

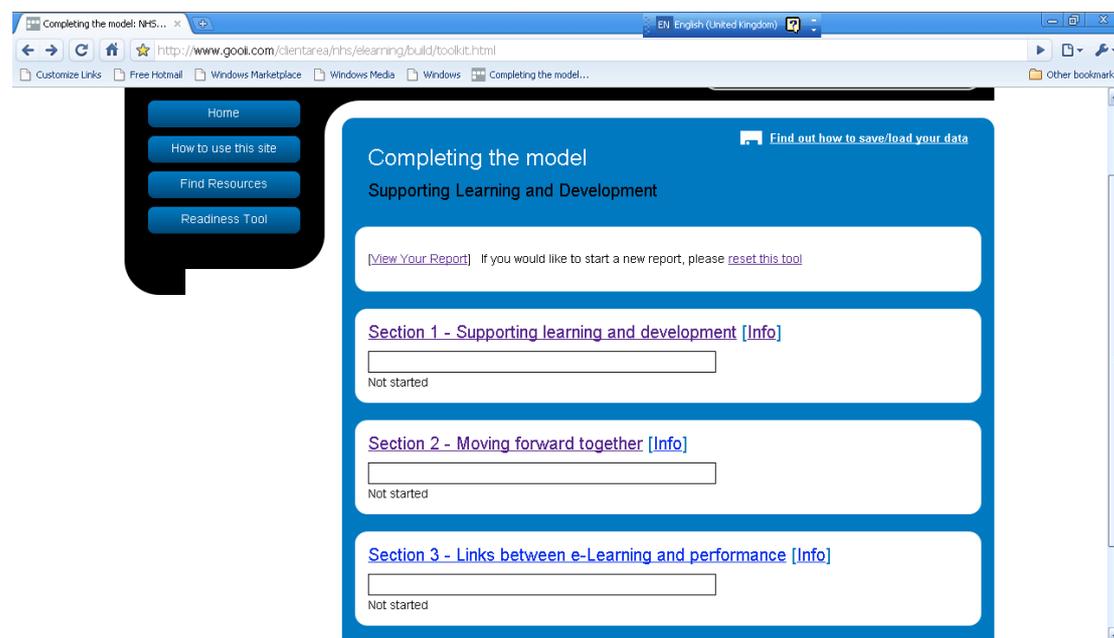
Who can use the Widening Participation e-Learning Readiness Tool?

Technology offers unprecedented opportunities to support learning. The Skills for Health Tool is designed to help teams and organisations evaluate their current use of e-Learning, to identify weak areas and to plan for improvements, particularly in a Widening Participation context.

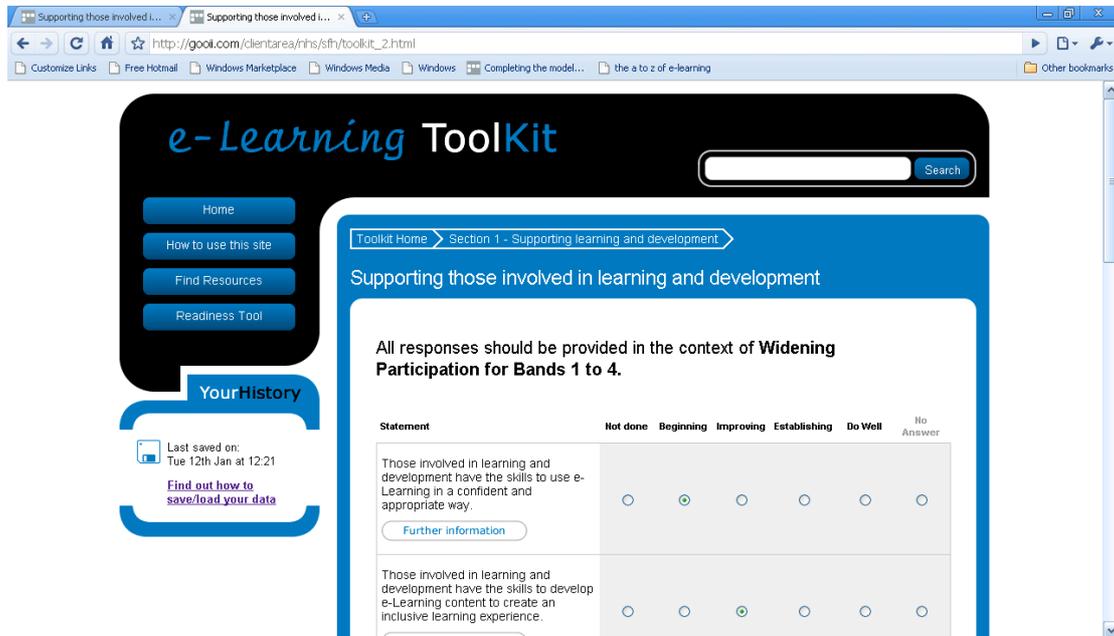
The Tool is presented in three *sections* aimed at specific User groups.

- those involved in the design and delivery of e-Learning,
- those responsible for promoting e-Learning and leading change across the organisation and
- those with a strategic responsibility.

You may complete more than one *section*. For example, a manager may be involved in the design of e-Learning and also have a responsibility for taking e-Learning forward across the organisation.

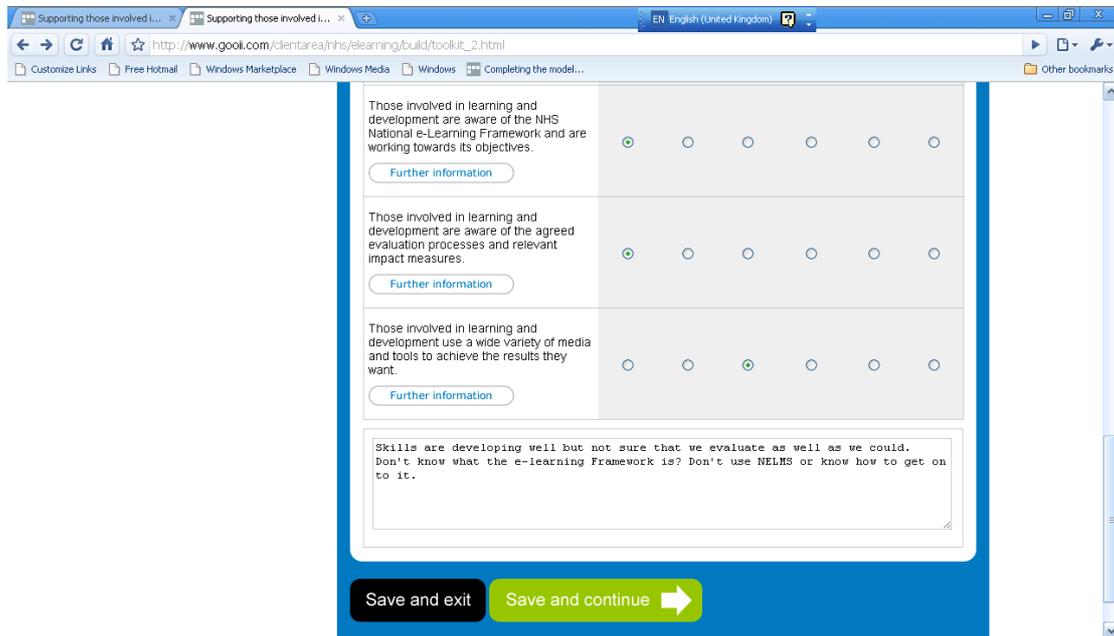


Once a *category* has been selected, the Tool presents you with a list of *statements* that describe the conditions that support good practice in e-Learning. You will be invited to assess your organisation against each *statement*. To ensure that you and your colleagues understand the significance of each *statement*, there will be associated links to scenarios, examples and additional information that will put the *statement* into a working context. These can be accessed by selecting 'Further information'.



Once you have completed a *section*, you will be given the option to see a summary of your responses. You can do this by selecting 'View your report'. The summary will present back to you the categories completed and the overall response score.

As you complete a *category*, you will be given the option to 'Save and exit' or 'Save and continue'. You can store your responses on a local computer (done automatically) or save a URL to resume later.



Each category has a text area where you can make notes, about evidence or intended actions for example. The notes will be presented in the report.

How the Tool can help to develop e-Learning

The Tool can be used by individuals on behalf of their team, department or organisation or by a group of people who each complete it and then compare their responses. There is an example below of a team using the Tool.

Scenario

Emma is an ETD Practitioner. She has worked in the NHS for many years and has seen many changes in the way that training and support is offered and supported. She recently changed her job and came from a team that had well developed e-Learning to her new team, where e-Learning is ad hoc. Many staff seem fearful of it and it is not always available to all staff on an equal basis.

She is aware that the need for training is much greater than the face-to-face training available. Staff cannot be released when training is available and the quality of training varies by provider. She has discussed the benefits of elearning with colleagues and in particular, the Widening Participation lead. They have decided to use the coming staff development session to introduce the Widening Participation e-Learning Readiness Tool as a way to get team members to think about their own use of technology and learning.

At the development meeting, Emma introduces the Tool and asks her colleagues to work in pairs and go through the 'Supporting Learning and Development' section. This is done online and at the end of 40 minutes, each pair prints out a report. The team comes together to discuss their findings. The reports identify the weak areas of e-Learning and although there are some differences in pairs perceptions' of the problems, most agree that there are some key problem areas. Most of the team feel that they do not have the skills to develop e-Learning and don't know what 'good' e-Learning looks like. They have a discussion about the way they usually look at the impact of learning and agree that this aspect needs addressing across all learning – not just e-Learning.

Emma shows the team some examples of short e-Learning modules and emphasise that there are a wide variety of learning materials to support different learning styles and levels of skill. They agree an action plan that requires them to focus on one training area, identify good quality resources from the NHS repository against a criteria checklist and undertake the training – possibly as a pair exercise. They will pay particular attention to access to IT for staff working in bands 1-4 and any additional support they may need to work through the e-Learning modules and get the most out of it. The results will be discussed at next months' team meeting and an item has been put on next months Agenda.

Benefits of using the Tool

The Tool describes good learning practices that underpin good e-Learning. It will encourage users to

- Become more aware of the link between learning and quality service
- Encourage teams to discuss the nature of learning and the conditions necessary for it to happen effectively across all staff bands
- Consider cost in terms of purchasing and creating e-Learning
- Evaluate the impact of e-Learning on staff in bands 1-4
- Identify priority areas to develop e-Learning
- Highlight misconceptions and attitudes towards e-Learning amongst learners and those responsible for supporting staff in bands 1-4
- Build up common references with other learning practitioners
- Understand that e-Learning is not a cheap response to training needs
- Consider the way that e-Learning is promoted to staff in bands 1-4
- Ensure coherence between e-Learning and other learning approaches
- Re-ignite interest in learning for some practitioners
- Explore learner-centred learning for ALL staff
- See improvements by regularly completing the Tool

Response Options

As you work through the statements in the Tool, you will be invited to select a response from 5 options.

No answer

You do not wish to assess this at this stage. As you work through the statements you may feel that you don't have enough information to respond or that you are not involved in this area of work. If you don't want to respond to this statement at the moment, select 'No' answer and move to the next statement. If there are too many responses that are 'No' answers it will not be possible to provide a level of readiness for that category.

Not Done

Your organisation does not do this at all or only very little. If you cannot see evidence of the activity described in a statement, you would select 'Not done'. There is no clarity about ways the statement is met and no stated intent to formally develop this area.

Beginning

Your organisation is working towards this but it is patchy and inconsistent. There may be plans in this area and colleagues recognise that something is needed, are discussing it or may have a basic proposal, but so far, it has not materialised.

Improving

Your organisation has made some progress but there is room for improvement. This response indicates that some progress has been made but there is significant development work to do. For example, there may be small group of colleagues who are responsible for developing e-Learning in the organisation that have produced some policies. You may already have an e-Learning support network that is not well used.

Establishing

Your organisation has made good progress and has a clear plan for improvements. This response recognises that there is agreement on the benefits of e-Learning and something has been implemented. The signs are that it is working well but there are plans to improve or extend it.

Do well

Your organisation does this well. You would select this response if you have an effective way to share success and solve e-Learning problems with others.

Not done and Do well are fixed points at the ends of a scale. The others represent bands of readiness.

The Tool Cycle

