

# Faculty of Education E-learning Sub-committee

## *Development Planning & Support Process*

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### **Aim**

The aim of the development planning & support process is to support departments and centres to achieve their strategic objectives through appropriate development of technology in support of learning & teaching, consultancy and research.

### **Process Outline**

A process to achieve this aim is outlined below.

1. Identify department and centre strategic objectives which have a potential e-learning (or significantly technological) dimension.
2. Identify e-learning reps for each department and centre.
3. Develop a framework (see Appendix) of areas for e-learning development and identify which areas should be addressed at University College, Faculty, department, centre and programme levels.
4. Using the framework (see Appendix), consult with departments and centres, taking appropriate input from heads and programme directors, to refine their strategic objectives and identify a set of S.M.A.R.T. (Specific Measurable Attainable Realistic Timebound) objectives.
5. Organise all identified S.M.A.R.T. objectives into department/centre and programme levels and internally prioritise these into a 3 year plan.
6. Estimate support required to implement all department/centre plans and, as a Faculty, secure resource and/or adjust priorities as appropriate.
7. Schedule implementation.

This is a developing process and will be continually improved. Please make any suggestions through the discussion fora in the E-learning Sub-committee Blackboard learning environment.

### **Responsibilities**

**Faculty Learning Technologist** responsibilities in this process include:

- co-ordinating the development planning and support process
- supporting department and centre reps to prepare e-learning plans, specifically
  - providing a framework for development
  - consulting on the development of departmental, centre and programme level objectives
  - advising on the embedding of Faculty and University College wide objectives
  - facilitating the sharing of good practice

- supporting the implementation of department and centre e-learning plans, specifically:
  - providing access to appropriate technologies
  - facilitating appropriate staff development
  - providing on-going development support & consultancy
- reporting to the E-Learning Sub-committee

**Department and Centre Reps'** responsibilities in this process include:

- preparation of department and centre e-learning plans, specifically
  - advising departments, centres and programmes on areas for possible development
  - identifying and prioritising departmental, centre and programme level objectives
  - identifying existing practice
- liaising with the Faculty Learning Technologist

### **Reporting**

- Regular progress updates reported in the E-learning Sub-committee Blackboard learning environment.
- Termly reporting at E-learning Sub-committee meetings.

# Appendix

## ***Development Framework***

The framework below sets out a number possible focus areas for e-learning development in the Faculty. The framework builds on research and good practice in the Faculty, the wider University College and from the national and international community. It contains areas for focus relating to both the application of technologies which support learning & teaching, consultancy and research and to key enabling processes, without which developments are unlikely to succeed.

### **How to Use This Framework**

E-learning reps should use the areas in the ‘Department, Centre & Programme Level’ section of the framework as a guide to developing S.M.A.R.T. objectives for your department/centre. Consult with your department/centre and try to identify where your strategic objectives may be supported through developments in each of these areas. Refer to further reading resources and review exemplars of good practice in the Faculty to assist you (see the E-learning Sub-committee learning environment). Consult with your Faculty Learning Technologist for advice and support. Try to identify objectives which may be department/centre wide and those which may be programme-specific.

The framework also includes a number of focus areas which will be addressed at Faculty and University College levels from which objectives will be developed which will inform all departments, centres and programmes. Good practice in departments, centres and programmes will, in turn, inform them over time.

<b>A</b>	<b>Department, Centre &amp; Programme Level Focus Areas</b>
<b>A1</b>	<b>ENABLING PROCESSES</b>
<b>A1.1</b>	<b>Student Computing Registration &amp; Induction</b>
	Planning for student computing registration and induction processes and awareness of academic staff responsibilities therein.
<b>A1.2</b>	<b>Student E-learning Orientation</b>
	Planning to ensure time is scheduled for e-learning orientation for all students, including Library resources and information on resources and support to aid their own development of ICT.
<b>A1.3</b>	<b>Student ICT Skills Development</b>
	Planning for development of resources and support to enable self-directed student development of ICT skills.
<b>A1.4</b>	<b>Management of Students’ Expectations</b>
	Planning to manage students and partners’ expectations of the level of ICT required to join programmes, including level of equipment/access required where independent study requires use of ICT.
<b>A1.4</b>	<b>Staff Development</b>
	Planning to ensure time is made available for appropriate staff development.

<b>A2</b>	<b>TECHNOLOGIES</b>
<b>A2.1</b>	<b>Web Publishing</b>
	Development of web publishing technology to make learning resources available to students at a distance.
<b>A2.2</b>	<b>Communication &amp; Collaboration</b>
	Development of technology to improve the communications, and facilitate greater levels of collaboration, between the Faculty, its students and partnership organisations.
<b>A2.3</b>	<b>Assessment</b>
	Development of technology to support formative and summative assessment.
<b>A2.4</b>	<b>Research</b>
	Development of technology to support staff and students' research.
<b>A2.5</b>	<b>Evaluation</b>
	Development of technology to support programme evaluation, auditing and reporting.
<b>A2.6</b>	<b>Pre-registration</b>
	Development of technology to support students during the admissions/pre-registration process.
<b>B</b>	<b>Faculty Level Focus Areas</b>
<b>B1</b>	<b>ENABLING PROCESSES</b>
<b>B1.1</b>	<b>Staff Development</b>
	Providing staff development for e-learning skills including consideration for minimum skills specification and induction of new staff.
<b>B1.2</b>	<b>Research</b>
	Development of a Faculty pedagogy for e-learning.
<b>C</b>	<b>University College Level Focus Areas</b>
<b>C1</b>	<b>ENABLING PROCESSES</b>
<b>C1.1</b>	<b>Programme Validation</b>
	Building in consideration of the role of technology, including Library resources into the programme validation process.
<b>C1.2</b>	<b>Accessibility</b>
	Developing systems and support to ensure technology-related resources are accessible to all students, including those with additional learning needs.
<b>C2</b>	<b>TECHNOLOGIES</b>
<b>C2.1</b>	<b>Personal Development Planning</b>
	Development of technology to support students in reflecting on, planning for and recording development of their own key/transferable/soft skills.