that such areas are relevant to your job role, if they are not relevant then you can ignore them. You should think carefully about whether the areas mentioned in this report really are not relevant, it may be that you have a managerial, supporting or related role which could affect how other colleagues do their job. If the areas are relevant and the report is not correct you need to amend your answers reading the reflective questions carefully.
>
> **INFO** ePD Unit 3 Support Area for this topic is available at
> http://www.learningtechnologies.ac.uk/ecpd/lister/listing_03.htm [opens in a new window]
>
> **INFO** ePD Unit 4 Support Area for this topic is available at
> http://www.learningtechnologies.ac.uk/ecpd/lister/listing_04.htm [opens in a new window]
>
> **Initial Experience**
>
> **To what extent in your role do you identify opportunities for individual learners to be supported through the use of e-learning tools and materials?**
> *you indicated that*
> There is no evidence of how these opportunites have been identified. They are not recorded fully in individual learning plans and as the outcomes of progress reviews.
>
> **To what extent in your role do you update and maintain your and others' understanding of blended learning techniques and uses of learning platforms?**
> *you indicated that*
> There is no evidence that this takes place. There is no evidence from course team meetings, course reviews, staff development records.
> *If relevant to your job role, what steps do you need to take to correct the issues mentioned above?*
>
> **Applied Experience**
>
> **To what extent in your role do you provide or develop resources for blended learning?**
> *you indicated that*
> There is no evidence that these resources are appropriate to the level of the learner. The resources are not of sufficient quality.

Suggested areas for development feedback

Suggested areas for development outlines specific aspects of the topic that you should address in order to increase your understanding and skills level (see example 12).

■ indicates an area which may not be relevant or you have little or no knowledge. These areas are also listed in your priority areas report.

■ indicates a lesser priority area – although you have some understanding or application of this area you need to develop it further.

■ indicates that you are reasonably competent but need to develop your expertise further.

Example 12 Areas for development report for 'embedding e-learning into everyday practice', eCPD self-assessment tool

> **Areas for development relating to 'Embedding e-learning into everyday practice' were recorded as follows**
> **Please save or print this page**
>
> **?** Indicates that you should address the following reflective questions from the Common Inspection Framework with a colleague, by research or staff development events. Remember to update your answers for this topic when you are ready to do so.
>
> ■ indicates an area which may not be relevant or you have little or no knowledge. These areas are listed in your Priority Areas Report.
> ■ indicates a lesser priority - although you have some understanding or application of this area you need to develop it further.
> ■ indicates that you are reasonably competent but need to further develop your expertise.
>
> **INFO** ePD Unit 3 Support Area for this topic is available at
> http://www.learningtechnologies.ac.uk/ecpd/lister/listing_03.htm [opens in a new window]
>
> **INFO** ePD Unit 4 Support Area for this topic is available at
> http://www.learningtechnologies.ac.uk/ecpd/lister/listing_04.htm [opens in a new window]
>
> **Initial Experience**
>
> **You have some understanding or application of the following areas but they could be developed further**
>
> **To what extent in your role do you identify learning aims and objectives that could be enhanced by the use of blended learning and/or use of learning platforms?**
> ? ■ Is there evidence that these have been identified with learning aims and objectives in mind?
> ? ■ Will learners understand how these outcomes can be achieved through e-learning?
> ? ■ Will blended learning and/or learning platforms improve learners' understanding of topics or activities that are part of their academic or vocational programme?
>
> **You are reasonably confident in the following areas but your expertise could be further developed**
>
> **To what extent in your role do you investigate and availability of e-learning resources and tools for blended learning?**
> ? ■ Is there evidence of sufficient investigation into these resources and tools?
> ? ■ Has the investigation focused on resources and tools that will lead to greater interest and relevant use of IT?

The areas for development feedback in eCDP link to specific resources, which are referenced to the ePD framework. For example 'embedding e-learning into everyday practice' in self-assessment is linked to topics 3 and 4 of the ePD framework. Relevant resources are therefore linked, as shown in examples 13 and 14.

Example 13   ePD Unit 3

Example 14   ePD Unit 4

eCPD support

Information sheets

Click on the PDF icon (PDF) to open the information sheet. Once it is open you can view it on screen or print it off. If you view it on screen you will be able to link directly to any digital learning resources (DLRs) that relate to that particular sheet.

You will need Flash player and Microsoft Suite installed on your machine to run many of the DLRs.

Digital learning resources

You can save any of the DLRs by placing the mouse over the image of the DLR and right clicking on your mouse. Then go to Save Target as… and indicate in the dialogue box that appears where you want the DLR to be saved.

Web resources

Areas for development feedback and the priority areas report (eCPD only) also include web references for further research and related keywords to look up events, resources and examples of e-learning, as shown in example 15.

Example 15 **Website links that may assist professional development, eCPD self-assessment tool**

General website links that may assist professional development
links open in a new window

Effective Practice with e-Learning (JISC 2004)
http://www.jisc.ac.uk/elp_practice.html

INFO ePD Unit 3 Support Area
http://www.learningtechnologies.ac.uk/ecpd/lister/listing_03.htm

INFO ePD Unit 4 Support Area
http://www.learningtechnologies.ac.uk/ecpd/lister/listing_04.htm

Exploring e-learning materials
http://www.elnet.org.uk/

FPP Module F - Identifying ILT Opportunities and FPP Module T - The Role of Learning Platforms (Video)
http://ferl.becta.org.uk/display.cfm?page=818

See the (former) NLN materials at
http://www.nln.ac.uk/materials/

See various case studies (including from the RNC)
http://www.ja.net/services/publications/case-studies/

Technology for e-learning
http://ferl.becta.org.uk/display.cfm?page=76

You may wish to click on the following keywords for events, resources and examples on Ask Butler
links open in a new window

(1) blended learning :: (2) embedding e-learning :: (3) learning platforms

We suggest that you print off the feedback pages where it is useful to do so and highlight particular areas for development. Then, re-visit the self-assessment tools and follow through any web-based links to events, resources and examples of e-learning.

Also see the Ask Butler website (www.learningtechnologies.ac.uk/ask/events/search.asp) for resources relating to the development of IT and ICT.

Development and review

Some suggested areas for development may require help from a colleague, formal staff development arranged internally within your organisation or events organised by the agencies and bodies working closely with post-16 learning institutions.

Discuss suggested areas for development in annual reviews and as a part of your supervision process. Be sure to highlight your strengths as well as the suggested areas for development.

Whatever the process (and there should be a process) it is important that you follow up your work on the self-assessment tools and use it to inform and, where necessary, devise an action plan which seeks to improve your skills and knowledge set.

All staff should aim to have at least Level 2, grade B, in the ICT skills topics and an intermediate level in eCPD.

I hope that the eCPD topics will be used as the basis for many future staff development events and that these will comprise practical hands-on workshops rather than theoretical consideration of the issues, which is sometimes the case.

Total score feedback

The summary pages follow a similar layout to the personal development profile with the addition of an 'aim for' figure. This figure gives you a target to aim for to improve your score and grade. There are three targets. See 'Feedback for self-assessment' on page 33.

Your total score for the topic is given together with a grade and an average score from all those who have answered the topic (see example 16). If staff from the same organisation have answered the same topic the average score for those users is also shown (see also 'Benchmarking' on page 35).

Example 16   Total score for 'embedding e-learning into everyday practice', eCPD self-assessment tool

Your total score for 'Embedding e-learning into everyday practice'

Your total score is 35.56%
Grade C
aim for target 2: 67%+

46.00%

35.56%

You   B   iB   Max
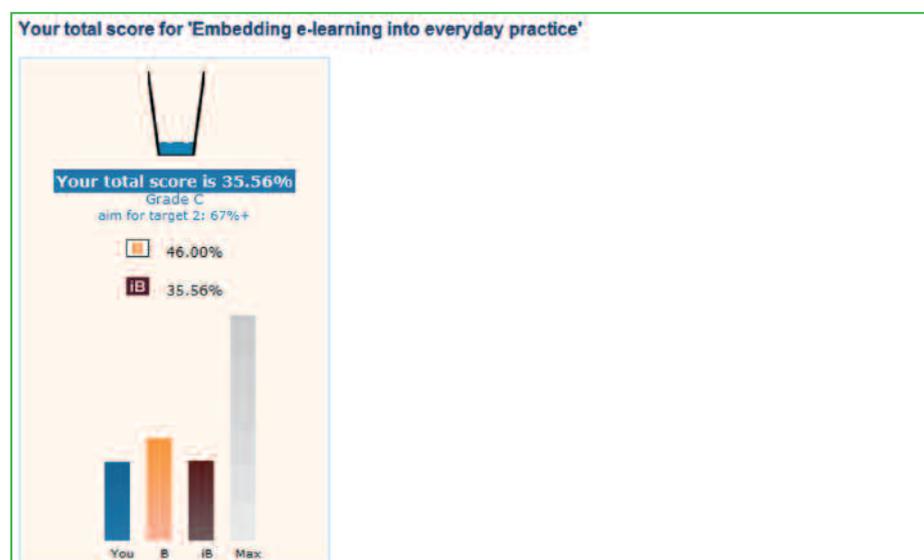
The personal development profile and total score feedback provide useful indications of where your skills level is in relation to other people's responses.

Levels, scores and grades for eCPD Skills

In the eCPD personal development profile you read the columns – covering initial, applied and reflective experience – horizontally.

	In ICT skills the scores and grades are based on the following criteria:
0–16%	Grade E: Don't panic! Many staff will have significant areas for development in some areas. At least you have been honest! It is suggested that you attend relevant staff development events or talk to the staff in your organisation about in-house training relating to the development of IT and ICT skills. The areas for development feedback details topics for your attention.
17–33%	Grade D: Many skills areas could be developed but there are some strengths. Areas for development feedback may help point you in the right direction. Devise an action plan for the areas you need to develop further. Some ICT skills are specific eg ability to use spreadsheets. However, development of skills in this area, for example, would enable you to devise interactive learning content. You are competent with straightforward tasks.
34–66%	Grade C: There are several strengths and some areas for development. You are competent with more comprehensive tasks. See your suggested areas for development.
67–86%	Grade B: There are many strengths. Areas for development feedback may help you to focus on the areas to which you should now turn your attention to. Devise an action plan for the ICT skills areas you need to develop further. You are competent with more complex tasks.
87–100%	Grade A: (subject learning coach status when Grade A is across all three competence levels, introductory, intermediate and advanced, or your overall grade is A). There are mostly strengths relating to ICT skills. Any areas for development you do have should be easily addressed by research or attendance at appropriate staff development events. You may need to concentrate on analysing and evaluating the benefits and drawbacks of using IT and ICT in different settings. You are competent with complex and substantial tasks.

Levels, scores and grades for ICT Skills

In the eCPD personal development profile you read the columns – covering initial, applied and reflective experience – horizontally. Self-assessment for ICT Skills is based on the National Occupational Standards for IT users at job levels 1, 2 and 3; see www.e-skills.com/Education-and-skills-development/nvq/1126/

The levels relate to staff competence in the use of IT in the workplace:

■ Level 1 demonstrates competence at an **introductory** level through the completion of **straightforward** tasks.

- Level 2 demonstrates competence at an intermediate level through the completion of comprehensive tasks.

- Level 3 demonstrates competence at an advanced level through the completion of substantial and complex tasks.

In the ICT Skills self-assessment tool a **higher** score at Level 2 (where Level 1 is lower), or a **higher** score at Level 3 (where Level 2 is lower), may indicate that you need to review your overall skill set for this topic.

A **lower** score at Level 2 (where Level 1 is higher) or a **lower** score at Level 3 (where Level 2 is higher) might be expected and indicates that you need to develop further your overall skill set for this topic looking, in particular, at more advanced skills.

In eCPD the scores and grades are based on the following criteria:

0–16%	Grade E: Don't panic! Many staff will have significant areas for development in some areas. At least you have been honest! It is suggested that you attend relevant staff development events or talk to the staff in your organisation about in-house training and how you can become more involved with e-learning. The web links on the feedback in areas for development feedback may help point you in the right direction. Give particular attention to initial experience (you can expect a lower score in applied and reflective experience). The areas for development section also lists the reflective statements from the Common Inspection Framework on which you should focus. In particular, consider how you can embed e-learning in your teaching and how your subject can be enhanced by supporting learners online. Make a list of the areas you need to develop further. Concentrate on initial and applied experience at this time.
17–33%	Grade D: Many of the areas could be developed but there are some strengths. The web links in the areas for development feedback may help point you in the right direction. Give particular attention to applied experience. Your initial experience may be good but you should give further consideration to the application of e-learning. Give particular consideration to the selection, development and adoption of interactive resources for your subject. Devise an action plan for the areas you need to develop further.
34–66%	Grade C: There are some strengths and some areas for development. The web links in areas for development feedback may help point you in the right direction. Give particular attention to applied and reflective experience. Explore the potential of e-learning tools. Devise an action plan for the areas you need to develop further. Give particular attention to Applied Experience.
67–86%	Grade B: There are many strengths. The web links in areas for development feedback may help point you in the right direction and help you to focus on the areas on which you should now turn your attentions to. Devise an action plan for the areas in applied and reflective experience.
87–100%	Grade A: (subject learning coach status when Grade A is across all three experience levels, initial, applied and reflective, or your overall grade is A). You are embedding and implementing e-learning systematically. There are mostly strengths. Any areas for development you do have should be easily addressed. Explore the full potential of e-learning tools and the evaluation of e-learning with your students. Devise an action plan for the areas you need to develop further, particularly with reference to reflective experience.

Targets

Some feedback pages have an 'aim for' figure, which gives you a target to aim for to improve your score and grade. 'The aim for' target changes as your score improves. There are three targets. The overall aim is to get all users to at least 67% (grade B).

Subject learning coaches

Much of the staff development required to improve ICT skills and e-learning can be done within the organisation using a 'buddy' or mentor scheme.

Where staff achieve grade A (87%+) across a range of self-assessment topics they could be considered as staff e-learning mentors. However, these staff should be involved with subject strategies, resources, tools and best practice relating to all aspects of subject delivery, not just e-learning.

For further information about subject learning coaches see www.subjectlearningcoach.net

Appendix 1 **Help notes relating to self-assessment tools**

How do I complete the ICT Skills self-assessment tool?

Step through the question set carefully. Ticking the box next to the question indicates 'I can do this'. Leaving the box unticked indicates 'I cannot do this'. You should also tick the 'yes' or 'no' option underneath the questions on each page to indicate that your 'I can do this' (ticked) or 'I cannot do this' (unticked) answers are the ones you want to submit. This is because some users may want to leave the boxes unticked and select the 'no' option in order to browse through certain sections before answering the topic. Leaving the boxes unticked and setting the option to 'yes' (meaning – accept my answers) would submit your answers as 'I cannot do this'.

How do I complete eCPD self-assessment?

The questions are based on the ePD framework. eCPD self-assessment merges topics of the ePD framework together. Further information about the framework and hybrid framework is available at www.learningtechnologies.ac.uk/ecpd_detail

For eCPD self-assessment area simply select one of the four options to answer each question. There is one question on each page. You must select one of the four options otherwise at the end of the topic you will be informed that you have not answered all the questions.

There are also reflective questions you can read which should help focus your thoughts when answering the questions.

Do I have to complete self-assessment at one sitting?

Certainly not. In fact, we recommend that you do not. There is a lot to think about. You should answer all the questions in a chosen topic and then read the feedback. We urge you to take your time and think very carefully about your answers before submitting them for feedback.

As this is self-assessment, feedback is going to be meaningless unless you supply accurate answers to all the questions in a topic. You can come back at any time to review a topic and amend your answers.

Do I have to answer all the topics?

No. You should only complete the topics which are relevant to your professional work.

Do I have to answer all the questions in a topic I choose to answer?

Yes, otherwise feedback will not be available.

Appendix 2 About feedback

Feedback for personal development profile, priority areas in eCPD, areas for development, strengths and total scores is available for a topic when you have answered all the associated questions. Review the feedback pages carefully.

Why does it state 'Feedback is not available'?

You have not answered all the questions in the topic. Go through the related topic again to complete all the questions and review your answers.

Why does it state 'You have not answered all questions'?

One or more of the following applies:

- You have set the radio button to 'no' at the bottom of the page relating to ICT skills questions.

- You have not selected one of the four options in CPD – e-learning.

- You have not stepped through every section of the topic.

- You have clicked on a feedback link without answering all the questions in a topic.

In each case, step through the topic from the beginning clicking 'next question', ensuring that your answers are as you want them.

Note: If you see an empty place holder in the feedback area for a topic you are not going to answer, don't worry, just ignore it.

Why does it state 'All questions in this topic should be answered for feedback to be complete and accurate'?

You have not answered all the questions in the related topic. Go through the related topic again to complete all questions and review your answers.

(Topics are divided into sub-sets. In the ICT Skills self-assessment tool, questions are grouped in topic sub-sets for levels 1, 2 and 3. In the eCPD self-assessment tool, questions are grouped in topic sub-sets for initial, applied and reflective experience.)

In the personal development profile and total score feedback pages what does the chart represent?

Example 17   Screenshot from an ICT Skills personal development profile
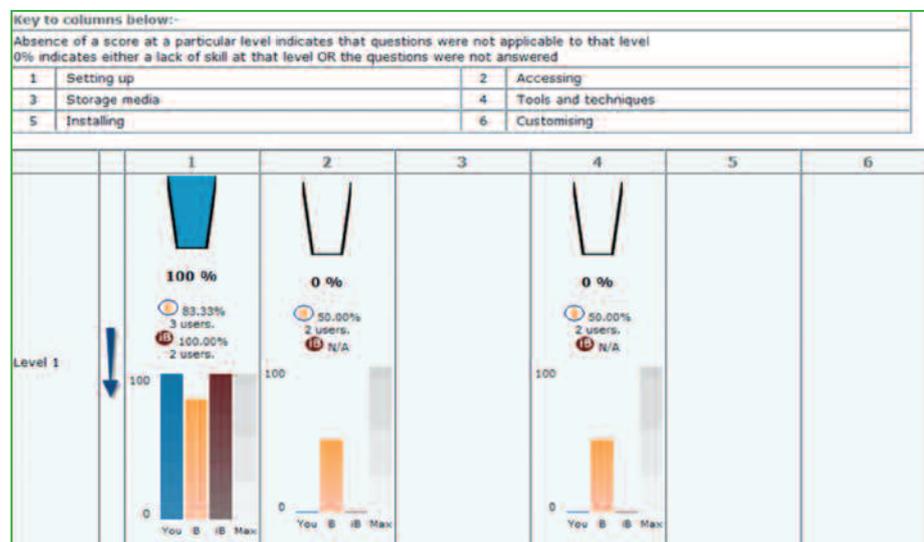
Example 17 shows a screenshot taken from ICT Skills personal development profile. The blue down-pointing arrow (only in the ICT Skills personal development profile) indicates that you should read each column downwards: 'Setting up' (column 1) for Level 1 (straightforward tasks), followed by Level 2 (comprehensive tasks) in column 2, and then Level 3 (substantial and complex tasks) in column 4.

The eCDP personal development profile uses a simpler layout with the scores for initial, applied and reflective experience laid out across the page. The columns represent the topic sub-set. For example, in the topic 'Operating a Computer', column 1 refers to Level 1 – straightforward tasks – 'Setting Up'. There is nothing in column 3 (Storage Media) because Level 1 questions did not apply to that subset.

The container shows your skills level – see the links to areas for development and strengths for the detail followed by your score and grading. The eCPD reports also include priority areas.

The benchmarking figures show the score for all responses and, if applicable, the score from the staff in your organisation (see the section 'Benchmarking' on page 35).

The bar chart is another representation of all these figures. The blue line is your score. The orange line is the overall score, the brown line is your organisation score and 'max' indicates the total possible. So, for example, if the blue line is higher than the orange line then you are above the level of the average score from all other users. Organisation scores do not show if your organisation is recorded as 'other' in your profile. Also see information about benchmarking, levels, scores and grades.

The containers and bar charts can be switched off if you don't want them to show. You can choose this option when you log in.

In ICT Skills a higher score at Level 2 (where Level 1 is lower), or a higher score at Level 3 (where Level 2 is lower), may indicate that you need to review your overall skill set for this topic.

A lower score at Level 2 (where Level 1 is higher), or a lower score at Level 3 (where Level 2 is higher), might be expected and indicates that you need to develop further your overall skill set for this topic looking, in particular, at more advanced skills.

All staff should aim to have at least Level 2, grade B, in the ICT skills topics and an intermediate level in eCPD.

In eCPD a higher score for applied experience (where initial experience is lower), or a higher score for reflective experience (where applied experience is lower), may indicate that you need to review your overall competences in this topic. A lower score for applied experience (where initial experience is higher), or a lower score for reflective experience (where applied experience is higher), might be expected and indicates that you need to develop further your overall competences in this topic.

The total score pages follow a similar layout with the addition of an 'aim for' figure. This figure gives you a target to aim for to improve your score and grade. There are three targets urging you to reach Grade A!

It's all in the detail, so be sure to read the suggested areas for development (and priority areas report in eCPD).

My score and grading are low. How do I improve them?

First, ensure that you have answered all questions accurately. Review the topic if necessary.

In eCPD, look through the Priority Areas Report reviewing the initial experience. Then, in eCDP areas for development, carefully look through the initial experience.

For example to what extent in your job role do you **attract and inform prospective learners and widen participation**?

Are you involved in preparing information for learners through e-learning?

The feedback is based on the answers you supplied, so in response to 'to what extent in your job role do you attract and inform prospective learners and widen participation?' the answer here indicated that you might not be involved in preparing information for learners through e-learning. How could you become involved? Perhaps you could prepare an induction course relating to general aspects and information about your subject on the college's virtual learning environment (VLE) or prepare general information in the VLE about your subject available to all prospective students.

When you have considered how all the comments arising out of your replies to the initial experience questions can be addressed, go through the applied and reflective experience.

To help you assess the priority level in **eCPD** the following colour codes are used:

■ indicates an area which may not be relevant or you have little or no knowledge; these areas are listed in your priority areas report.

■ indicates a lesser priority area – although you have some understanding or application of this area you need to develop it further.

■ indicates that you are reasonably competent but need to further develop your expertise.

In ICT Skills areas for development, first look through all the Level 1 comments. When you have considered how all the Level 1 feedback can be rectified, go through levels 2 and 3.

Try and set target dates for improvement and completion. Update the self-assessment tools when you have made progress.

Appendix 3 **The e-Learning Continuing Professional Development (eCPD) hybrid framework**

Self-assessment for eCPD merges topics of the ePD framework together and the resulting hybrid framework areas used in self-assessment are listed below.

The full ePD framework is available at
www.learningtechnologies.ac.uk/ecpd/lister

E-learning fundamentals

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
understand key terminology eg ILT, e-learning, learning platforms, online learning, virtual learning environments (VLEs), e-tools etc, so that you can explain them to others?	■ Do you understand all the terminology? ■ Have you used the terminology accurately in planning documentation, course submissions and schemes of work?
investigate the e-tools and resources available and useable in your workplace?	■ Is there sufficient evidence of investigation? ■ Do you store outcomes in your course file? ■ Is there evidence in planning documentation and course submissions and schemes of work?
seek to identify how e-learning and resources could meet the learning objectives of a range of learners?	■ Do your course submissions, schemes of work and lesson plans show evidence of your matching the e-tools and resources to the learning objectives for all your learners?
investigate the learning preferences and ICT skills level of your learners?	■ Is there evidence that you have investigated individual learning styles? ■ Is there evidence that you have assessed learners IT skills in order to match them to the e-tools and resources being used on the programme?
participate in peer-to-peer discussion on effective uses of e-learning?	■ Do you discuss e-learning issues at course team meetings and course reviews? ■ Are the outcomes minuted? ■ Is there evidence that you link to any online forums and discuss e-learning? ■ Have you attended any seminars or training courses on e-learning? ■ Is there evidence of this?
identify opportunities to upgrade your ICT and pedagogical skills?	■ Have you attended any courses or staff development programmes in ICT and teaching skills? ■ Have these been recorded? ■ Do you keep records in a CPD portfolio? ■ Is there evidence that your skills sufficient and up to date?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
incorporate relevant learning theories and examples to explore what constitutes effective practice with e-learning?	■ Have you explored several theories in relation to e-learning? ■ Is there evidence that you applied these to specific e-learning contexts and that as a result learners have improved their understanding of topics and activities that are part of their academic or vocational programme?
observe others' use of e-learning to identify potential benefits of using e-learning?	■ Have you attended any staff development programmes or external seminars where you observed others use e-learning? ■ Have you carried out a peer observation on a colleague using e-learning? Have you evidence that this observation was evaluated and the elements of added value were identified?
apply outcomes from your investigations and/or professional development to your own practice?	■ Do you have evidence that you have developed your own practice of e-learning as a direct result or research or professional development? ■ Is there evidence that changes have been made to your course submissions, schemes of work or lesson plans?
establish and/or agree criteria to evaluate the appropriateness of e-tools and resources for learners' needs and learning objectives?	■ Have you developed an evaluation tool to measure the appropriateness of e-tools and resources for learners? ■ Do they conform to the organisation's quality system? ■ Is there evidence that your criteria matches the course or programme's learning objectives?
establish the accessibility of e-tools and resources for a diverse range of learners?	■ Are e-tools and resources available for learners of all ages and contexts, eg in work-based learning and adult and community learning? ■ Have you taken equal opportunities into account during your investigations? ■ Are resources available inside and outside lessons?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
discuss and share examples of practice with others?	■ Is there evidence of how good practice has been shared? ■ Has this been recorded in the minutes of course team meetings, course reviews, reports of staff training days?
evaluate the outcomes of use of e-tools and resources and compare these with other techniques and approaches?	■ Have you evidence of having undertaken any comparative studies of e-learning tools and resources compared to other techniques? ■ Have you discussed such issues at course team meetings and course reviews? ■ Have the outcomes been recorded?
assess the suitability of e-tools and resources in the light of learners' experiences?	■ Have you sought learner feedback on e-tools and resources in any form, eg focus group, questionnaires? ■ Have the results been evaluated and disseminated?
act on evaluations of e-tools and resources to ensure their continuing suitability and accessibility?	■ Have you any evidence to show that your own and others' evaluation of e-tools and resources has led to any changes in the use of e-tools and resources? ■ Is this recorded in minutes of team meetings, course reviews and changes to schemes of work and lesson plans?

Guidance, induction and initial assessment

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
attract and inform prospective learners?	■ Are you involved in preparing information for learners through e-learning?
	■ Is the material accurate, attractive and visually stimulating?
widen participation?	■ Does it suit different audiences?
	■ How do you know?
support the applications and enrolment procedure?	■ Does this process use any e-learning tools and resources?
	■ What are the aims and objectives of these tools and resources?
verify and record previous educational experience and achievement?	■ Is there evidence that they are used effectively to gain accurate information to place the learner on an appropriate programme and provide effective learning support, where suitable?
update information on your organisation's services?	■ Do you have evidence of any links with Connexions, partner schools, employers and other relevant organisations that use e-learning tools or resources?
	■ Is the material accurate, attractive and visually stimulating?
	■ Does it suit these different audiences?
complete initial assessment and record outcomes such as learning support needs?	■ Do both staff and learners have the relevant IT skills to undertake initial assessment online?
	■ Is there evidence that the process and outcomes are effective?
	■ Are learning support needs assessed and recorded accurately?
provide feedback on initial assessment?	■ Is there evidence that the results have been evaluated to provide effective feedback?
provide feedback on learning support needs and learning preferences to staff and learners?	■ Is there evidence that analysis is followed by a discussion between learning support staff, the learner and the learner's personal tutor about the nature and level of support required?
	■ Are learning preferences used to inform teaching and learning strategies for groups and individuals?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
monitor learners' use of e-tools to ensure that their induction, initial guidance and support are appropriate?	■ Is there evidence that induction, initial guidance and support use methods appropriate to the level of study? ■ Does monitoring the use of e-tools contribute towards the effectiveness of initial guidance, support and induction?
support learners' use of e-tools to ensure that learning needs and styles are appropriately identified?	■ Is there evidence that learners are supported effectively? ■ Do you have evidence that learning needs and styles have been accurately identified through e-tools?
assist learners to develop personal learning plans, which specify their own goals, learning preferences and needs?	■ Do all learners have personal learning plans specifying their own goals, learning preferences and needs? ■ Do learners understand how to complete a personal learning plan? ■ Is there evidence that learners are encouraged to monitor their own performance?
encourage learners to use e-tools to identify targets and review dates in their personal learning plans?	■ Is there evidence that learners identify targets and plan review dates? ■ Do they have the IT skills to do this effectively?
use e-tools to review plans with learners and to ensure identified goals are being met?	■ Do you collect and analyse value added and distance travelled data so you can use these to set targets for individuals and group?
monitor the appropriateness of e-tools to identify targets and methods to achieve these purposes?	■ Is there evidence that you monitor the effectiveness and appropriateness of e-tools to support learners set targets and meet their individual learning goals? ■ Do you use the outcomes to change e-tools and methodologies?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
assess a range of e-tools for appropriateness to ensure learners receive effective and appropriate induction, initial assessment, support and advice?	■ Is there evidence that e-tools have been assessed and evaluated to ensure that the tools used identify learners' basic or key skills effectively so that they match the specific demands of the course? ■ Is there evidence that initial assessment leads to effective additional support?
review and evaluate e-tools and methods to identify learning needs and preferences?	■ Is there criteria to evaluate e-tools and methods and the way they impact on learning needs and preferences? ■ Does the evaluation demonstrate what these contribute to the eventual success of the learners?
review and evaluate learners' use of e-tools in developing, recording and updating personal learning plans?	■ Do you seek learner feedback on how e-tools help them develop, record and update their personal learning plans? ■ Do you evaluate the outcomes and change e-tools or support mechanisms, as appropriate?

Embedding e-learning into everyday practice

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
identify learning aims and objectives that could be enhanced by the use of blended learning, and/or use of learning platforms?	■ Is there evidence that these been identified with learning aims and objectives in mind? ■ Will learners understand how these outcomes can be achieved through e-learning? ■ Will blended learning and/or learning platforms improve learners' understanding of topics or activities that are part of their academic or vocational programme?
investigate the availability of e-learning resources and tools for blended learning?	■ Is there evidence of sufficient investigation into these resources and tools? ■ Has the investigation focused on resources and tools that will lead to greater interest and relevant use of IT?
identify opportunities for individual learners to be supported through the use of e-learning tools and materials?	■ Is there evidence of how these opportunities have been identified? ■ Are they recorded fully in individual learning plans and as the outcomes of progress reviews?
investigate effective techniques for managing group learning using blended learning and/or learning platforms?	■ Is there evidence of the techniques being used? ■ Do these ensure effective management of any transition between individual and group work?
update and maintain your and others' understanding of blended learning techniques and uses of learning platforms?	■ Is there evidence that this takes place? ■ Do you have evidence from course team meetings, course reviews and staff development records?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
plan, using a range of e-learning techniques and blended learning opportunities to match the learning preferences of the learners, the desired outcomes and the context(s) of use?	■ Is there evidence that blended learning opportunities match the learning preferences and learning outcomes of all your learners? ■ Does your scheme of work and lesson plan demonstrate that ICT is an integral part of the course?
monitor learners' use of resources and tools within a learning platform so as best to meet their learning objectives and provide for their needs?	■ Is there evidence that a monitoring process is in place? ■ Do you have evidence that resources and tools meet your learners' objectives and individual learning needs?
provide or develop resources for blended learning?	■ Is there evidence that these resources are appropriate to the level of the learner? ■ Are they of sufficient quality? ■ Is there evidence that they support learning outcomes?
investigate learners' skills with e-learning tools and learning platforms, organising induction and training where necessary?	■ Is there evidence of initial assessment to ensure learners have the relevant IT skills to make good use of e-learning facilities and improve their skills and knowledge of the technology being used? ■ Is there evidence that equality of opportunity is an integral part of this process?
negotiate resources where needed from appropriate sources within your organisation and elsewhere?	■ Is there evidence from course reviews and departmental plans of how resource needs have been identified? ■ Do you have adequate resources available for e learning?
provide advice and guidance to others on planning and structuring blended learning or learning within a VLE?	■ Have you evidence of contributions to the development of e-learning in other curriculum areas? ■ Is there evidence of any contribution to the organisation's staff development plans?
use the functionality offered by a VLE or other learning platform to record and track learner progress?	■ Do you use a Learner Achievement Tracker or other software, eg ALIS/Pro-achieve, to monitor learner progress? ■ Have you got evidence that the data used is valid and reliable?
support, monitor and encourage use of discussion boards and communication tools by learners?	■ Do you have evidence that you monitor the quality and effectiveness of discussion boards and communication tools used by learners? ■ Is there evidence that learners have improved their skills and the knowledge of the technology being used?
share resources and discuss outcomes with others?	■ Do you have evidence from team meetings and course reviews that this has been done?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
evaluate the use of blended learning and/or learning platforms by learners of all abilities?	■ Is there evidence that the quality and effectiveness of e-learning is well monitored? ■ Does the process fulfil equal opportunities requirements?
review and assess the accessibility of tools, techniques and/or learning platforms for learners of all abilities?	■ Has the analysis of the performance of different groups of learners led to the outcomes being used to guide course and programme development?
monitor and evaluate learners' experiences of blended learning and/or resources on learning platforms?	■ Is there evidence that the quality and effectiveness of e-learning is well monitored? ■ Do you seek learner feedback on their experiences of blended learning and/or resources on learning platforms? ■ Do you analyse this to improve the learning experience and/or the resources being used?
monitor and evaluate the use of discussion boards and communication tools by learners?	■ Is there evidence that the quality and effectiveness of discussion boards and communication tools has been well monitored? ■ Is there evidence that learners have improved their skills and their knowledge of the technology being used? ■ How are the outcomes analysed and used to develop learners' ability to use discussion boards and communication tools more effectively?
discuss with others how blended learning and resources and tools within learning platforms can be used to promote active and autonomous learning?	■ Do you have evidence of these discussions recorded in team meetings and course reviews? ■ Is there evidence that these discussions have led to more learner autonomy?
progress within or change your role as a result of developing your practice or that of colleagues?	

Supporting online learning

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
identify opportunities for coaching, mentoring and supporting learners online?	■ Is there evidence that these have been identified in the planning process and written into schemes of work and lesson plans?
provide initial assessment of online learners' skills, identifying their learning objectives and preferences?	■ Is there evidence that initial assessment has taken place? ■ Has the initial assessment ensured that learners have the relevant IT skills to make good use of e-learning facilities? ■ Is the form of assessment and recording suitable for the course being followed?
provide learners with information on how to access support online?	■ Is the information clear and appropriate to the level of the learner? ■ Is there evidence that learners have undertaken an induction into the styles of teaching and learning used on their course? ■ Do they understand the purpose of online support?
select appropriate resources for online learning?	■ Is there evidence that resources have been chosen for learners based on learner preferences and ability? ■ Will the resources improve learners' understanding of topics or activities that are part of their academic or vocational programme?
communicate appropriately and promptly with learners online?	■ Do you communicate clearly and effectively with learners online? ■ Are your communication skills appropriate to the level of the learner and individual learners' needs? ■ Do you use effective questioning techniques online to check learner understanding?
develop online learning plans?	■ Are learners' individual learning plans online? ■ Do you use e-learning tools and resources to plan progress reviews with learners and include a record of progress to date? ■ Are ILPs updated regularly?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
apply theories of teaching and learning and their application to coaching and mentoring online?	■ Is there any evidence of theories being practised? ■ Are they consistent with effective teaching, training and assessment on this course? ■ Is there evidence that learning has been improved by the application of these theories?
plan online support strategies for individuals and groups of learners?	■ Is there evidence that these strategies are based on an awareness of different learners' individual needs? ■ Do the support strategies meet these needs? ■ Is there evidence that support is given equitably and ensures learner progress?
select appropriate approaches to enable online learners to work effectively and appropriately?	■ Is there evidence that these approaches enable learners to acquire the skills necessary to cope with their course? ■ Is there evidence that these approaches enable learners to think and learn for themselves?
use appropriate tools and techniques for initiating and managing online discussion?	■ Do you show skilful leadership of discussions while ensuring that learners' contributions are encouraged and valued?
develop criteria for evaluating the development and support of an online community of learners?	■ Is there evidence that this criteria ensures that the quality and effectiveness of e-learning is well monitored? ■ Are the outcomes of the evaluation used to develop support for online learners?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
review and evaluate the appropriateness and value of the tools used in online learning?	■ Is there evidence that the appropriateness and value of the tools being used is reviewed against robust criteria? ■ Is the evaluation used to inform curriculum and course development? ■ Does the process provide evidence that the quality and effectiveness of e-learning is well monitored?
review and evaluate the appropriateness of resources and the effectiveness of support for online learners?	■ Is there evidence that learner feedback contributes to this review and evaluation? ■ Is there evidence that the outcomes of the review are used to develop resources and online support so that they support learners more effectively? ■ Does the process provide evidence that the quality and effectiveness of e-learning is well monitored?
review and evaluate the effectiveness of online communities in helping learners reach their objectives?	■ Is there evidence that you use learner progress reviews as part of the overall process for reviewing effectiveness? ■ Do you undertake a summative review with learners about whether online communities help them reach their learning objectives? ■ Is there evidence that the outcome of this review is used to develop online communities to make them more effective in helping learners reach their objectives? ■ Does the process provide evidence that the quality and effectiveness of e-learning is well monitored?
review and evaluate the effectiveness of the online teaching and learning programme against established criteria, including those for off-line programmes?	■ Is there evidence that the online teaching and learning programme is part of the organisation's process for the observation of teaching and learning? ■ Do you use appropriate benchmarks to compare the outcomes of online teaching and learning programmes to other forms of teaching and learning? ■ Do you use the outcomes to improve the effectiveness of online teaching and learning programmes? ■ Does the process provide evidence that the quality and effectiveness of e-learning is well monitored?

Supporting e-learning

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
investigate learners' need for support in the use of e-tools and resources at the onset of their course?	■ Is there evidence that you use initial assessment to ensure that learners have the relevant IT skills to make good use of e-learning facilities? ■ Do you use the outcomes of initial assessment to put support in place for these learners as soon as possible?
encourage and assist learners in selecting tools and resources that are appropriate to their needs?	■ Is there evidence that you are aware of different individual needs and that you are supporting them effectively? ■ Is there evidence from learners that they have been helped to select tools and resources appropriate to their individual needs?
communicate learners' needs to others, identifying appropriate e-learning tools to enhance achievement?	■ Is there evidence that the outcomes of initial assessment and discussions with learners are recorded? ■ Do you have a process for communicating learners' needs to others? ■ Is there evidence that learners have adequate tools and resources which will promote their understanding of topics or activities that are part of their academic or vocational programme?
investigate assistive technologies to support learners with specific learning needs?	■ Is there evidence of your research into assistive technologies for learners with specific learning needs? ■ Is there evidence of adequate provision for learners with learning difficulties and/or disabilities?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
provide confidence-building exercises to encourage learners' use of new technologies?	■ Do these exercises provide evidence that learners become confident in what they are doing and improve their skills and knowledge of the technologies being used?
try out different technologies to examine to what extent they meet individual learners' needs?	■ Is there evidence that you have evaluated these technologies to ensure that teaching and training will meet individual needs and course or programme requirements? ■ Is there evidence that these technologies will improve learners' understanding of the topics or activities that are part of their academic or vocational programme?
develop learners' skills in using selected technologies with a variety of appropriate strategies?	■ Is there evidence that you are using methods and styles of teaching and training which are consistent with the aims and objectives of the course and the learners' personal objectives?
provide a variety of ways in which learners can access support?	■ Is there evidence of various arrangements to support e-learning and the quality of the support available?
agree and/or establish quality criteria for the evaluation of support provision?	■ Is there evidence of robust quality assurance procedures to evaluate learning support? ■ Is there evidence that the outcomes are used to improve the quality of support? ■ Does the criteria provide evidence that the quality and effectiveness of e-learning is well monitored?
agree and/or establish quality criteria for the evaluation of technologies used in e-learning?	■ Is there evidence of robust quality assurance procedures to evaluate e-learning technologies? ■ Is there evidence that the outcomes are used to improve the quality of e-learning technologies? ■ Does the criteria provide evidence that the quality and effectiveness of e-learning is well monitored?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
evaluate the effectiveness of current support in meeting diverse learning needs?	■ Do you have evidence that the evaluation process covers the range of diverse learning needs and gives due regard to equality of opportunity? ■ Do the outcomes of evaluation guide course and programme development so that support systems and processes are made more effective?
evaluate the effectiveness of technologies used in support of learning?	■ Do you have evidence that the evaluation process covers all the technologies used within the organisation to support learning? ■ Do the outcomes of the evaluation guide course and programme development so that the technologies being used are more effective in supporting learning?
develop strategies that enable learners to assess and update their own skills and performance in the use of e-learning technologies?	■ Is there evidence that learners are able to update their skills in using e-learning technologies as they move from level to level or when new e-learning technologies and updated software packages are introduced? ■ Do you have evidence that learners are encouraged to evaluate their own performance in using e-learning technologies so that they know how well they are doing and what steps they need to take to improve?

Tracking, e-assessment and portfolios

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
identify appropriate e-assessment tools for your organisation, your learners, their learning objectives and the context of use?	■ Is there evidence to show that e-assessment tools have been chosen which are suitable for the courses and programmes being followed?
identify appropriate opportunities to use tracking or e-assessment with your learners or in your organisation?	■ Is there evidence that e-assessment is used appropriately and that the outcomes are used to monitor progress and inform learners how they are performing and how they might improve? ■ Is there evidence that e-assessments are recorded and that programme outcomes are accredited, if appropriate?
ensure the confidentiality of data held about learners in your tutor groups and/or your organisation in line with legal and/or organisational requirements?	■ Is there evidence that data about learners meets the requirements of the Data Protection Act? ■ Is there evidence that assessment, verification and moderation procedures follow regulatory requirements?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
carry out initial assessment using e-tools and methods?	■ Do you have evidence to show that using e-tools and methods for initial and diagnostic assessment provides an accurate basis on which to plan an appropriate programme of work?
carry out formative and/or summative assessment using an appropriate selection of tools – examples include online quizzes, assessment through VLE and e-portfolios?	■ Do you have evidence that the forms of assessment being used are suitable for the courses and programmes being followed and that achievements towards learning goals and qualifications are recorded and accredited?
track and record up-to-date electronic records of learners' participation and achievement?	■ Is there evidence that achievement towards learning goals and qualifications are recorded and accredited? ■ Is there evidence of regular tracking and that learner records are up to date and accurate?
use tracking tools effectively to monitor participation and identify trends, making interventions where necessary?	■ Is there evidence that tracking tools show learners' progress relative to their prior attainment and potential? ■ Is there evidence that tracking tools provide evidence of participation by race, gender and disability? ■ Is there evidence of interventions made as a result of learning tracking which improve learner participation and performance?
encourage learners to record evidence and update details of their own achievement eg in an e-portfolio?	■ Is there evidence that learners are encouraged to evaluate their own performance in order to know how well they are doing and what steps they need to do to improve? ■ Is there evidence that learners record evidence and update details of their achievement on online individual learning plans and/or in e-portfolios?
provide effective feedback to learners online?	■ Is there evidence that you use online facilities to monitor performance and inform individual learners about how well they are doing and how they might improve? ■ Is there evidence that you evaluate learner progress and give feedback to them effectively?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
evaluate a selection of e-assessment tools in order to ensure the appropriateness of your or your organisation's use of e-assessment?	■ Is there evidence that the evaluation uses robust criteria and takes due regard that assessment is appropriate for the courses and programmes being followed? ■ Are the outcomes of evaluation used to improve appropriate assessment for learners on these courses and programmes?
undertake a review of e-assessment within the context of blended learning?	■ Is there evidence that the evaluation uses robust criteria and that the review is specific to the context of blended learning? ■ Are the outcomes of evaluation used to improve the assessment process within the context of blended learning?
undertake a review of e-assessment within the context of online learning?	■ Is there evidence that the evaluation uses robust criteria and that the review is specific to the context of online learning? ■ Are the outcomes of evaluation used to improve the assessment process within the context of online learning?
evaluate and advise on the organisation's policy on confidentiality of data	■ Is there evidence that you have evaluated the impact of data protection issues in the area of e-learning and contributed towards the organisation's policy on confidentiality of data?
encourage learners to reflect on the outcomes of their learning?	■ Is there evidence that learners evaluate their own performance? This might take the form of evaluations of performance within individual sessions or before and during progress reviews.

Selecting, developing and adapting resources

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
identify and follow up recommendations, reviews and sources of pre-existing e-learning materials?	■ Is there evidence that you are developing a range of learning resources to meet individual needs which will improve learner understanding of topics and activities that are part of their academic and vocational programmes?
review these for suitability for your learners, learning outcomes and context of use?	■ Is there evidence that there is a satisfactory review process in place that matches ready-made e-learning resources against learner needs, the learning outcomes of the programme and the context in which resources will be used?
identify necessary technical and support requirements, relevant standards and specifications, including compatibility with existing systems and resources?	■ Is there evidence that you have checked the range and quality of equipment available so that ready-made e-learning materials can be used? ■ Is there evidence that these requirements and the materials used promote effective learning?
investigate tools to adapt ready-made materials to meet the needs of specific learners and learning objectives?	■ Is there evidence that these tools and the way they are used produce materials that meet individual learners' needs at the appropriate level for courses or programmes? ■ Do the adapted materials improve learners' understanding of the topics and activities that are part of their academic or vocational programme?
seek support and/or undergo training in adaptation and/or development of in-house materials using standard software?	■ Is there evidence from your personal development portfolio or the organisation's staff development plans that you have received training in this area of activity?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
ensure that learners develop the skills to access and use materials autonomously?	■ Is there evidence that learners' have the relevant skills to make good use of e-learning facilities? ■ Does developing these skills give due regard to health and safety requirements? ■ Is there evidence that learners can think and learn for themselves?
develop, adapt or seek out resources that support different preferences and needs?	■ Is there evidence of an awareness of different learners' needs and that resources meet individual needs and course or programme requirements? ■ Is there evidence that these activities are informed by equal opportunities policies and procedures?
ensure that learners continuously develop their e-learning skills?	■ Is there evidence that learners improve their skills and their knowledge of the technology being used as they move from level to level? ■ Are there opportunities for learners to develop these skills when new e-learning tools and/or different versions of software are introduced to curriculum areas or learning resource centres?
identify opportunities for use of e-learning resources in personal learning plans and schemes of work?	■ Is there evidence that opportunities for e-learning have been identified in schemes of work and lesson plans? ■ Is there evidence that opportunities have been identified in individual learning plans and monitored accordingly?
develop and/or update e-learning materials in the light of usage statistics, learner evaluations and other criteria for success?	■ Is there evidence of a robust process for evaluating learner usage which explore the reasons behind usage statistics? ■ Is there evidence that developing and updating materials leads to increased usage by learners and more effective teaching and learning?
establish and/or agree criteria to assess the effectiveness of such materials?	■ Is there evidence that assessment criteria links effectiveness of the materials to improved outcomes for learners?
share with others techniques and outcomes for your creation and adaptation of e-learning materials?	■ Is there evidence that sharing techniques is recorded in course team meetings, course reviews and staff development activities?
share outcomes and lessons learnt with others to develop your practice further?	■ Is there evidence that you have used the outcomes of shared experience or staff development activities to improve your own practice in creating and adapting e-learning material?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
develop and/or agree selection criteria for e-learning materials based on suitability for purpose and overall match with learners' needs, learning outcomes and the context of use?	■ Is there evidence that selection criteria is robust and derived from a clear understanding of learners' individual needs, the learning outcomes of the course or programme and the context in which materials will be used? ■ Does the planned use of such materials include clear objectives learners can understand?
evaluate new content, new tools for adapting content and/or updated versions of software against this criteria?	■ Is there evidence that the development of e-learning is ongoing and that the practitioner demonstrates knowledge, competence and up-to-date expertise with regard to new tools and/or updated versions of software? ■ Does evaluation lead to changes to schemes of work and lesson plans and an improvement in teaching and learning?
evaluate the perceptions and experiences of learners of all abilities using e-learning resources?	■ Is there evidence of learner feedback from groups of learners of all abilities? ■ Does the evaluation give due regard to equal opportunities and whether there are any differences between particular groups of learners?
share outcomes and lessons learned with others to develop further your practice and/or that of your organisation?	■ Is there evidence from course team meetings, course reviews and staff development activities? ■ Is there evidence that shared outcomes and lessons learnt have led to further personal development?

Exploring the further potential of e-learning tools

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
research the application to teaching and learning of newly emerging hardware and software available to your learners and/or your organisation?	■ Is there evidence of research referred to in planning and course documentation? ■ Does the research take the level of learner and IT ability into account?
identify specific learner needs that could be met through the application of these tools?	■ Is there evidence of a clear link to course/programme learning aims and objectives and further evidence that using these tools will improve learners' understanding of topics or activities that are part of their academic or vocational programme?
identify specific learning objectives that could be supported through the use of these tools?	■ Is there evidence that the application of these tools has been linked to specific objectives in individual lessons? ■ Is there evidence that learning objectives have also been identified for specific individuals in the group?
identify specific organisational developments that could be supported through application of these tools?	
investigate the pre-existing knowledge, skills and access needs of learners using these tools?	■ Is there evidence that learners have the relevant IT skills to make good use of these e-learning tools? ■ Are there appropriate opportunities for learners to use these tools outside scheduled lessons?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
research the potential of less commonly used tools?	■ Is there evidence that these tools are not in common usage? ■ Is there evidence of their potential being matched to course aims and objectives in planning documentation?
monitor and review the use of all e-tools by learners, assessing their effectiveness in meeting learning objectives?	■ Is there evidence that the use of all e-tools is regularly monitored? ■ Is there evidence that the use of all e-tool has been reviewed, particularly using learner feedback? ■ Has evaluation been used to inform future planning and improve learning?
develop practice according to learners' needs?	■ Is there evidence that practice has developed according to group and individual needs? ■ Are learners improving their understanding of topics or activities that are part of their academic or vocational programme?
ensure application of all e-tools comply with accessibility and health and safety requirements?	■ Is there evidence that applications comply with health and safety policies and procedures and the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2002? This includes evidence that you have specialist equipment available for learners with learning difficulties and/or disabilities.
develop and/or agree criteria for the evaluation of e-tools?	■ Is there evidence that robust evaluation criteria has been used? ■ Does the criteria link to the organisation's quality standards?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
assess your continuing self-development needs in relation to current and emerging uses of e-tools?	■ Is there evidence of self- assessment in your personal development portfolio? ■ Is there any evidence of development needs contained in reports on the observation of teaching and learning and/or annual appraisal reports?
undertake appropriate professional development?	■ Is there evidence of staff development in current and emerging uses of e-tools? ■ Is there any evidence of recent qualifications taken associated with current and emerging e-tools?
review what has been learnt and identify the opportunities for the application of new tools?	■ Is there evidence contained in reports written as a result of staff development? ■ Is there evidence that what has been learnt has been developed into action points contained in an appropriate section of the organisation's self-assessment report and development plan?
critically evaluate the effectiveness and appropriateness of a range of e-tools in relation to the diverse needs of learners?	■ Is there evidence of learner feedback from groups of learners of all abilities? ■ Does the evaluation give due regard to equal opportunities and whether there are any differences between particular groups of learners?

Undertake an e-learning development project

Initial experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
identify the need for the proposed project?	■ Is there evidence that a project is needed in this area of activity? ■ Have appropriate line managers been consulted about the proposal? ■ Are there adequate resources available to support the proposed project? ■ Has sufficient time been allocated to the proposed project?
establish the aims and objectives of the project at the outset?	■ Is there evidence of clear aims and objectives of the project and can they be achieved within the timeframe?
establish the knowledge, skills, learning needs and learning style preferences of the proposed beneficiaries?	■ Is there evidence that the aims and objectives meet both individual and organisational needs? ■ Is there evidence that the aims and objectives will improve the knowledge, skills, learning needs and preferences of the proposed beneficiaries?
discuss your proposed project with relevant specialist staff?	■ Is there evidence that specialist staff who will be involved in the project have a clear idea of the aims and objectives and of the role they will play within the project?
assess your professional knowledge and skills and seek to update these where needed to complete the project successfully?	■ Is there evidence during the planning stage that you have self-assessed your professional knowledge and skills and built your professional development needs into the project proposal?
establish your and others' role within the proposed project?	■ Is there a project action plan that states roles and responsibilities clearly?

Applied experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
draw up a project plan, establishing the potential risks and constraints which may affect the proposal?	■ Is there evidence that your proposal has sufficiently identified the potential risks and constraints to the proposal? ■ Is there evidence of how the project will deal with these risks and constraints? ■ Does your project plan clearly indicate the potential risks and constraints that may occur at particular points in the project's development? ■ Is there evidence of how the potential risks and constraints may impact on project outcomes?
secure resources, budget and approval necessary to complete the proposal?	■ Have appropriate line managers been consulted about the proposal? ■ Are there adequate resources available to support the proposed project? ■ Has sufficient time been allocated to the project proposed?
break work down into achievable and measurable chunks?	■ Is there evidence of an overall action plan with clear and measurable milestones?
establish a work schedule with clearly identified outcomes at each stage?	■ Is there evidence that the action plan has been developed into a work schedule with clear and measurable milestones? ■ Is there evidence that a project team has been established and that everyone has been fully briefed about the project aims and objectives? ■ Have team roles been clearly identified?
establish working methods and coordination between team members?	■ Have sufficient team meetings been scheduled throughout the life of the project to ensure coordination takes place?
clearly establish the limits of your and others' authority?	■ Is there evidence that a reporting-back system is in place that is in keeping with individual project roles and overall responsibility for the project?
monitor and report on progress against the project plan to all involved?	■ Is there evidence of who will monitor each stage of the project and when progress reports will take place?
review work and provide advice to colleagues?	■ Is there evidence that you have met those working on the project regularly and supported them?
negotiate support as the project takes place?	■ Is there evidence that the project is monitored regularly and that adjustments are made according to project outcomes? ■ Is there evidence that any further support needed is negotiated and obtained?

Reflective experience

To what extent in your role do you:	Prompts for self-evaluation based on the Common Inspection Framework
use agreed criteria to measure the extent to which objectives have been achieved?	■ Is there evidence that clear and robust criteria has been developed to measure all of the project objectives?
complete procedures relating to, for example, finance and personnel to complete and conclude the project?	■ Is there evidence that resources allocated have been monitored and audited? ■ Is there evidence that procedures relating to finance and personnel have been followed and the project signed off accordingly?
ensure the collection and evaluation of feedback?	■ Is there evidence that procedures have been put in place to evaluate the project and that feedback has been obtained, analysed and fed back to the project team and appropriate line managers?
disseminate findings according to agreed procedures?	■ Is there evidence in the project proposal about how the project outcomes will be disseminated? ■ Is there evidence that this dissemination has taken place?
confirm to colleagues that the project is completed and acknowledge their contributions?	■ Is there evidence that a project report has been written and that colleagues involved in the project have been informed accordingly? ■ Is there evidence that colleagues have been thanked for their involvement?
record information about the project for future reference?	■ Is there evidence that the final report or the project outcomes are recorded and stored appropriately for future reference?
use findings to improve the effectiveness of future projects?	■ Is there evidence that the project outcomes will be used in future as part of the organisation's drive for continuous quality improvement?
ensure the sustainability of project ethos and practices?	

Appendix 4 Glossary of terms, acronyms and abbreviations

Ask Butler A website for post-16 sector staff development resources including events and examples of e-learning. To be carried forward by the Excellence Gateway at QIA.

Becta British Educational Communications and Technology Agency (www.becta.org.uk)

blended learning learning that uses a combination of methods, particularly including e-learning and face-to-face interaction

Blogs Weblogs or 'Blogs' are personal websites consisting of regularly updated entries usually displayed in reverse chronological order. They read like a diary or journal. Blogs are available in some VLEs in a basic but very workable format. If you require blogs which have richer features consider www.blogger.com. The ideal way would be to link to external blogs from for your VLE and keep an eye on the content.

Camtasia Camtasia is designed to be user-friendly and allow users who do not have any screen-recording experience to rapidly create a presentation and embed it in a web page.

Captivate Captivate is designed to be user-friendly and allow users who do not have any screen-recording experience to rapidly create a presentation and embed it in a web page.

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

CPD continuing professional development: relates to post-qualification professional practice and is achieved in diverse ways

e-learning electronic learning: learning supported or enhanced through the application of information and communications technology (ICT; qv) (LLUK definition)

e-tools electronic tools: hardware or software tools used to deliver or develop e-learning materials for assessment, teaching and learning

eCPD e-learning continuing 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

ePD e-learning professional development

Excellence Gateway A website which will incorporate research materials, resources and teaching materials in one place with particular relevance to the post-16 sector; see www.qia.org.uk

FENTO Further Education National Training Organisation, superseded by LLUK (qv)

FERL Further Education Resources for Learning (http://ferl.becta.org.uk). An advice and guidance service. To be carried forward by the Excellence Gateway at QIA.

ICT information and communications technology

IfL   Institute for Learning (www.ifl.ac.uk): 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* (DfES, November 2004).

ILT   information and learning technology: the application of ICT to teaching and learning ILT; better to use 'e-learning'

IPD   initial professional development

ITQ   Information Technology Qualification: NVQ for IT users, developed by e-skills UK

ITT   initial teacher training

JISC   Joint Information Systems Committee (www.jisc.ac.uk)

kinesthetic learner   Someone who learns through moving, doing and touching. Students who learn best through a hands-on approach.

LLUK   Lifelong Learning UK (www.lluk.org.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 also SSC

LSC   Learning and Skills Council (www.lsc.gov.uk)

LSDA   Learning and Skills Development Agency; see LSN

LSN   Learning and Skills Network (www.LSNeducation.org.uk): since April 2006, programmes, research, training and consultancy projects formerly carried out by LSDA have been delivered by LSN. Also see www.learningtechnologies.ac.uk

MySpace   MySpace.com (or MySpace) is a free service that uses the internet for online communication through an interactive network of photos, weblogs, user profiles, email, web forums and groups, as well as other media formats. This all-inclusive service is sometimes called a social networking interface. The site is particularly useful for music and arts students but use of such sites must be carefully monitored and the legal aspects considered.

NCSL   National College for School Leadership (www.ncsl.org.uk)

NIACE   National Institute of Adult Continuing Education (www.niace.org.uk)

NLN   National Learning Network (www.nln.ac.uk): national partnership programme designed to increase the uptake of e-learning across the learning and skills sector in England

NVQ   National Vocational Qualification

Ofsted   Office for Standards in Education (www.ofsted.gov.uk)

PDP   personal development profile

QCA   Qualifications and Curriculum Authority (www.qca.org.uk)

QIA   Quality Improvement Agency (www.qia.org.uk); incorporates the Excellence Gateway

QTLS   Qualified Teacher Learning and Skills: new award for teachers; from September 2007, all new entrants to FE teaching will be expected to work towards this award

social network website   A social network website site allows for relationships between individuals who might never meet but who share messages and media content through the web. In learning, social networking allows tutors to help students, and students to help students – they might get to know each other across different course areas. One very basic aspect of social networking in Moodle is simply to encourage students to put their photograph in the profile.

SSC   sector skills council: an independent, employer-led, UK-wide organisation licensed by the Secretary of State for Education and Skills to tackle the skills and productivity needs of their sector

SSDA   Sector Skills Development Agency (www.ssda.org.uk)

TechDis   JISC-funded advisory service on accessibility and inclusion (www.techdis.ac.uk)

VLE   virtual learning environment: system that support a range of learning contexts supporting learning in and out of the classroom environment

Web 2.0   A complete definition of 'Web 2.0' is elusive but includes systems and services such as wikis, blogs and peer-to-peer networks, and social networking sites such as MySpace. Hitherto, learning online and virtual learning environments have resulted in tutors doing most of the work! Web 2.0 aims for users to interact, contribute and participate in activities (such as forums, wikis, blogs and social networking sites). You contribute as well as take it out. In doing so learning is enhanced, measured, useful and fun.

wiki   A wiki is a web application that allows users to add content, as on an internet forum, but also allows anyone to edit the content. Wikis are available in Moodle.

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E-learning and technology programme

Self-assessment is an integral component in the life of any education and training organisation so as to ensure quality improvement. This publication illustrates an individual self-assessment tool developed by LSN which gives feedback and support to assist staff to enhance their teaching and learning through the use of technology.