

October 2008

Review of the 2005 HEFCE Strategy for e-Learning

A report to HEFCE by Glenaffric Ltd

Glenaffric 

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1 Executive Summary

1.1 Introduction

- 1.1.1 In March 2005, the Higher Education Funding Council for England (HEFCE) published its strategy and implementation plan for supporting e-learning in higher education (HE). The strategy had a ten-year timeframe to reflect the commitment to embedding e-learning in a sustainable way across the sector, with an explicit intention to undertake a review of the implementation activities every three years in the light of the Council's overarching plans for learning and teaching.
- 1.1.2 In December 2007, the Council commissioned Glenaffric Ltd to undertake an interim review of the strategy and implementation plan. The review process was expected to contribute to the articulation of the direction, aims and objectives of a revised strategy for publication in 2008, and to provide suggestions for a process of ongoing monitoring and review of the revised strategy and implementation plan.

1.2 Policy Context

- 1.2.1 Two main events informed the development and publication of the strategy in 2005: the demise of the UK e-University, and the parallel development of the Government's 'Harnessing Technology' e-Strategy for the whole education sector. Other relevant policy initiatives at this time included the Government's regional agenda, specifically the formation of regional lifelong learning networks, and the recent establishment of the Centres for Excellence in Teaching and Learning.
- 1.2.2 The policy context for the review in 2008 includes the Government's stated priority development areas for HE: increasing student numbers, a new relationship with employers, widening participation, and research and innovation. The framework for implementing the 2005 Harnessing Technology strategy is also currently under review, again bringing the context of shared services and joined-up provision into focus. Other relevant policy initiatives in 2008 include an awareness of the need to address the student voice, and a growing emphasis on skills and employability for lifelong learning.
- 1.2.3 There is little direct reference to e-learning in any of the documents, plans or initiatives that comprise the policy context for the review of the e-learning strategy in 2008. This review presents the opportunity to develop a more enhancement-focused strategy with an increased emphasis on particular areas of wider importance, which fits with HEFCE's long-term view that technology-based solutions are integral to all aspects of the sector's business, with particular reference to the core activities of learning, teaching and assessment.

1.3 Method and Approaches

- 1.3.1 The review team conducted an initial analysis of the documentation relating to the development, implementation and monitoring of the strategy. Evidence was then gathered from two principal sources: interviews and discussions with key informants to discuss aspects of the strategy and the outcomes of its implementation to date, and an update by the three agencies (HEFCE, Joint Information Systems Committee, Higher Education Academy) on the activities proposed in the implementation plan.

1.4 Evidence from Key Informants

- 1.4.1 Key informants were broadly supportive of the aim and objectives of the strategy in the context of its development in 2005, and appreciative of the opportunity to contribute to its review and refocusing in 2008. The national strategy presents a vision and a set of aspirations for the role of technology in HE. However, the extent to which the 2005 strategy has impacted on the consciousness of the sector since its publication is questioned. The structure of the strategy document does not facilitate a ready appreciation of the inter-relationships of the aim, objectives, principles and measures of

success. A set of four top-level objectives is embedded in the document, but different objectives are set against the seven strands of the implementation plan. The main issues for the sector lie not with the strategy itself, but with the number of initiatives instigated under the broad heading of e-learning, given a perceived lack of clarity about the impact and benefit of the activities in the implementation plan.

- 1.4.2 There are opportunities for the review of the strategy to reflect a more general problem-based approach to institutional change ('how can technology help to address my current challenges?') as opposed to a technologically determined approach ('what can I use technology for?'). The aim and objectives of the strategy were articulated within a particular context, and remain broadly valid but somewhat dated. The aim could be bolder and more visionary in reflecting the transformative potential of technology in support of genuine lifelong learning. The objectives are in need of refocusing to address changing student needs and expectations, and to emphasise connections between HE and the workplace.
- 1.4.3 One of the main successes of the strategy is its function in institutions as a reference document for the implementation of policy change. The role of the strategy in promoting tools and approaches for benchmarking e-learning in the sector is an ongoing challenge. While the e-learning benchmarking exercise has been beneficial for participating institutions in setting their own aspirations and goals for embedding e-learning, it has not provided a comprehensive overview of the state of e-learning provision in the sector.
- 1.4.4 Respondents expressed a concern that the implementation plan is driven more by technological innovation than by institutional need. A further difficulty lies in the scope of the strategy itself – by its very existence it promotes the segregation of the use of technology to support learning and teaching from other institutional strategies.
- 1.4.5 The measures of success as outlined in the 2005 strategy are more vision statements than measurable indicators against which achievement can be monitored. There is a call for a more specific relationship between the measures of success and the actions in the implementation plan.
- 1.4.6 The role of the agencies in providing and managing funding opportunities in respect of the strategy is acknowledged. However, there is a perceived lack of coherence between the availability of funding, the scope of development programmes and the objectives in the strategy. There is a further issue with the perceived misalignment of funding schedules and programme scope with institutional plans and priorities. Respondents expressed a particular concern with a perceived imbalance between funding for technological development on the one hand, and consolidating changes in practice on the other.

1.5 Review of the Implementation Plan

- 1.5.1 The agencies provided comprehensive evidence of the activities undertaken in respect of the actions outlined in the implementation plan. A fundamental challenge for the review is the absence of any indicators of achievement against the objectives of the implementation plan.

1.5.2 Strand 1 – Pedagogy, curriculum design and development

This strand continues to be important and relevant, with some caveats relating to the normalisation of e-learning in mainstream learning, teaching and assessment, and the need to prepare students for employability and engage more closely with employers.

1.5.3 Strand 2 – Learning resources and networked learning

Investment in open content is a key development area for the strategy. Opportunities were also identified for this strand to reflect the HEFCE shared services agenda, and

for a further consideration of issues relating to ensuring the quality, currency and integrity of online learning resources.

1.5.4 Strand 3 – Student support, progression and collaboration

Key areas of student support felt to be missing from the 2005 strategy include the development of information-searching skills, and the facilitation of informed choice and decision-making in a lifelong learning context. More emphasis should be given to employer engagement, flexible provision, work-based learning and support for learning in dispersed communities.

1.5.5 Strand 4 – Strategic management, human resources and capacity development

The strategy should continue to emphasise the need for support for strategic change management and informed leadership to champion the use of technology in institutions. Enhancing staff skills and knowledge and the development of capability within a framework for professional standards continue to be important.

1.5.6 Strand 5 – Quality

Most respondents expressed the view that quality is core to a strategic approach to e-learning and that this strand is critical to the integrity of the strategy. A shift of emphasis is advocated, from quality assurance and standards to a more general appreciation of the role of technology within a culture of continuous improvement and quality enhancement.

1.5.7 Strand 6 – Research and evaluation

The need for a robust evidence base on which to develop sector-level policy and institutional decisions relating to the use of technology is emphasised. There is support for specific actions relating to sharing good practice and examples of approaches that enhance learning in a range of representative institutional contexts.

1.5.8 Strand 7 – Infrastructure and technical standards

There is universal endorsement for the strategic and operational support of the joint academic network. The strategy should reflect that lifelong learning will increasingly require the integration of personal devices and corporate systems, with specific reference to security and authenticity.

1.6 Monitoring Arrangements

1.6.1 The responses reflect some uncertainty about the extent to which the strategy has been subject to ongoing monitoring by the agencies and informed by the sector. Concerns were expressed about an apparent lack of evidence underpinning the funding of e-learning initiatives.

1.7 Recommendations

1.7.1 Context and Vision

- The language and tone of the strategy should adapt to the terms and concepts in current and projected use in the sector to describe and define the use of technology to support and enhance learning and teaching.
- The revised strategy should focus attention on the potentially transformative effect of technology in meeting the sector's challenges. This shifts the emphasis from e-learning to the use of technology to address the key challenges that HE faces.

- There remains a need for a comprehensive view of the e-learning landscape in the sector, with markers that enable institutions to position themselves and plan their development in particular directions.
- The UK HE sector has a world-class reputation for its technical infrastructure and technological innovation that must be protected and enhanced. The revised strategy presents an opportunity to emphasise what HE has to offer in terms of its infrastructure for technology provision, and what this means in terms of the quality of teaching and the learning experience.
- There should be an explicit focus on the notion of entitlement, with reference to changing student expectations in the context of the wider government agenda on technology for enhancement in education.

1.7.2 Structure, Monitoring and Review

- Plans for ongoing monitoring of the revised strategy should be predicated on the strategic objectives and not the intended actions. Clear mapping is required of the planned activities to the strategic objectives, and of the strategic objectives to the measures of success.
- Links between the strategic objectives and the development activities which are planned and managed by the agencies should be explicitly referenced in circulars, calls and programme documentation.
- Institutions should be encouraged to make sense of the HEFCE strategy for themselves by making contextualised connections between the objectives and their own strategic plans.

1.7.3 Implementation and Support

- There is a need to place greater emphasis on enabling and supporting institutions to make sense of innovation to address their challenges, and promoting the scalable and sustainable use of technology in institutional contexts.
- The revised actions in support of the strategy must include support for implementation in a range of institutional contexts, including those with a mature technical infrastructure and processes, and late adopters.
- There is a need for clear and unambiguous research-based evidence of the benefits of using technology, with examples of good practice from a representative range of institutions and subject areas in respect of all seven strands in the implementation plan.
- The revised implementation plan should avoid too much granularity and specificity in favour of flexible, responsive actions in support of emerging sector requirements and aligned to institutional needs.

1.7.4 Communication and Perceptions

- There may be a need to address potential misconceptions in the sector about HEFCE's continuing interest in funding e-learning, emphasising the role of both the block grant and innovation funding.
- HEFCE should continue to support the sector in exploring the transformative potential of technology to enhance all aspects of its business and to meet its key challenges.

2 Introduction

- 2.1 In December 2007, the Higher Education Funding Council for England (HEFCE)¹ commissioned Glenaffric Ltd to undertake a high-level evaluation of the effectiveness of the 2005 HEFCE Strategy for e-Learning.² This strategy was produced with an explicit ten-year timeframe, reflecting HEFCE's commitment to embedding e-learning in a sustainable way across the sector. The document also included a specific intention to review the e-learning strategy every three years in the context of HEFCE's broader learning and teaching strategy.
- 2.2 The Council identified the following questions for consideration in the review:
- How successful has the implementation plan been in achieving the aims and objectives of the strategy and meeting the measures of success set out in the strategy?
 - What particular successes can be identified?
 - What difficulties have been encountered, are the measures of success still appropriate (are they measurable?), and does a sufficient baseline or benchmark exist to measure progress?
 - Do the aim and objectives of the strategy remain valid, appropriate and fit for purpose for the next period of implementation, in the light of:
 - advances in technology, and particularly in user-centred approaches
 - changes in HEFCE's learning and teaching policy objectives
 - developments in strategies relating to e-learning in other relevant bodies?
 - How effective has been the support offered by the Higher Education Academy, HEFCE and JISC in enabling institutions to develop e-learning, in terms of information, evidence and funding opportunities?
 - How might we continue to ensure ongoing monitoring and feedback on the implementation of the strategy?
- 2.3 In addition, the review process was expected to contribute to the future direction, aims and objectives of the revised strategy. The final report should also provide suggestions for a process of ongoing monitoring and review of the revised strategy and implementation plan.
- 2.4 Glenaffric Ltd was previously commissioned by HEFCE to undertake an analysis of the responses to the consultation on the development of the original strategy, which was first published in July 2003,³ and subsequently participated in the e-Learning Sounding Board established by HEFCE to contribute to the development of the final strategy document and implementation plan. Glenaffric Ltd has worked closely with the Joint Information Systems Committee (JISC) e-learning team and other relevant development strands since 2001. The company developed the evaluation framework for the JISC Capital Programme, and the 'Six Steps to Effective Evaluation' handbook⁴ to support project and programme-level evaluation for all JISC-funded development activity. Glenaffric Ltd has also been working with the Higher Education Academy's e-learning team since 2006 as a member of the Evaluation and Dissemination Support Team (EDSuT) for the Academy's Benchmarking of e-Learning exercise⁵ and

¹ Abbreviations and acronyms used in this report are listed at Appendix A.

² www.hefce.ac.uk/pubs/hefce/2005/05_12/

³ See www.hefce.ac.uk/pubs/circlets/2003/cl21_03.htm for the initial consultation circular (21/2003) and www.hefce.ac.uk/pubs/circlets/2004/cl09_04/ for the consultation report (09/2004)

⁴ www.jisc.ac.uk/media/documents/programmes/elearningcapital/evaluationhandbook.pdf

⁵ www.heacademy.ac.uk/ourwork/learning/elearning/benchmarking

Pathfinder Programme.⁶ This experience of the development of the 2005 strategy and the work of the agencies in support of e-learning means that Glenaffric Ltd is in a position to review the strategy from an informed perspective and an in-depth understanding of the work of the agencies, while remaining independent and able to reflect the views of external commentators with reasonable objectivity.

- 2.5 The sector has been aware for some time of HEFCE's intention to revise the 2005 e-learning strategy. As early as April 2007 there was talk of a review in 2008 and anticipation that the sector would have an opportunity to respond to a consultation in some way.⁷ The Officers' Group of JISC and Academy representatives have been engaged in planning the revised strategy since at least the summer of 2007. Glenaffric Ltd was first approached in December 2007 with a view to undertaking the evaluation of the existing strategy. The priority for the agencies seemed to be the development of strategy revisions and a new implementation plan for action from 2008. The priority for HEFCE, as clarified in initial discussions with the evaluation team, was a robust and candid review of the original strategy, upon which a revised strategy and implementation plan could then be based.
- 2.6 This report provides a brief account of the policy context within which the 2005 strategy was developed, and some of the key developments and initiatives within this context that in turn have informed the context for the review in 2008 (Section 3). The methodology for the review and the approaches to gathering and analysing the evidence are outlined in Section 4. Section 5 presents the evidence gathered from key informants in relation to the strategy, structured in terms of the review questions. In Section 6, the views and comments from key informants about the implementation plan and activities are summarised for each of the seven strands. This section also addresses arrangements for the ongoing monitoring of the strategy. The evidence from the agencies in respect of the actions outlined in the 2005 implementation plan is appended. The report concludes with a summary of the key recommendations arising from the review (Section 7).

3 The Policy Context

3.1 Context for the 2005 Strategy

- 3.1.1 The development and publication of the 2005 HEFCE Strategy for e-Learning were informed by two significant events. The first of these was the demise of the UK e-University (UKeU); the second was the parallel development and publication in March 2005 by the then Department for Education and Skills (DfES) of the e-Strategy 'Harnessing Technology: Transforming learning and children's services'.⁸
- 3.1.2 HEFCE announced its decision to restructure the UKeU and to reallocate funding in support of the development of e-learning in universities and colleges in February 2004.⁹ In the same month, HEFCE received the report of sector responses to the initial consultation on its e-learning strategy, which had placed some emphasis on the role of the UKeU and a wholly online approach to e-learning development. Members of the e-Learning Sounding Board established by HEFCE at that time were well aware of what one member described as a 'cold wind blowing through e-learning' and a certain scepticism in the sector. If the final strategy document is perceived as more inward-looking than outward-projecting, more consolidative than visionary, more tentative than bold, it is in this context that those judgments may be viewed.

⁶ www.heacademy.ac.uk/ourwork/learning/Elearning/pathfinder

⁷ This was publicly mentioned at the Academy's 'Taking Stock' symposium in Nottingham, April 2007, and at subsequent programme meetings for Benchmarking and Pathfinder.

⁸ www.dfes.gov.uk/publications/e-Strategy

⁹ www.hefce.ac.uk/news/hefce/2004/euni

- 3.1.3 At the same time, the DfES was developing its own e-Strategy for information and communications technology (ICT) in learning and teaching across the whole education sector. Initial consultation had confirmed that there was considerable support for an aligned and integrated technology strategy across all the education sectors. HEFCE was encouraged to develop its own strategy for e-learning in higher education (HE), while engaging in consultation with the Department with the aim of ensuring that the HEFCE strategy would stand, effectively, as an annex to the national strategy, specific to the needs of HE while remaining consistent with the overall structure of the national strategy for technology in education. However, the Department's strategy underwent considerable restructuring and refocusing, and incorporated a focus on children at a relatively late stage in its development. In the end, the national 'Harnessing Technology' e-Strategy and the HEFCE Strategy for e-Learning were not as well aligned as was originally intended. The differences are mainly of emphasis rather than of substance: the HEFCE strategy emphasises embedding ICT in all aspects of the learner's experience; the Department's strategy emphasises the transformation of services in support of education. The responsibility for implementing and monitoring the HEFCE strategy rests with HEFCE, while Becta is charged with implementation of the national e-Strategy, in liaison with the Department.
- 3.1.4 Other policy initiatives with a bearing on the development of the HEFCE strategy include the Government's interest in promoting regional assemblies and encouraging public service developments within a regional setting. HEFCE had established lifelong learning networks (LLNs) in each of the nine English regions.¹⁰ The 74 Centres for Excellence in Teaching and Learning (CETLs) were also recently established, some with an explicit and most with an implicit focus on the use of technology to support learning and teaching.¹¹
- 3.1.5 It is also worth noting with reference to the implementation plan for the 2005 strategy that, at that time, the HE Academy was a young organisation, having been formally launched in October 2004.¹²

3.2 Context for the 2008 Review

- 3.2.1 Government changes in the summer of 2007 formed two new departments with responsibility for education: the Department for Children, Schools and Families and the Department for Innovation, Universities and Skills (DIUS). The letter of grant from DIUS to HEFCE of January 2008¹³ clarifies the Department's policy directives and specific priorities for HE development until 2011. It sets four priority areas:
- increasing student numbers
 - a new relationship between employers and HE
 - widening participation
 - research and innovation.
- HEFCE is to encourage and reward innovation in respect of these four priorities, to maintain contact with the newly established National Student Forum, and to support a reduction in carbon emissions from the sector. Distance learning and the role of LLNs are specifically highlighted in the context of widening participation.
- 3.2.2 The Government's vision for higher education has been most recently set out in a speech by the Minister to HE principals in February 2008.¹⁴ The key themes he outlined included the importance of research, the challenges of globalisation and a changing

¹⁰ www.hefce.ac.uk/widen/lln/

¹¹ www.hefce.ac.uk/learning/tinits/cetl/final/

¹² <http://archive.nics.gov.uk/el/041014l-el.htm>

¹³ www.hefce.ac.uk/news/hefce/2008/grant/letter.htm

¹⁴ www.dius.gov.uk/speeches/denham_hespeech_290208.html

world, emphasising the quality of UK higher education in that global context, business engagement, teaching excellence and enhanced cost-effectiveness. The Minister acknowledged respect for institutional diversity, leadership and the autonomy to exercise choice within the framework of aspiration, incentives and support set by the Government and the Funding Council.

3.2.3 The HEFCE strategic plan 2006-11, updated in April 2007 following consultation and discussion with stakeholders,¹⁵ presents the following strategic aims, each with a number of specific objectives, an outline of key strategic risks and a set of key performance targets:

- enhancing excellence in learning and teaching
- widening participation and fair access
- enhancing excellence in research
- enhancing the contribution of HE to the economy and society
- sustaining a high quality HE sector
- enabling excellence.

The context within which the strategy is placed points to the need to respond creatively to the challenges and opportunities of the global economy and for higher education institutions (HEIs) to have a central role in developing a learning society that has the right blend of high-level skills essential to a modern economy in the 21st century.

3.2.4 The framework for implementing the 2005 Harnessing Technology strategy is also currently under review by Becta. It is anticipated that the revised e-Strategy implementation framework will focus on personalised learning services, learner entitlements, professional development and staff skills, and joining up services across sectors, focusing on the need for demand-driven not provider-led education, and using technology to enable learners to be more empowered in their choices and interactions. The common context for the review of both strategies is an overarching interest in the transformative potential of ICT to enable the more efficient and effective provision of education within and across all sectors.

3.2.5 An important element in the strategic drive to join up services across sectors is the Government's shared services agenda. In November 2005, the Cabinet Office published 'Transformational Government: Enabled by Technology', which set out the Government's vision for a long-term transformation of public services. One of the three key transformations which the report identified as being required to achieve the vision was that Government should 'move to a shared services culture' to improve the quality and cost-effectiveness of public services. While this is not mandatory in HE, the HEFCE approach to shared services and plans to build on existing good practice were set out in a circular letter, 'Shared services: the benefits for higher education institutions', of August 2006.¹⁶ The UK Joint Academic Network, JANET, won an e-Government Shared Services award for 2007.¹⁷

3.2.6 The wider context for the strategy review also includes increasing emphasis on the importance of the student voice. The National Committee of Inquiry¹⁸ into the implications of the widespread use of new technologies by university and college students commenced in February 2008 and is due to report by the end of the year. The Committee will consider the impact of technologies such as social networking and mobile devices on the behaviour and attitudes of learners arriving in HE and the issues this poses for universities and colleges. The Inquiry may make specific

¹⁵ www.hefce.ac.uk/pubs/hefce/2007/07_09/07_09.pdf

¹⁶ www.hefce.ac.uk/pubs/circlets/2006/cl20_06/

¹⁷ www.hefce.ac.uk/news/hefce/2008/janet.htm

¹⁸ www.jisc.ac.uk/news/stories/2008/02/changinglearnereperience.aspx

recommendations in relation to student involvement and technology entitlements with strategic implications for e-learning in the sector.

3.2.7 Further policy initiatives for the HE sector with a bearing on the strategic development of e-learning include those in support of the Bologna declaration of 1999¹⁹ on the European space for higher education, working towards a common framework and transparent system of qualifications and skills transferability across the European Union, and actions in support of the Leitch Review of Skills published in 2006.²⁰

3.2.8 There is little direct reference to e-learning in any of the documents, plans or initiatives that comprise the policy context for the review of the e-learning strategy in 2008. This could be interpreted in some quarters to mean that e-learning is no longer of strategic relevance. The HEFCE strategic plan 2006-11 makes one specific reference to the e-learning strategy in support of the goal to help universities and colleges to use new technology to enhance learning and teaching as effectively as they can, so that it becomes a normal part of their activities. HEFCE's announcement of its intentions with the 2008 review²¹ makes clear that this presents the opportunity to develop a more enhancement-focused strategy with an increased emphasis on particular areas of wider importance. This fits with the long-term view that technology-based solutions are integral to all aspects of the sector's business, with particular reference to the core activities of learning, teaching and assessment.

4 Method and Approaches

4.1 Introduction

4.1.1 Initial discussions with HEFCE clarified the focus of this study as an interim review of the 2005 strategy and an opportunity to take stock of activities, progress and achievements to date. The evaluation was intended to provide the Council with knowledge about the success or otherwise of specific activities outlined in the current strategy, and to inform the forthcoming review which would lead to the publication of a revised strategy in 2008.

4.1.2 The review was therefore neither intended nor scoped as a full-scale evaluation of the effectiveness of the strategy, and a sector-wide consultation on the way forward was not considered appropriate at this stage. The first task for the review team was an initial analysis of the documentation relating to the development, implementation and monitoring of the strategy. Evidence to inform the review was then gathered from two principal sources: interviews with key informants, and an update on activities in the implementation plan from the agencies.

4.2 Consultation

4.2.1 From the outset it was agreed that the review should be informed by the views and experiences of sector representatives. Key informants able to comment from a strategic and policy perspective were agreed in consultation with HEFCE. They were invited to participate in a telephone interview to discuss some key aspects of the strategy and the outcomes of its implementation to date. The initial list of invited informants included people who had been involved in steering and advising the development of the 2005 strategy – from the HEFCE Directorate for Learning and Teaching and the HEFCE e-Learning Sounding Board – and the then DfES.

4.2.2 Representatives from the following sector agencies were also invited to participate in the review:

- Association for Learning Technology (ALT)

¹⁹ http://ec.europa.eu/education/policies/educ/bologna/bologna_en.html

²⁰ www.dfes.gov.uk/skillsstrategy

²¹ www.hefce.ac.uk/learning/elearning/

- Becta
- Heads of e-Learning Forum (HELF)
- Heads of Educational Development Group (HEDG)
- Staff and Educational Development Association (SEDA)
- Society of College, National and University Libraries (SCONUL)
- Universities and Colleges Information Systems Association (UCISA).

The joint chairs of the HE Academy's Network of Deputy and Pro-Vice-Chancellors and Vice-Principals e-Learning Special Interest Group were also approached, and representatives were sought from the executives of the Russell Group,²² the 1994 Group²³ and the Million+ Group.²⁴

4.2.3 Most but not all of the invited individuals and organisations responded positively to the invitation. A list of the key informants who participated in the review is at Appendix B. A document summarising the objectives and principles that are outlined in the strategy, the seven strands of the implementation plan and the measures of success was provided (Appendix C). Respondents were informed in advance that they would be asked to comment specifically on the following questions:

- Do the overall aim, strategic objectives and principles of the 2005 strategy remain valid, appropriate and fit for purpose – what needs to change to reflect the needs of the sector from 2008?
- Are the measures of success still appropriate?
- Are the seven strands in the implementation plan still relevant?
- Are there any new priority areas for action?

Some informants had consulted widely with their groups and organisations prior to the discussion, and also provided a written response collating the views of colleagues and members.

4.2.4 The review team also participated in a face-to-face meeting with representatives from DIUS, basing the discussion on these same questions from the perspective of the Department and current government policy.

4.2.5 Interviews and meetings were noted and transcripts were produced for analysis. A coding frame was developed, based on the key questions for consideration, augmented by additional codes that emerged from the data (see Appendix D). The transcripts were then coded and analysed using the qualitative analysis programme MaxQDA.²⁵ The written responses which were submitted by some of the respondents on behalf of the organisations they represented, and some other relevant sources of evidence (mainly email trails), were also coded and analysed in this way.

4.2.6 A draft report was produced in April 2008 for consideration by HEFCE and the agencies. The main conclusions and recommendations in this draft report were presented to the HE Academy's Network of Deputy and Pro-Vice-Chancellors and Vice-Principals e-Learning Special Interest Group at its meeting in late April. This final report is informed by that discussion as well as comments and feedback from HEFCE and the agencies' Officers' Group.

4.3 Implementation Plan Review

4.3.1 The implementation plan was disaggregated into the specific actions for HEFCE, JISC and the HE Academy. The agencies were then each asked to populate their table with

²² www.russellgroup.ac.uk

²³ www.1994group.ac.uk

²⁴ www.millionplus.ac.uk

²⁵ <http://maxqda.com>

evidence relating to the actions and achievement of the objectives in the implementation plan. Discussions and a face-to-face meeting helped to clarify the level of detail that was required and emphasise that this process was not intended as a judgment but as an opportunity to identify and present evidence of progress.

- 4.3.2 The data returned by the agencies was then collated and summarised, and is appended to this report as a table of evidence (Appendix E).

5 Evidence from Key Informants

5.1 Introduction

- 5.1.1 This section presents the evidence gathered from key informants, structured in terms of the review questions, which are highlighted for orientation in the text. The analysis of these responses starts with some general issues and comments about the strategy that arose from the interviews. Evidence from the key informants in respect of the implementation plan and activities undertaken by the agencies is presented in the next section.

5.2 Awareness and Interest

- 5.2.1 Many of those consulted in the context of this review commented that they had not given the HEFCE Strategy for e-Learning much consideration, if any, following the consultation period in 2004 and its publication in 2005. They questioned the extent to which the strategy had really impacted on the consciousness of the sector since its publication. The cover page of the full strategy document proclaims prominently 'No action is required'. While this is a standard HEFCE statement for policy documents published for information, respondents found the instruction potentially unhelpful in the context of the strategic vision of embedding ICT in all aspects of institutional provision.
- 5.2.2 Those informants who had consulted with the sector groups they represented reported lower levels of interest than they had anticipated, and nothing like the response that they had received to the consultation that preceded the publication of the 2005 strategy. They posited a number of reasons for this. These included the absence of specific funding attached to the current strategy revision, but also, more pertinently, changes in the strategic emphasis on e-learning in the sector as a whole.
- 5.2.3 The interim review of the strategy in 2008 has prompted sector groups and agencies to reflect on the purpose of the HEFCE Strategy for e-Learning and its ongoing usefulness. Some respondents suggested that there is no need for a specific e-learning strategy. Many institutions have moved away from a specific focus on e-learning to address the scope and function of technology in support and enhancement of all aspects of learning, teaching and assessment, and this integration is reflected in their own strategies. However, there remains a need and a purpose at national level for a strategy that focuses on encouraging institutions to use technology effectively to address the key challenges facing the sector in general and the enhancement of learning and teaching in particular.

5.3 Structure, Focus and Language

- 5.3.1 The structure of the 2005 strategy does not facilitate a ready appreciation of the inter-relationship of the aim, objectives, principles and measures of success. A set of four top-level objectives is embedded in the strategy document (paragraphs 22-26). Different objectives are set against the seven strands of the implementation plan which is appended to the strategy, and there is no clear mapping between these two sets of objectives.
- 5.3.2 The overall tone of many of the comments and views expressed by the key informants reflects in many respects a certain frustration with the e-learning strategy and its implementation. This may be due in part to the very nature of the review process –

people were invited to air their views, concerns and issues in a spirit of constructive criticism and candour. However, a deeper analysis of the responses indicates that the main problem is a confusion of the strategy and its ten-year vision for the sector with the implementation plan, which is specific to the agencies and covers a shorter timeframe. Much of the criticism of the strategy arises from the lack of coherence between the strategic objectives and the implementation plan. Some of the negativity which is directed at the strategy has its origins in frustration at implementation activities that are perceived as promoting technological innovation and experimentation at the expense of consolidation and evidence of benefit. The main issue for many respondents is not with the e-learning strategy itself, but with the number of initiatives and the amount of money spent under the broad heading of e-learning given a perceived lack of clarity about the impact and benefit of the activities in the implementation plan.

- 5.3.3 Several respondents mentioned differences in the sector environment now from the policy context within which the strategy was developed. They were aware of both internal and external institutional drivers to use technology to meet the challenges of enhancing quality and improving efficiency while meeting strategic imperatives to address the needs of key developing client groups, particularly students from a non-traditional background and people studying part-time from a work or home-based setting. In this context, they were concerned that the revised HEFCE strategy should be as flexible as possible to enable institutions to be responsive to emerging needs, and to accommodate differences in institutional context, focus and outlook.
- 5.3.4 The 2005 strategy eschewed a specific definition of e-learning. It focused on the use of technologies in learning opportunities, and noted the definition in the DfES Harnessing Technology strategy as 'any learning that uses ICT' (paragraph 20). The sector is increasingly losing favour with the term e-learning in favour of concepts that better reflect the enhancement of learning and teaching through ICT. There is a growing recognition of the value of a more general problem-based approach to institutional change ('how can technology help to address my current challenges?') as opposed to a technologically determined approach ('what can I use technology for?').

5.4 Aims and Objectives

Do the aim and objectives of the strategy remain valid, appropriate and fit for purpose for the next period of implementation, in the light of:

- advances in technology, and particularly in user-centred approaches
- changes in HEFCE's learning and teaching policy objectives
- developments in strategies relating to e-learning in other relevant bodies?

- 5.4.1 The key informants generally expressed their understanding that the aims and objectives were articulated within a particular context for e-learning in the sector. This pointed to the need for strategic direction to encourage institutions to develop their use of e-learning according to their specific needs and contexts for change. However, there was some criticism that the aims and objectives were more vaguely aspirational than practical, and of what was perceived as an underlying assumption of the validity of a one-size-fits-all approach.
- 5.4.2 It was noted that the aim and objectives of the strategy are directed at HEFCE itself and the support the Council offers to the sector. Some respondents felt that the current aims and objectives were not sufficiently user-centred and were in need of refocusing to address changing student needs and expectations. There was a particular concern to ensure that the need to understand and address the student voice was sufficiently reflected at strategic level.
- 5.4.3 In this context there were strong suggestions of the need to review the objectives to ensure sufficient and explicit reference to the connections between HE and the workplace, and continuing the trend towards personalisation, employability, flexibility

and mobile learning. Looking forward, several respondents commented that the aim of the strategy should be bolder and more visionary in reflecting the transformative potential of technology in support of genuine lifelong learning.

5.4.4 The strategic emphasis on innovation and skills at national level is explicit in the very name of the newly formed responsible government department. Respondents pointed to the need to re-enliven and re-energise the e-learning strategy by ensuring and making explicit its links and relevance to other HEFCE and government strategies and policy initiatives.

5.4.5 Specific suggestions for reworking the aims and objectives in the light of technological and policy developments included:

- the need to reflect the changing profile of learners and contexts for learning, including the blurring of barriers between campus, home and work
- the role of social networking technologies, and the increasing integration of informal technologies with corporate technologies
- learning platforms, interoperability and shared services in support of transition between sectors
- changing the culture of institutions to take advantage of the opportunities that technology presents
- the need for strategic direction to help institutions to take advantage of new communication, marketing and networking media to improve their global profile.

5.5 Successes and Difficulties

What particular successes can be identified?

What difficulties have been encountered?

5.5.1 One of the main successes identified by respondents was that the HEFCE Strategy for e-Learning serves as a useful reference document for middle managers attempting to implement policy change or initiatives in their institutions. However, a number of respondents commented on the need for a more explicit link between the objectives in the e-learning strategy and subsequent funding opportunities managed by the agencies.

5.5.2 The highest priority objective in the strategy is to enable institutions to meet the needs of learners and their own aspirations for development. The achievement of this objective hinges on the provision of tools for benchmarking. Several respondents noted that the HE Academy's Benchmarking of e-Learning exercise has enabled a clearer picture of e-learning practice in institutions. However, the term 'benchmark' implies a means of comparing institutional provision and progress against some kind of national standard or mean. Benchmarking as implemented by the Academy has evolved into a process of institutional self-review focusing on e-learning, not a sector-wide assessment of the state of e-learning. Most respondents from institutions which have participated in the Academy's Benchmarking of e-Learning exercise commented positively on the benefits of the process at institutional level. Various methodology cohort groups have presented opportunities for institutional comparison and sharing in a closed and confidential setting, and consultants have highlighted the measures of success outlined in the HEFCE Strategy for e-Learning as indicators to be aware of in the benchmarking process. However, the exercise has not yet produced a public benchmark against which institutions can review their position and their progress against others in the sector. HEFCE cannot look to the e-learning benchmarking exercise for evidence of the success of its strategy or to chart the progress of the sector over time in a consistent and reliable way.

5.5.3 There was some quite hostile criticism that the implementation plan seems to be driven more by technological innovation than by identified institutional need. Institutions are at different stages in their infrastructure development and in their use of technology to

support learning and teaching. The actions outlined in the original implementation plan do not provide sufficient flexibility to accommodate this diversity, and some institutions miss out. These may include both small institutions lacking the critical mass for large-scale development or the staff base for exploratory innovation, and larger institutions with mature implementations of infrastructure and e-learning practice that have already moved beyond proof of concept or small-scale experimentation.

- 5.5.4 A further criticism of the HEFCE e-learning strategy is that – by its very existence – it promotes the segregation of the use of technology to support learning and teaching from all the other institutional strategies that impact on learning and teaching provision. In the main, institutions have devolved responsibility for e-learning to specialist units supporting academic staff and do not see the e-learning strategy as a major driver for the integration of technology-enhanced learning and teaching with other related institutional systems and functions.

5.6 Measures of Success

Are the measures of success still appropriate (are they measurable), and does a sufficient baseline or benchmark exist to measure progress?

- 5.6.1 The measures of success outlined in the e-learning strategy have attracted attention in the context of the e-learning benchmarking exercise and Pathfinder Programme. Some benchmarking institutions and cohort groups have attempted to map criterion-based statements against which institutions were gathering evidence of their current e-learning practice to the measures of success. The HE Academy also went to some lengths to ensure that Pathfinder projects within institutions were able to locate their planned activities within the context of the HEFCE strategy, with particular reference to addressing the measures of success in their project evaluation plans.
- 5.6.2 It was generally accepted by the key informants that the measures of success as outlined in the 2005 strategy are more vision statements than measurable indicators against which achievement can be monitored. Responses were divided on whether the former (aspirational statements of intent) or the latter (specific performance indicators) is the more appropriate approach. There may be a case for both: the strategy needs a clear framework for its visions and aspirations over a ten-year timeframe, which is different from a set of key performance targets against which achievement may be monitored. One of the main criticisms of the implementation of the strategy is that HEFCE does not seem to have been measuring the success of its strategy in any meaningful way on an ongoing basis. There was a clear call for the relationship between the measures of success and the actions in the implementation plan to be made much more explicit.
- 5.6.3 The measures of success may need to be revised to accommodate changes in expectations of what can be achieved within the timeframe and the external environment. This was a particular comment about the measure of success relating to lifelong learning networks, where reviews indicate that attempts to provide data integration and connectivity are thwarted at a technical level.
- 5.6.4 Specific changes that were suggested included:
- reference to the use of National Student Survey (NSS) data to track improvements in assessment feedback
 - there should be a measure of success about student access to information on courses and about their progress (transcripts), in support of the Bologna agreement
 - strengthening the measure of success relating to staff support to reflect the need for staff skills development to make the best use of new technologies
 - explicit mention of data integration to support lifelong learning in a (regional) collaborative context, including the provision of course and learner information.

5.7 Support from JISC, the Academy and HEFCE

How effective has the support offered by the HE Academy, HEFCE and JISC been in enabling institutions to develop e-learning, in terms of information, evidence, funding opportunities?

- 5.7.1 Most of the comments relating to support from HEFCE and its agencies related to the availability of funding. Some respondents indicated their appreciation of the initial capital impetus ('windfall money') that indirectly accompanied the publication of the strategy in 2005, particularly the apparently light-touch monitoring arrangements. However, while some were concerned about an apparent absence of new funding specifically earmarked 'e-learning', others noted that the link between the overarching HEFCE strategy and the funding streams that emanate from its implementation plan is not immediately obvious. People do not see the coherence between the availability of funding, the scope of development programmes and the objectives in the 2005 Strategy for e-Learning. They value the funding, they engage with developments, but the strategic objectives in the e-learning strategy are ignored or overlooked because the agencies do not reference the strategy in their initiatives and calls. The links between funding for development and Pathfinder Programmes, widening participation and regional lifelong learning initiatives and the e-learning strategy are not explicit and, generally, not made.
- 5.7.2 A further issue is the perceived misalignment of agency funding schedules with institutional plans. The lack of relevance between the scope and timing of funding initiatives and institutional priorities is a particular point where criticism of the implementation activities blurs the vision of the strategy as a whole. Respondents also questioned whether support provision based on a process of continuous bidding for cycles of project funding was the most effective and equitable means of achieving the stated overall aim of the strategy to support the sector as it moves towards embedding e-learning appropriately. Those who had benefited from project monies (specifically Pathfinder funding) were, however, explicitly grateful for the opportunity.
- 5.7.3 One of the most persistent and pervasive concerns expressed about the support for the implementation of the strategy is the lack of evidence of the successful implementation of technology developments in institutions in any meaningful and scalable way. JISC initiatives continue to engage a relatively small number of enthusiasts and developers in a (growing but still limited) number of institutions, but are rarely adopted on an institutional scale. There is a particular concern about a growing imbalance between funding for technological development on the one hand, and implementation, consolidation and changing practice on the other.

6 Review of the Implementation Plan

How successful has the implementation plan been in achieving the aims and objectives of the strategy and meeting the measures of success set out in the strategy?

6.1 Introduction

- 6.1.1 The evidence provided by the agencies in respect of the actions outlined in the implementation plan is appended to this review (Appendix E). In broad terms, the implementation plan can only be partially successful in meeting the objectives of the strategy since the actions outlined are intended for implementation over a shorter timeframe than the ten-year vision outlined in the main strategy. The table in Appendix E identifies comprehensive evidence of the actions undertaken by the agencies in respect of the implementation plan they helped to devise in 2005.
- 6.1.2 Each of the agencies expends considerable efforts in the independent evaluation of its activities, and relevant evaluative reports are referenced in the table of evidence. The fundamental challenge for this review is the absence of any mapping of the measures

of success against the objectives in the implementation plan. The evidence supplied by the agencies cannot therefore provide a basis for evaluating what remains to be done in respect of the actions outlined in the implementation plan, or an indication of what should now be implemented in support of the overarching strategic objectives.

- 6.1.3 Respondents' views given here refer to the initial implementation plan, and also suggest some specific recommendations for the revised strategy. This section also includes some comments in respect of the arrangements for the ongoing monitoring of the strategy.

6.2 Strand 1 – Pedagogy, curriculum design and development

- 6.2.1 Most informants felt that this strand and its objectives continue to be important and relevant, with some notable caveats. There is a perceived continuing need to upskill all staff involved in curriculum design, development and delivery. Respondents also commented that the implementation objectives should be reviewed to reflect the normalisation of e-learning into mainstream learning, teaching and assessment. It was suggested that the actions should reflect the need to prepare students for employability and engage more closely with employers.

- 6.2.2 Caution was urged with regard to encouraging the design of further technologies until there is a clearer understanding of what students are actually using, and for what purpose. There is an ongoing concern about a perceived proliferation of technological solutions without a solid user and support base, or the critical mass required for scalable implementation. Respondents offered conflicting views on how to address this. Some insisted that tools for course design already exist and there is no need to invent more, while others advocated more significant investment in tools that enable the transformation of teaching through technology, along with academic leadership and policy direction to facilitate widespread adoption in institutions. Respondents were particularly interested in actions leading to the development of exemplars illustrating the enhancement of learning through the use of technology.

6.3 Strand 2 – Learning resources and networked learning

- 6.3.1 Several respondents noted that there is still considerable work to be done to encourage and support the sharing and reuse of learning resources, with particular reference to repositories, which are not being used to their potential. It was suggested that the objectives for this strand should explicitly reflect the HEFCE shared services agenda.
- 6.3.2 Investment in open content is seen as a key development area for the strategy, with significant issues to be addressed in terms of copyright, licensing and digital rights management at a national/international level, and the need to consider the ownership rights of authors, publishers, institutions and students. There is a specific call for HEFCE to support cross-sectoral licensing and procurement processes at a strategic level.
- 6.3.3 Respondents also pointed to the need for further consideration of the issues attendant on ensuring the quality, currency and integrity of online learning resources. The nature and volume of the information that can be accessed by learners require a reconsideration of such non-trivial issues as authority and value, and the need for information-searching, selection and retrieval skills (see Strand 3).

6.4 Strand 3 – Student support, progression and collaboration

- 6.4.1 There was some discussion about the focus of this strand, generally understood to be related to collaborative arrangements for supporting students in a lifelong learning context. As such, some key areas of student support were felt to be missing from the objectives. These included the need for an informed understanding of student requirements, taking into consideration changing student demographics, learner profiles and expectations. It was also suggested that objectives in this strand should

specifically include developing student skills for the information age, and the facilitation of informed choice and decision-making in a lifelong learning context.

- 6.4.2 The issue of entitlement was also discussed in relation to this strand, with most respondents advocating a strategic steer towards an entitlements-based approach to student support provision. There was some discussion as to the extent to which the Quality Assurance Agency for Higher Education (QAA) should have a role in monitoring these entitlements and their validity in context. Most respondents advocated an institutionally-driven enhancement-led approach based on student engagement with the development and monitoring of support provision for e-learning.
- 6.4.3 Respondents suggested that flexible provision, work-based learning (WBL) and support for learning in dispersed communities should be more explicit in this strand. They also commented that employer engagement is perhaps strategically significant enough to merit the development of an entire strand in its own right.

6.5 Strand 4 – Strategic management, human resources and capacity development

- 6.5.1 This strand was considered by most respondents to be important and reasonably coherent. The strategy should continue to emphasise the need for support for strategic change management and informed leadership to champion the use of technology in institutions.
- 6.5.2 It was felt that the co-ordinated approach to e-learning development in the sector (4.2) should be balanced against an evidence base that enables institutions to make informed choices about their own development priorities. In this context, however, it was also suggested that some institutions are relatively unprepared for the level of investment needed to take advantage of the opportunities that technology presents, and that some strategic direction in terms of ‘carrots and sticks’ is still required.
- 6.5.3 Respondents felt that the objective relating to encouraging all staff to develop and enhance their skills and knowledge (4.4) continues to be important, as does the development of capability within a framework for professional standards. There should be a specific focus on the development of technology skills and awareness raising for institutional managers. It was felt that the objective relating to reviewing the human capacity in the sector (4.5) was not well articulated and should be reviewed, taking into consideration the knowledge and expertise that exist in a range of relevant sector organisations and agencies.

6.6 Strand 5 – Quality

- 6.6.1 This was generally felt to be the least well developed of the seven strands. It also attracted some quite polarised views. Some respondents felt that this strand was redundant in the strategy since quality is the responsibility of QAA, and the relevant document is Section 2 of the QAA Code of Practice relating to collaborative provision and flexible and distributed learning (including e-learning).²⁶ However, most respondents expressed the contrary view that quality is core to a strategic approach to e-learning development in the sector, and that this strand is critical to the integrity of the strategy and the effectiveness of its implementation.
- 6.6.2 A shift of emphasis is advocated from quality assurance and standards to a more general appreciation and understanding of the role of technology in supporting and enhancing learning. The strand should include objectives that encourage institutions to engage in self-reflective review of the quality of all aspects of their e-learning provision. It was suggested that there should be a specific action for the HE Academy and QAA to work together to support an enhancement-led approach to the implementation of technology for learning and teaching. This could effectively close the gap between

²⁶ www.qaa.ac.uk/academicinfrastructure/codeOfPractice/default.asp

quality assurance and enhancement, linking directly with institutional quality management processes and facilitating the development of subtle indicators of improvement across the sector.

- 6.6.3 Some of the language in the actions associated with the objectives has a slightly anachronistic and managerialist ring, and is in need of refreshing to reflect a culture of continuous improvement and quality enhancement.

6.7 Strand 6 – Research and evaluation

- 6.7.1 This strand was felt to be most in need of attention in terms of what had actually been achieved, meriting a radical review of both the objectives and the actions. Respondents emphasised the need for a robust evidence base on which to develop sector-level policy and inform institutional decisions relating to the use of technology. Comments on all the other strands referred to the need for research-based evidence underpinning all decisions, processes and implementation plans relating to e-learning. In effect, this strand is intended to provide the evidence to inform and underpin, on an ongoing basis, the implementation of the rest of the strategy.
- 6.7.2 Respondents noted that in the context of the value which the sector places on research-led teaching, there is an opportunity for strategic direction for research and evaluation to explore the extent to which optimum use is made of technology to improve all areas of sector activity.
- 6.7.3 There was support for specific actions relating to sharing good practice and examples of approaches that enhance learning in a range of representative institutional contexts. It was also suggested that revised actions should include reference to the new Teaching and Learning Research Programme (TLRP) programme, which is investigating technology-enhanced learning across the sector.

6.8 Strand 7 – Infrastructure and technical standards

- 6.8.1 Generally, there was universal endorsement for the strategic support of SuperJANET 4 (7.1) (and of course its successor SuperJANET 5). Respondents expressed concern that there is as yet no clear evidence of the effectiveness of the JISC e-framework, particularly in terms of its relevance to large institutions with a mature technical infrastructure.
- 6.8.2 The objective relating to the development of virtual learning environments (VLEs) and managed learning environments (MLEs) (7.2) was felt to be outdated in its terminology and superseded in its focus. Respondents felt that most institutions have invested heavily in their technical infrastructure, and the strategy should present opportunities for institutions to address new challenges in the dynamic environment of technological change, not provide capital for late adopters to catch up with common practice.
- 6.8.3 It was suggested that the objective relating to interoperability (7.3) should be revised to include strategic direction for the removal of some of the technical barriers to sharing information and resources, such as firewalls and metadata tagging issues. It was further noted that meaningful and effective lifelong learning will increasingly require the integration of personal devices and corporate systems. The strategy could usefully reflect this, with specific mention of security and authenticity issues, and collaboration across the education sector as a whole.
- 6.8.4 Respondents also suggested that this strand should include explicit reference to planning and designing learning spaces.

6.9 Arrangements for Ongoing Monitoring

How might we continue to ensure ongoing monitoring and feedback on the implementation of the strategy?

- 6.9.1 Most respondents were unclear about the extent to which the strategy has been subject to monitoring since its publication, and about the role of the Joint Partnership Board established by the HE Academy and JISC in 2005.²⁷
- 6.9.2 There is uncertainty about the extent to which arrangements for monitoring are informed by the sector, particularly in relation to the alignment of the implementation actions with the strategic objectives.
- 6.9.3 Respondents expressed particular concern about an apparent lack of evidence of the value and benefit of large amounts of funding for e-learning initiatives. There is a need for more transparency and accountability and clear cost/benefit analysis to make a case for institutional investment.

7 Recommendations

7.1 Context and Vision

- 7.1.1 The strategic context for technology in education in 2008 is not very different from the context within which the strategy was developed in 2005. What is different is the emphasis on outcome (transformation) rather than process (e-learning). There remains a need and a place for a national strategic vision to draw attention to the potentially transformative effect of technology in the sector.
- 7.1.2 The aim and objectives of the 2005 HEFCE Strategy for e-Learning remain broadly valid in their scope, but dated in their articulation. To be meaningful in the world beyond 2008, and to encourage ownership of and engagement with the strategy in the sector, the language and tone of the strategy have to adapt to the terms and concepts in current use in the sector to describe and define the use of technology to support and enhance learning and teaching.
- 7.1.3 The revised strategy should focus attention on the potentially transformative effect of technology. This shifts the emphasis from e-learning to the use of technology to address the key challenges facing the sector. There are particular opportunities for a sector-level strategic approach to the role of technology in supporting widening participation and engaging hard-to-reach learners, employer engagement and workforce development, institutional enterprise and efficiencies, quality enhancement and continuous improvement, open content and shared services.
- 7.1.4 There is still a need for a comprehensive view of the e-learning landscape in the sector, with markers that enable institutions to position themselves and plan their development in particular directions. Other sectors use a system of self-review with aggregated anonymised scoring of systems and processes to arrive at a benchmark against which individual organisations can position themselves (for example using the European Framework for Quality Management) and a similar system could be adapted for use in HE.
- 7.1.5 The UK HE sector has a world-class reputation for its technical infrastructure and technological innovation that must be protected and enhanced. The revised strategy presents an opportunity to highlight what the sector has to offer the international market in terms of its infrastructure, and the role of technology in enhancing the quality of teaching and the learning experience.
- 7.1.6 There should be an explicit focus on the notion of entitlement in the revised strategy, with reference to changing student expectations in the context of the wider government technology for enhancement in education agenda.

²⁷ <http://www.heacademy.ac.uk/ourwork/learning/collaboration>

7.2 Structure, Monitoring and Review

- 7.2.1 Plans for the ongoing monitoring of the revised strategy are predicated on the overarching strategic objectives. A clear mapping is required of the planned activities to the strategic objectives, and of the strategic objectives to the revised measures of success. This will facilitate the gathering of evidence on an ongoing basis with reference to the activities and in respect of the measures of success. Clarifying the relationship between the strategic objectives, activities and measures of success should enable HEFCE to monitor the progress towards its strategic objectives in the next implementation phase.
- 7.2.2 There is growing appreciation of the role of performance indicators in both JISC and the HE Academy. JISC has an increasing focus on benefits realisation and the forward planning of development activities on the basis of evidence. The recent review of the HE Academy²⁸ made specific recommendations for the development of a business strategy based on key performance indicators. In this context, there are opportunities to make explicit the links between the overarching objectives in the HEFCE strategy and the development activities planned and managed by the agencies.
- 7.2.3 By the same token, institutions should be encouraged to make sense of the HEFCE strategy for themselves by making contextualised connections between the overarching objectives in the HEFCE strategy and their own strategic plans and policies.

7.3 Implementation and Support

- 7.3.1 There is a need to place greater emphasis on enabling and supporting institutions to capitalise on technical solutions and innovations to address their challenges, and promoting the scalable and sustainable use of technology in institutional contexts.
- 7.3.2 The revised actions in support of the strategy must include support for implementation in a range of institutional contexts, including those institutions with a mature technical infrastructure and processes as well as late adopters. Efforts should also be made to connect with the 'hard-to-reach' institutions (including both early and late adopters) that do not currently engage with JISC or the HE Academy.
- 7.3.3 There is a need for clear and unambiguous research-based evidence of the benefits of using technology, with examples of good practice from a representative range of institutions and subject areas in respect of all seven strands in the implementation plan.
- 7.3.4 The revised implementation plan should avoid too much granularity and specificity in favour of flexible, responsive actions in support of emerging sector requirements and aligned to institutional needs.

7.4 Communication and Perceptions

- 7.4.1 An early recommendation from the review team was that the sector should be informed and updated about HEFCE's intentions regarding the review of the 2005 strategy and the publication of a revised strategy, to clarify the situation regarding the strategic development of e-learning in the sector.
- 7.4.2 There may be a need to address potential misconceptions in the sector about HEFCE's continuing interest in funding e-learning. Funding to support initiatives and developments in technology-enhanced learning, teaching, research and administration is available through the block grant, and initiatives led by JISC and the HE Academy.
- 7.4.3 HEFCE should continue to support the sector in exploring the transformative potential of technology to enhance all aspects of its business and to meet its key challenges.

²⁸ www.hefce.ac.uk/pubs/rdreports/2008/rd02_08/

Appendix A – Abbreviations and Acronyms

ALT	Association for Learning Technology
CETIS	Centre for Educational Technology Interoperability Standards
CETL	Centre for Excellence in Teaching and Learning
CRA	Centre for Recording Achievement
DfES	(former) Department for Education and Skills
DIUS	Department for Innovation, Universities and Skills
EDSuT	Evaluation and Dissemination Support Team
EPSRC	Engineering and Physical Sciences Research Council
FDTL	Fund for the Development of Teaching and Learning
FE	Further Education
HE	Higher Education
HEA	Higher Education Academy
HEFCE	Higher Education Funding Council for England
HEI	Higher education institution
HELf	Heads of e-Learning Forum
HEDG	Heads of Educational Development Group
ICT	Information and communications technology
IPR	Intellectual property rights
LSC	Learning and Skills Council
LLN	Lifelong learning network
JANET	Joint Academic Network
JISC	Joint Information Systems Committee
MLE	Managed learning environment
NSS	National Student Survey
PDP	Personal development planning
PLE	Personal learning environment
PTS	Professional Teaching Standards
QAA	Quality Assurance Agency for Higher Education
QCA	Qualifications and Curriculum Authority
RLN	Research Libraries Network
SCONUL	Society of College, National and University Libraries
SEDA	Staff and Educational Development Association
SIG	Special Interest Group
TLRP	Teaching and Learning Research Programme
UCISA	Universities and Colleges Information Systems Association
UKeU	United Kingdom e-University
VLE	Virtual learning environment
WBL	Work-based learning

Appendix B – Key Informants

Dr Liz Beaty	Former Director of Learning and Teaching, HEFCE
Dr Paul Brett	Chair, HELF
Paul Buckley	Chair, UCISA Teaching and Learning Information Group
Professor Jane Core	Vice Chair, SCONUL
Professor John Fothergill	Joint Chairs, HE Academy Network of Deputy and Pro-Vice-Chancellors and Vice-Principals e-Learning Special Interest Group
Professor Philip Garraghan	
Professor Diana Laurillard	Formerly seconded to DfES
Dr Vanessa Pittard	Director, Evidence and Evaluation, Becta
Seb Schmoller	Chief Executive, ALT
Michele Shoebridge	University of Exeter, 1994 Group

HEFCE Strategy for e-Learning (March 2005)

Aim

To support the HE sector as it moves towards embedding e-learning appropriately, using technology to transform higher education into a more student-focused and flexible system, as part of lifelong learning for all who can benefit.

Objectives

- to enable institutions to meet the needs of learners and their own aspirations for development
 - to encourage and support institutions in setting their own e-learning goals, appropriate to their missions and state of embedding, and in measuring their own progress, by providing tools for benchmarking
- to support institutions in the strategic planning, change management and process development that are necessary to underpin their development and embedding of e-learning
- to promote learning research, innovation and development that begin with a focus on student learning rather than on developments in technology per se, enabling students to learn through and be supported by technology
- to support lifelong learning by joining up our strategy with those of other sectors of education, enabling connections between academic learning and experiential learning in the workplace and other aspects of life.

Principles

We will:

- implement our strategy through a partnership approach and will not set up new organisations. We already fund JISC and the Higher Education Academy to further e-learning, and we will draw upon their networks to work with wider partners within and outside the HE sector
- build upon our investments in learning and teaching, and use additional funds to enhance these, rather than setting up separate programmes
- review the success of our strategy in the context of our wider integrated learning and teaching strategy, which will include considering flexible learning and workplace learning.

Measures of Success

- ICT is commonly accepted into all aspects of the student experience of higher education, with innovation for enhancement and flexible learning, connecting areas of HE with other aspects of life and work.
- Due to more coherence and collaboration, technical issues have been addressed to give better value for money.
- Students are able to access information, tutor support, expertise and guidance, and communicate with each other effectively wherever they are. They are able to check and record their achievement in a form designed for multiple uses to enable personal and professional development.
- Tutors have tools for course design to enable better communication between them and their students, giving feedback and targeted support. Individual teachers have access to information about the materials available, and support for continuous improvement of them.
- Subject communities are able to share materials in ways that enhance their ability to produce customised high quality courses. They are supported to work collaboratively in designing materials, which are effectively quality assured and widely disseminated. They have access to research information to inform curriculum development and research-based teaching.
- Institutions are able to build appropriate infrastructure and resources support for integrating registration and learning functions. They have links with regional networks of institutions to support progression and community involvement.
- Lifelong learning networks support connectivity between institutions to provide seamless access for students and staff.

- Staff are supported at all stages to develop appropriate skills in e-learning, and these skills are recognised in their roles and responsibilities and in reward structures. They have access to accreditation for their level of skills and professional practice in linking learning technology with teaching.

Implementation Plan

Strand 1 – Pedagogy, curriculum design and development

1. Reward excellence and promote and encourage innovation in e-learning.
2. Encourage the design of technology for students to manage their own individual and shared learning.
3. Encourage the use of technology to enable electronic assessment.
4. Produce and disseminate models of good e-learning practice, including assessment.
5. Encourage the effective use of technology to enable work-based learning.

Strand 2 – Learning resources and networked learning

1. Develop a comprehensive and coherent approach to the development and use of resources for learning and teaching, including digital resources and discovery tools.
2. Enhance the quality of digital resources and tools for learners provided by JISC, and sources for teaching, learning, research and innovation.
3. Promote the sharing of learning technology and resources across the HE sector and between sectors.

Strand 3 – Student support, progression and collaboration

1. Develop integrated learning environments for lifelong learning.
2. Utilise e-learning for delivery and support of foundation degrees.
3. Develop lifelong learning networks on a regional and national basis.
4. Encourage e-based systems of describing learning achievement and personal development planning (PDP).

Strand 4 – Strategic management, human resources and capacity development

1. Seek to promote organisational change and technological risk management at a strategic level in the sector.
2. Encourage co-ordinated strategic management approaches to development of e-learning – through joining up learning and teaching, human resources, IT, and estates strategies – to maximise the benefits of technology across all HEI business activities.
3. Encourage strategic management of intellectual property rights (IPR) in HEIs in order to exploit e-learning.
4. Address skills, knowledge and competencies for e-learning in training and continuing professional development for learning and teaching staff, including learning technologists.
5. Review the human capacity in the HE sector to deliver future e-learning growth.

Strand 5 – Quality

1. Contribute to understanding of the assurance and enhancement issues for quality and standards raised by e-learning.

Strand 6 – Research and evaluation

1. Contribute to the sector's understanding and appreciation of the wider issues posed by e-learning.
2. Evaluate and disseminate national and international good practice in e-learning.
3. Evaluate ongoing relevance of the e-learning strategy to the work of the sector by means of benchmarking.

Strand 7 – Infrastructure and technical standards

1. Increase capacity and usage of the network to support high quality e-learning programmes and applications.
2. Provide capital to sustain and develop virtual learning environments (VLEs) and managed learning environments (MLEs).
3. Increase opportunities for interoperability of materials through common standards in order to promote sharing and progression.

Topic	Code	Description
In Vivo	In Vivo	Codes that have emerged from the source data
	CETLs	Reference to CETL initiative
	Costs and benefits	Reference to costs, benefits and possibly sustainability – benefits of technology, but not necessarily in relation to cost
	Entitlement	Term from Becta about the notion of learner entitlement
	Impact	Impact of strategy or initiatives
	Language	Comments about vocabulary
	Leitch	Reference to Leitch Review
	LLNs	Reference to lifelong learning networks
	UKeU	Reference to UKeU initiative
Aims and Objectives	Valid Appropriate Fit4purpose	Self-explanatory
	Advances	in technology
	User-centred	approaches
	Changes	in HEFCE's learning and teaching policy objectives
	Developments	in strategies relating to e-learning in other relevant bodies
Measures	Measures	of success as set out in the strategy
	AppropriateMoS	Are the measures of success still appropriate (are they measurable)?
Successes	Successes	Particular successes
Difficulties	Baseline	Does a sufficient baseline or benchmark exist to measure progress?
Support	Support	How effective has the support offered by HE Academy/ HEFCE/JISC been in enabling institutions to develop e-learning?
	Information Evidence	Self-explanatory
	Funding	opportunities
Monitoring	Monitoring	How to ensure ongoing monitoring and feedback
Strands	Pedagogy	Pedagogy, curriculum design and development
	Learning resources	Learning resources and networked learning
	Student support	Student support, progression and collaboration
	Strategic management	Strategic management, human resources and capacity development
	Quality	Quality
	Research	Research and evaluation
	Infrastructure	Infrastructure and technical standards
Agencies	Agencies	Three agencies with primary responsibility for implementing the strategy and plan
	HEFCE	Evidence supplied by or relating to HEFCE
	HEA	Evidence supplied by or relating to the HE Academy
	JISC	Evidence supplied by or relating to JISC

1 Pedagogy, curriculum design and development			
	Objectives	Actions	Evidence (see Appendix F for links or online to access)
1.1	Reward excellence and promote and encourage innovation in e-learning.	<ul style="list-style-type: none"> HEFCE to identify and fund 74 CETLs 	<p>All funded. Formative interim evaluation has been submitted to HEFCE.</p>
		<ul style="list-style-type: none"> The Higher Education Academy to disseminate e-learning experience from CETLs and the Fund for the Development of Teaching and Learning (FDTL) across the HE sector 	<p>For both CETLs and FDTL projects, the Academy's approach is one of integration across other Academy programmes and activities and in ensuring that both CETL and FDTL outputs/outcomes feed into these. Through our research observatory, and within this overall context, we will be disseminating e-learning-related evidence within a wider learning and teaching context, from a range of sources and in an easily accessible evidence-based format, e.g. from Benchmarking/Pathfinder, CETLs, FDTL, funded research projects (including JISC outputs where appropriate) etc – i.e. through a process involving identification, analysis, synthesis and dissemination of resources to the sector.</p>
		<ul style="list-style-type: none"> JISC and the Academy to advise HEFCE on what type of projects an e-learning innovation fund could support 	<p>JISC has supported and encouraged e-learning innovation through the core and capital funding from HEFCE.</p> <p>Community engagement and consultation activities encourage innovation in e-learning, for example JISC Learning and Teaching Practitioner Experts Group</p> <p>The CETIS Special Interest Groups (SIGs), for example Pedagogy Group e-Learning Innovation Programme (2003-07) explored use of mobile and gaming technologies, and a series of innovative practice workshops with HEA (2007).</p> <p>Programme of activities on learning spaces, linked to HEFCE Space Management Group and informing development of the JISC infoNet infoKit 'Planning and Designing Technology-Rich Learning Spaces'</p>
			<p>Each year we fund a series of e-learning research projects across the HE sector and around specific themed priorities, for example assessment.</p> <p>We also promote excellence through evidence-based support for institutions and practitioners, and encourage excellence within the wider context of the Professional Standards Framework.</p>

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1.2	Encourage the design of technology for students to manage their own individual and shared learning.	<ul style="list-style-type: none"> The Academy and HEFCE to build upon the work of the expanded National Teaching Fellowship Scheme (NTFS), including awards for all experts contributing to the learning experience 	<p>NTFS is a key ongoing element of the Academy's work.</p> <p>JISC Design for Learning Programme (Mar 06-Apr 08) – tools to support individual and shared learning.</p> <p>JISC Personal Learning Environment Projects (2005-06)</p> <p>JISC User-owned Technology Demonstrators Strand</p> <p>JISC Learner Experiences Programme (Mar 07-Feb 09) is looking at how learners use technology for their own learning, will inform future work.</p> <p>JISC Students Expectations Study is informing the sector on how learners are using technology.</p> <p>JISC Advisory Services, for example TechDis. Providing advice and guidance on creation of interfaces and access to learning environments and content.</p>
1.3	Encourage the use of technology to enable electronic assessment.	<ul style="list-style-type: none"> JISC and the Academy to build upon the work with HEIs in identifying and developing models of recognition and reward, and disseminate these across the sector 	<p>Assessment is a key area of work for the Academy and its Subject Centres, and e-assessment is considered within this wider context, for example through the work of the Academy/JISC Collaboration Team. E-learning is being integrated across all appropriate areas of the Academy's work, for example recently running an interactive workshop for HEIs on the use of technology to enhance assessment.</p>
1.4	Produce and disseminate models of good e-learning practice, including assessment.	<ul style="list-style-type: none"> JISC and the Academy to co-ordinate initiatives and align priorities to provide a national support infrastructure comprising e-learning tools, pedagogical and technical advice, and examples of innovative practice in the design and provision of e-learning opportunities (advisory and support centre) The Academy to identify measures to support curriculum innovation and collaborative team-based e-learning development in institutions The Academy to identify measures to support the evaluation of student experiences of e-learning, and its impact on student performance 	<p>e-assessment work with Becta/QCA group to produce a Glossary and Roadmap along with several case studies.</p> <p>Plagiarism Advisory Service (now split into detection service at Northumbria University and Academic Integrity run by HEA).</p> <p>e-learning tools have been developed as part of the e-Framework, Assessment Reference Model (Nov 07) and the Assessment Demonstrators Strand (Mar 07-Apr 08)</p> <p>Guidance on assessment item banks commissioned from CETIS.</p> <p>Dissemination is an integral part of all Academy e-learning activities, particularly at a strategic level re institutions sharing their experiences through the Benchmarking and Pathfinder Programmes. At discipline level this is achieved through the Distributed e-Learning Programme (involving all 24 Subject Centres) and the Collaboration Team. The Academy also recently took part in the JISC CAMEL project with ALT and JISC infoNet, which involved supporting discipline departments</p>

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				to instigate change, some of which related to assessment.
1.5	Encourage the effective use of technology to enable work-based learning.	<ul style="list-style-type: none"> HEFCE to support and encourage vocational and work-based learning through targeted strategic development funds, such as for lifelong learning networks 		29 LLNs. LLN evaluation suggests that in e-learning too much development is taking place, not enough consolidation/rationalisation/judgments about usefulness.
		<ul style="list-style-type: none"> Concordat to be developed between the Academy, Universities UK/Standing Conference of Principals and Lifelong Learning and other Sector Skills Councils to assist in articulating employers' perspectives on e-learning needs in the curriculum 		WBL is a priority area for the Academy. The Academy is working towards mainstreaming e-learning within its other areas of work, and is currently developing a strategy to take this forward. Some relevant activity is already taking place, e.g. one of the themes for the current e-learning research call is 'Using technology to support the learning contract between employers, students and higher education institutions'.
		<ul style="list-style-type: none"> The Academy and JISC to explore the effectiveness of tools to support innovative curriculum design for different learning contexts, including internationally 		JISC HE in FE programme (Mar 07-Mar 09) is supporting effective use of tools for WBL foundation degrees. Regional Support Centres now have a WBL post and a national coordinator for WBL (funded by the LSC).
2	Learning resources and networked learning			
	Objectives	Actions		Evidence (see Appendix F for links or online to access)
2.1	Develop a comprehensive and coherent approach to the development and use of resources for learning and teaching, including digital resources and discovery tools.	<ul style="list-style-type: none"> JISC and the Higher Education Academy to develop a strategy for learning resources for learning and teaching (based on the model of the Research Libraries Network (RLN)) 		A potential area of collaboration with JISC would be to support the implementation of digital resources and repositories at an institutional and discipline level. However, this is yet to be explored.
				The RLN model was not seen as appropriate. The Information Environment Working Group (IEWG) was established in late 2005 to oversee a work plan aimed at reviewing priorities and transitioning the IE to service where appropriate, as well as updating its activity. DeL e-Tools Projects (2005-06) supported development of tools to support learning and teaching. There has been an extensive programme on repositories and e-content, and on developing the open standards for sharing content. Digital Preservation and Records Management Programme (Mar 06-Feb 08). Repositories and Preservation Programme (Feb 07-Jan 08) and Digital Repositories Roadmap
		<ul style="list-style-type: none"> JISC to support strategic agreements with publishers and content providers 		JISC has an ongoing digitisation programme (see below) and has set up the JISC Collections Service to negotiate with

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			<p>publishers across all sectors (including schools and colleges, and supporting WBL). JISC Collections works with some HEA Subject Centres to promote use of collections.</p> <p>JISC has established a Strategic Content Alliance in collaboration with key public sector organisations (including British Library, BBC, Becta) to build a common information environment.</p>
2.2	Enhance the quality of digital resources and tools for learners provided by JISC, and sources for teaching, learning, research and innovation.	<ul style="list-style-type: none"> JISC and the Academy to continue the development of tools for sharing resources Build upon JISC’s role in digital information provision and discovery learning JISC and the Academy to provide copyright, IPR and licensing advice, and authentication services JISC and the Academy to take forward development and implementation of frameworks and tools for the development and management (acquiring, adding, finding and delivering) of shareable resources and networked learning 	<p>JISC is taking forward the development of tools and a framework for sharing digital resources under the IE programmes (see above).</p> <p>JISC Collections provides licensing advice and support (see above).</p> <p>JISC Legal provides support on IPR and copyright. JISC IPR Consultancy (Oct 05-Oct 08).</p> <p>The Web2Rights project has produced a toolkit to support institutions on IP issues.</p> <p>JISC has developed federated access management (Shibboleth authentication services) under the Access Management Transition Programme (Aug 08-Jul 09) and established an Access Management Team to support roll out.</p>
		<ul style="list-style-type: none"> The Academy, through CETLs and FDTL, to explore issues of developing and sharing learning resources within discipline groups and among institutions 	<p>Academy York and Subject Centres work closely with CETLs and FDTL project teams, playing a dissemination role as appropriate. There is a potential to increase the level of dissemination specifically in the area of digital resources and as outlined under 2.1.</p>

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2.3	Promote the sharing of learning technology and resources across the HE sector and between sectors.	<ul style="list-style-type: none"> • JISC and HEA to provide a range of programmes that enable HE staff to create digital resources, populate resource banks and identify issues associated with the sharing of digital resources • JISC to provide technical advice on hosting and managing online learning resources, practical metadata systems, searchable databases and repositories, and on developing user interfaces • JISC to provide practical guidelines for re-purposing, examples, simulations, modelling tools and case studies for embedding resources in the curriculum, taking account of cultural issues and issues related to accessibility and the Disability Discrimination Act • JISC and HEA to encourage use of outputs of the JISC/National Science Foundation Digital Libraries and Classroom Programme, National Learning Network materials, industry-based content and international sources of learning materials 	<p>A variety of programmes exist, particularly¹⁹ within JISC. JISC Design for Learning Programme (Mar 06-Apr 08) – tools to support staff creating learning resources.</p> <p>Digital repositories programme (see above).</p> <p>See JISC Content Services.</p> <p>Reports and briefing papers relating to Information Environment and e-resources.</p> <p>JISC Distributed e-Learning and JISC Exchange for Learning Programmes produced guidelines for re-purposing content. Staff Development Resources (2005), Guidance on Accessibility for JISC Exchange for Learning and Digital Libraries in the Classroom Projects (Apr 2005).</p> <p>TechDis provides advice and support on accessibility of resources, for example Guidelines for e-learning content</p>
3	Student support, progression and collaboration		
	Objectives	Actions	Evidence (see Appendix F for links or online to access)
3.1	Develop integrated learning environments for lifelong learning.	<ul style="list-style-type: none"> • JISC to work to encourage standards-based development of interoperable systems to facilitate integration, and access to virtual learning environments across schools, further education (FE) and HE • JISC to provide information and guidance on the development of specifications and standards for interoperable systems • HEFCE/JISC to support regional and international developments in distributed e-learning • JISC to provide unified learner support through regional pilot projects in distributed e-learning 	<p>The focus for activities has been the e-Framework Programme (2005-08), now the e-Framework for Education and research supported internationally.</p> <p>Over 40 projects funded in the e-learning toolkits and demonstrators reference model projects and a review of the projects published in 2007.</p> <p>Animation to promote the service orientated approach</p> <p>JISC has been working with and advising the MIAP project Sharing Information across Education and Training.</p> <p>Projects within the e-Administration strand of the e-Learning programme to support admissions to higher education and course management (Mar 07-Mar 09).</p> <p>JISC CETIS provides information and guidance on the development of specifications and standards for interoperable systems.</p> <p>Work with SURF (Staffordshire University Regional Federation) and others internationally.</p>

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			Regionally, a range of collaborative projects have addressed issues of progression and work-based learning among local consortia.
3.2	Utilise e-learning for delivery and support of foundation degrees.	<ul style="list-style-type: none"> HEFCE to explore issues around e-delivery of foundation degrees through evaluations and quality reviews 	Responsibility of QAA to identify and raise issues.
		<ul style="list-style-type: none"> HEFCE and the Academy to explore and review, with Foundation Degree Forward and others, experiences of e-based delivery across FE and HE as part of ongoing evaluation of foundation degrees 	We are committed to working with other agencies now and in the future to support foundation degrees, and we have a specific HE in FE programme. There is the potential for increasing our level of support for technology-enhanced learning within foundation degrees and the wider context of workforce development.
		<ul style="list-style-type: none"> JISC and the Academy to encourage current and new programmes to develop tools and resources for using e-learning to deliver foundation degrees, and help the HE community and FE partners to develop appropriate delivery methods and student support models 	Some projects within the JISC Distributed e-Learning Programme (2005-07) and Cross-institutional use of e-learning to support lifelong learners (Sept 06-Mar 09). JISC HE in FE Programme (Mar 07-Mar 09) supporting effective use of tools for WBL foundation degrees.
3.3	Develop lifelong learning networks on a regional and national basis.	<ul style="list-style-type: none"> HEFCE to encourage collaboration among institutions, including measures to support postgraduate and post-experience learning and links with Regional Development Agencies, with specific measures to address the balance of collaboration and competition 	Some projects within the JISC Distributed e-Learning Programme (2005-07) and Cross-institutional use of e-learning to support lifelong learners (Sept 06-Mar 09). Manchester Metropolitan University – Building on Learning Matrix to develop e-administration infrastructure for tracking learners across institutions within a credit framework to support the three lifelong learning networks in the North West. Also work on representing information about skills for work-based learners and employers.
3.4	Encourage e-based systems of describing learning achievement and personal development planning (PDP).	<ul style="list-style-type: none"> JISC and the Academy to continue to investigate the use of e-portfolios and other systems to support learner achievement and progression, and to promote and disseminate good practice in the development of new approaches for the use of e-portfolios and PDP JISC and the Academy to promote links with agencies such as UCAS, QCA and the BSI in developing e-based systems for PDP 	<p>We work closely with and fund the Centre for Recording Achievement (CRA) in this area – e.g. we run an e-portfolio special interest group with the CRA and relevant Subject Centres.</p> <p>There is evidence to suggest that human aspects affecting the implementation of e-portfolios have a substantially greater impact than issues of technical implementation, so this is an area we are likely to explore in the future with the CRA.</p>
		<ul style="list-style-type: none"> JISC to continue with the development of technical tools to support the use of e-portfolios across institutions and sectors 	Some projects within the JISC Distributed e-Learning Programme (2005-07) and Cross-institutional use of e-learning to support lifelong learners (Sept 06-Mar 09). JISC HE in FE Programme (Mar 07-Mar 09) has supported

			<p>use of e-portfolios and other systems to support learner achievement and progression.</p> <p>Phase 2 of Subject Centre projects – looked at e-portfolios in subject contexts.</p> <p>JISC CETIS ePortfolios SIG guidance and support.</p> <p>Use of technology to support admissions to higher education strand working with UCAS.</p> <p>Further collaboration with the HEA through its support of the CRA and the Centre for International ePortfolio Development – a CETL involved in several JISC-funded projects.</p> <p>Dissemination of good practice includes:</p> <p>JISC infoNet Guide on e-Portfolios</p> <p>JISC e-Portfolios Activity Overview and paper (2007).</p> <p>TechDis has supported development of e-portfolio specifications for small independent colleges.</p> <p>Netskills has provided training, advice and consultancy in the use and development of e-portfolios and application of different learning styles through the use of technology.</p>
		<ul style="list-style-type: none"> HEFCE to encourage the Europe Unit to support collaboration with European partners on the European Diploma Supplement 	
4	Strategic management, human resources and capacity development		
	Objectives	Actions	Evidence (see Appendix F for links or online to access)
4.1	Seek to promote organisational change and technological risk management at a strategic level in the sector.	<ul style="list-style-type: none"> HEFCE to encourage strategic alliances between the Leadership Foundation, the Academy and JISC on leadership in innovation in learning and teaching and technological risk, including international dimensions The Academy, Leadership Foundation and JISC to scope strategic requirements for organisational change and risk management, addressing high-level issues regarding pedagogy of e-learning, strategic e-management, and the cultural challenges of change 	<p>This is achieved through the wider context of our annual Change Academy Programme, as well as through our e-Benchmarking and Pathfinder Programmes.</p> <p>JISC programmes that support large implementation projects need to engage with issues of organisational change and risk management at a strategic level. Examples of such programmes are the DeL Regional Pilots, Cross-institutional use of e-learning to support lifelong learners, Digital Repositories Programme.</p>

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				JISC has funded one programme where the strategic review was a necessary primary step – the Institutional Exemplars Programme (2007-09), aimed at supporting existing institutional strategies by providing solutions to institution-wide problems, based upon proven practices, technologies, standards and services.
4.2	Encourage co-ordinated strategic management approaches to development of e-learning – through joining up learning and teaching, human resources, IT, and estates strategies – to maximise the benefits of technology across all HEI business activities.	<ul style="list-style-type: none"> JISC to continue to support JISC services (e.g. JISC infoNet) providing information and advice on technological risk and organisational change 		<p>Management and Leadership in ICT Programme Examples</p> <p>Report: Strategies for managing ICT and its application within colleges and universities: policy and practice</p> <p>Report: Strategic Management of ICT (Oct 06).</p> <p>JISC infoNet Change Management infoKit.</p> <p>See above, also e-Learning strand on e-Administration.</p>
		<ul style="list-style-type: none"> JISC and the Academy to work with partners, including the Leadership Foundation, ALT and eChina, on actions that facilitate the engagement of practitioners in strategic change management 		<p>We are working closely with eChina, the Leadership Foundation and ALT, as well as specific Academy activities through Change Academy, i.e. on strategic change management. For the future and as a continuation of Benchmarking and Pathfinder – i.e. to maintain the momentum built up in the sector – we are looking to incorporate these latter programmes into the Change Academy model, i.e. to build on the success of Change Academy and develop a specific focus on using technology-enhanced learning at a strategic institutional level.</p>
		<ul style="list-style-type: none"> HEFCE to investigate costing methodologies/models for developing and delivering e-learning in the context of the review of its teaching funding method 		<p>JISC infoNet activities with ALT on CAMELS.</p> <p>Digital Repositories programmes, for example Rights and Rewards Project (Partner – Engineering CETL), with a focus on the support issues, rights protection and rewards necessary to motivate teaching academics to use repositories, and will blend the results with those required by research academics.</p> <p>We have developed a methodology for costing teaching – this is known as TRAC(T). Institutions could use this, if they wished, to explore the costs of e-learning, although we would not collect this data.</p> <p>We include e-learning in part of a more general programme of work on flexible learning. We are potentially commissioning a study of the costs of flexible learning (focused, in particular, on two-year honours degrees). This might include some investigation of the costs of e-learning, although it would not be its primary focus.</p>

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4.3	Encourage strategic management of IPR in HEIs in order to exploit e-learning.	<ul style="list-style-type: none"> HEFCE to consider how reviews of institutions' corporate plans, annual monitoring statements and strategic processes might help to determine opportunities to increase co-ordinated approaches to the development of e-learning resources (see also action under 2.2 to provide copyright, IPR and licensing advice) 	<p>Moves towards a single conversation mean that institutions are now being asked to ensure that all HEFCE priorities are considered in drawing up strategic plans. Annual Monitoring Statement looks at progress at an institutional level. Though HEFCE and others will provide guidance in areas such as copyright, IPR etc, we would not get involved at any lower level in HEIs.</p> <p>JISC Collections (see above) providing licence agreements.</p> <p>JISC Legal surveying IPR in employment contracts (have also done a review of IPR in student work).</p> <p>Digital Repositories Programme project Trust in Digital Repositories (June 05–May 07) explored in detail the emergent issues relating to the use of digital repositories within the UK HE/FE sectors.</p>
4.4	Address skills, knowledge and competencies for e-learning in training and continuing professional development for learning and teaching staff, including learning technologists.	<ul style="list-style-type: none"> HEFCE to liaise with the Academy and other partners on appropriate implementation of recommendations arising from the national consultation document, 'Towards a Framework of Professional Teaching Standards' (PTS) The Academy and JISC to support the work of ALT and SEDA in developing and implementing a professional framework for learning technologists The Academy and JISC, with appropriate partners, to look at staff development in the emerging role of the librarian assisting learners and teachers and supporting delivery 	<p>PTS has become established and a framework was published in February 2006.</p> <p>This is an integral element of our Professional Standards Framework. We are also working with ALT in relation to supporting CMALT (accredited professional development for learning technologists).</p> <p>JISC programmes support the development of skills, knowledge and competencies for e-learning via project activities (supporting workshops at programme level are being developed, e.g. e-Learning Programme support workshops, and Users and Innovations Programme Emerge Project support for use of Social Networking Tools and Web2.0).</p> <p>JISC supported development of the ALT certified membership scheme, CMALT</p> <p>SEDA's Embedding Learning Technologies award already existed as part of SEDA Professional Development Framework.</p> <p>Organisational Support Committee Strategic Framework 2008 for future plans to look at implications of Web2.0 for staff in HE.</p> <p>Netskills providing staff training programmes in new and emerging technologies, for example podcasting workshops.</p>
4.5	Review the human capacity in the HE sector to deliver	<ul style="list-style-type: none"> HEFCE, with the Academy and JISC, to identify (through appropriate agencies) staffing profile, 	<p>Our e-learning Benchmarking and Pathfinder Programmes have explored these issues within the wider learning and</p>

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	future e-learning growth.	<p>competencies, development needs and recruitment strategies for the use of technology to support learning, teaching and research. This would link across education sectors and consider international developments and trends</p> <ul style="list-style-type: none"> The Academy and JISC to help to articulate professional roles and working practices for e-learning 	<p>teaching context, and at a more qualitative level. Subsequently, HEIs through Pathfinder and other mechanisms are developing their own approaches to these areas.</p> <p>HEA would be the most natural agency to do this, though the autonomy of institutions would prevent a great deal of work being done in this area. Previous funding was made available for human resources strategies and for rewarding/developing staff – this is now mainstreamed. ILTS funding also refers to need to develop staff where appropriate; this funding will also be mainstreamed from 2009-10.</p> <p>The Organisational Support Committee has undertaken studies and produced reports looking at human resource issues in HEIs: Staff Access to ICT Report (Dec 2006) Investing in Staff i-Skills (Dec 2007) JISC Future Funding for further studies around staff skills and technology.</p>
5	Quality		
	Objectives	Actions	Evidence (see Appendix F for links or online to access)
5.1	Contribute to understanding of the assurance and enhancement issues for quality and standards raised by e-learning.	<ul style="list-style-type: none"> HEFCE to encourage a strategic alliance between the Academy and QAA to include consideration of quality and standards in e-learning The Academy and QAA to promote good practice to support quality and standards in e-learning, with specific reference to key issues such as quality models, evaluation frameworks, metrics and embedding The Academy and QAA to encourage collaboration with other organisations such as UCISA and SCONUL The Academy and QAA to promote active engagement with and benchmarking against international standards for quality in e-learning JISC and the Academy to explore ‘kite-marking’, legal and insurance issues in the development of resources and delivery of learning experiences through technology 	<p>E-learning is not a specific area for review by QAA, but a part of its overall approach to institutions. HEA and QAA are working on a joint project to cover a number of areas.</p> <p>We work closely with QAA, particularly within the context of quality enhancement and with e-learning as an integral element for improving the student learning experience.</p> <p>JISC Legal and the learning resources and activity theme are dealing with certain aspects of the legal and contractual issues relating to content creation, use and re-purposing. JISC IPR Consultancy (Oct 05-Oct 08). ‘Kite-marking’ has not been seen as a viable or useful</p>

			intervention for these issues. Many e-learning programmes such as the MLE programmes and more recently within the e-administration strand of Course Management (Mar 07-Mar 09) have led to improvements in quality and standards relating to e-learning through changes in administrative practice and processes.
6	Research and evaluation		
	Objectives	Actions	Evidence (see Appendix F for links or online to access)
6.1	Contribute to the sector's understanding and appreciation of the wider issues posed by e-learning.	<ul style="list-style-type: none"> HEFCE has established an e-learning research centre, based at the Academy and the Universities of Manchester and Southampton, to co-ordinate and manage developments, interact with HEIs and ensure wide dissemination across the HE community 	
		<ul style="list-style-type: none"> The Academy to promote research in gap areas and issues of particular relevance to the sector, including personalised learning and the development of learning communities through the TLRP, the Engineering and Physical Sciences Research Council (EPSRC) programme and other initiatives 	We promote e-learning research by funding annual research projects and disseminating evidence-based resources, including JISC, eChina, Benchmarking and Pathfinder outputs. This work will develop further through the development of our Research Observatory, e-learning being one of the themes taking part in the pilot. We are particularly keen to ensure that e-learning is integrated into these wider contexts and to focus on addressing key institutional issues, for example widening participation.
		<ul style="list-style-type: none"> The Academy and JISC to pursue collaborative programmes that contribute to the research agenda, working with the Research Councils and other organisations involved in e-learning research, including stakeholders outside HE (such as systems developers, employers and other sectors) The Academy to map existing national and international research into e-learning issues and developments such as eChina HEFCE and the Academy to promote the significance of educational research, including e-learning, in partnership with Research Councils 	<p>TLRP programme has received £3m a year for nearly ten years – e-learning can be considered, but is not a specific project category. However, from 2008 a new TLRP area – technology-enhanced learning – will fund projects. HEFCE is not contributing to this, but has strongly encouraged its growth. HEA receives funding to run the e-learning research observatory.</p> <p>JISC has supported the TLRP/technology-enhanced learning programme run jointly by the Economic and Social Research Council and EPSRC. JISC has also published a variety of useful research and synthesis reports, including the learner needs studies. Student Expectations Study in preparation for the Committee of Inquiry being convened by JISC with the HE Academy and funded by HEFCE this autumn, into the</p>

			<p>changing learner experience, this report on 16-18 year old learners' expectations of HE.</p> <p>e-Learning Pedagogy Strand – learners' needs and design for learning programmes.</p> <p>The CAMEL Tangible Benefits of e-Learning Project (Apr 07-Apr 08) aimed to collate and share the tangible and real benefits to staff, learners and institutions of e-learning, through a discipline and academic department focus, by using the CAMEL model devised by JISC infoNet and ALT, working with HEA Subject Centres.</p>
6.2	Evaluate and disseminate national and international good practice in e-learning.	<ul style="list-style-type: none"> The Academy and JISC to assemble international evidence and resources, evaluating national and international good practice, and disseminating programme outputs to the sector 	See above (6.1) Research Observatory development.
			<p>Synthesis of research is undertaken to inform JISC programmes through studies, consultants and JISC services. JISC CETIS collates and synthesises information on education standards and technologies internationally to inform development programmes.</p> <p>The eFramework is supported by a collaboration of international partners, and outputs from programmes are shared via the framework.</p> <p>JISC International Activities, also partnership with SURF.</p>
6.3	Evaluate ongoing relevance of the e-learning strategy to the work of the sector by means of benchmarking.	<ul style="list-style-type: none"> HEFCE, the Academy and JISC to review and communicate the outcomes and recommendations of research and evaluation in reviewing the e-learning strategy and defining its future strategic direction 	<p>Institutions see Benchmarking as a continual process and a means for identifying both qualitative and quantitative issues to address for improving the student learning experience, i.e. through technology-enhanced learning. We are at the stage now where the outputs and outcomes are being collated, and these will feed into the Academy's Research Observatory.</p>
			<p>Function of e-Learning Partnership Board.</p> <p>HEA/JISC Collaboration Team has been created to facilitate the sharing of information by organisations.</p> <p>A new role within JISC was appointed in 2007 to monitor and review the e-learning strategy and work in partnership with HEFCE.</p>

7 Infrastructure and technical standards			
	Objectives	Actions	Evidence (see Appendix F for links or online to access)
7.1	Increase capacity and usage of the network to support high quality e-learning programmes and applications.	<ul style="list-style-type: none"> JISC technical developments in SuperJANET 4 to provide network support for applications in learning, teaching and research JISC to review SuperJANET 5 requirements, analysis and procurement with a focus on flexible use of the network JISC and organisations such as UCISA to work together to ensure that IT staff are aware of the infrastructure requirements for the support of e-learning JISC to review the needs of the sector in light of plans for future growth JISC to secure commitment to working with government and infrastructure providers with a view to improving bandwidth, access and purchasing schemes for learners 	<p>The JISC Network Committee oversees the operation of the network and ensures that JANET(UK) is providing the required service to the academic community. The requirements are defined in SuperJANET5: An Architecture for Diversity (2004).</p> <p>SuperJANET5 has been successfully delivered.</p> <p>JA.NET manages its own development programme and produces a bulletin.</p> <p>Shared Services Review (2007) and shared infrastructure strand to demonstrate efficiency gains of national shared services and see future programme on shared services piloting, and established deployment of a range of service models with the intention of evaluating both the financial and holistic impact of the activity on the institution.</p>
7.2	Provide capital to sustain and develop virtual learning environments (VLEs) and managed learning environments (MLEs).	<ul style="list-style-type: none"> HEFCE, with JISC, to consider bids for project capital from 2004 for teaching infrastructure, which includes supporting development and implementation of MLEs 	<p>Institutions will now receive capital funding under the capital investment framework.</p> <p>As a result of the UKeU closure, additional capital was made available to institutions primarily to use for technology. No further ring-fenced capital is available, but capital includes technological infrastructure as well as physical. Institutions are expected to prioritise as appropriate.</p> <p>JISC also funds specific developments in these areas.</p>
		<ul style="list-style-type: none"> JISC to develop a flexible technical framework to support the development of MLEs JISC infoNet to advise HEIs on the design and implementation of systems JISC to review the needs of the sector in light of plans for future growth JISC to explore development of personal learning environments (PLEs) that allow learners registered at multiple institutions to have a common interface to their courses 	<p>The work on MLEs has been superseded by the work of the e-Learning programmes, the e-Administration strand and the e-Learning Framework toolkits and demonstrators projects Enterprise Architectures (2008).</p> <p>Development of PLEs and cross-institutional courses.</p> <p>See objective 1.2 for references to work on PLEs and 3.1 for work with MIAP (Managing Information Across Partners), 1.5 for WBL projects and projects within the cross-institutional projects for lifelong learning, section 2 for sharing learning resources and section 3 for e-portfolios and lifelong learning.</p> <p>JISC infoNet – infoKits JISC Capital Programme which included further network</p>

			<p>developments, developing digital repositories, e-infrastructure and virtual research environments as well as e-learning programme activities.</p>
7.3	<p>Increase opportunities for interoperability of materials through common standards in order to promote sharing and progression.</p>	<ul style="list-style-type: none"> • JISC to support programmes that develop specifications for interoperable systems; JISC and CETIS to ensure that UK views and experiences inform international standards development • JISC to encourage and support the development of open source software that can be integrated to create custom-built solutions for institutions, and 'peer-to-peer technology' that enables individual computers to share data and system resources with minimal involvement of centrally managed servers 	<p>JISC CETIS is working internationally and through the e-Framework (see above).</p> <p>The e-Learning Programme has encouraged the development and use of open source software. Now a statement in all technical circulars and invitations to tender.</p> <p>e-Learning Tools projects (2004-06) encouraged development of open source software and Toolkits and Demonstrators.</p> <p>The JISC Open Source Software Advisory Service is helping to build an open development community.</p> <p>See also section 2 around the work of the Integrated Information Environment, including Shared Services (see above). Supported by the work of UKOLN and JISC Content Services who are providing 'peer-to-peer technology' to support data and information sharing.</p>

Appendix F – Implementation Plan: Evidence from Agencies with Hyperlinks

	Objective	Evidence	URL
1.1	Reward excellence and promote and encourage innovation in e-learning.	JISC core and capital funding from HEFCE	http://www.jisc.ac.uk/whatwedo/programmes/programme_capital.aspx
		JISC Learning and Teaching Practitioner Experts Group	http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elearning_experts.aspx
		CETIS Pedagogy Group	http://jisc.cetis.ac.uk/domain/pedagogy
		e-Learning Innovation Programme (2003-07)	http://www.jisc.ac.uk/whatwedo/programmes/elearning_innovation.aspx
		JISC infoNet infoKit 'Planning and Designing Technology-Rich Learning Spaces'	http://www.jiscinfonet.ac.uk/infokits/learning-space-design
1.2	Encourage the design of technology for students to manage their own individual and shared learning.	JISC Design for Learning Programme (Mar 06-Apr 08)	http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy.aspx
		JISC Personal Learning Environment Projects (2005-06)	http://www.jisc.ac.uk/whatwedo/programmes/elearning_framework/cetis_ple.aspx
		JISC User-owned technology demonstrators strand	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_tsle.aspx
		JISC Learner Experiences Programme (Mar 07-Feb 09)	http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_learnerexperience.aspx
		JISC Student expectations study	http://www.jisc.ac.uk/publications/publications/studentexpectations
1.3	Encourage the use of technology to enable electronic assessment.		
1.4	Produce and disseminate models of good e-learning practice, including assessment.	JISC e-Assessment	http://www.jisc.ac.uk/whatwedo/themes/elearning/assessment.aspx
		CETIS guidance on assessment item banks	http://wiki.cetis.ac.uk/Assessment_Item_Banks
1.5	Encourage the effective use of technology to enable work-based learning.	JISC HE in FE programme (Mar 07-Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_heinfe.aspx
		Regional Support Centres national co-ordinator for WBL (funded by the Learning and Skills Council)	http://www.jisc.ac.uk/news/stories/2007/06/news_wbl.aspx

Appendix F – Implementation Plan: Evidence from Agencies with Hyperlinks

	Objective	Evidence	URL
2.1	Develop a comprehensive and coherent approach to the development and use of resources for learning and teaching, including digital resources and discovery tools.	JISC DeL e-Tools projects (2005-06)	http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/etools2.aspx
		JISC Digital Preservation and Records Management Programme (Mar 06-Feb 08)	http://www.jisc.ac.uk/whatwedo/programmes/programme_rep_pres.aspx
		JISC Collections service	http://www.jiscollections.ac.uk/
		JISC Strategic Content Alliance	http://www.jisc.ac.uk/whatwedo/themes/eresources/contentalliance.aspx
2.2	Enhance the quality of digital resources and tools for learners provided by JISC, and sources for teaching, learning, research and innovation.	JISC IPR Consultancy (Oct 2005-Oct 2008)	http://www.jisc.ac.uk/whatwedo/projects/ipr/iprconsultancy.aspx
		Web2Rights project has produced a toolkit to support institutions on IP issues	http://www.web2rights.org.uk/documents.html
2.3	Promote the sharing of learning technology and resources across the HE sector and between sectors.	JISC Design for Learning Programme (Mar 06-Apr 08)	http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy.aspx
		Reports and briefing papers relating to information environment and e-resources	http://www.jisc.ac.uk/publications/browsethemes/information_environment.aspx
		TechDis provides advice and support on accessibility of resources	http://www.techdis.ac.uk/index.php?p=6_6_1
3.1	Develop integrated learning environments for lifelong learning.	eFramework Programme (2005-08), now the e-Framework for Education and Research	http://www.e-framework.org/
		Animation to promote the Service Oriented Approach	http://www.jisc.ac.uk/whatwedo/programmes/programme_eframework/soa.aspx
		MIAP	http://www.miap.gov.uk/
		e-Administration strand of the JISC e-Learning programme	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/admissions.aspx
		JISC Course Management (Mar 07-Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/courseinfo.aspx
		CETIS	http://www.cetis.ac.uk/

Appendix F – Implementation Plan: Evidence from Agencies with Hyperlinks

	Objective	Evidence	URL
3.2	Utilise e-learning for delivery and support of foundation degrees.	JISC Distributed e-Learning Programme (2005-07)	http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/pilotsdetail.aspx
		JISC Cross-institutional use of e-learning to support lifelong learners (Sept 06-Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_xinstit2.aspx
		JISC HE in FE Programme (Mar 07-Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_heinfe.aspx
3.3	Develop lifelong learning networks on a regional and national basis.	JISC Distributed e-Learning Programme (2005-07)	http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/pilotsdetail.aspx
		JISC Cross-institutional use of e-learning to support lifelong learners (Sept 06-Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_xinstit2.aspx
3.4	Encourage e-based systems of describing learning achievement and personal development planning (PDP).	JISC Distributed e-Learning Programme (2005-07)	http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/pilotsdetail.aspx
		JISC Cross-institutional use of e-learning to support lifelong learners (Sept 06-Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_xinstit2.aspx
		JISC HE in FE Programme (Mar 07-Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/el_heinfe.aspx
		CETIS ePortfolios SIG	http://jisc.cetis.ac.uk/domain/portfolio
		Use of technology to support admissions to higher education strand, working with UCAS.	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/admissions.aspx
		Centre for International ePortfolio Development	http://www.nottingham.ac.uk/eportfolio/
		JISC infoNet Guide on e-Portfolios	http://www.jiscinfonet.ac.uk/InfoKits/effective-use-of-VLEs/e-portfolios
JISC e-Portfolios activity overview and paper (2007)	http://www.jisc.ac.uk/publications/publications/eportfoliooverviewv2.aspx		

Appendix F – Implementation Plan: Evidence from Agencies with Hyperlinks

	Objective	Evidence	URL
4.1	Seek to promote organisational change and technological risk management at a strategic level in the sector.	JISC Institutional Exemplars Programme (2007-09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_exemplars.aspx
4.2	Encourage co-ordinated strategic management approaches to development of e-learning – through joining up learning and teaching, human resources, IT, and estates strategies – to maximise the benefits of technology across all HEI business activities.	Strategies for managing ICT and its application within colleges and universities: policy and practice	http://www.jisc.ac.uk/publications/publications/strategiesformanagingict.aspx
		Strategic Management of ICT (Oct 06)	http://www.jisc.ac.uk/whatwedo/programmes/programme_jos/project_strict.aspx
		JISC Rights and Rewards Project	http://www.jisc.ac.uk/whatwedo/programmes/programme_digital_repositories/project_rights_and_rewards.aspx
4.3	Encourage strategic management of IPR in HEIs in order to exploit e-learning.	JISC Trust in Digital Repositories (June 05-May 07)	http://www.jisc.ac.uk/whatwedo/programmes/programme_digital_repositories/project_trustrdr.aspx
4.4	Address skills, knowledge and competencies for e-learning in training and continuing professional development for learning and teaching staff, including learning technologists.	PTS has become established and a framework was published in February 2006	http://www.heacademy.ac.uk/ourwork/policy/framework
		ALT certified membership scheme, CMALT	http://www.alt.ac.uk/cmalt.html
4.5	Review the human capacity in the HE sector to deliver future e-learning growth.	Staff Access to ICT report	http://www.jisc.ac.uk/publications/publications/jiscstaffaccesstoictfinalreport.aspx
		Investing in Staff i-Skills (Dec 2007)	http://www.jisc.ac.uk/media/documents/publications/sissinvesting.pdf
		JISC Future Funding for further studies around staff skills and technology	http://www.jisc.ac.uk/fundingopportunities/futurecalls.aspx
5.1	Contribute to understanding of the assurance and enhancement issues for quality and standards raised by e-learning.	JISC IPR Consultancy (Oct 2005-Oct 2008)	http://www.jisc.ac.uk/whatwedo/projects/ipr/iprconsultancy.aspx
		e-administration strand of JISC Course Management (Mar 07 – Mar 09)	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/courseinfo.aspx

Appendix F – Implementation Plan: Evidence from Agencies with Hyperlinks

	Objective	Evidence	URL
6.1	Contribute to the sector's understanding and appreciation of the wider issues posed by e-learning.	JISC has also published a variety of useful research and synthesis reports	http://www.jisc.ac.uk/publications/browsetypes/research.aspx
		Student Expectations Study in preparation for the Committee of Inquiry	http://www.jisc.ac.uk/publications/publications/studentexpectationsbp.aspx
		JISC e-Learning Pedagogy Strand	http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy.aspx
		The CAMEL Tangible Benefits of e-Learning Project	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/camelbelt.aspx
6.2	Evaluate and disseminate national and international good practice in e-learning.	JISC eFramework	http://www.e-framework.org/Default.aspx?tabid=688
		JISC International Activities	http://www.jisc.ac.uk/aboutus/international.aspx
6.3	Evaluate ongoing relevance of the e-learning strategy to the work of the sector by means of benchmarking.	HEA/JISC Collaboration Team	http://www.jisc.ac.uk/aboutus/partnerships/he_academy
7.1	Increase capacity and usage of the network to support high quality e-learning programmes and applications.	SuperJANET5: An Architecture for Diversity	http://www.webarchive.ja.net/sj5/requirementsanalysis/an-architecture-for-diversity.pdf
		SuperJANET5 has been successfully delivered	http://www.ja.net/company/news-2007/superjanet5-delivered.html
		JA.NET bulletin	http://www.ukerna.ac.uk/documents/development/development-bulletin-dec.pdf
		Shared Services Review	http://www.jisc.ac.uk/whatwedo/programmes/programme_jos/ssprev.aspx
7.2	Provide capital to sustain and develop virtual learning environments (VLEs) and managed learning environments (MLEs).	Institutions will now receive capital funding under the capital investment framework	http://www.hefce.ac.uk/pubs/consult/outcomes/capital.asp
		JISC Enterprise Architectures	http://www.jisc.ac.uk/whatwedo/programmes/programme_elearning_capital/enterprise_architectures.aspx
		JISC infoNet – infoKits	http://www.jiscinfonet.ac.uk/infokits and http://www.jiscinfonet.ac.uk/events/activities
		JISC Capital Programme	http://www.jisc.ac.uk/whatwedo/programmes/programme_capital.aspx
7.3	Increase opportunities for interoperability of materials through common standards in order to promote sharing and progression.	e-Learning Tools projects	http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed.aspx
		JISC Open Source Software Advisory Service	http://www.oss-watch.ac.uk/