



A professional development framework for e-learning

Topics

leadership, training and learning
packages for e-learning

Introduction

The topics outlined here have been developed to complement the policies and methodologies outlined in the professional development framework for e-learning. They include:

- a core topic: e-learning fundamentals
- pedagogically based practitioner topics
- specialist e-learning developer topics
- leadership topics (developed by CEL).

Any participant wishing to undertake e-learning professional development (ePD) would complete the e-learning fundamentals topic alongside a selection of appropriate pedagogical, specialist or leadership topics. These can be followed by individuals or used to develop organisational approaches to embedding e-learning within teaching, learning and management.

How would it work?

The framework described has been developed to allow for ePD and so participants may decide to re-visit topics after a suitable period of time has elapsed or repeat topics but with different software, hardware or technologies.

In addition:

- the aim has been to provide a framework that can meet the individual's needs – and identify areas of priority for professional development
- programmes of delivery may be developed from the framework, or mapped retrospectively to tie into existing initiatives where there is related work, eg in any subject, theme or initiative where there is some electronic or e-learning aspect
- key themes may be threaded throughout the topics as applicable, eg assistive technology, legislation, copyright, Intellectual Property Rights and sustainability.

The framework would facilitate the creation of ePD for those currently in the functional roles described as follows, or facilitate the creation of training programmes for those aspiring to those roles.

LSN topics of e-learning and functional roles

Ref	Topic	Functional role			
		Practitioner	Developer	Internal/ external adviser	Strategist/ leader
1	E-learning fundamentals	Essential	Essential	Essential	Essential
2	E-learning: initial/diagnostic assessment, induction and guidance	Potential core	Potential core	Broadening	Broadening
3	E-learning: blended learning	Potential core	Potential core	Broadening	Broadening
4	E-learning: Use of learning environments, platforms and online learning	Potential core	Potential core	Broadening	Broadening
5	E-learning: content (a) choosing and using	Broadening	Potential core	Broadening	Broadening
6	E-learning: content (b) assembling and adapting	Broadening	Potential core	Broadening	Broadening
7	E-learning: assessment, tracking and e-portfolios	Broadening	Potential core	Broadening	Broadening
8	E-learning: supporting learners to use e-learning and technology	Broadening	Potential core	Broadening	Broadening
9	E-learning: online learning, coaching, mentoring and developing peer support	Broadening	Potential core	Broadening	Broadening

Key

- Essential
- Broadening (relates to role but offers opportunity to extend experience)
- Potential core
- Enhancing (normally outside existing role – potential career development)

Ref	Topic	Functional role			
		Practitioner	Developer	Internal/ external adviser	Strategist/ leader
10	E-learning: exploring the application of e-tools	Potential core	Potential core	Broadening	Broadening
11	E-learning: undertake an e-learning development project	Potential core	Broadening	Broadening	Broadening
12	E-learning developer: materials and content	Enhancing	Broadening	Broadening	Broadening
13	E-learning developer: learning platforms	Enhancing	Broadening	Broadening	Broadening
14	E-learning developer: resource acquisition and deployment	Enhancing	Broadening	Broadening	Potential core
15	Leadership: developing a vision and strategy for e-learning	Enhancing	Enhancing	Enhancing	Potential core
16	Leadership: planning and implementing an e-learning strategy	Enhancing	Enhancing	Enhancing	Potential core
17	Leadership: embedding and sustaining innovation and development in e-learning	Enhancing	Enhancing	Enhancing	Potential core
18	Internal adviser (i-adviser): supporting staff development	Enhancing	Enhancing	Potential core	Broadening
19	External adviser (e-adviser): supporting staff in organisation	Enhancing	Enhancing	Potential core	Broadening
20	External adviser (e-strategist): supporting strategic developments	Enhancing	Enhancing	Enhancing	Potential core

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>1. E-learning fundamentals</p> <p><i>This topic defines e-learning, explores the criteria for effective practice and asks participants to develop a professional development plan for e-learning</i></p>	<p>1.1 Explore the application of e-learning and technology in teaching and learning</p>	<p>1.1.1 Define e-learning</p> <p>1.1.2 E-learning and learner expectations</p> <p>1.1.3 E-learning and its added value including accessibility benefits</p> <p>1.1.4 Essential knowledge and skills for e-learning (pedagogy vs ICT skills)</p> <p>1.1.5 Self-assessment and maturity models</p> <p>1.1.6 Investigate a spectrum of scenarios where e-learning can enhance or support teaching and learning</p> <p>1.1.7 Explore what constitutes effective practice in e-learning and identify sources of examples of effective practice</p> <p>1.1.8 Contribute to peer-to-peer discussion about the effective use of e-learning</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
1.2 Evaluate an e-learning intervention		1.2.1 Observe an example e-learning intervention 1.2.2 Identify the intended benefits of the e-learning intervention 1.2.3 Carry out an evaluation of the e-learning intervention and identify: <ul style="list-style-type: none"> ■ how learning was enhanced or supported ■ whether the intended benefits were achieved ■ whether potential accessibility barriers or benefits were created 1.2.4 Discuss how the lessons learnt could be applied to own practice
1.3 Develop an e-learning professional development plan		1.3.1 Carry out a self-assessment of e-learning pedagogical skills by means of appropriate tools 1.3.2 Use the results of the assessment to identify strengths and weaknesses 1.3.3 Select a programme of professional development which covers areas of need or interest 1.3.4 Develop an individual learning plan and specify goals to be achieved.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>2. E-learning: initial/diagnostic assessment, induction and guidance</p> <p><i>This topic explores induction and the use of electronic tools to establish the needs of learners and record these in their personal learning plan</i></p>	<p>2.1 Identify initial/diagnostic assessment e-tools for learners and appropriate diagnostic methods</p>	<p>2.1.1 Identify appropriate initial assessment tools, methods and the rationale for their use</p> <p>2.1.2 Identify how e-learning tools can help learners to specify their learning needs</p> <p>2.1.3 Identify whether potential accessibility barriers or benefits were created</p>
	<p>2.2 Verify the learners' previous educational experience and achievements</p>	<p>2.2.1 Verify and credit prior learning and achievement in the learners' personal learning plans and record these electronically</p> <p>2.2.2 Use e-learning tools to record the outcomes of initial assessment</p>
	<p>2.3 Provide feedback on the outcomes of the initial/diagnostic assessment</p>	<p>2.3.1 Provide appropriate feedback on the initial assessment to the learners</p> <p>2.3.2 Record any identified support needs in the learner's personal learning plan</p> <p>2.3.3 Prepare information for colleagues that identifies the results of initial learner assessment and the effects on the selected learning programme</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
2.4 Guide and support the induction of learners into the organisation or their learning programme	2.4	2.4.1 Identify an appropriate range of e-tools to provide effective induction, initial guidance, support and advice for learners ----- 2.4.2 Provide e-learning tools for learners for: <ul style="list-style-type: none"> ■ an induction into their programme ■ initial guidance, support and advice ■ guidance on accessibility options on organisational systems ■ identifying their needs
2.5 Assist learners to develop and review their personal learning plans through the use of e-learning tools	2.5	2.5.1 Support learners to use e-learning tools to identify their learning needs ----- 2.5.2 Ensure the needs identified are appropriate ----- 2.5.3 Review the learner’s personal learning plan to ensure their identified goals are being met ----- 2.5.4 Record any additional support needs in the learner’s personal learning plan.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>3. E-learning: blended learning</p> <p><i>This topic explores the use of e-learning techniques to support or enhance teaching and learning with an emphasis on effective practice and establishing an appropriate blend</i></p>	<p>3.1 Identify opportunities to integrate e-learning</p>	<p>3.1.1 Investigate appropriate examples to establish how learning outcomes can be supported through the use of e-learning</p>
		<p>3.1.2 Identify learning outcomes that could be supported or enhanced through the use of e-learning</p>
		<p>3.1.3 Map curriculum objectives to potential techniques or delivery methods</p>
		<p>3.1.4 Select techniques or delivery methods based on learners’ needs and learning preferences, and identify appropriate skills training for self or learners</p>
		<p>3.1.5 Establish quality criteria for evaluation purposes</p>
	<p>3.2 Plan e-learning</p>	<p>3.2.1 Establish what resources are required and what e-learning facilities are available</p>
		<p>3.2.2 Consult with colleagues, e-learning or ICT specialists to ensure the appropriate use of e-learning and technology</p>
		<p>3.2.3 Develop a set of manageable and measurable tasks to achieve the learning outcomes</p>
		<p>3.2.4 Ensure accessibility and inclusion needs have been identified and supported</p>
		<p>3.2.5 Ensure necessary resources, budgets or approvals have been secured</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
3.3 Implement e-learning	3.4 Evaluate the effectiveness of e-learning	<p>3.3.1 Keep colleagues and specialists informed of progress as necessary</p> <p>3.3.2 Negotiate support from appropriate sources and provide advice and guidance to others as required</p> <p>3.3.3 Monitor and collect information on how learners are responding and identify the necessary adjustments to delivery</p> <p>3.4.1 Use evaluation criteria to measure the extent to which the specified objectives were met for learners with differing needs and abilities</p> <p>3.4.2 Reflect on the results and use this to inform and improve future practice</p> <p>3.4.3 Share the findings with colleagues by one or more methods (including through electronic or web-based services).</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>4. E-learning: use of learning environments, platforms and online learning (websites, intranets, VLE/MLE, including online learning)</p> <p><i>This topic considers the various types of learning platforms in common use and explores how to use the tools and features of a particular platform to support learning.</i></p>	<p>4.1 Plan to use a learning platform</p> <hr/> <p>4.2 Implement the learning platform</p>	<p>4.1.1 Understand commonly used terms such as: platforms, websites, intranets, VLE/MLE, online learning and outline the features of each</p> <hr/> <p>4.1.2 Critically review the use of a learning platform against identified learners’ needs including accessibility needs</p> <hr/> <p>4.1.3 Establish learning outcomes and potential sources of learning material</p> <hr/> <p>4.1.4 Determine what services, functionality or information will be provided via the learning platform</p> <hr/> <p>4.1.5 Describe how users will interact with the learning platform to meet their needs and establish quality criteria for evaluation</p> <hr/> <p>4.2.1 Obtain technical support, advice and guidance where appropriate</p> <hr/> <p>4.2.2 Prepare learners for the use of the chosen platform and organise induction and training if necessary</p> <hr/> <p>4.2.3 Organise and present course materials and activities to direct and guide learners</p> <hr/> <p>4.2.4 Use the tools and features of a chosen learning platform to facilitate different learning contexts, eg blended learning, online learning, etc</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
		<p>4.2.5 Track learners' activities (including those that can be assessed or recorded electronically)</p> <p>4.2.6 Facilitate support in various learning contexts (including online if appropriate)</p> <p>4.2.7 Use other components of the learning platform, eg assessment tools, discussion and collaboration tools to support or enhance the learning experience</p>
4.3	Evaluate the learning platform	<p>4.3.1 Monitor the learning opportunities presented by the learning platform</p> <p>4.3.2 Evaluate the effectiveness of the learning platform in meeting the learners' needs including accessibility needs</p> <p>4.3.3 Evaluate the impact on learners and learning.</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>5. E-learning: content (a) choosing and using</p> <p><i>This topic is about selecting, using and evaluating learning materials to support learners and learning</i></p>	<p>5.1 Research the range of e-learning materials available that meet the learning objectives</p>	<p>5.1.1 Establish a clear need for e-learning materials to meet the needs of the learners and identify the required learning outcomes</p> <p>5.1.2 Identify potential sources of e-learning materials and their cost</p> <p>5.1.3 Identify technical and other requirements needed to use e-learning materials effectively and ensure compatibility with available systems and resources</p> <p>5.1.4 Identify accessibility benefits and barriers associated with different types of learning materials</p>
	<p>5.2 Review and select e-learning materials</p>	<p>5.2.1 Develop selection criteria for materials including learning outcomes, suitability of learner interactions, accessibility and compatibility with available systems and resources</p> <p>5.2.2 Use appropriate criteria or quality standards to review materials and create a shortlist</p> <p>5.2.3 Select e-learning materials to be used, based on best fit against required learning outcomes and other relevant quality criteria</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
5.3 Derive a plan to embed e-learning materials		5.3.1 Develop a plan to incorporate materials into a learning programme which includes; <ul style="list-style-type: none"> ■ any necessary prerequisites ■ a range of scenarios where materials may be blended to achieve learning outcomes ■ a variety of ways in which learners could interact with the materials ■ any other resources or arrangements required
		5.3.2 Develop a framework to evaluate the success of implementing e-learning materials based on objective and measurable criteria
5.4 Implement the plan for e-learning materials utilisation		5.4.1 Organise resources required to utilise e-learning materials
		5.4.2 Implement the plan for utilisation of e-learning materials with learners
		5.4.3 Gather information on the use of the materials for review

Topic title	Learning outcomes – participants will be able to:	Criteria
5.5 Evaluate and review the use of e-learning materials		<p>5.5.1 Review the extent to which the application of e-learning materials met the desired learning outcomes</p> <p>5.5.2 Evaluate the success of the e-learning materials in meeting the learning outcomes and the needs of the learners</p> <p>5.5.3 Compare with the original objectives and identify any required outcomes that are not being met and how they could be achieved</p> <p>5.5.4 Use the evaluation and lessons learned to improve future practice</p> <p>5.5.5 Share the outcomes of the evaluation and lessons learnt with colleagues to promote effective practice.</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>6. E-learning: content (b) assembling and adapting</p> <p><i>This topic is about developing adapted materials to support learners and learning</i></p>	<p>6.1 Research potential e-learning tools and/or materials that could be adapted to meet learning objectives</p> <hr/> <p>6.2 Review and select e-learning tools/materials that could be adapted</p>	<p>6.1.1 Establish a clear need for e-learning materials that could be adapted to meet the needs of learners and identify required learning outcomes</p> <p>-----</p> <p>6.1.2 Identify potential sources of e-learning materials or tools that could be adapted and their cost</p> <p>-----</p> <p>6.1.3 Identify technical, accessibility issues and other requirements needed to utilise e-learning materials effectively and ensure compatibility with available systems and resources</p> <hr/> <p>6.2.1 Develop selection criteria for materials or tools including learning outcomes, suitability of learner interactions and compatibility with available systems and resources</p> <p>-----</p> <p>6.2.2 Use appropriate criteria to review tools or materials and create a shortlist</p> <p>-----</p> <p>6.2.3 Select e-learning tools or materials that could be adapted based on best fit against required learning outcomes and other relevant criteria</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
	6.3 Identify the skills and resources required and then develop or adapt e-learning content	6.3.1 Identify development tools to facilitate adaptation ----- 6.3.2 Identify the technical skills and resources required by self or others to develop and adapt the learning material ----- 6.3.3 Undertake appropriate training ----- 6.3.4 Identify ways to adapt materials for identified learning outcomes or accessibility needs ----- 6.3.5 Develop the adapted e-learning materials to be used
	6.4 Derive a plan to embed adapted e-learning materials	6.4.1 Develop a plan to incorporate materials into a learning programme which includes; <ul style="list-style-type: none"> ■ any necessary prerequisites ■ a range of scenarios where materials may be blended to achieve learning outcomes ■ ways in which learners could interact with the materials ■ alternative learning experiences where accessibility difficulties arise ■ any other resources or arrangements required ----- 6.4.2 Develop a framework to evaluate the success of implementing adapted e-learning materials based on objective and measurable criteria

Topic title	Learning outcomes – participants will be able to:	Criteria
6.5 Implement the plan for adapted e-learning materials		6.5.1 Organise resources required to utilise adapted e-learning materials
		6.5.2 Implement the plan for utilisation of adapted e-learning materials with learners
		6.5.3 Gather information on the use of the materials for review
6.6 Evaluate and review the use of adapted e-learning materials		6.6.1 Review the extent to which the application of adapted e-learning materials met the desired learning outcomes
		6.6.2 Evaluate the success of the adapted e-learning materials in meeting the learning outcomes and the needs of the learners
		6.6.3 Compare with the original objectives and identify any required outcomes that are not being met and how they could be achieved
		6.6.4 Use the evaluation and lessons learned to improve future practice
		6.6.5 Share the outcomes of the evaluation and lessons learnt with colleagues to promote effective practice.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>7. E-learning: assessment, tracking and e-portfolios</p> <p><i>This topic investigates electronic tracking, assessment and evidence portfolios</i></p>	<p>7.1 Assess, with the help of e-learning assessment tools, what individuals have learned or achieved</p> <hr/> <p>7.2 Track learner participation with the help of e-learning</p>	<p>7.1.1 Identify appropriate e-learning assessment tools and methods and establish quality criteria for evaluation</p> <hr/> <p>7.1.2 Identify appropriate learning outcomes as opportunities for formative assessment</p> <hr/> <p>7.1.3 Conduct assessment using an appropriate selection of tools</p> <hr/> <p>7.1.4 Evaluate the assessment tools used</p> <hr/> <p>7.1.5 Identify any accessibility barriers with the assessment tools or materials</p> <hr/> <p>7.1.6 Evaluate the extent to which learners have achieved the desired learning outcomes</p> <hr/> <p>7.1.7 Provide feedback to learners on progress and achievements</p> <hr/> <p>7.2.1 Use e-learning systems to keep accurate records about learner participation and keep them up to date</p> <hr/> <p>7.2.2 Evaluate learners' participation and identify trends</p> <hr/> <p>7.2.3 Establish any need for intervention to improve learners' participation</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
	7.3 Track and report on learners' progress and achievements using e-learning tools	7.3.1 Use appropriate e-learning tools to record and store learners' progress and achievements and ensure learner records are complete and up to date 7.3.2 Use appropriate methods to track learners' and provide reports on learners' progress and achievements 7.3.3 Ensure the confidentiality of information about learners in line with the organisation's policies and legal requirements.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>8. E-learning: supporting learners to use e-learning and technology</p> <p><i>In this topic staff will be supporting learners' use of technology for learning *</i></p>	<p>8.1 Identify learner needs that can be supported through the use of technology</p>	<p>8.1.1 Identify learners' support needs</p> <p>8.1.2 Identify available technologies that could support learners</p> <p>8.1.3 Recognise accessibility features within available technologies</p> <p>8.1.4 Select appropriate technologies to meet identified needs and establish quality criteria for evaluation</p> <p>8.1.5 Encourage learners to use technology as part of their programme</p>
<p>* as distinct from teaching IT</p>	<p>8.2 Select appropriate technologies to support learners</p>	<p>8.2.1 Trial the different technologies with intended learners</p> <p>8.2.2 Evaluate appropriateness and suitability to meet the needs of the learners</p> <p>8.2.3 Select the most appropriate and suitable technology to support learners and learning</p> <p>8.2.4 Develop learners' skills in using the chosen technology</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
8.3 Support learner needs and requirements		8.3.1 Develop learner confidence and competence in using technology for learning
		8.3.2 Assist learners to use technology as part of their learning programme
		8.3.3 Provide learners with adequate access to specialist facilities and support
		8.3.4 Ensure learners have the necessary ICT skills to access learning
8.4 Evaluate the effectiveness of the support provided		8.4.1 Evaluate the effectiveness of support and the technology used to assist the learner
		8.4.2 Identify any barriers to learning.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>9. E-learning: online learning, coaching, mentoring and developing peer support</p> <p><i>This topic investigates the use of online learning for coaching, mentoring and associated collaborative activities</i></p>	<p>9.1 Analyse and develop online teaching and learning approaches</p>	<p>9.1.1 Examine teaching and learning theories and their application to coaching and mentoring</p> <p>9.1.2 Select appropriate online teaching methods on the basis of theory and establish quality criteria for evaluation purposes</p> <p>9.1.3 Develop a learning programme that facilitates the use of online peer, group and trainer coaching and mentoring activities</p>
	<p>9.2 Identify learners' needs and provide online support</p>	<p>9.2.1 Collect information online about learners, their knowledge and skills, learning needs, styles and objectives</p> <p>9.2.2 Provide learners with appropriate online information and support</p> <p>9.2.3 Identify opportunities for coaching, mentoring and supporting learners online</p> <p>9.2.4 Recognise the additional demands for users of assistive technology</p>
	<p>9.3 Identify and use appropriate e-tools to facilitate and manage online learning</p>	<p>9.3.1 Use appropriate tools and techniques to initiate and manage group discussions</p> <p>9.3.2 Identify relevant online and offline materials and resources</p> <p>9.3.3 Assess learners' levels of knowledge, skills and competence through e-tools</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
9.4 Produce an online learning plan and support strategy		9.4.1 Develop an online learning plan
		9.4.2 Plan an online support strategy for individuals and groups, taking account of the resources available
9.5 Implement the plan in a specified area of online teaching and learning		9.5.1 Establish the use of suitable communication tools and resources to facilitate coaching, mentoring and collaborative learning
		9.5.2 Initiate the development of online learning communities
		9.5.3 Monitor and facilitate the development of the online learning community
9.6 Evaluate and review the effectiveness of online teaching and learning programme		9.6.1 Evaluate the effectiveness of online learning communities in helping learners meet their objectives
		9.6.2 Evaluate the value of the e-tools and resources in achieving learning outcomes
		9.6.3 Review the effectiveness of the online teaching and learning programme.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>10. E-learning: exploring the application of e-tools</p> <p><i>This topic allows education staff to update their knowledge and skills of hardware, software or techniques and explore potential applications in teaching and learning</i></p>	<p>10.1 Understand the potential use of hardware, software, systems or materials for e-learning</p>	<p>10.1.1 Understand the terminology and functionality of selected e-tools</p> <p>10.1.2 Consider applications of the e-tools' functionality in teaching and learning practice and establish what learning outcomes are being met</p> <p>10.1.3 Critically review the use of the e-tools to see how learner needs are or could be met, including accessibility needs and how effectiveness could be measured</p> <p>10.1.4 Develop outline quality criteria for effective use of the e-tools</p> <p>10.1.5 Determine the use of appropriate practices in different contexts</p>
	<p>10.2 Identify learners' needs that could be met through the use of e-tools</p>	<p>10.2.1 Define a potential target audience and describe how they can interact with the e-tools to meet their needs</p> <p>10.2.2 Collect information about their knowledge and skills, preferences, styles and learning needs</p> <p>10.2.3 Identify specific learning objectives that could be supported through applicable tools based on established needs</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
10.3 Ensure that e-tools accommodate the different needs of learners		10.3.1 Identify the different access needs of learners 10.3.2 Investigate ways e-tools can be utilised to meet the access needs of learners 10.3.3 Identify potential applications of e-tools to comply with accessibility, health and safety, security requirements as well as meeting learning outcomes 10.3.4 Suggest ways in which the application of e-tools can be evaluated to identify learning outcomes that are not being met
10.4 Determine what professional knowledge and skills and/or ICT skills are required		10.4.1 Undertake a self-assessment to identify a range of CPD needs 10.4.2 Use these to contribute to a professional development plan to meet personal and professional goals 10.4.3 Undertake appropriate professional updating or skills training 10.4.4 Review what has been learned and identify potential opportunities for application.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>11. E-learning: undertake an e-learning development project</p> <p><i>This generic topic develops a project-based approach to e-learning implementation</i></p>	<p>11.1 Develop a proposal</p>	<p>11.1.1 Establish the need and specify the proposal’s scope, objectives and outcomes</p> <p>11.1.2 Identify the beneficiaries, the potential benefits and ways to measure if they have been achieved based on quality evaluation criteria</p> <p>11.1.3 Involve relevant specialist staff in the development of proposal plans consistent with their scope and objectives</p> <p>11.1.4 Collect information about beneficiaries, their knowledge and skills, preferences, accessibility needs and identify their learning needs and requirements</p>
	<p>11.2 Action plan the e-learning proposal and identify monitoring opportunities</p>	<p>11.2.1 Divide the work into manageable, measurable and achievable tasks related to the outcomes</p> <p>11.2.2 Establish links, work methods, schedules, evaluation methods, monitoring and dissemination opportunities</p> <p>11.2.3 Perform a self-assessment to determine what professional knowledge and skills are required</p> <p>11.2.4 Secure any resources, budgets and approvals necessary to complete the proposal</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
		11.2.5 Establish clearly the limits of own, and other people’s authority, within the proposal
		11.2.6 Ensure appropriate professional or skills updating for those involved in the proposal
11.3	Implement the proposal for a specified area	11.3.1 Keep relevant colleagues informed about the proposal and involve them in problem solving
		11.3.2 Negotiate support from appropriate sources
		11.3.3 Provide advice and guidance to help colleagues meet their responsibilities
		11.3.4 Monitor carefully the progress of the proposal against plans and make any necessary adjustments with the knowledge and agreement of colleagues
11.4	Evaluate and report using the findings to review and improve quality	11.4.1 Complete all necessary procedures relating to finance, resources or personnel to close the project and acknowledge the contribution of colleagues
		11.4.2 Gather feedback from others and involve them in reviewing the project

Topic title	Learning outcomes – participants will be able to:	Criteria
		11.4.3 Measure the extent to which the project: <ul style="list-style-type: none">■ objectives have been achieved according to agreed quality criteria, costs and schedules in the proposal■ has affected the quality of teaching and learning
		11.4.4 Disseminate findings according to agreed procedures
		11.4.5 Use the results of the evaluation to review and improve the quality of teaching and learning.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>12. E-learning developer: materials and content</p> <p><i>This specialist topic outlines how to plan, design, develop, and evaluate materials and content for teaching and learning</i></p>	<p>12.1 Plan and structure e-learning materials or content development.</p> <p>12.2 Design specification for e-learning materials or content</p>	<p>12.1.1 Determine the specific goals of the materials or content</p> <p>12.1.2 Determine the target audience or learner group</p> <p>12.1.3 Determine the scope of the materials or content to be developed</p> <p>12.1.4 Determine specific measurable objectives for each goal</p> <p>12.1.5 Analyse whether the materials or content will meet the needs of the target audience or learner group</p> <p>12.1.6 Identify best practice and plan to use in accessibility design</p> <p>12.1.7 Identify the deliverables, significant tasks and milestones, and establish quality criteria for evaluation</p> <p>12.2.1 Identify support requirements to develop and implement the materials or content</p> <p>12.2.2 Identify resources required to develop or author the content</p> <p>12.2.3 Identify skills needed to develop or author the content</p> <p>12.2.4 Make good any deficiencies</p> <p>12.2.5 Produce detailed specification to include pedagogical and technical requirements</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
12.3 Develop e-learning materials/content according to specification		12.3.1 Create or author the required content to meet specifications ----- 12.3.2 Do any necessary pre-testing and validation ----- 12.3.3 Modify materials according to feedback from testing ----- 12.3.4 Produce supporting materials, student manuals, trainer manuals and technical manuals ----- 12.3.5 Use the material or content with learners and do further testing and corrections as needed
12.4 Evaluate the effectiveness of the design materials or content in use		12.4.1 Conduct peer review to evaluate product effectiveness ----- 12.4.2 Evaluate potential accessibility impact (positive and negative) and appropriateness of adaptations ----- 12.4.3 Conduct formative and summative evaluations of materials with learners.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>13. E-learning developer: learning platforms</p> <p><i>This specialist topic reviews the applicability of learning platforms (VLE/MLE, wireless, intra/extra/internet, etc) and critically evaluates their applicability to teaching and learning</i></p>	<p>13.1 Review various features of a learning platform in use</p>	<p>13.1.1 Identify the target audience and their needs</p> <p>13.1.2 Determine what services, functionality or information should be provided via the learning platform</p> <p>13.1.3 Describe how users should interact with the learning platform to meet their needs</p> <p>13.1.4 Identify the content required to support the services provided on the learning platform</p> <p>13.1.5 Develop quality criteria to review the effectiveness of the learning platform</p>
	<p>13.2 Implement and review</p>	<p>13.2.1 Assess the usability and accessibility of the learning platform for staff and students</p> <p>13.2.2 Gather information to ensure the system meets the needs of learners</p> <p>13.2.3 Develop support and training plan for staff and learners in the use of the system</p> <p>13.2.4 Develop periodic and regular reviews of the learning platform in use</p> <p>13.2.5 Benchmark against best practice to improve the platform's use</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
13.3 Critically evaluate the learning platform in meeting learner needs	<p>13.3.1 Monitor and evaluate use of the learning platform</p> <p>13.3.2 Monitor the quality of information held on the platform</p> <p>13.3.3 Evaluate the various features of the learning platform to determine flexibility, ease of use, customisation and user acceptance</p> <p>13.3.4 Evaluate the effectiveness of the learning platform in meeting learner needs.</p>	

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>14. E-learning developer: resource acquisition and deployment</p> <p><i>This topic explores the acquisition and deployment of e-learning resources to support teaching and learning</i></p>	<p>14.1 Plan an e-learning resource acquisition strategy</p>	<p>14.1.1 Review organisational strategic plans with regard to the implementation of e-learning resources.</p> <p>14.1.2 Determine the anticipated levels of investment needed to meet the desired engagement with e-learning resources</p> <p>14.1.3 Audit and review e-learning resources allocated to all areas of the organisation</p> <p>14.1.4 Audit the accessibility credentials of proposed purchases</p> <p>14.1.5 Develop a resource strategy and identify costs where resources allocated are insufficient</p> <p>14.1.6 Identify priorities for resource requirements in order to secure adequate resources</p> <p>14.1.7 Identify the deliverables, significant tasks and milestones</p>
	<p>14.2 Deploy the resources for the organisation’s e-learning strategies and plan</p>	<p>14.2.1 Deploy resources in line with the resource strategy and plan</p> <p>14.2.2 Deploy technologies and methodologies that support and increase user productivity and self-sufficiency</p> <p>14.2.3 Implement learning support activities to ensure learning resource effectiveness</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
		14.2.4 Provide training and information on accessibility options to enable learners to find and use resources
		14.2.5 Consult learners on their learning support needs and feed these needs into resource deployment processes
14.3	Monitor and evaluate the effectiveness of e-learning resources with regard to acquisition and deployment	14.3.1 Monitor resource usage by learners 14.3.2 Assess skills training offered to learners and staff 14.3.3 Conduct regular audits of resource use and availability 14.3.4 Monitor whether resources are accessible for all groups of learners 14.3.5 Evaluate the effectiveness of learning resources deployed in support of the intended learning outcomes.

Topic title	Learning outcomes – participants will be able to:	Criteria
15. Leadership: developing a vision and strategy for e-learning	15.1 Understand current, emerging and future technologies and their potential to enable support and enhance learning	15.1.1 Evaluate a range of existing, emerging and future trends and applications in technology, and their potential to enable, support and enhance learning
	Understand how to use a research and development model to inform organisational change and innovation	15.1.2 Justify the need for change in the light of the organisation’s current vision and purposes, and the outcomes of research into emerging and future technologies
		15.1.3 Evaluate the existing organisational style, structure, culture and practices and identify the potential for the organisation to embrace innovation including current approaches and attitudes to teaching, learning and the use of technology
	15.2 Apply models, theories and processes underpinning organisational development and curriculum development, to devise a vision and strategy for e-learning in the organisation	15.2.1 Plan and communicate with all stakeholders to consult, engage and generate commitment to a vision and strategy for e learning

Topic title	Learning outcomes – participants will be able to:	Criteria
	<p>15.2.2 Devise a vision and strategy for e-learning that is:</p> <ul style="list-style-type: none"> ■ inclusive, promotes equality and engages with diversity ■ consistent with the organisational purposes and values that underpin approaches to teaching and learning ■ aligned with national strategy and funding arrangements ■ financially viable ■ environmentally appropriate 	
	<p>15.2.3 Evaluate the interface between the proposed e-learning strategy and other associated strategies, policies and initiatives to best position the organisation in relation to the proposed innovation</p>	
	<p>15.2.4 Devise and ratify a strategic plan for implementation that identifies:</p> <ul style="list-style-type: none"> ■ key milestones and measures for success of the e-learning strategy ■ short- and long-term financial, social and environmental costs and/or benefits to learners and others ■ the investment required to implement and sustain the e-learning vision and strategy 	

Topic title	Learning outcomes – participants will be able to:	Criteria
15.3 Understand how to improve the development of organisational vision and strategy in the context of e-learning		15.3.1 Evaluate the processes, outcomes and achievements in initiating, planning and developing the e-learning vision and strategy and identify the factors that enhanced and/or inhibited innovation ----- 15.3.2 Identify and use key learning points to improve organisational capacity for strategic development
15.4 Evaluate and improve own skills, understanding and ability to lead strategy and vision in the context of e-learning		15.4.1 Use reflection and feedback to identify own role, skills and understanding in relation to: <ul style="list-style-type: none"> ■ the potential of emerging technologies in the learning environment ■ organisational styles, structures and cultures and their impact on innovation ■ leadership of vision and strategy ■ communication skills to engage and influence others ----- 15.4.2 Seek and use appropriate opportunities for self development.

Topic title	Learning outcomes – participants will be able to:	Criteria
16. Leadership: planning and implementing an e-learning strategy	16.1 Understand how to transform organisational and personal learning cultures and practices to enhance the curriculum	16.1.1 Analyse the culture of the organisation to identify factors that are likely to enhance and/or inhibit the introduction and embedding of the e-learning strategy
	Understand how to establish organisational needs and starting points for innovation in the context of e-learning	16.1.2 Analyse audit data relating to the organisation’s existing practices, procedures and staff skills to establish a baseline for implementation
	16.2 Use models, theories and processes underpinning organisational development, culture and change to plan and implement a vision, strategy and policy for e-learning	16.2.1 Select and justify approaches to the implementation of the e-learning strategy that are appropriate and responsive to the culture of the organisation, enhance learning and address organisational needs
	Understand how to use a range of communication skills and methods to communicate effectively with all stakeholders in the context of organisational change and innovation	16.2.2 Select and justify methods and approaches for developing agreed policy and procedures for: <ul style="list-style-type: none"> ■ identifying outcome measures for the implementation and monitoring of the e-learning vision, strategy and policy ■ identifying appropriate roles, responsibilities, targets and timescales ■ securing and allocating human, financial and other resources on a long- and short-term basis

Topic title	Learning outcomes – participants will be able to:	Criteria
		<ul style="list-style-type: none"> ■ training and development to prepare all personnel for their roles ■ reviewing policy and procedures on a regular basis
	16.2.3	Select and justify appropriate methods to disseminate the agreed e-learning vision, strategy and policy, its purpose, potential, short- and long-term impact
	16.2.4	Select, use and justify ways of communicating and liaising with others to: <ul style="list-style-type: none"> ■ ensure that the e-learning implementation plans are appropriately aligned with other associated organisational policies and initiatives and with relevant legislative requirements ■ secure commitment for policy and enthusiasm for innovation and change in the context of e-learning ■ overcome resistance and other barriers to successful implementation of the e-learning vision, strategy and policy

Topic title	Learning outcomes – participants will be able to:	Criteria
16.3 Understand how to use monitoring and evaluation to improve the planning and implementation of policy and the management of change		16.3.1 Evaluate the process of planning and implementing change using feedback from stakeholders and other sources of data ----- 16.3.2 Identify and use key learning points to improve the management of innovation and change throughout the organisation
16.4 Evaluate and improve own skills, understanding and ability to lead on the planning and implementation of policy in the context of e-learning		16.4.1 Use reflection and feedback to identify own role, skills and understanding of planning and implementing vision, strategy and policy including: <ul style="list-style-type: none"> ■ distributed leadership ■ communication skills to engage, influence and negotiate with others ■ coaching skills ■ keeping up to date with media and emerging technologies ----- 16.4.2 Seek and use appropriate opportunities for development and improvement.

Topic title	Learning outcomes – participants will be able to:	Criteria
17. Leadership: embedding and sustaining innovation and development in e-learning	17.1 Understand the role of leadership in the development of the learning organisation	17.1.1 Identify the role of leadership in the process of sustaining innovation in organisational culture and practices in the context of e-learning
	Understand how to use a range of research skills to review and evaluate cultural transformation and innovation in e-learning	17.1.2 Select, justify and use processes to collect and analyse qualitative and quantitative data to: <ul style="list-style-type: none"> ■ assess the impact of the innovation on <ul style="list-style-type: none"> □ the organisation’s culture and practices □ the learners’ experiences and achievements ■ internally and externally benchmark practices and outcomes ■ revise strategy, policy and procedures as necessary
	17.2 Understand how to support and maintain change in the context of e-learning	17.2.1 Use approaches to support a transforming culture in the context of e-learning that includes:
	Understand how to use formal and informal communication to enhance the effectiveness of organisational learning	<ul style="list-style-type: none"> ■ infrastructure and resources that continuously support and enhance changed practices ■ an environment that values and facilitates learning, empowerment, creativity, innovation and reflection ■ a research and development culture

Topic title	Learning outcomes – participants will be able to:	Criteria
		<p>17.2.2 Select and justify ways to:</p> <ul style="list-style-type: none"> ■ sustain energy and enthusiasm for innovation in e-learning ■ maintain and update physical, technological and human resources <p>17.2.3 Review and select ways of identifying effective and ineffective practice to:</p> <ul style="list-style-type: none"> ■ transfer knowledge and disseminate changed and improved practices ■ report to key stakeholders ■ inform future planning
	<p>17.3 Understand how to develop and improve the effectiveness of organisational learning and the capacity for self improvement</p>	<p>17.3.1 Analyse and improve organisational capacity to use data from research and evaluation to inform vision, strategy and planning</p> <p>17.3.2 Analyse key learning points from the experience of innovation in the context of e-learning to improve the effectiveness of organisational learning and the capacity for self improvement</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
	17.4 Understand how to improve own skills, understanding and ability to lead and support a culture of learning and innovation	17.4.1 Use reflection, feedback and data from other sources to review own role, skills and understanding of leadership and innovation in the context of e-learning <hr/> 17.4.2 Seek and use opportunities for self development in respect of: <ul style="list-style-type: none">■ role as a leader and change agent■ research skills and the analysis of data■ keeping up to date with media and emerging technologies.

Topic title	Learning outcomes – participants will be able to:	Criteria
18. Internal adviser (i-adviser): supporting staff development	18.1 Provide information to support e-learning developments	18.1.1 Ensure e-learning knowledge trends and developments are up to date ----- 18.1.2 Identify, collate and verify relevant information ----- 18.1.3 Obtain advice and guidance from relevant specialists as necessary ----- 18.1.4 Evaluate the impact of e-learning on delivery ----- 15.1.5 Provide clear and concise explanations of information for anticipated audience which are useful to support their actions and decisions
<i>This internal adviser topic is aimed at encouraging and engaging educational workforce development in e-learning within an organisation</i>	18.2 Identify and disseminate good practice in using e-learning	18.2.1 Obtain information on developing practice in e-learning ----- 18.2.2 Identify criteria for good practice in relation to the anticipated needs of the audience ----- 18.2.3 Recognise and disseminate the positive correlation between e-learning and accessibility ----- 18.2.4 Present relevant good practice in using e-learning to meet the needs of others

Topic title	Learning outcomes – participants will be able to:	Criteria
18.3 Design and implement development programmes to enable staff to use e-learning		<p>18.3.1 Establish accurately the knowledge and skills staff require to use e-learning</p> <p>18.3.2 Assess current levels of staff knowledge and skills in using e-learning</p> <p>18.3.3 Design development programmes that help staff to develop and apply their knowledge and skills and establish quality criteria for evaluation</p> <p>18.3.4 Secure the resources necessary to deliver e-learning staff development programmes</p> <p>18.3.5 Provide advice and guidance to others delivering e-learning staff development programmes</p> <p>18.3.6 Monitor the delivery of development programmes and take action as necessary</p> <p>18.3.7 Evaluate the effectiveness of e-learning staff development programmes</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
18.4 Contribute to the evaluation of e-learning strategy and practice	18.4.1	Maintain systems for monitoring the use of e-learning and evaluating its effectiveness
	18.4.2	Involve learners and colleagues in monitoring and evaluating the effectiveness of e-learning
	18.4.3	Gather complete, valid and up-to-date information about the use of e-learning
	18.4.4	Evaluate the relative effectiveness of e-learning compared with alternative learning approaches
	18.4.5	Provide information and analysis to support the evaluation of e-learning strategy.

Topic title	Learning outcomes – participants will be able to:	Criteria
19. External adviser (e-adviser): supporting staff in organisation	19.1 Provide information to support quality improvement through the application of e-learning and technology	19.1.1 Maintain appropriate and up-to-date knowledge of e-learning and technological developments ----- 19.1.2 Evaluate the impact of e-learning and technology and identify, collate and verify relevant information ----- 19.1.3 Obtain advice and guidance from relevant specialists as necessary ----- 19.1.4 Support developments by interpreting and presenting information clearly and concisely
<i>This external adviser topic is aimed at encouraging and engaging educational workforce development in e-learning for external agencies</i>	19.2 Identify and disseminate effective practice in the use of e-learning and technology	19.2.1 Obtain information on developing practice from a variety of sources ----- 19.2.2 Establish relevant criteria for effective practice ----- 19.2.3 Embed inclusion and accessibility awareness in effective practice ----- 19.2.4 Implement an effective practice dissemination strategy ----- 19.2.5 Evaluate the effectiveness of the dissemination activity

Topic title	Learning outcomes – participants will be able to:	Criteria
19.3 Design and implement development programmes that incorporate e-learning and technology		19.3.1 Establish the e-learning and technology knowledge and skills required by staff ----- 19.3.2 Design programmes that support the development of appropriate knowledge and skills for staff of different abilities ----- 19.3.3 Establish and secure the resources necessary for the development programme ----- 19.3.4 Monitor the delivery of the programme and take action as necessary ----- 19.3.5 Evaluate the effectiveness of the programme in meeting staff needs.

Topic title	Learning outcomes – participants will be able to:	Criteria
<p>20. External adviser (e-strategist): supporting strategic developments</p> <p><i>This topic underpins the development of a strategic approach to quality improvement through e-learning and technology</i></p>	<p>20.1 Provide information to support quality improvement through the application of e-learning and technology</p>	<p>20.1.1 Maintain appropriate knowledge of government policies and initiatives</p> <p>20.1.2 Evaluate the potential impact of e-learning and technology on these policies and identify, collate and verify relevant information</p> <p>20.1.3 Obtain advice and guidance from relevant specialists and agencies as necessary</p> <p>20.1.4 Support developments by interpreting and presenting information clearly and concisely</p>
	<p>20.2 Plan for quality improvement in teaching and learning</p>	<p>20.2.1 Collate intelligence and identify where e-learning and technology will enhance or support teaching and learning</p> <p>20.2.2 Identify desired outputs</p> <p>20.2.3 Identify the tasks and organisations necessary to achieve the desired outputs</p> <p>20.2.4 Plan and derive milestones for a project plan</p> <p>20.2.5 Allocate and cost appropriate resources to implement the project plan</p> <p>20.2.6 Identify review points and expected quality improvement targets</p>

Topic title	Learning outcomes – participants will be able to:	Criteria
20.3 Implement a quality improvement process		20.3.1 Meet and discuss with partners and relevant organisations the implementation of the strategic plan
		20.3.2 Inform appropriate education and training centres who will be involved in the strategy/initiative either directly or through a relevant agency
		20.3.3 Support developments by interpreting and presenting information clearly and concisely
		20.3.4 Manage and discuss progress with the organisations implementing the strategy/initiative
20.4 Review and evaluate the quality improvement process and make recommendations		20.4.1 Collate feedback from participants via organisations implementing the strategy/initiative
		20.4.2 Review and quantify the success of the strategy/initiative against desired quality improvement targets
		20.4.3 Report findings and recommendations to enhance the use of e-learning and technology in teaching and learning.