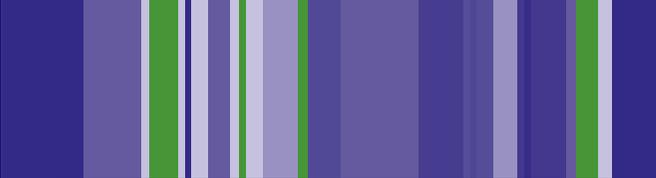


E-learning in the Health Sector: Some Key Quality Principles



Acknowledgements

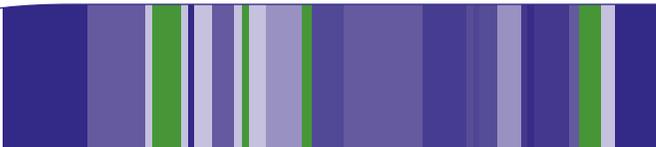
This document has been developed with the support of the E-learning leads for the strategic health authorities within England and their support is gratefully acknowledged. While it is anticipated that the contents of this document should have relevance for healthcare organisations/education providers beyond England further exploration is needed to determine this.

Disclaimer

References to products, websites and other resources are for guidance only and do not constitute an endorsement of such resources. Skills for Health can accept no liability for loss or damage arising from reliance on any advice provided in this publication.

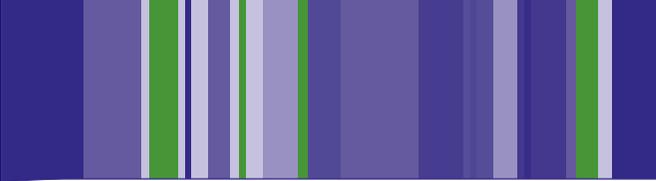
Need any help

Skills for Health is an established expert in e-learning and through its Core Learning Unit is a leading e-learning provider to the health sector. As part of its remit to support the development of the health sector workforce through effective education, SfH is committed to supporting the sector to fully benefit from the greater use of learning technologies such as e-learning. For more information about how SfH might help you get the most from your e-learning approaches visit www.skillsforhealth.org.uk/e-learning



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Introduction

There have been significant developments in the use of e-learning and other learning technologies within the NHS and wider health sector (National Workforce Group 2005, E-empirical 2006, E-empirical 2009, Towards Maturity 2010, and Epic 2011). The publication of the Department of Health's Framework for Technology Enhanced Learning, (Nov 2011) encourages the wider adoption of learning technologies given their potential for patient and service delivery, development of the workforce, flexibility for training delivery and cost effectiveness. Given both this encouragement, the experience gained to date by early adopters of e-learning, the experience being seen within the health sector and an understanding of best practice, there is emerging agreement on the key quality assurance elements essential to ensure an effective e-learning development.

However, although there is an emerging consensus about the quality assurance elements to be included, there remains, as yet, no universally agreed definitive guidelines (Jayal & Shepherd 2007, Stacke & Hildebrandt 2007, Epic 2010). Indeed there is some debate given that e-learning is a mode of learning whether it requires any additional quality assurance criteria (Anderson 2005, Quality

Assurance Agency 2010). In addition, if any quality standards are to have benefit they need to be pragmatic, understandable and crucially, achievable. Overly developed quality frameworks or standards which contain prescriptive requirements could be restrictive, unaffordable, stifle use and adherence (Epic 2010).

This document therefore, which draws upon an understanding of current e-learning research, available guidelines and standards, best practice industry approaches offers an initial set of quality assurance principles to inform the quality of e-learning developments being supported within the health sector. Like previous attempts at developing this type of general guidance, most notably by BECTA (2006), these principles represent a common structure for helping to judge the quality and fitness of purpose for developments. It is suggested that the principles shared here offer a pragmatic starting approach to support developments but that with maturation and experience of use further increases in quality expectation can be triggered and encouraged. In this way e-learning developments being supported within the health sector can be seen not just for their relevance in meeting local needs but might have a wider global impact.

Scope of the Quality Principles

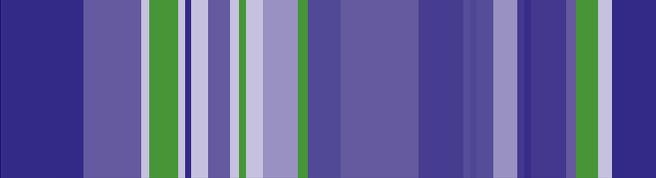
While it is acknowledged that in formal education settings, a broader application of the use of e-learning and other learning technologies is evident, and these applications will have wider quality assurance implications, the focus of the principles as offered here are orientated to informing the quality of the most common mode of e-learning delivery evident within the health sector. This usually consists of the development and presentation of a specific e-learning course focused on meeting an identified training need e.g. Infection Control, Health & Safety, or focused on discrete clinical topics or skill development, such as leadership.

This type of delivery is typically presented as an asynchronous training intervention and consists of the learner having to work through a digitally prepared resource. These resources can be quite simple in design and construction or perhaps are more information orientated than learning, while others will utilise significant multi-media elements, developed interactions and assessments.

Therefore the scope of the principles included here are focused on informing the commissioning, planning, design of e-learning course developments, evaluation of current and future e-learning, and identifying the other key quality factors that need to be present if the use of e-learning is to be effective, flourish and have the learning value we would like to see within the health sector.

Accordingly, it is anticipated that this document should be particularly helpful to:

- commissioners of e-learning for use by the health workforce
- those education and e-learning specialists providers providing e-learning developments to the health sector
- trainers and educators involved in the design, delivery and evaluation of e-learning.



Benefits of having a set of E-learning Quality Principles

In promoting the use of the principles offered here it is anticipated that the following benefits will be evident:

- make visible an initial set of quality expectations and stimulate debate around minimum quality thresholds
- promote confidence and motivation in stakeholders and learners to utilise a product
- lead to ongoing improvements in design and planning processes which have a positive impact on the development for use within the health sector and help avoid potential costly additional developments or further commissions
- can be used to evaluate the quality of current available courses and other e-learning activities, and help identify any focus for potential enhancement
- their use will demonstrate a commitment to quality improvement
- their use will help promote and enhance the reputation for the use of e-learning within the health sector and beyond.

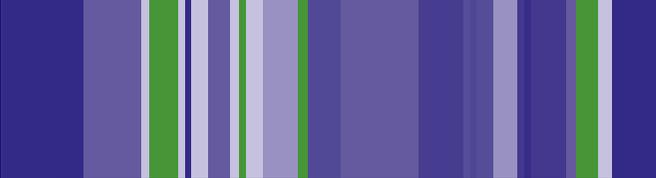
Acknowledging that this is an initial set of principles they are proposed within the context of the following assumptions:

- that e-learning complements other approaches to learning
- while the use of the principles here can help inform the quality of any developments, they will not in themselves be enough to determine the quality of the learning experience perceived by the learner. For an effective learning experience this will require other considerations including the learner's own willingness and readiness to learn using learning technologies
- that those seeking to use e-learning developments are committed to putting in place the required learning strategies, policies and infrastructure to ensure its effective use
- e-learning investment, design, delivery and evaluation need to be planned if the expected benefits for employers, educators and learners are to be realised.

Defining E-learning

For purpose of the quality principles shared here, e-learning is defined as 'learning facilitated and supported through the use of information and communications technology (JISC 2010). E-learning can cover the spectrum of supporting learning through to blended learning and can be supported through the use of a wide

range of technologies including desk top computers, the internet, mobile devices and applications, delivery through learning management systems and virtual learning environments and the use of electronic communication tools such as email, discussion and social networks.



Quality Principles – Format

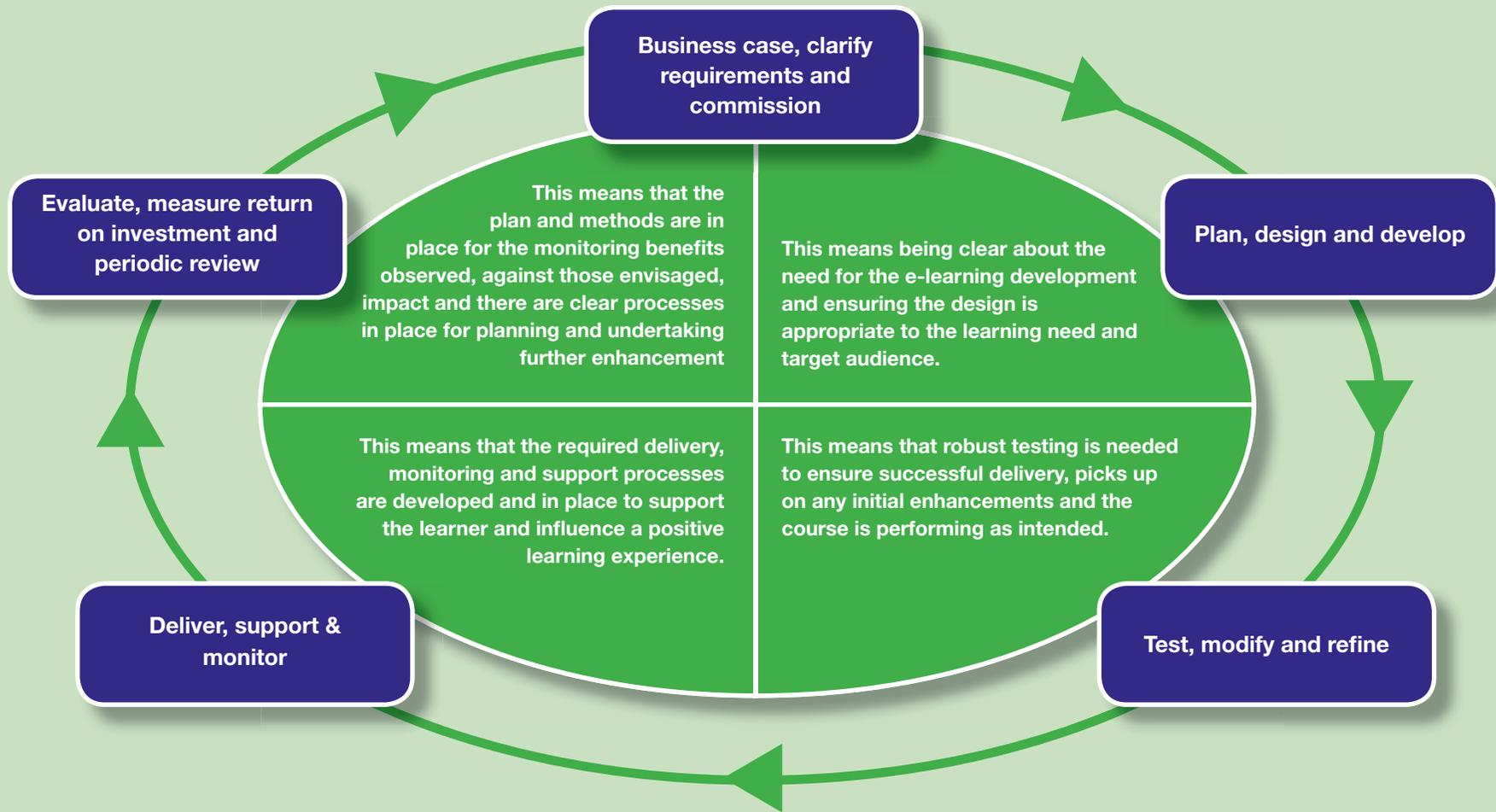
Key domains which need to be considered for the effective design, development and deployment of an e-learning course have been identified. For each domain a short context statement is given and this is then followed by several key quality principles. It is not suggested that these principles are exhaustive and the reader might well identify others that could be included. In addition, where possible, each domain is then supported with reference to potential resources or tools which could be used to help achieve the quality principles given.

It should be noted that while the domains identified predominantly relate to the development and design of an e-learning resource, as Anderson (2005) and others (Becta 2006, Ehlers 2007) note, these factors need to be considered and guided by an understanding of the broader quality of the activity of teaching and learning. Ravet (2007) goes further, arguing that we should not just be concerned with improving the quality of e-learning but should be advocating how technology might be used to improve the quality of all learning. However, we need to focus somewhere and focus on those common aspects which currently indicate the quality, and therefore impact of e-learning.

It is proposed that the more an e-learning development demonstrates adherence to the principles proposed here the higher the quality of the development can be judged. However, it is acknowledged that for some developments, it may not be appropriate or possible to adhere to all the principles. While this might affect the quality of a development, if this is transparently understood and a clear rationale is given to explain any quality limitations, then this can then be used to help inform and set appropriate learner and organisational expectations whilst also being clear about the degree and focus for planning future enhancements. Appendix 1 identifies a checklist tool which could be used to help support the evaluation of any e-learning course/learning activity.

The development of any e-learning resource can be a significant undertaking. To help ensure planning and embed a quality assured approach Figure 1 offers an illustration of a potential quality assurance cycle, adapted from the EQUIP 'Circle of Influence' (Skills for Health 2007), that might be used.

Figure 1: A suggested quality assurance process for guiding the development of an E-learning Development



Key Quality Domains

Commissioning E-learning Developments

Commissioning e-learning developments can be a significant undertaking. In order to ensure that commissioning is effective, is based upon a clear demand, will lead to a product which is relevant to identified educational need and is cost effective; the following have been identified as key requirements:

- that any proposed e-learning commissions within the health sector are clearly based upon and aligned to a specific healthcare service or health education workforce needs. These drivers might include and represent national and local education policy drivers, e.g. the Department of Health's Education Outcomes Framework
- that the development is not duplicating resources that already exist and which could, subject to appropriate permissions, be adapted to meet requirements
- the business case for commissioning an e-learning development presents a clear analysis of the rationale, demands for and benefits, including potential disadvantages, for the use of e-learning as a mode of delivery.

A convincing analysis needs to include:

- key stakeholders requiring or benefiting from the proposed development
- an identification of the type, size, and distribution of the learner audience
- expected life span for the course
- a cost benefit analysis which presents a comparison of the direct and indirect benefits for the potential modes of delivery and which includes details of any assumptions made in determining the costs

- that the investment for any course being developed is justified in terms of the potential scale of efficiencies to be delivered and/or the estimated impact of meeting required educational needs.

Resources or tools to help

- NHS Strategic E-learning Leads Group Commissioning E-learning in the NHS Some Key Principles Available from – www.elearningreadiness.org
- Skills for Health & towards Maturity Cost Calculator for E-enabled training. Available from – www.skillsforhealth.org.uk/e-learning
- Australian Flexible Learning Framework. Practical Guide to E-learning – http://flexible-learning.com.au/images/stories/practical_guide_to_elearning.pdf
- NHS E-Learning Readiness Toolkit – www.elearningreadiness.org
- NHS eLearning Repository – www.elearningrepository.nhs.uk

Standards for Education Training and Development

The effective use of e-learning and indeed any educational development requires that those who facilitate the use of such learning technologies can demonstrate knowledge and competence in supporting their use. Although there is evidence of specialist educational support roles being created to oversee the design, creation, delivery and evaluation of e-learning products, most developments in the health sector will be supported by learning facilitators without specialist knowledge and skills or provided by external providers.

For any internal development being supported, learning facilitators who will need to support the development need opportunity to develop the required skills, so that they are confident and can be effective in offering the support required.

Therefore, the following aspects should be assured:

- that there has been an assessment of the required learner facilitator capacity and capability to support the learning technology developments being proposed and/or delivered
- that job descriptions for educator/training staff identify the expectation and competence levels in the use of learning technologies that post-holders will need to demonstrate or attain
- that educator/training staff are involved in the development and commissioning of e-learning products
- that educator/training staff involved in the design, delivery or support, including administration, of e-learning developments has been supported to acquire the appropriate knowledge and skills to support them in this aspect of their role
- those education/training staff involved in determining the type, complexity and assessment measures to be used are occupationally competent
- that educator/training staff have access to continuing professional developments to update and further their knowledge and skills in the use of new learning technologies.

Resources or tools to help

- Connecting for Health: Education Training Standards. Available from <http://www.connectingforhealth.nhs.uk/systemsandservices/icd/informspec/etd/standards/download>
- E-Standards for training. Available from <http://e-standards.flexiblelearning.net.au/index.php>

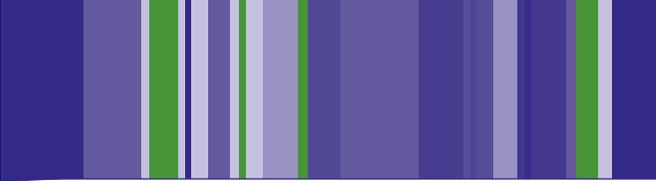
- Learning and Skills Network: A professional development framework for e-learning. Available from <https://crm.lsnlearning.org.uk/user/order.aspx?code=062716r> e-learning
- JISC: Emerging Practice in a Digital Age A guide to technology-enhanced institutional innovation. Available from http://www.jisc.ac.uk/rss_feeds/~media/FA23A1D0C8934FF69304FCC71155E8E1.ashx
- Towards Maturity: What every L&D professional needs to know about e-learning. Available from www.towardsmaturity.org
- Skills for Health, NHS North West, NHS Yorkshire and Towards Maturity: Tools for Busy Learning Professionals. Available from www.skillsforhealth.org.uk/e-learning

Defined e-Learning Design Principles

The design of an effective e-learning product, like all educational interventions, needs to be based upon a defined set of design principles. Skills for Health has previously published a set of Learning Design principles¹ which can be used to support the design of vocational and higher education and the principles are reflected in some of the specific e-learning quality principles offered here.

E-learning developments have well defined development and production stages, attention to which are essential if the development of the product is to be relevant, robust and achieve an appropriate level of interactivity which should be a defining feature of any e-learning development.

¹ Skills for Health Skilled for the Future: Executive Summary A Strategy for Developing Qualifications Solutions for the Health Sector: August 2011 available from http://www.skillsforhealth.org.uk/about-us/resource-library/doc_details/509-skills-for-health-learning-design-principles.html



The key design element needs to include:

Educational Design

The pedagogical rationale for the use of e-learning as an appropriate approach for the intended development needs to be clearly articulated in any project initiation brief used to inform the development of the course/learning activity:

- any development must have a clearly defined educational purpose
- the educational/instructional design model being used to inform the course or learning activity should be identified and the design consistent with the chosen model
- that consideration is also given how any e-learning course/learning activity might be incorporated using a blended approach to learning and different learning styles
- that appropriate subject matter experts are involved in all stages of the planning, design, including assessment approaches, and evaluation of the course or learning activity
- the course or learning activity is written at a level appropriate to the specified audience, with regard to terminology used, level and amount of content, and assessment processes used.

Curriculum Position and Application

- the learning outcomes of any course will be linked and mapped as appropriate to any relevant National Occupational Standards and educational curricula which might have a bearing for the professional and personal development of the learner.

Learning Aims and Outcomes

- the educational aims and objectives of the course/learning activity are clear and include identifiable learning outcomes which are specific in terms of knowledge, skills, and vocational/professional competences to be gained
- learning outcomes have been mapped where appropriate to any legal requirements or national quality/compliance standards ie Care Quality Commission or NHS Litigation Authority which might be indicated
- the stated learning outcomes are at a suitable level for the learner group(s)
- learning outcomes focus upon how the content of the course might be applied to practice and how the learner's personal development will be promoted
- the educational aims and intended learning outcomes of a course are reviewed periodically for their continuing validity and relevance.

Learner Information and Support

- indicates how the diversity needs of the potential learner population have been accommodated including details of alternative formats available if the learner is unable to access the course in the original format (e.g. text transcript of the course or, a distance learning pack)
- aids the learners understanding of the structure of the course
- identifies any requisite IT skills which will be needed to gain access and progress through the course/learning activity
- identifies to the learner at the beginning of the course, what the ICT requirements are for running and playing the learning material
- identifies any knowledge pre requisites which will be needed for the learner to benefit from the course/learning activity

- helps the learner identify whether any materials or resources are needed to support the learner experience and progress through the course/learning activity
- indicates how much time the learner will realistically require to complete the course/learning activity
- helps the learner to maximise their learning from the course/learning activity
- clear and up to date information about the learning support available to them locally and/or remotely to undertake their course/learning activity effectively
- helps the learners know what support is available to help with any technical difficulties experienced
- the learner understands what record of achievement and/or potential qualification they will gain by the end of the course (e.g. an accredited certificate from a professional body).

Content and Instructional Design

- the course/learning activity is structured into meaningful sections and arranged into a sequence and/or hierarchy that facilitates learning
- the content and media assets selected or developed are appropriate according to their suitability and are conducive in helping the learner to achieve requisite learning outcomes
- the course/learning activity is written at a level appropriate to the specified audience
- with the direct involvement of suitably qualified subject matter experts ensure the content is relevant, accurate and reliable and is free of technical, spelling and grammatical errors
- the course/learning activity flow and navigation instructions are consistent and appropriate for the learner.

Resources or tools to help

- NHS North West & Skills for Health Academy - North West: Making Effective E-learning: Short e-learning tutorial. Available from http://www.nwyhelearning.nhs.uk/elearning/northwest/shared/Making_Effective_e-Learning/index.html
- Skills for Health & Towards Maturity: How to identify and design great content. Available from www.skillsforhealth.org.uk/e-learning

Accessibility

- health care organisations have a legal responsibility to ensure that any materials produced are accessible for the widest possible audience
- delivery and accessibility issues must be considered from the earliest point and throughout the development and evaluation process
- courses/learning activity must offer relevant information on the accessibility features that are included and/or supported
- the course/learning activity reflects inclusive practices in its design and in the supporting materials provided
- any course/learning activity is free of intended or unintended racist, sexist or ageist material
- that an equality impact assessment is completed for each course/learning activity.

Resources or tools to help

- How to Meet WCAG 2.0. Available from www.w3.org/WAI/WCAG20/quickref/
- Epic White Paper: Accessibility and E-learning. Available from www.epic.co.uk
- NHS Yorkshire and Humber: eLearning Accessibility Briefing Paper. Available from http://www.nwyhelearning.nhs.uk/elearning/shared/accessibility/eLearning_Accessibility_Briefing_Paper_v3.pdf

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- How to Meet WCAG 2.0. Available from www.w3.org/WAI/WCAG20/quickref/
- Epic White Paper: Accessibility and E-learning. Available from www.epic.co.uk
- NHS Yorkshire and Humber: eLearning Accessibility Briefing Paper. Available from http://www.nwyhelearning.nhs.uk/elearning/shared/accessibility/eLearning_Accessibility_Briefing_Paper_v3.pdf

Assessment

- the need for developers of courses/learning activity to understand and reflect the close relationship between assessment, feedback and effective learning in the design of courses
- developers should consider if an assessment is required and if this adds value to the learning materials

- the course/learning activity provides the learner with information on the methods of assessment to be used to test achievement of intended learning outcomes
- the focus of any assessment and methods used are stimulating, suitable for the level of the expected learner audience and relevant to the attainment and measurement of the stated learning outcomes
- that the instructions relating to any assessment activities are clear and explicit
- that any required course performance criteria assessment or pass marks are clearly stated and these have been developed and supported with the involvement of suitably qualified subject matter experts
- suitable and a sufficient range of tests, exercises or assignments are included to ensure the learner has achieved all of the learning outcomes
- where appropriate, the materials include an optional facility for pre-assessment of the learner's existing knowledge, skills or attitudes
- that learners are provided with feedback in relation to their assessment result in order to maximise and reinforce key learning points
- any feedback provided should be specific and seek to consolidate and/or improve learning and point to other activities that would support learning
- that a record of any assessment results are retained and can be retrieved should the learner wish to provide evidence of their achievement and progress.

Resources or tools to help

- JISC: Effective Assessment in a Digital Age. Available from <http://www.jisc.ac.uk/digiassess>
- E- Assessment (Ofqual). Available from <http://www.ofqual.gov.uk/how-we-regulate/90-articles/7-e-assessment>
- E-Assessment (SQA). Available from <http://www.sqa.org.uk/sqa/5607.htm>

Learner Achievement

- date and confirmation of course start
- progress status
- date and confirmation of completion
- where assessments are used assessment results are generated
- where competency elements have been included, indications of the competences gained.

Evaluation

- plan and methods for monitoring usage are considered and identified at the earliest point and throughout development
- appropriate opportunities for learners to give formal feedback on their experience, satisfaction and effectiveness of the course/learning activity are in place
- measure and methods to assess impact upon practice are identified and in place
- measures and methods to assess impact of return of investment, are identified and in place.

Review

The effective use of e-learning and indeed any educational development requires that those who facilitate the use of such learning technologies can demonstrate knowledge and competence in supporting their use. Although there is evidence of specialist educational support roles being created to oversee the design, creation, delivery and evaluation of e-learning products, most developments in the health sector will be supported by learning facilitators without specialist knowledge and skills or provided by external providers.

Resources or tools to help

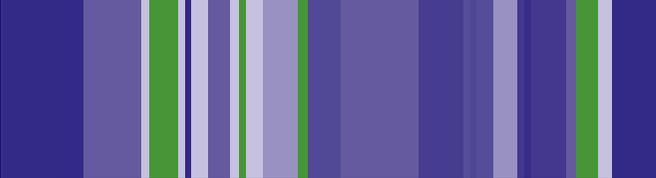
- Australian Flexible Learning Framework. Practical Guide to E-learning. http://flexible-learning.com.au/images/stories/practical_guide_to_elearning.pdf
- Towards Maturity: Towards Maturity Impact Indicator. Available from www.towardsmaturity.org.uk

Technical Design and Testing

- that the delivery system for the course is fit for its purpose, and has an appropriate availability and life expectancy
- that the course/learning activity is tested with learners, who exhibit a range of personal IT skill levels, and subject experts in a range of environments where learners might be expected to access the course
- a specific technical test plan has been developed and used to confirm that
- the course/learning activity is free of software bugs and broken links
- the course/learning activity runs without error on all supported types of computer, web browsers at the minimum supported specification
- any media assets used in the course/learning activity display and perform as intended and at the minimum supported technical level
- where appropriate, technical systems accurately track and record assessments results and records of completion
- that there is a contingency plan which would come into operation in the event of the failure of the designed mode of delivery.

Intellectual Property Rights and Ownership

- that the intellectual property rights and ownership for the e-learning course/learning activity are established and documented at course development
- that any course/learning activity does not violate existing copyrights

- 
- that any copyright permissions granted for the use of content are clearly indicated
 - that courses/learning activities acknowledge the contribution of relevant individuals and organisations either involved in sponsoring or creating the course
 - that each course/learning activity contains a statement detailing with whom ownership resides and the relevant contact details
 - that courses/learning activities do not contain commercial or promotional material
 - that each course/learning activity identifies any copyright permission that are granted for use by others interested in utilising the work produced.

Resources or tools to help

- Creative Commons: Licensing Tool: Available from <http://creativecommons.org/choose/>
- JISC/CETIS Pathways for Open Resource Sharing through Convergence in Healthcare Education (PORSCHÉ). Available from <http://prod.cetis.ac.uk/projects/porsche>
- Department of Health: The NHS as an innovative organisation: a framework and guidance on the management of intellectual property in the NHS . Available from http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_4002660

Summary

The health sector has much benefit to gain from the use of technology enhanced learning and given changes in healthcare delivery, diversity, scale of education and training need, changes in workforce skill mix and need for workforce flexibility, cost pressures and value for money, the sector needs commitment to grasp fully the opportunities that the use of technology enhanced learning can be seen to provide.

Some e-learning developments supported in the health sector have been acknowledged for their innovation and quality yet difficulties with delivery infrastructure and enabling access have impacted on wider adoption. So too has the lack of knowledge, inadequate and inconsistent application of some key principles relating to the use of e-learning.

It is anticipated that the use of the quality principles offered here will help promote understanding and application of quality and support those involved in the commissioning, design, delivery, assessment and evaluation of e-learning developments. It is envisaged that stakeholders should be able to use the guidance provided to evaluate and benchmark current e-learning developments and draw upon it to practically inform and plan any new developments.

With further confidence, evaluation and maturity of use, more sophisticated and powerful use of technology enhanced learning will be seen and enhancement of this initial framework can then be sought so that further quality advancement and innovation is guided and supported.

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Quality Assurance Agency (2010) Code of practice for the assurance of academic quality standards in higher education. Section2: Collaborative provision and flexible and distributed learning (including e-learning)- Amplified version. Available from <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Code-of-practice-section-2.aspx>

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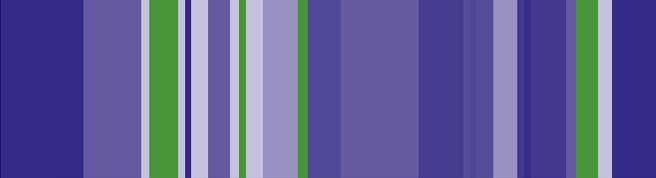
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Some further useful links

E-learning Strategy and Readiness

NHS E-Learning – <http://www.elearning.nhs.uk>

NHS Elearning Readiness Toolkit – <http://www.elearningreadiness.org/>

JISC – <http://www.jisc.ac.uk/elearning>

Towards Maturity – <http://www.towardsmaturity.org/>

Educational Technology and Technical Standards

Advanced Distributed Learning Initiative (SCORM) – www.adlnet.org/

Aviation Industry CBT Committee – <http://www.aicc.org>

IMS Global Learning Consortium – www.imsproject.org/

JISC CETIS (Centre for Educational Technology and Interoperability Standards) – www.jisc.cetis.ac.uk/

Journal

European Journal of Open, Distance and e-learning – <http://www.eurodl.org/>

Tools

Self evaluation of Quality in Technology – Enhanced Learning – <http://www.sevaq-plus.preau.ccip.fr/index.php?lang=en>

Appendix 1

E-Learning Course/learning activity – Evaluation Checklist

Introduction to the Checklist

The development of an e-learning course/learning activity or object represents a significant educational undertaking. Drawing upon the E-learning Quality Principles² this document provides a helpful tool for those who need to review and evaluate local, national and other e-learning developments/content that might be relevant for the health sector workforce and help judge their fitness for purpose for audiences that they are seeking to advise.

Using the Tool

A representative group of evaluators which includes a learning and development lead, a trainer who might be expected to support the use of the course/learning activity and at least one suitably qualified Subject Matter Expert should be involved in the evaluation of any course/learning activity being considered.

A core set of criteria related to key elements associated with an effective e-learning course/learning activity have been identified in the initial checklist. In addition, evaluators can identify and include any additional criteria that might be needed to reflect any local requirements/priorities.

Two types of Criteria have been identified:

- **Essential** – It is expected that for any criterion identified as being essential that this will be evaluated as being evident at least at the Partially Met level. If essential criteria are not at this minimum level then this would suggest that the course/learning activity might not meet minimum standards and therefore might not be suitable to recommend unless modifications are made. Or alternatively a note of caution/limitation can be issued to help potential organisations and end users understand any limitations identified.
- **Desirable** – These criteria if present will help increase confidence in the overall quality of the course/learning activity.

² Skills for Health E-learning in the Health Sector: Some Key Quality Principles

E-Learning Course/learning activity – Evaluation Checklist

Definition of Evaluation Terms

- **Fully Met** – The course/learning activity meets or exceeds the expectation of the stated criterion.
- **Partially Met** – The course/learning activity meets some or a majority of the expectation of the stated criterion.
- **Not Met** – The course/learning activity meets only some or less of the expectation of the stated criterion.
- **Not Applicable** – The stated criterion is not relevant in the assessment of this particular course/learning activity.

Quality Criteria:	Criteria Level: 1. Essential 2. Desirable	Rating: Fully Met Partially Met Not Met Not Applicable	Comments: Please specifically identify any best practice element that you observed. For any criteria identified as being only Partially or Not Met please try to specifically identify the course/learning activity issues/recommendation needed to enhance the course/learning activity.
1. Educational Design The course/learning activity is clearly based upon and aligned to a specific health service or health education workforce needs. These may include and represent national and/or local education policy drivers, e.g. the Department of Health's Education Outcomes Framework.	Essential		
The course/learning activity has guidance to aid how the resource might be used as part of a blended course/learning activity.	Desirable		
It is clear which subject matter experts including their level of expertise have been involved in developing the course/learning activity.	Essential		
The expected lifespan or review period for the course/learning activity has been identified and is realistic.	Desirable		
Content is suitable for use by multi-disciplinary audiences and teams, and promotes inter-professional learning. If the content is required for a uni-professional audience a clear statement of justification for such an approach is given.	Desirable		

The course/learning activity will promote knowledge, skill and or behavioural change and has application for work, which can be measured/monitored?	Desirable		
The stated learning outcomes are at a suitable level for the learner group(s).	Essential		
Learning outcomes focus upon how the content of the course/learning activity might be applied to practice and how the learner's personal development will be promoted.	Essential		
2. Curriculum Alignment and Accreditation			
The learning outcomes of the course/learning activity have been linked and mapped to relevant educational curriculums which have a bearing for the pre professional/professional and personal development of the learner.	Essential		
Where relevant, the content has the potential for being accredited or endorsed by a relevant professional, regulatory or statutory body. This requires appropriate documentation to enable accreditation including rationale for educational approach, learning, teaching and assessment strategies.	Desirable		
3. Mapping to Competence Frameworks and Performance Standards			
Learning outcomes have been mapped where appropriate to any legal requirements or national quality/compliance standards e.g. Care Quality Commission or NHS Litigation Authority.	Essential		
4. Learner Information and Support			
There is an analysis to ensure that the main learner groups using the content have the sufficient levels of skills required to use the content effectively.	Essential		
The content indicates and communicates any essential prerequisites e.g. any identified Skills for Life or ICT requirements.	Essential		
The diversity needs of the potential learner population have been accommodated, including details of alternative formats available if the learner is unable to access the course in the original format (e.g. text transcript of the course or, a distance learning pack).	Essential		
Any required learner support mechanisms are available, such as additional items around organisation support, content support, and technical, implementation and technical support.	Essential		

There is an indication of how much time the learner will realistically require to complete the course/learning activity.	Essential		
5. Content and Instructional Design			
The course/learning activity is structured into meaningful sections and arranged into a sequence and/or hierarchy that facilitates learning.	Essential		
The content is relevant, accurate and reliable and is free of technical, spelling and grammatical errors.	Essential		
The content and media assets selected or developed are appropriate according to their suitability and are conducive in helping the learner to achieve requisite learning outcomes.	Essential		
The course/learning navigation instructions are consistent and appropriate for the learner.	Essential		
The content has a glossary of terms used where appropriate to the content.	Desirable		
The content provides links to a knowledge bank and supporting materials, articles etc.	Desirable		
6. Accessibility			
The course/learning activity offers relevant information on the accessibility features that are included and/or supported.	Essential		
The course/learning activity reflects inclusive practices in its design and in the supporting materials provided.	Essential		
Any course/learning activity is free of intended or unintended racist, sexist or ageist material.	Essential		
That an equality impact assessment is completed for each course/learning activity.	Desirable		
7. Assessments			
The assessment methods used are stimulating, suitable for the level of the expected learner audience and relevant to the attainment and measurement of the stated learning outcomes.	Essential		

The instructions related to any assessment activities are clear and explicit.	Essential		
Where appropriate, the materials include an optional facility for pre-assessment of the learner's existing knowledge, skills or attitudes.	Desirable		
Learners are provided with feedback in relation to their assessment result in order to maximise and reinforce key learning points.	Desirable		
On completion of the learning package, there will be a linking of outcomes of assessment to an appropriate Learning Management System?	Desirable		
8. Technical Standards			
Content meets at least minimum SCORM 1.2 standards. (The requirements for course/learning activity build are documented in the A10000 NHS National LMS project content guidance and standards).	Essential		
A specific technical test plan has been developed and used to confirm that: <ul style="list-style-type: none"> the course/learning activity is free of software bugs and broken links the course/learning activity runs without error on all supported types of computer, web browsers at the minimum supported specification. any media assets used in the course/learning activity display and perform as intended and at the minimum supported technical level where appropriate, technical systems accurately track and record assessments results and records of completion. 	Essential		
9. Intellectual Property Rights and Ownership			
That the intellectual property rights and ownership for the e-learning course/ learning activity are clearly indicated.	Essential		
The course/learning activity does not violate existing copyrights.	Essential		
The course/learning activity does not contain commercial or promotional material.	Essential		

10. Any other Quality Criteria			
Benefits Realisation Will utilising and delivering this resource potentially: <ul style="list-style-type: none"> • Reduce the likely cost of training delivery? • Promote consistency and standardisation of training delivery? • Increase uptake/compliance of training? • Increase workforce productivity? • Increase blended learning approaches? 	Yes / No Yes / No Yes / No Yes / No Yes / No		
Overall the outcome of this evaluation is: <ul style="list-style-type: none"> • The course/learning activity is recommended for use without any adjustments. • The course/learning activity is recommended for use once the identified recommendations have been undertaken. • The course/learning activity is not recommended for use in its current format. 	Yes / No Yes / No Yes / No		
Signed: Organisation:		Position: Date of completion:	