

**STUDY OF ENVIRONMENTS TO SUPPORT E-
LEARNING IN UK FURTHER AND HIGHER
EDUCATION**

A Supporting Study for the
Joint Information Systems Committee (JISC)

Prepared by

Education for Change Ltd

The Research Partnership

Social Informatics Research Unit, University of Brighton

July 2005

Contents

Introduction.....	1
The research.....	1
Presentation of research findings	1
Main definitions adopted for the research.....	2
Survey Process and Characteristics	3
Survey universe	3
Questionnaire.....	3
Response rate.....	3
Profile of the achieved sample	4
Weighting	5
Data in this report and spreadsheet.....	5
Survey Evidence	6
Section 1: E-learning development	7
Section 2: E-learning environments – current and future developments ..	19
Section 3: Future development of processes to support e-learning.....	40
Section 4: Virtual Learning Environments.....	46
Section 5: Portals.....	75
Annex 1 - Survey questionnaire (2005 version).....	79
Annex 2 - Survey questionnaire (2003 version).....	99
Annex 3 - Survey respondents (2005 and 2003).....	119

INTRODUCTION

The research

1. This Study of environments to support e-learning In UK Further and Higher Education was commissioned by the JISC in autumn 2004 from a consortium of research organisations comprising Education for Change (EfC), The Research Partnership and the Social Informatics Research Unit (SIRU) at the University of Brighton. The Study intends to update the picture of issues of integration of business processes, services and systems in support of learning and teaching within UK Further and Higher Education institutions.

2. The survey work was completed in April 2005. This report introduces and documents the key deliverable of this study: a re-usable dataset of survey results, suitable for further analysis. The work built on the previous 2003 study commissioned by the JISC and UCISA from the same consortium of research organisations.

Presentation of research findings

3. This report presents data from the e-learning survey in summary table format in the section *Survey Evidence*. A brief overview of the survey process is given in the section *Survey Process and Characteristics*.

4. The survey results have been produced in a spreadsheet as percentages and absolute numbers (counts) where applicable, and presenting 2005 and 2003 returns side by side. These are available from JISC on request.

5. In this report we generally present data in the form of percentages. The base (N) from which percentages are calculated is shown for each table. Some tables show ranked scores instead of percentages. The type of data used is always indicated.

6. It is strongly recommended to refer to the full questionnaire text for the 2005 and 2003 survey when interpreting the data. We also urge readers to pay attention to the sub-section on weighting of data in *Survey Process and Characteristics*, which explains how the absolute numbers and percentage in the spreadsheet and report have been derived from the survey returns.

7. Where the 2005 and 2003 question texts differ, the report gives both texts so readers can take this into account in their interpretation of data. Also, where an answer option was only made available in one of the questionnaires, this is indicated in brackets with the answer option in the table. The full questionnaires are appended as Appendix 1 (2005 version) and Appendix 2 (2003 version).

8. A Reference Group was established to advise on the scope, design and implementation of the study. In the early stages of the project they reached a view on which questions from the 2005 and 2003 survey were to be treated as comparable. Responses will reflect changes in question text, answer options and layout of the questionnaire, sometimes significantly. Where 2005 and 2003 data are shown side by side, this does not imply that an identical question was asked.

Main definitions adopted for the research

9. Managed Learning Environment (MLE) refers to the whole range of information systems and processes of an institution (including its VLE if it has one) that contribute directly or indirectly to learning and the management of that learning.

Virtual Learning Environment (VLE) refers to the component(s) within an MLE that provides the “online” interactions of various kinds which can take place between learners and tutors, including online learning.

Portal is a network service that brings together diverse/distributed content and services into an amalgamated form for presentation to the user. The presentation is usually via a web browser and can be customised and personalised for the individual user.

SURVEY PROCESS AND CHARACTERISTICS

10. The Survey findings in this report are based upon a sample survey of 235 HE and FE institutions across the UK.

Survey universe

11. As in the earlier (2003) study, the universe was defined as “all HE and FE institutions in the UK”, a definition that included the full range of FE colleges, universities and other institutions recognised as belonging to these sectors. The list of institutions was based on that used in the earlier study, updated by reference to a number of online and other resources. Where necessary, outstanding queries were reconciled by telephone with the relevant institutions. The end result was an up to date list of 751 unique FE and HE institutions across the UK. The total divided into 539 FE and 212 HE institutions. 6 of each type were found to have closed or merged, thus the number of institutions in the survey universe reduced to 739 – 533 FE and 206 HE.

Questionnaire

12. The questionnaire used in the survey was based on that used in the MLE landscape study in 2003 in order to maintain a level of comparability. Changes were made where it was felt appropriate in order to reflect changes in the field since the previous study. The end result was the questionnaire appended to this report (Appendix 1), which was mailed to all 739 identified institutions at the beginning of March 2005. The questionnaire was addressed to the Vice-Chancellor or Principal, with a request to pass it on to a relevant individual. A web-based version of the questionnaire was also made available for those that wished to complete it online.

13. Institutions were asked to indicate to whom the questionnaire had been forwarded, information that then enabled a programme of telephone calls to chase up non-responding institutions.

Response rate

14. From the universe of 739 institutions contacted, a total of 235 completed questionnaires were received, a response rate of 32%. The response rate among HE institutions was noticeably higher at 41% compared with 28% for FE.

Outcome	Total		FE		HE	
	(739)		(533)		(206)	
	N	%	N	%	N	%
Questionnaire received	235	32	150	28	85	41
Promised but never turned up	22	3	8	2	14	2
No questionnaire	482	65	375	70	107	57

Appendix 3 lists the respondents' institutions for the 2005 and 2003 surveys.

Profile of the achieved sample

15. Comparison of the responding institutions with the original distribution list in respect of country, type of FE (England only) and type of HE institution shows that the profile of the achieved sample broadly matched that of the universe.

Country

Country	Universe (734) %	Sample (358) %
England	81	77
Wales	5	5
Scotland	10	14
Northern Ireland	3	4

There was a slightly better than average response among Scottish institutions, but it was not deemed necessary to correct for this.

Type of FE institution (England only)

16. We used the LSC definition of college types in England for this analysis

Type	Universe (440) %	Sample (117) %
General FE College	66	67
Sixth Form College	24	29
Agriculture and Horticulture	5	2
Art and Design	2	0
Specialist	3	2
External Institution	1	1

Again there was little response bias in the profile of participating institutions.

Type of HE institution

Type	Universe (206) %	Sample (85) %
Pre 1962	40	35
1962-1991	14	13
1992	21	21
1992 +	8	11
HE College	17	20

The profile of responding institutions was slightly biased towards the newer universities and HE Colleges, but again it wasn't felt necessary to correct for this.

Weighting

17. As the previous section shows, there was little, if any, response bias in the achieved sample apart from the HE/FE split. The results needed adjusting to correct for the better response rate among HE institutions so that the data did not over-represent views of the HE sector. Without such correction the conclusions drawn from the data would have been skewed towards the situation in HE institutions. It was recommended and accepted by the project Reference Group that all other variables were left as they are – the more the data are weighted the greater the impact on sampling error.

18. To adjust the data by type of institution (HE/FE) the following weights were applied to the data based on the expected number of returns that would have been received with an equal response rate across FE and HE institutions:

	FE	HE
Proportion of <i>universe</i>	72%	28%
<i>Expected</i> number based on 235 returns assuming equal response rates (a)	169	66
<i>Actual</i> number of returns (b)	150	85
<i>Weight</i> to be applied (a/b)	$169/150 = 1.1267$	$66/85 = 0.7765$

19. Thus the number of FE institutions in the data were weighted up to 169 and the number of HE institutions were weighted down to 66. The effect of this is that the weighted data reflects the balance between FE and HE institutions that would have been the case if there had been an equal response rate. Put simply, the weighted data reflects the true balance between FE and HE institutions.

20. In the previous survey (2003) there was no real difference in the response rates between FE and HE institutions, and so the data were not weighted. However, both sets of data are directly comparable, precisely because of the weighting applied to the 2005 data.

Data in this report and spreadsheet

21. The numbers (absolute values) in the spreadsheet (available on request from JISC) have all been rounded up or down to integer values, after applying the weighting factors. This can cause slight variations in numbers of respondents and can affect subsequently derived percentages, depending on the distribution of answers.

22. The rounding issue particularly affects instances at the margins (small number of cases or small base) - the smaller the number of cases and/or the base the more likely a difference between the percentages in the excel resource and alternative calculations based on fractional absolute values or before weighting the values.

23. Where applicable in the *Survey Evidence* section of this report, tables include rows showing the base (N) from which percentages are calculated. These are the weighted number of respondents, rounded to the nearest integer value for all institutions combined (Total) and also for each type of institution (FE, HE pre-92, HE post-92, HE colleges) and for all HE.

24. In summary:

- The calculation base in the tables in this report also shows weighted data, rounded to the nearest integer value.
- The percentages of respondents are based on these weighted, rounded results.

SURVEY EVIDENCE

The findings of the 2005 survey are presented in this section to provide an overview of current activity and expectations, where applicable side by side with the results from the original MLE landscape survey conducted in 2003, which formed its basis.

We show the data for FE and HE institutions separately, so that responses from these groups can be compared. The HE data has been analysed into three further sub-groups: Pre-1992 universities, Post-1992 universities and HE colleges.

Unless otherwise stated, all percentages given in the following tables are percentages of the number of respondents who answered a specific question - within the named (sub-) groups or within the achieved sample as a whole. In other words, the base (N) shown in the tables can differ from table to table, and sometimes even within a single table.

In presenting the data, we highlight trends differences 2005 and 2003 data, where questions and answer options were deemed to be fully or partially comparable. This is achieved by marking 'substantial' changes.

Typically, the criterion used for highlighting is an up- or downward trend of 12.5% (absolute) or more¹. For example: from 40% to 53% is +13%; from 40% to 27% is -13%). This is highlighted in ***bold+italics+red*** in the 2005 columns. The idea is that these patterns may require consideration or can serve as starting points for further exploration or research. This, we believe, is particularly likely where results are based on a high number of cases and the relative change in the percentage numbers is also high. (E.g. a change from 13% to 26% would be +50% relative, from 65% to 78% is +20% relative). We emphasise that other data, which is not highlighted in this way, can also be relevant, depending on many other factors and the type of analysis undertaken.

Again, we draw attention to the previous section (*Survey Process and Characteristics*), explaining the process and how the data in this report and the spreadsheet have been derived – see in particular the comments under *Weighting* and *Data in the report and spreadsheet*.

Changes in the questions (open, closed, changed text etc) or answer options (options, added, deleted or revised) can influence the results and should be taken into account.

¹ We have not applied this to 'not answered' answer options.

Section 1: E-learning development

1.1 There are many ways of organising the development of processes to support e-learning within institutions. Which one of the following options best describes how you are currently organising developments in this area? Please tick one only.

In 2003 the comparable question was:

1.1 There are many ways of organising MLE development within institutions. Which one of the following options best describes how you are currently developing your MLE? Tick one only.

Table: Current method of developing processes to support e-learning / MLE

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	236	358	169	256	32	45	22	39	13	18	67	102
Activity predominantly centralised	39%	39%	37%	36%	41%	40%	36%	56%	69%	44%	45%	47%
Devolved responsibilities within institution-wide initiative	42%	27%	41%	27%	41%	33%	55%	21%	23%	28%	42%	27%
Departmental/local initiatives only with little or no integration	12%	7%	14%	7%	9%	11%	5%	0%	8%	11%	7%	7%
Work planned but not yet started	2%	15%	2%	15%	0%	11%	5%	15%	0%	17%	1%	14%
No real work done in this area	4%	12%	5%	14%	6%	4%	0%	8%	0%	0%	3%	5%
Not answered	1%	1%	1%	1%	3%	0%	0%	0%	0%	0%	1%	0%

- The reference to MLEs was removed in the 2005 survey².
- 6% indicates that no work has been done or is planned (down from 27%).
- *Predominantly centralised activity* (remaining on 39% overall) and *devolved responsibilities within an institution-wide initiative* (up from 27% to 42%) are cited almost equally often as the current method for development.
- The percentage of Post '92 universities reporting a model of *devolved responsibilities within an institution-wide initiative* has gone up since 2003 (from 21% to 55%).
- The *overall* percentage of institutions reporting a *predominantly centralised model* remains the same; the percentage reporting this model is down for Post '92 universities (from 56% to 36%) but up for HE colleges (from 44% to 69%).

² This comment applies throughout the questionnaire and will not be repeated with each question.

1.2 Which other(s) have you tried in the last two years, since Spring 2003? Please tick all that apply

In 2003 the comparable question was:

1.2 Which other(s) have you tried previously? Tick all that apply

Table: Others method tried for developing processes to support e-learning / MLE development

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	224	314	160	217	30	43	21	36	13	18	64	97
Have not tried any other	52%	49%	49%	50%	53%	42%	67%	42%	69%	67%	59%	46%
Activity predominantly centralised	11%	9%	13%	12%	7%	2%	10%	6%	0%	0%	6%	3%
Devolved responsibilities within institution-wide initiative	14%	7%	15%	6%	17%	5%	0%	14%	15%	11%	11%	9%
Departmental/local initiatives only with little or no integration	27%	23%	28%	18%	30%	44%	14%	31%	15%	22%	23%	35%
Work planned but not yet started	2%	4%	3%	3%	3%	5%	0%	6%	0%	0%	2%	4%
Not answered	2%	15%	2%	17%	0%	7%	10%	17%	0%	6%	3%	10%

- A slightly higher percentage of respondents indicate they have *not tried other method of organising the development processes*.
- An increase in HE for the number who *have not tried any other methods*, especially in universities.

1.3 Listed below are possible driving factors for MLE development and the environments and processes that support e-learning. Which of those have been important in your institution to date? Please indicate the importance of each of these by scoring each from 1 (not very important at all) to 5 (very important). If a factor is not relevant to your institution then simply enter 0

In 2003 the partially comparable question was:

1.4 Listed below are possible drivers that can encourage MLE development. Which have driven development of your MLE to date? Please indicate the importance of each of these in your institution by scoring each from 1 (not very important at all) to 5 (very important). If a factor is not relevant to your institution then simply enter 0

Table: Driving factors for environments and processes that support e-learning (average scores, ranked by Total 2005)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
general enhancement learning & teaching quality	4.70	4.67	4.74	4.69	4.46	4.56	4.79	4.71	4.65	4.65	4.60	4.63
student expectations	3.79	3.57	3.72	3.56	4.03	3.67	3.96	3.68	3.75	3.35	3.95	3.61
widening participation/inclusiveness	3.73	3.77	3.85	3.80	3.11	3.46	3.58	3.84	3.94	4.00	3.44	3.70
improving access to learning for students off campus	3.72	3.82	3.63	3.70	3.78	3.85	4.21	4.35	4.00	4.00	3.96	4.06
improved administrative processes	3.42	3.07	3.36	2.95	3.49	3.17	3.54	3.35	3.88	3.71	3.58	3.33
improving access to learning for part-time students	3.37	3.51	3.32	3.40	3.19	3.46	3.88	4.13	3.59	3.71	3.49	3.74
help to standardise across institution	3.26	3.32	3.28	3.34	3.30	3.34	3.33	3.29	2.88	3.06	3.22	3.27
creating or improving competitive advantage	3.18	3.16	3.07	3.02	3.51	3.44	3.46	3.48	3.29	3.41	3.45	3.45
Special Educational Needs & Disability Act 2001	2.99	2.47	3.08	2.48	2.65	2.42	2.96	2.29	2.71	2.88	2.76	2.46
keeping abreast of educational developments	2.85	2.69	2.79	2.68	3.00	2.61	3.00	3.10	3.00	2.35	3.00	2.73
attracting home students	2.81	2.86	2.69	2.79	3.03	2.79	3.29	3.19	2.94	3.29	3.09	3.02
formation of partnerships with other institutions/organisations	2.57	2.50	2.67	2.54	2.14	2.45	2.71	2.52	2.13	2.06	2.31	2.40
attracting new markets	2.48	3.01	2.21	2.89	3.22	3.10	3.25	3.42	2.94	3.35	3.17	3.26
achieving cost/efficiency savings	2.45	2.53	2.48	2.50	2.70	2.60	2.08	2.71	2.00	2.29	2.36	2.58
developing regional role of institution	2.32	2.23	2.30	2.25	1.89	2.02	2.83	2.42	2.76	2.06	2.36	2.17
help to standardise institution with others	2.01	2.17	2.12	2.20	1.59	2.34	2.04	1.97	1.63	1.71	1.74	2.09
attracting EU students	1.49	2.06	1.07	1.61	2.62	2.95	2.88	3.10	1.88	2.82	2.55	2.98
attracting overseas (outside EU) students	1.48		0.96		2.95		3.21		2.00		2.83	
improving access to learning for overseas students	1.48	1.97	0.99	1.48	2.62	3.07	3.33	3.03	2.13	2.65	2.74	2.98

- The question wording from 2003 was changed and the question was split into two separate questions (1.3 for driving factors and 1.4 for supporting factors). This should be taken into account when interpreting data.
- The answer option '*attracting EU students*' was added.
- This table shows average scores for answer options, not percentages of respondents.
- The number of respondents (N) for each option is shown in a separate table below.
- There are clear differences in score between HE and FE for some drivers (e.g. attracting overseas students; improving access to learning for overseas students, and to a lesser extent *attracting new markets*).
- Trends over time are suggested for the *Special Educational Needs & Disability Act 2001* (importance up) and *attracting new markets* (down, in particular for HE).

Table: Base (N) for driving factors for environments and processes that support e-learning

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
general enhancement learning & teaching quality	215	278	154	189	29	41	19	31	14	17	61	89
student expectations	216	277	155	187	28	42	19	31	13	17	61	90
widening participation/inclusiveness	217	276	156	187	30	41	18	31	14	17	61	89
improving access to learning for students off campus	216	277	155	188	30	41	19	31	13	17	61	89
improved administrative processes	214	274	155	184	29	42	18	31	12	17	59	90
improving access to learning for part-time students	214	276	153	187	28	41	19	31	13	17	61	89
help to standardise across institution	215	276	155	187	29	41	19	31	13	17	60	89
creating or improving competitive advantage	217	271	156	182	29	41	20	31	13	17	61	89
Special Educational Needs & Disability Act 2001	215	259	154	177	27	38	18	28	13	16	61	82
keeping abreast of educational developments	214	275	154	186	30	41	20	31	13	17	60	89
attracting home students	216	274	154	184	29	42	19	31	14	17	62	90
formation of partnerships with other institutions/organisations	214	276	154	186	28	42	19	31	11	17	60	90
attracting new markets	213	274	154	185	29	41	19	31	12	17	59	89
achieving cost/efficiency savings	215	273	155	183	29	42	19	31	13	17	60	90
developing regional role of institution	215	271	155	182	28	41	18	31	14	17	60	89
help to standardise institution with others	216	276	156	187	29	41	19	31	13	17	60	89
attracting EU students	212		152		28		18		12		60	
attracting overseas (outside EU) students	211	273	153	183	30	42	19	31	13	17	58	90
improving access to learning for overseas students	215	271	155	182	29	41	18	31	14	17	60	89

1.4 Listed below are possible supporting factors for MLE development and the environments and processes that support e-learning. Which of those have been important in your institution to date? Please indicate the importance of each of these in your institution by scoring each from 1 (not very important at all) to 5 (very important). If a factor is not relevant to your institution then simply enter 0

In 2003 the partially comparable question was:

1.4 Listed below are possible drivers that can encourage MLE development. Which have driven development of your MLE to date? Please indicate the importance of each of these in your institution by scoring each from 1 (not very important at all) to 5 (very important). If a factor is not relevant to your institution then simply enter 0

Table: Supporting factors for environments and processes that support e-learning (average scores, ranked by Total 2005)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
a committed 'local champion'	3.92	3.38	3.94	3.41	3.70	3.29	4.04	3.74	3.88	2.65	3.85	3.33
availability of internal funding	3.89	2.47	3.87	2.56	3.97	2.41	4.12	2.42	3.65	1.65	3.95	2.27
availability of external funding	3.64	2.84	3.83	3.18	3.05	2.05	2.96	2.19	3.56	2.35	3.13	2.16
technological changes/developments	3.36	2.72	3.41	2.68	3.19	2.66	3.29	2.77	3.13	3.24	3.21	2.81
availability of relevant standards	2.49	2.29	2.64	2.42	1.97	1.83	2.33	2.39	2.06	1.76	2.10	2.01

- The question wording from 2003 (1.3) was changed and the question was split into two separate questions (1.3 for driving factors and 1.4 for supporting factors). This should be taken into account when interpreting data.
- A higher score for almost all supporting factors in 2005, compared to 2003.
- The *availability of internal funding* is ranked higher in 2005 than in 2003.
- The number of respondents (N) for each option is shown in a separate table below.

Table: Base (N) for supporting factors for environments and processes that support e-learning

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
a committed 'local champion'	219	277	158	188	30	41	20	31	13	17	61	89
availability of internal funding	217	272	155	183	28	41	20	31	14	17	62	89
availability of external funding	215	274	154	184	28	42	18	31	13	17	61	90
technological changes/developments	214	276	155	187	29	41	19	31	13	17	59	89
availability of relevant standards	216	273	157	185	28	40	18	31	13	17	59	88

1.5 Which, if any, of the following groups of staff are consulted as your organisation develops its processes to support e-learning? Please tick all that apply

In 2003 the partially comparable question was:

1.5 Which, if any, of the following groups have been consulted as part of the development of your MLE? Staff – which groups?

Table: Staff groups consulted

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	224	316	160	219	30	43	21	36	13	18	64	97
Academic	97%	88%	98%	89%	100%	95%	90%	78%	100%	83%	95%	87%
Administrative	74%	69%	69%	65%	90%	88%	76%	67%	92%	78%	88%	78%
Learning Resources/Library	94%	79%	94%	79%	97%	77%	90%	78%	92%	89%	94%	79%
IT Support	98%	90%	99%	90%	100%	95%	90%	83%	100%	89%	95%	90%
Senior Managers	96%	84%	98%	87%	90%	79%	86%	75%	100%	89%	91%	79%
Learning Technologists (2005 only)	62%		56%		87%		71%		69%		78%	
Other groups of staff	23%	20%	24%	19%	20%	28%	24%	14%	15%	22%	20%	22%
Staff not consulted	0%	1%	0%	0%	0%	0%	5%	8%	0%	0%	2%	3%
Not answered	1%	5%	1%	5%	0%	5%	10%	8%	0%	6%	3%	6%

- Lower (62% overall, 56% in FE, 78% in HE) incidence of consultation with Learning Technologists, compared to other named groups. This was a new option in the 2005 questionnaire.
- Incidence of consultation with Learning resources / Library staff has gone up (from 79% to 94% overall).

1.6 Which methods of consultation with staff have you found work best? Please write in

In 2003 the partially comparable question was:

1.6 How have you consulted with each group mentioned? Please tick all the methods that have been used so far (Staff)

Table: Methods Staff consultation

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	223	296	160	208	30	41	20	30	13	17	63	88
Course committees	4%	41%	4%	41%	3%	46%	5%	37%	0%	35%	3%	41%
Institutional committees	17%	75%	13%	70%	30%	88%	25%	90%	38%	76%	29%	86%
Focus groups	34%	43%	29%	41%	37%	46%	55%	47%	54%	47%	46%	47%
Intranet/online	5%	35%	4%	32%	7%	37%	10%	50%	15%	47%	8%	43%
Email lists	5%	38%	4%	34%	3%	51%	15%	50%	15%	29%	8%	47%
Meetings/face to face	31%	38%	32%	36%	37%	41%	25%	53%	31%	35%	30%	44%
Questionnaires/survey	15%	23%	12%	21%	23%	27%	25%	30%	15%	24%	22%	27%
Training courses/workshops	16%	54%	13%	57%	23%	44%	25%	60%	23%	35%	25%	48%
Informal contact and discussions	22%	72%	21%	68%	27%	85%	10%	77%	38%	76%	24%	81%
Other method - listed	3%	6%	4%	4%	0%	12%	0%	10%	8%	6%	2%	10%
Not answered	10%	2%	13%	2%	3%	0%	10%	0%	0%	0%	5%	0%

- This question was changed from a closed to an open question.
- The table shows typically lower scores for 2005.
- *Focus groups* and *face-to-face meetings* are most frequently mentioned in 2005.
- *Informal contacts*, *Institutional committees*, *training courses/workshops* and *surveys* are also frequently mentioned instruments.

1.7 Which, if any, of the following groups of students are consulted as your organisation develops its processes to support e-learning? Please tick all that apply

In 2003 the partially comparable question was:

1.5 Which, if any, of the following groups have been consulted as part of the development of your MLE? Students – which groups?

Table: Student groups consulted

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	224	316	160	219	30	43	21	36	13	18	64	97
Full-time campus based	79%	57%	78%	55%	83%	72%	86%	53%	77%	50%	83%	61%
Part-time campus based	53%	36%	48%	34%	60%	44%	81%	42%	62%	39%	67%	42%
Off-campus or distance learners	29%	21%	21%	18%	43%	33%	62%	28%	46%	17%	52%	28%
Overseas students	12%	8%	6%	3%	30%	23%	38%	17%	8%	11%	28%	19%
Other groups of students	9%	8%	9%	6%	13%	12%	10%	8%	8%	17%	9%	11%
Students not consulted	7%	27%	8%	31%	7%	16%	0%	25%	0%	17%	3%	20%
Not answered	3%	8%	4%	8%	0%	5%	10%	11%	0%	11%	3%	8%

- The incidence of non consultation with students in 2005 is significantly lower across the board, compared to 2003.

1.8 Which methods of consultation with student have you found work best? Please write in

In 2003 the partially comparable question was:

1.6 How have you consulted with each group mentioned? Please tick all the methods that have been used so far (Students)

Table: Methods Student consultation

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	195	205	137	135	26	34	19	23	12	13	57	70
Course committees	5%	23%	4%	18%	0%	24%	11%	48%	17%	31%	5%	33%
Institutional committees	3%	25%	1%	10%	4%	56%	0%	52%	17%	54%	4%	54%
Focus groups	32%	32%	33%	28%	35%	47%	42%	35%	17%	23%	32%	39%
Intranet/online	12%	21%	7%	19%	23%	26%	16%	35%	25%	15%	21%	27%
Email lists	4%	14%	4%	11%	8%	24%	11%	17%	0%	15%	7%	20%
Meetings/face to face	11%	10%	12%	9%	19%	15%	5%	13%	0%	8%	9%	13%
Questionnaires/survey	49%	40%	45%	36%	58%	53%	63%	48%	75%	31%	61%	47%
Training courses/workshops	5%	14%	6%	11%	4%	15%	5%	22%	8%	31%	4%	20%
Students Union	7%	21%	4%	8%	12%	44%	16%	39%	17%	62%	14%	46%
Formal student committees	12%	17%	12%	9%	19%	29%	11%	30%	8%	46%	16%	33%
Informal contact and discussions	7%	71%	8%	68%	8%	85%	5%	74%	0%	54%	5%	76%
Other method - listed	2%	7%	1%	9%	4%	0%	0%	13%	8%	0%	4%	4%
Not answered	13%	3%	15%	4%	8%	0%	16%	0%	8%	0%	9%	0%

- Changed from a closed to an open question.
- Many scores are lower in 2005.
- *Questionnaires / surveys* (49%) and *focus groups* (32%) are most frequently mentioned in 2005.
- *Intranet/online Informal contacts, formal student committees, and face to face meetings* are also mentioned relatively frequently.

1.9 Which, if any, of the following groups of external partners are consulted as your organisation develops its processes to support e-learning? Please tick all that apply

In 2003 the partially comparable question was:

1.5 Which, if any, of the following groups have been consulted as part of the development of your MLE? External partners – which groups?

Table: External partners consulted (ranked by total percentage)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	224	316	160	219	30	43	21	36	13	18	64	97
Other FE institutions (2005 only)	64%		73%		33%		57%		38%		42%	
JISC Regional Support Centres (RSC) and other support services	63%		74%		30%		33%		38%		34%	
Other HE institutions(2005 only)	54%		44%		90%		71%		69%		78%	
Commercial Partners	40%	38%	37%	38%	53%	35%	43%	50%	38%	22%	47%	38%
JISC Committees and Development Programmes (2005 only)	31%		26%		53%		38%		38%		44%	
Software User Groups (2005 only)	28%		26%		37%		24%		31%		31%	
6th Form Colleges (2005 only)	27%		36%		3%		10%		0%		5%	
Schools (2005 only)	26%		35%		7%		5%		0%		3%	
National Information and Learning Technologies Association (NILTA) (2005 only)	22%		30%		0%		5%		8%		3%	
Awarding bodies	20%	14%	28%	16%	0%	14%	10%	11%	0%	0%	3%	10%
Association for Learning Technology (ALT) (2005 only)	19%		10%		50%		43%		23%		42%	
Other educational institutions	17%	58%	19%	62%	10%	51%	24%	42%	0%	61%	13%	49%
Local Employers	17%	9%	21%	12%	7%	5%	14%	0%	8%	6%	8%	3%
Local Authority	15%		18%		7%		10%		15%		8%	
Other external organisations	15%	22%	16%	23%	17%	23%	10%	19%	15%	17%	14%	21%
Regional Development Agency (RDA) (2005 only)	13%		12%		10%		19%		23%		16%	
Universities and Colleges Information Systems Association (UCISA) (2005 only)	13%		2%		43%		38%		38%		41%	
Universities and Colleges Admission Service (UCAS) (2005 only)	10%		9%		7%		14%		15%		11%	
Enterprise Agencies (2005 only)	6%		6%		0%		10%		15%		6%	
External partners not consulted	1%	14%	1%	11%	0%	26%	5%	17%	15%	22%	3%	22%
Not answered	1%	9%	1%	9%	0%	5%	10%	11%	8%	11%	3%	8%

- The scope for comparison is reduced by the extended range of answer options in 2005, indicated in the table with '(2005 only)'.
- *Other* (HE and FE) *institutions* and *Regional Support Centres* (RSCs) are mentioned frequently.

1.10 Which methods of consultation with external partners have you found work best? Please write in

In 2003 the partially comparable question was:

1.6 How have you consulted with each group mentioned? Please tick all the methods that have been used so far (External partners)

Table: Methods external partner consultation

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	216	244	157	176	29	30	20	26	11	12	60	68
Institutional committees	1%	27%	1%	30%	0%	20%	5%	15%	0%	25%	2%	19%
Focus groups	14%	18%	17%	20%	7%	7%	5%	12%	0%	17%	5%	10%
Intranet/online	4%	5%	3%	5%	3%	3%	10%	8%	9%	8%	5%	6%
Email lists	11%	18%	12%	17%	7%	20%	10%	19%	9%	17%	7%	19%
Meetings/face to face	44%	22%	45%	23%	48%	17%	35%	15%	27%	25%	40%	18%
Questionnaires/survey	1%	6%	1%	6%	0%	3%	5%	8%	0%	17%	2%	7%
Training courses/workshops	9%	16%	8%	17%	7%	7%	15%	23%	18%	0%	12%	12%
Informal contact and discussions	25%	66%	22%	64%	31%	87%	30%	62%	45%	42%	32%	69%
Planned events/conferences (Written in, 2005 only)	5%		4%		7%		5%		0%		5%	
Other method - listed	10%	13%	10%	10%	10%	23%	10%	19%	18%	17%	10%	21%
Not answered	19%	6%	18%	5%	17%	3%	20%	8%	18%	17%	20%	7%

- This question was changed from a closed to an open question.
- *Face to face meetings* and *informal contact and discussions* are frequently mentioned in 2005.

1.11 Collaboration with others may be one way of overcoming barriers to the development of processes to support e-learning. Do you have any plans to collaborate with any other organisations in the future?

Table: Whether there are any plans for future collaboration

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	224		159		30		22		13		65	
Yes	70%		69%		73%		73%		69%		72%	
No	29%		30%		27%		18%		31%		25%	
Not answered	1%		1%		0%		9%		0%		3%	

- This question was not included in 2003.
- Overall 70% indicated *plans for collaboration*, with little difference between types of institutions.

We also asked an open question “With which organisations are you planning to collaborate and on what?” (Question 1.12) This has resulted in a long list of partners and types of partners for collaboration.

Section 2: E-learning environments – current and future developments

Section 2 of the questionnaire listed 21 functions of processes, services and systems that support learning and teaching. Respondents were asked to indicate to what extent these are developed or integrated in their institution (by September 2005), and to what extent they intend to develop these in the future.

Six of these had not been covered in the 2003 survey:

- Recruitment / application (non UCAS)
- Automated computer based assessment
- Personal development planning (PDP) process and e-portfolios
- PDP transcripts
- Curriculum development process
- Timetabling / scheduling / calendars

We note that the 2003 survey explicitly referred to Managed Learning Environments rather than E-learning environments. Also, as far as future intentions are concerned, the 2003 survey suggested looking 3 – 5 years ahead; in the 2005 version this was phrased in terms of 'aims' without an explicit time frame. The wording relating to some of the functions was changed. (See the full questionnaires in appendices 1 and 2)

It is worth keeping these differences between the surveys in mind when analysing the results. Nevertheless, some broad patterns seem to emerge. We highlight these in the tables below.

Table: Recruitment / application (non UCAS) - 2005 only

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	232		168		30		20		13		64	
By telephone and paper forms	10%		10%		10%		10%		15%		13%	
Prospectus/simple enquiries online	56%		57%		53%		55%		69%		56%	
Prospectus and online applications	25%		26%		30%		25%		15%		25%	
Prospectus/applications online and trackable	8%		8%		7%		10%		0%		6%	
Future / aim												
N =	211		151		29		20		14		60	
By telephone and paper forms	0%		0%		0%		0%		0%		0%	
Prospectus/simple enquiries online	4%		4%		7%		0%		7%		3%	
Prospectus and online applications	24%		30%		7%		5%		14%		7%	
Prospectus/applications online and trackable	73%		66%		86%		95%		79%		90%	

- This function was not included in the 2003 survey.
- A high percentage of respondents aim to move towards *Prospectus/applications online and trackable*, especially in universities.

Table: Course enrolment methods

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	231	343	165	246	31	41	21	38	14	18	66	97
Enrolment through paper forms only	59%	73%	64%	78%	45%	59%	33%	58%	64%	83%	45%	63%
Enrolment for some courses can be done on-line	26%	18%	27%	14%	23%	34%	29%	24%	29%	17%	26%	27%
On-line enrolment available for majority of courses	6%	6%	6%	6%	6%	0%	10%	13%	0%	0%	6%	5%
Students primarily enrol on-line	9%	3%	3%	2%	26%	7%	29%	5%	7%	0%	23%	5%
Future / aim												
N =	209	312	149	223	29	39	20	33	13	17	60	89
Enrolment through paper forms only	4%	3%	5%	4%	3%	5%	0%	0%	0%	0%	2%	2%
Enrolment for some courses can be done on-line	22%	27%	30%	31%	3%	18%	0%	3%	15%	35%	3%	16%
On-line enrolment available for majority of courses	37%	44%	41%	47%	24%	36%	25%	42%	38%	35%	27%	38%
Students primarily enrol on-line	36%	26%	23%	18%	69%	41%	75%	55%	46%	29%	68%	44%

- The number of institutions offering *paper-only* course enrolment has decreased from 73% in 2003 to 59% in 2005.
- In HE, *primarily on-line enrolment* has increased from 5% in 2003 to 23% in September 2005.
- The responses suggest that online enrolment will continue to grow.

Table: Signing-on to access e-learning resources and environments

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	231	337	166	241	32	41	20	38	13	17	65	96
No electronic learning resources	4%	7%	4%	8%	6%	5%	0%	3%	0%	12%	3%	5%
Multiple user names specific to each resource	15%	25%	16%	25%	13%	22%	10%	24%	15%	35%	12%	25%
Many user names, some cover multiple resources	39%	36%	33%	28%	53%	56%	45%	63%	69%	29%	55%	54%
Single user name/password for all electronic learning resources	42%	32%	47%	39%	28%	17%	45%	11%	15%	24%	29%	16%
Future / aim												
N =	215	246	151	175	30	31	21	27	12	13	64	71
No electronic learning resources	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Multiple user names specific to each resource	0%	1%	1%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Many user names, some cover multiple resources	3%	8%	4%	6%	0%	14%	0%	13%	8%	13%	2%	13%
Single user name/password for all electronic learning resources	96%	91%	95%	93%	100%	86%	100%	87%	92%	87%	98%	87%

- A trend shows towards single user names and passwords.
- In HE 29% indicated that this would be the case in September 2005, compared to 16% in 2003. In FE, 47% indicated this for September 2005 (39% in 2003).
- 96% of all institutions aim to have *single user name and password for all electronic learning resources* in the future.

Personalised access to e-learning and support resources

Table: Personalised access to e-learning and support resources

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	229	335	163	244	31	39	21	35	14	17	66	91
No personalised access	16%	25%	18%	26%	13%	31%	10%	14%	14%	18%	11%	22%
Personalised access to some	47%	52%	45%	50%	52%	46%	43%	54%	57%	76%	50%	55%
Personalised access to many	26%	17%	26%	16%	23%	21%	24%	26%	21%	6%	24%	20%
Personalised access to all	11%	7%	10%	8%	13%	3%	24%	6%	7%	0%	15%	3%
Future / aim												
N =	216	305	153	215	29	38	21	35	13	17	63	90
No personalised access	3%	1%	4%	1%	0%	0%	0%	3%	0%	0%	0%	1%
Personalised access to some	7%	7%	9%	7%	3%	8%	0%	3%	0%	12%	2%	7%
Personalised access to many	20%	38%	21%	42%	24%	39%	10%	23%	15%	24%	17%	30%
Personalised access to all	70%	53%	66%	50%	72%	53%	90%	71%	85%	65%	81%	62%

- Question and answer options wording changed to include 'support resources'.
- A trend shows towards personalised access. The post-91 universities show the highest increase in Personalised access to all e-learning and support resources (6% in 2003 to 24% by September 2005).
- Overall, 70% aim to have *personalised access to all resources* in the future. In FE this is 66% and in HE 81%.

Table: Access to course descriptions and learning outcomes

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	228	344	165	245	30	43	20	38	14	18	63	99
Course descriptions/learning outcomes in paper format only	9%	14%	11%	15%	7%	12%	0%	8%	7%	22%	3%	12%
Accessible in a mixture of on-line & paper format	64%	72%	69%	71%	43%	74%	55%	74%	57%	72%	51%	74%
All accessible on-line from different systems	11%	6%	10%	5%	20%	7%	10%	11%	14%	0%	16%	7%
All available from single entry point	16%	9%	10%	9%	30%	7%	35%	8%	21%	6%	30%	7%
Future / aim												
N =	216	316	152	223	31	41	20	35	13	17	64	93
Course descriptions/learning outcomes in paper format only	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Accessible in a mixture of on-line & paper format	8%	8%	11%	9%	0%	2%	0%	6%	8%	0%	2%	3%
All accessible on-line from different systems	12%	15%	16%	17%	3%	12%	5%	9%	0%	12%	3%	11%
All available from single entry point	80%	78%	74%	74%	97%	85%	95%	86%	92%	88%	95%	86%

- Access through a mix of on-line & paper formats dominates, but a trend shows towards more on-line access, particularly in Higher Education. The trend for a mixture of on-line and paper formats is downwards, most markedly in HE (74% to 51%).
- In September 2005 the figure for all *course descriptions being available from a single entry point* is for HE 30% (7% in 2003) and for FE 16% (9% in 2003).
- Across the board, a high percentage of respondents aim to make *course descriptions and learning outcomes available from a single point of entry*. (80% overall). In FE this percentage remained on 74% between 2003 and September 2005. In HE it has risen from 86% to 95%.

Table: Module selection (where applicable)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	200	299	136	207	31	39	21	37	11	16	64	92
Choice of elective modules using paper forms only	79%	85%	88%	88%	55%	69%	57%	84%	82%	88%	61%	78%
Modules chosen on-line by staff in discussion with students	11%	8%	12%	8%	6%	10%	19%	5%	0%	0%	9%	7%
Modules chosen on-line by students with staff authorisation	4%	4%	0%	3%	13%	10%	14%	8%	0%	0%	11%	8%
Students primarily choose modules on-line	7%	3%	1%	0%	26%	10%	10%	3%	18%	13%	19%	8%
Future / aim												
N =	174	267	113	180	29	38	19	34	13	15	61	87
Choice of elective modules using paper forms only	15%	6%	21%	7%	7%	5%	0%	0%	8%	7%	3%	3%
Modules chosen on-line by staff in discussion with students	28%	39%	39%	48%	7%	21%	11%	18%	8%	20%	8%	20%
Modules chosen on-line by students with staff authorisation	24%	29%	23%	31%	21%	26%	26%	24%	23%	27%	25%	25%
Students primarily choose modules on-line	33%	26%	17%	14%	66%	47%	63%	59%	62%	47%	64%	52%

- There is some movement away from an exclusively paper process in Higher Education.
- The aim in many HE institutions is to move towards a situation where *students primarily choose modules on-line*: 64% aims for this in the future. (By September 2005, 19% has achieved this)
- In FE only 1% of respondents is in a situation where *students primarily choose modules on-line*, and 17% aims for this in the future.

Table: Student access to library / learning resource centre

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	231	340	166	243	32	42	21	38	14	17	65	97
Limited or no on-line access to library catalogue	10%	24%	12%	33%	3%	2%	0%	3%	7%	6%	3%	3%
On-line access to library via separate routes	35%	38%	42%	39%	19%	36%	14%	29%	21%	53%	18%	36%
On-line access to library via separate gateway	30%	23%	25%	17%	50%	36%	38%	45%	36%	24%	43%	37%
On-line access to library via one common interface	25%	15%	20%	12%	28%	26%	48%	24%	36%	18%	35%	24%
Future / aim												
N =	211	293	150	214	29	38	19	27	13	14	61	79
Limited or no on-line access to library catalogue	0%	1%	1%	2%	0%	0%	0%	0%	0%	0%	0%	0%
On-line access to library via separate routes	8%	6%	9%	8%	3%	3%	0%	0%	8%	7%	3%	3%
On-line access to library via separate gateway	10%	19%	13%	20%	7%	29%	0%	11%	0%	7%	3%	19%
On-line access to library via one common interface	82%	73%	77%	71%	90%	68%	100%	89%	92%	86%	93%	78%

- The overall trend across the board is to provide more integrated student access to the library or learning resource centres.
- Post-92 universities (from 24% to 48%) and HE colleges (from 18% to 36%) move toward *online access via a common interface*.
- 77% of FE respondents and 93% of HE respondents aim for *online access via a common interface* in the future.

Table: Student support for use of library / LRC managed electronic learning resources

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	230	341	164	243	31	42	21	38	14	18	66	98
No electronic learning resources	3%	7%	4%	7%	3%	7%	0%	3%	0%	17%	2%	7%
On-line support not available for users of ELR	36%	51%	48%	62%	10%	21%	0%	21%	14%	44%	8%	26%
ELR helpdesk access via email	46%	35%	38%	26%	58%	60%	71%	58%	71%	39%	65%	55%
On-line guidance/support available from professionals	15%	7%	11%	5%	29%	12%	29%	18%	14%	0%	26%	12%
Future / aim												
N =	199	305	139	220	28	36	20	31	12	18	60	85
No electronic learning resources	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
On-line support not available for users of ELR	6%	3%	8%	3%	4%	3%	0%	0%	0%	6%	2%	2%
ELR helpdesk access via email	30%	38%	37%	42%	14%	33%	5%	19%	25%	33%	13%	28%
On-line guidance/support available from professionals	64%	59%	55%	55%	82%	64%	95%	81%	75%	61%	85%	69%

- The question wording was changed to include ref to 'library/LRC managed electronic learning resources' – previously 'electronic learning resources'.
- The trend across the board is to provide student with *online support for use of library / LRC managed electronic learning resources*, with e.g. HE moving from 12% to 26%.
- 55% of FE respondents (unaltered) and 85% of HE respondents (up from 69%) aim for online guidance and support in the future.
- FE is moving forward to a higher incidence of electronic resource provision and support. The stated aims for FE are similar in 2005 and 2003.

Table: Student access to administrative data

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	233	345	168	247	30	43	21	37	13	18	65	98
Admin data updates have to be requested from staff	70%	83%	80%	89%	33%	58%	43%	73%	69%	83%	45%	68%
Some pertinent admin data available on-line	16%	9%	15%	9%	10%	9%	24%	16%	23%	6%	17%	11%
Changes can be requested to on-line admin data	6%	4%	4%	1%	20%	19%	10%	5%	0%	11%	14%	12%
Can update personal admin data on-line	8%	3%	1%	1%	37%	14%	24%	5%	8%	0%	25%	8%
Future / aim												
N =	197	306	136	215	29	40	20	34	14	17	61	91
Admin data updates have to be requested from staff	6%	8%	7%	10%	3%	3%	0%	0%	0%	0%	2%	1%
Some pertinent admin data available on-line	22%	21%	30%	24%	3%	13%	10%	6%	7%	24%	5%	12%
Changes can be requested to on-line admin data	33%	36%	41%	47%	17%	10%	0%	9%	29%	12%	15%	10%
Can update personal admin data on-line	39%	36%	21%	18%	76%	75%	90%	85%	64%	65%	79%	77%

- Some movement shows away from updates of administrative data on request.
- 79% of HE respondents aim for a situation where *students can update personal administrative data on-line*, and 21% of FE respondents.

Table: Fee payment

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	225	337	161	239	30	42	21	38	13	18	64	98
Fees paid annually with no link to access of services	50%	64%	57%	71%	30%	43%	24%	47%	46%	61%	31%	48%
Fees paid manually, admin staff create access to services	39%	33%	37%	28%	40%	40%	48%	47%	46%	39%	45%	43%
Fee paying/status on-line, access by admin staff	8%	3%	4%	0%	23%	17%	24%	5%	8%	0%	19%	9%
Fee paying/status, access to services available on-line	3%	0%	2%	0%	7%	0%	5%	0%	0%	0%	5%	0%
Future / aim												
N =	186	295	127	205	27	38	19	35	13	17	59	90
Fees paid manually with no link to access of services	12%	7%	16%	8%	7%	8%	0%	6%	0%	0%	3%	6%
Fees paid manually, admin staff create access to services	16%	22%	22%	27%	4%	16%	5%	3%	0%	18%	3%	11%
Fee paying/status on-line, access by admin staff	27%	36%	30%	38%	15%	26%	16%	31%	38%	41%	20%	31%
Fee paying/status, access to services available on-line	45%	35%	32%	27%	74%	50%	79%	60%	62%	41%	73%	52%

- This remains predominantly manual, but some move to *on-line payment and access*.
- 73% (up from 52%) of HE respondents aim to bring *payment, status information and access all on-line*, and 32% (up from 27%) of FE respondents

Table: Accessibility of resources for students and staff with a wide range of access needs

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	234	343	169	246	32	42	21	37	14	18	65	97
On-line systems do not support needs	12%	24%	14%	27%	13%	17%	5%	16%	7%	17%	8%	16%
On-line systems support limited range of needs	49%	58%	50%	57%	34%	67%	48%	51%	64%	78%	46%	63%
Some on-line systems support a wide range of needs	35%	15%	31%	14%	47%	14%	43%	32%	29%	6%	43%	20%
All on-line systems can support wide range of needs	4%	2%	5%	2%	6%	2%	5%	0%	0%	0%	3%	1%
Future / aim												
N =	203	318	145	224	26	39	21	37	14	18	58	94
On-line systems do not support needs	0%	1%	1%	0%	0%	0%	0%	3%	0%	0%	0%	1%
On-line systems support limited range of needs	6%	11%	7%	13%	8%	13%	0%	0%	14%	6%	5%	6%
Some on-line systems support a wide range of needs	25%	34%	30%	37%	8%	28%	10%	24%	21%	22%	10%	26%
All on-line systems can support wide range of needs	68%	55%	62%	50%	85%	59%	90%	73%	64%	72%	84%	67%

- Question wording changed to refer to 'students and staff with a wide range of access needs' – previously 'accessibility of resources for students with disabilities'.
- A situation where *some systems support a wide range of access needs* has become more usual (35%, up from 15%).
- 68% of all respondents (up from 55%) aim to move to a situation where *all on-line systems can support a wide range of access needs*.

Table: Staff access to course administration

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	223	321	160	227	29	42	21	36	12	16	63	94
Access set up for each member of staff	33%	57%	34%	59%	38%	55%	24%	53%	33%	44%	32%	52%
Access is semi-automatic for staff	27%	21%	28%	20%	14%	19%	29%	31%	42%	25%	25%	24%
Access automatic but roles need assigning manually	21%	11%	22%	11%	17%	14%	24%	6%	17%	19%	19%	12%
Staff access and authorisation automatic	18%	11%	16%	10%	31%	12%	24%	11%	8%	13%	24%	12%
Future / aim												
N =	194	268	134	189	28	34	20	30	13	15	60	79
Access set up for each member of staff	6%	4%	6%	4%	7%	6%	0%	3%	15%	0%	5%	4%
Access is semi-automatic for staff	7%	13%	9%	14%	4%	9%	5%	13%	0%	13%	3%	11%
Access automatic but roles need assigning manually	17%	28%	19%	32%	11%	21%	10%	17%	15%	7%	12%	16%
Staff access and authorisation automatic	70%	56%	66%	50%	79%	65%	85%	67%	69%	80%	80%	68%

- Overall, 33% of respondents set up access for each member of staff individually (down from 57%).
- The aim is increasingly to have *automatic staff access and authentication* for course administration (FE 66%, up from 50%; HE 80%, up from 68%).
- 16% (up from 10%) of FE respondents state to have to have *automatic staff access and authentication* for course administration and 24% (up from 11%) of HE respondents.

Table: Tracking of students' attendance

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	232	339	168	246	32	40	21	35	13	18	64	93
Attendance data not tracked	11%	11%	2%	5%	34%	18%	43%	37%	31%	28%	36%	27%
Attendance data tracked manually	39%	51%	37%	50%	44%	65%	38%	43%	46%	61%	44%	56%
Staff collect data on-line	22%	20%	24%	22%	16%	15%	14%	20%	23%	6%	17%	15%
Integrated attendance systems lead to staff intervention	28%	17%	37%	23%	6%	3%	5%	0%	0%	6%	3%	2%
Future / aim												
N =	211	280	156	196	26	36	17	33	11	15	55	84
Attendance data not tracked	4%	3%	0%	0%	15%	6%	18%	12%	18%	13%	16%	10%
Attendance data tracked manually	2%	4%	1%	1%	8%	17%	6%	9%	9%	13%	7%	13%
Staff collect data on-line	14%	18%	13%	16%	27%	33%	0%	15%	27%	20%	18%	24%
Integrated attendance systems lead to staff intervention	79%	75%	87%	84%	50%	44%	76%	64%	45%	53%	58%	54%

- In FE the trend is away from manual tracking (37%, down from 50%) toward more *online data collection* (24%, up for 22%) and *integration of attendance systems* (37%, up from 23%).

Table: Monitoring of students' use of on-line resources

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	232	340	167	244	31	42	21	37	13	17	65	96
No on-line resources	3%	4%	4%	5%	0%	5%	0%	3%	0%	0%	0%	3%
Use of on-line resources not monitored	30%	41%	31%	45%	29%	31%	24%	30%	46%	41%	29%	32%
On-line resources use monitored by individual staff	59%	49%	59%	44%	61%	64%	62%	62%	46%	47%	60%	60%
Integrated systems lead to staff intervention	8%	6%	7%	7%	10%	0%	14%	5%	8%	12%	11%	4%
Future / aim												
N =	198	302	142	214	26	37	19	35	12	16	56	88
No on-line resources	0%	1%	0%	0%	0%	3%	0%	0%	0%	0%	0%	1%
Use of on-line resources not monitored	6%	4%	5%	3%	8%	5%	11%	6%	8%	0%	7%	5%
On-line resources use monitored by individual staff	26%	21%	23%	19%	27%	27%	26%	23%	58%	31%	34%	26%
Integrated systems lead to staff intervention	69%	75%	73%	78%	65%	65%	63%	71%	33%	69%	59%	68%

- FE respondents report an increase in *monitoring of on-line use* (59%, up from 44%), with HE remaining on 60%.
- The stated aims indicate that all types of institutions aim to move further towards *integrated systems* (69% overall).

Table: Automated computer based assessment - 2005 only

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	230		166		31		20		13		64	
No Computer Aided Assessment (CAA) available	19%		19%		16%		20%		15%		17%	
Distributed/local CAA but no integration	60%		58%		68%		45%		77%		63%	
CAA from central server, integrated with VLE and student record systems	18%		19%		10%		25%		8%		14%	
CAA available from central server and integration conforms to IMS Specifications	4%		3%		6%		10%		0%		6%	
Future / aim												
N =	195		141		25		17		12		54	
No Computer Aided Assessment (CAA) available	3%		4%		0%		0%		0%		0%	
Distributed/local CAA but no integration	10%		10%		8%		6%		17%		9%	
CAA from central server, integrated with VLE and student record systems	41%		40%		44%		41%		42%		43%	
CAA available from central server and integration conforms to IMS Specifications	47%		46%		48%		53%		42%		48%	

- This function was not included in the 2003 survey.
- The most cited situation is of *Distributed/local CAA but no integration* (FE 58%, HE 63%).
- The aim across the board is to move forward towards more integration, with little difference between types of institutions.

Table: Assessment results

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	228	338	164	244	31	41	20	37	14	16	64	94
Assessment results not integrated on-line	34%	49%	38%	55%	19%	29%	25%	32%	21%	44%	23%	33%
Assessment results re-entered by admin staff	47%	38%	45%	34%	61%	44%	55%	54%	36%	38%	53%	47%
Assessment results updated following verification	12%	10%	10%	8%	19%	20%	10%	11%	29%	13%	19%	15%
Assessment results updated automatically	7%	3%	7%	2%	0%	7%	10%	3%	14%	6%	5%	5%
Future / aim												
N =	200	303	143	216	26	35	19	34	13	18	57	87
Assessment results not integrated on-line	4%	3%	5%	5%	4%	0%	0%	0%	0%	0%	2%	0%
Assessment results re-entered by admin staff	7%	9%	8%	8%	8%	23%	5%	0%	0%	0%	5%	9%
Assessment results updated following verification	26%	35%	25%	38%	35%	17%	11%	35%	46%	39%	28%	29%
Assessment results updated automatically	63%	53%	62%	50%	54%	60%	84%	65%	54%	61%	65%	62%

- Some movement away from manual processing of assessment results shows.
- 29% of HE college respondents indicate that assessment results are updated in the student record through an *electronic link following off-line verification*. (Based on 14 HE college respondents who answered this question)
- Overall 63% aims to move towards *automatic updating of assessment results* and 7% indicates this is already the case by September 2005.

Table: Staff access to management information

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	233	341	168	246	31	40	21	37	13	18	65	95
No on-line staff access	18%	8%	15%	10%	23%	0%	24%	5%	38%	0%	28%	2%
On-line access to some strategic institutional management in	38%	64%	34%	64%	52%	83%	52%	54%	38%	44%	48%	64%
On-line access to strategic and operational management info	34%	17%	39%	17%	19%	10%	19%	24%	23%	28%	20%	19%
On-line access to all and data analysis	10%	11%	12%	10%	6%	8%	5%	16%	0%	28%	5%	15%
Future / aim												
N =	201	295	142	211	26	38	20	31	13	15	59	84
No on-line staff access	1%	1%	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%
On-line access to some strategic institutional management in	8%	5%	6%	5%	19%	11%	10%	0%	15%	0%	15%	5%
On-line access to strategic and operational management info	38%	20%	37%	22%	35%	13%	35%	19%	62%	13%	41%	15%
On-line access to all and data analysis	52%	75%	55%	73%	46%	76%	55%	81%	23%	87%	44%	80%

- Question wording and response options were changed to refer to 'management information' rather than 'institutional information'

Table: Personal development planning (PDP) process and e-portfolios - 2005 only

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	221		157		30		21		14		64	
Only available in paper format	69%		77%		43%		43%		64%		48%	
Can be viewed online but no PDP tools	13%		13%		7%		19%		14%		13%	
Online access but in different systems	12%		7%		33%		24%		14%		25%	
All available from a single entry point	6%		3%		17%		14%		7%		14%	
Future / aim												
N =	193		136		28		18		13		57	
Only available in paper format	8%		10%		7%		0%		0%		4%	
Can be viewed online but no PDP tools	12%		15%		7%		0%		15%		5%	
Online access but in different systems	10%		12%		7%		11%		0%		7%	
All available online from a single entry point	69%		63%		79%		89%		85%		84%	

- This function was not included in the 2003 survey.
- PDP processes and e-portfolios are available in *paper format only* for 77% of FE and 48% of HE)
- The stated aim of 63% of FE and 84% of HE respondents is to make *PDP tools, processes and e-portfolios available online from a single entry point*.

Table: PDP transcripts - 2005 only

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	207		145		30		18		13		62	
Only available in paper format	75%		79%		57%		67%		77%		65%	
Can be viewed online	13%		13%		17%		11%		8%		13%	
Can be accessed online	9%		6%		17%		17%		8%		15%	
Transcripts and PDP tools available from single entry point	3%		1%		10%		6%		8%		8%	
Future / aim												
N =	177		123		27		16		12		54	
Only available in paper format	11%		15%		4%		0%		0%		2%	
Can be viewed online	12%		13%		7%		6%		17%		9%	
Can be accessed online	12%		14%		19%		0%		0%		9%	
Transcripts and PDP tools available from single entry point	65%		59%		70%		94%		83%		80%	

- This function was not included in the 2003 survey.
- *Transcripts are available in paper format only* for 79% of FE and 65% of HE respondents.
- 59% of FE respondents and 80% of HE respondents aim for *availability of transcripts and PDP tools from a single entry point*.

Table: Curriculum development process - 2005 only

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	228		164		31		19		13		64	
No online access	17%		17%		19%		11%		15%		16%	
Appropriate staff have online access but cannot update	56%		56%		45%		63%		69%		56%	
Appropriate staff have online access can update not discuss	21%		22%		26%		16%		15%		20%	
Appropriate staff have online access can update and discuss	6%		5%		10%		11%		0%		8%	
Future / aim												
N =	177		129		20		16		11		48	
No online access	3%		5%		0%		0%		0%		0%	
Appropriate staff have online access but cannot update	14%		13%		15%		13%		27%		17%	
Appropriate staff have online access can update not discuss	21%		20%		30%		13%		27%		23%	
Appropriate staff have online access can update and discuss	62%		62%		55%		75%		45%		60%	

- This function was not included in the 2003 survey.
- Typically, staff can *access but not update institutional quality and validation documentation* (56% of both FE and HE).
- Many respondents aim to provide *online updating and discussion facilities* (62% FE, 60% HE) in the future.

Table Timetabling / scheduling / calendars - 2005 only

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Current situation												
N =	230		166		32		20		13		64	
No online scheduling	23%		23%		22%		15%		31%		22%	
Can be viewed online but not updated	46%		42%		50%		70%		54%		56%	
Available online with some update tools	23%		25%		25%		10%		15%		19%	
Available online through single entry with personal diary	8%		10%		3%		5%		0%		3%	
Future / aim												
N =	198		142		26		19		13		56	
No online scheduling	3%		4%		0%		0%		0%		0%	
Can be viewed online but not updated	10%		10%		8%		11%		15%		9%	
Available online with some update tools	28%		29%		19%		16%		46%		25%	
Available online through single entry with personal diary	60%		58%		73%		74%		38%		66%	

- This function was not included in the 2003 survey.
- According to 42% of FE respondents and 56% of HE respondents, *timetabling and scheduling information is viewable online, but cannot be updated*.
- An *online system with personal diaries* is aimed for by 58% of FE respondents and 66% of HE respondents

Section 3: Future development of processes to support e-learning

3.1 Which one of the following best describes the future development of processes to support e-learning in your institution? Please tick one only

In 2003 the comparable question was:

3.5 Which one of the following best describes the future development of your MLE? Please tick one only

Table: Nature of plans for future development of processes to support e-learning

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	234	358	168	256	32	45	21	39	14	18	66	102
Have strategy in place for future development	71%	45%	74%	43%	56%	51%	67%	59%	64%	39%	61%	52%
Development planned but no strategy	27%	46%	23%	47%	38%	42%	33%	38%	36%	56%	36%	43%
Unsure about further development	2%	6%	2%	7%	3%	0%	0%	3%	0%	6%	2%	2%
Do not envisage any further development	0%	1%	1%	0%	0%	4%	0%	0%	0%	0%	0%	2%
Not answered	0%	2%	0%	3%	3%	2%	0%	0%	0%	0%	2%	1%

- The percentage of respondents with a *strategy in place* has increased (71%, up from 45%), with all sectors showing an increase. The largest changes are in FE (from 43% to 74%) and HE colleges (from 39% to 64%).
- The number of institutions *planning developments but without a strategy* has decreased (27% overall, down from 46%). The largest changes are in FE (23%, down from 47%) and HE colleges (36%, down from 56%).

3.2 At what level are principal decisions made about the future development of processes to support e-learning in your institution? Please tick one only

In 2003 the only partially (see below) comparable question was:

4.12 At what level in your institution are decisions made about VLE implementation?

Table: Level at which decisions are made

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	236	297	169	209	32	38	21	38	13	12	67	88
Institution	27%	65%	2%	62%	84%	68%	90%	79%	100%	67%	90%	73%
Faculty	1%	10%	1%	9%	0%	11%	5%	18%	0%	8%	1%	14%
School/department	1%	16%	0%	11%	9%	37%	0%	24%	0%	33%	4%	31%
Principal	6%	14%	8%	17%	0%	3%	5%	11%	0%	8%	1%	7%
Senior management team	59%	61%	83%	67%	0%	34%	0%	58%	0%	50%	0%	47%
Department level	4%	12%	5%	11%	0%	11%	0%	13%	0%	17%	0%	13%
Section staff (2003 only)		2%		2%		5%		3%		0%		3%
Not answered	1%	2%	1%	2%	6%	5%	0%	3%	0%	0%	3%	3%

- The question was rephrased as shown above. This needs to be taken into account when interpreting the data.
- The 2005 survey stated that the first three answer options (Institution, Faculty, School/department) are meant for HE respondents and the next three (Principal, Senior management team, Department level) for FE. In the 2003 survey, this was not made clear.
- The 'Section staff' option was removed in 2005.
- *Institutional level decision-making* is cited frequently by HE respondents (90% in 2005)
- *Senior management team decision-making* is cited frequently by FE respondents (83% in 2005).

3.3 Which institutional strategies inform the development of processes to support e-learning in your institution? Please tick all that apply

In 2003 the comparable question was:

3.6 Which institutional strategy documents consider development of your MLE? Please tick all that apply

Table: Institutional strategies informing e-learning development

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	235	358	169	256	32	45	21	39	13	18	66	102
Teaching and Learning strategy	84%	44%	79%	37%	94%	69%	95%	62%	92%	56%	95%	64%
Library/Learning Resources strategy	68%	40%	66%	37%	72%	51%	76%	54%	69%	28%	74%	48%
Corporate strategy (2005 only)	46%		44%		38%		67%		69%		53%	
Estates strategy (2005 only)	28%		28%		16%		38%		23%		24%	
Marketing strategy (2005 only)	25%		25%		16%		29%		23%		23%	
Access/Widening Participation strategy (2005 only)	43%		41%		50%		43%		62%		50%	
Quality Enhancement strategy (2005 only)	37%		36%		47%		48%		15%		41%	
Information and Learning Technology (ILT) strategy	73%	67%	86%	81%	47%	31%	38%	36%	15%	28%	38%	32%
E-learning strategy	45%	32%	41%	29%	53%	33%	57%	46%	62%	28%	55%	37%
E-strategy (2005 only)	7%		6%		13%		5%		8%		8%	
Information and Communication Technology (ICT) strategy	51%	40%	49%	38%	59%	33%	57%	56%	38%	50%	56%	45%
Information strategy	23%	25%	12%	17%	41%	38%	71%	51%	46%	56%	52%	46%
Communications strategy	18%	13%	22%	13%	6%	16%	14%	15%	0%	6%	8%	14%
HR/staff development (2005 only)	1%		1%		0%		10%		0%		3%	
Other institutional strategy	5%	12%	5%	11%	3%	11%	10%	13%	8%	33%	6%	16%
Not answered	1%	2%	1%	2%	3%	4%	0%	3%	8%	0%	3%	3%

- A number of answer options were added in 2005, indicated in the table with '(2005 only)'.
- The question wording was changed from 'strategy documents' to 'strategies'
- *Teaching and Learning strategies* (84%) and *Library/Learning Resources strategies* (68%) are cited frequently.
- *E-learning strategies* are mentioned more often, particularly in pre-92 universities (53%, up from 33%) and HE colleges (62%, up from 28%), compared to 2003.

3.4 Which external strategy documents inform the development of processes to support e-learning in your institution? Please tick all that apply

Table: External strategies informing e-learning development

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	235		169		32		21		13		66	
None	1%		1%		0%		0%		0%		0%	
DfES e-learning strategy / consultation drafts	17%		20%		13%		10%		15%		12%	
HEFCE e-learning strategy / consultation drafts	50%		49%		53%		48%		46%		50%	
Other HEFCE strategy documents	32%		18%		63%		76%		69%		68%	
Joint Scottish Funding Councils e-learning Report	11%		4%		28%		24%		31%		27%	
JISC strategies	29%		31%		22%		24%		31%		24%	
Strategies from professional bodies or agencies	65%		62%		72%		81%		69%		73%	
Learning & skills council	26%		30%		16%		14%		15%		15%	
E-learning strategy	2%		3%		0%		0%		0%		0%	
Other external strategy	8%		9%		9%		0%		8%		6%	
Not answered	4%		4%		6%		5%		8%		5%	

- This question was not asked in 2003.
- The *HEFCE e-learning strategy / consultation drafts* (50%) and *Strategies from professional bodies or agencies* (65%) are often mentioned.

3.5 What, in your opinion, are the barriers to any (further) development of processes to support e-learning in your institution over the coming years? Please score each of the barriers below from 1 to 5, where a higher score indicates a greater barrier. If any is definitely not a barrier then enter a 0.

In 2003 the comparable question was:

3.7 What, in your opinion, are the barriers to any (further) development of your (or any potential) MLE over the coming years? Please score each of the barriers below from 1 to 5, where a higher score indicates a greater barrier. If any is definitely not a barrier then enter a 0.

Table: Barriers to development of processes to support e-learning (average score, ranked by Total 2005)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
lack of time	3.73	3.55	3.77	3.66	3.77	3.2	3.28	3.36	3.79	3.38	3.62	3.29
lack of money	3.56	3.45	3.59	3.41	3.69	3.35	3.24	3.54	3.29	4.06	3.47	3.55
lack of academic staff knowledge	2.99	2.99	3.07	3.11	2.95	2.6	2.60	2.78	2.79	2.88	2.81	2.72
lack of academic staff development	2.84	2.92	2.84	2.98	2.95	2.63	2.52	2.78	3.07	3.25	2.83	2.80
lack of support staff	2.70	2.81	2.52	2.91	3.41	2.85	2.96	2.39	2.71	2.43	3.14	2.59
institutional culture (2005 only)	2.69		2.67		2.95		2.64		2.36		2.74	
lack of incentives	2.68	2.22	2.61	2.36	3.10	1.88	2.48	2.12	2.86	1.43	2.86	1.90
lack of recognition for career development (2005 only)	2.40		2.20		3.38		2.54		2.00		2.87	
technical problems	2.09	2.32	2.20	2.51	1.68	1.64	1.60	2.16	2.57	1.94	1.82	1.90
changing administrative processes (2005 only)	1.99		1.90		2.24		2.21		2.14		2.21	
Too many/diverse standards & guidelines	1.88	2.39	2.01	2.43	1.49	2.18	1.42	2.40	2.00	2.36	1.55	2.30
current organisational structure	1.80	2.05	1.76	2.04	2.19	1.87	1.60	2.27	1.71	2.06	1.91	2.06
lack of strategy and leadership (2005 only)	1.69		1.58		2.23		1.76		1.57		1.96	
inappropriate policies and procedures (2005 only)	1.50		1.42		1.70		1.63		1.71		1.68	
lack of student engagement (2005 only)	1.37		1.41		1.18		1.08		1.86		1.27	
too few standards & guidelines	1.16	1.73	1.16	1.85	1.11	1.16	1.13	1.97	1.46	1.00	1.18	1.48

- This table shows average scores for answer options, not percentages of respondents.
- A number of answer options were added for the 2005 survey, indicated in the table with '(2005 only)'.
- The number of respondents (N) for each option follows in a separate table.
- *Lack of time* remains the most important barrier to development.
- *Lack of money* remains a close second.
- The *Institutional culture* barrier, added for the 2005 survey, is seen as fairly important.

Table: Base (N) for barriers to development of processes to support e-learning

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
lack of time	213	301	152	209	30	40	20	36	12	16	61	92
lack of money	213	299	152	206	31	40	20	37	10	16	61	93
lack of academic staff knowledge	211	296	151	204	30	40	20	36	11	16	60	92
lack of academic staff development	211	296	151	203	28	40	19	37	11	16	60	93
lack of support staff	211	271	150	190	31	34	19	33	13	14	61	81
institutional culture (2005 only)	210		150		30		20		12		60	
lack of incentives	210	270	149	189	30	34	19	33	11	14	61	81
lack of recognition for career development (2005 only)	208		148		31		19		12		60	
technical problems	209	291	149	199	30	39	20	37	12	16	60	92
changing administrative processes (2005 only)	203		146		30		18		12		57	
Too many/diverse standards & guidelines	201	275	144	188	29	38	18	35	10	14	57	87
current organisational structure	209	286	150	194	28	39	19	37	11	16	59	92
lack of strategy and leadership (2005 only)	211		149		30		19		12		62	
inappropriate policies and procedures (2005 only)	207		149		29		19		11		58	
lack of student engagement (2005 only)	209		148		29		20		11		61	
too few standards & guidelines	200	273	143	187	29	37	18	36	10	13	57	86

- A number of answer options were added for the 2005 survey, indicated in the table with '(2005 only)'.

Section 4: Virtual Learning Environments

4.1 Does your institution currently use a virtual learning environment (VLE)?
Please tick one only

In 2003 the comparable question was:

4.1 Does your institution currently use any virtual learning environments (VLEs)?
Please tick one only

Table: whether virtual learning environments are used

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	235	358	169	256	32	45	21	39	13	18	66	102
Yes	89%	83%	86%	82%	97%	84%	90%	97%	92%	67%	95%	86%
No	11%	17%	14%	18%	3%	16%	10%	3%	8%	33%	5%	14%

- The picture for 2005 and 2003 is similar with one exception. A higher percentage of HE colleges report a VLE (92%, up from 67%), but this is based on only 13 respondents in 2005 and 18 in 2003.

4.2 What VLE(s) are used in your institution? Please tick all that apply

In 2003 the comparable question was:

4.2 What VLEs, commercial or in-house, are used in your institution? Please tick all that apply

Table: What VLE(s) are used

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Blackboard	34%	32%	30%	27%	42%	39%	58%	55%	25%	17%	43%	43%
Colloquia	0%	0%	0%	0%	3%	3%	0%	0%	0%	0%	2%	1%
FD Learning's le@	4%	5%	5%	6%	0%	3%	0%	0%	0%	0%	0%	1%
FirstClass	4%	7%	1%	2%	16%	26%	0%	13%	8%	17%	8%	19%
Lotus Domino	2%	2%	1%	0%	6%	11%	0%	5%	8%	0%	5%	7%
Lotus Learning Space	1%	1%	0%	0%	6%	8%	5%	3%	0%	0%	3%	5%
Merlin	0%	1%	0%	0%	3%	3%	0%	0%	0%	0%	2%	1%
TekniCal Virtual Cam	8%	10%	11%	15%	0%	0%	0%	0%	0%	0%	0%	0%
Top Class	0%	1%	0%	1%	3%	0%	0%	0%	0%	0%	2%	0%
WebCT	26%	20%	22%	14%	39%	47%	21%	21%	50%	33%	37%	34%
Granada Learnwise (2003 only)		0%		0%		0%		0%		0%		0%
Other commercial VLE (2005 only)	1%		2%		6%		0%		0%		0%	
Commercial intranet based product	0%	3%	1%	2%	0%	5%	0%	5%	0%	0%	0%	5%
Bodington	4%	3%	2%	3%	13%	5%	0%	0%	17%	8%	8%	3%
COSE	1%	2%	1%	3%	0%	0%	0%	0%	0%	0%	0%	0%
Moodle (2005 only)	18%		22%		13%		5%		8%		8%	
Other VLE - developed in-house	18%	14%	10%	11%	52%	21%	26%	26%	33%	17%	38%	23%
Other intranet based - developed in-house	18%	32%	18%	34%	19%	29%	16%	24%	17%	25%	17%	26%
Other - listed	3%	11%	3%	9%	6%	26%	5%	11%	0%	17%	3%	18%
Not answered	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%

- The question wording was simplified.
- Two answer options were added and one was removed, as indicated in the table with '(2005 only)' and '(2003 only)' respectively.

We also asked in an open question how conformance/compliance to e-learning standards and specifications (e.g. SCORM, IMS content packaging, IMS, QTI) influenced the choice of VLE(s). (Question 4.3) This has resulted in a long list of answers. These can be found in the separate document 'e-learning survey 2005 - listed answers'.

4.3 How has conformance/compliance to e-learning standards and specifications (e.g. SCORM, IMS content packaging, IMS, QTI) influenced your choice of VLE(s)? Please write in

Table: Influence of conformance/compliance to e-learning standards and specifications on VLE choice

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	210		147		31		20		12		63	
Not influenced choice	20%		16%		26%		40%		25%		30%	
Influenced, and answer listed	59%		60%		58%		50%		58%		56%	
Not answered (= not influenced)	21%		24%		16%		10%		17%		14%	

- This question was only asked in 2005.

4.4 What subject areas or departments are using VLE(s) in your institution? Please tick all that apply

In 2003 an open question with similar intention was included:

4.3 What subject areas or departments are using VLEs in your institution? Please write in all below

Table: Subject areas/departments using VLE(s)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209		146		31		19		12		63	
Art, Design and Media (including Dance and Drama)	63%		63%		48%		79%		75%		62%	
Bioscience	37%		30%		68%		53%		17%		52%	
Business Management, Accountancy, Economics, Law	82%		83%		84%		89%		67%		79%	
Education	58%		53%		61%		84%		83%		71%	
Engineering & Materials	55%		56%		55%		74%		17%		52%	
Humanities (English, History, Philosophical and Religious Studies)	59%		55%		74%		63%		75%		68%	
Geography, Earth and Environmental Sciences	47%		41%		68%		63%		42%		60%	
Health Sciences and Practice, Social Policy and Social Work	60%		58%		61%		84%		58%		67%	
Hospitality, Leisure, Sport and Tourism	62%		69%		29%		68%		58%		46%	
Information and Computer Sciences	80%		86%		65%		84%		50%		67%	
Languages, Linguistics and Area Studies	51%		49%		71%		58%		33%		57%	
Maths, Stats & OR Network	58%		60%		61%		58%		33%		54%	
Medicine, Dentistry and Veterinary Medicine	16%		7%		58%		16%		17%		37%	
Physical Sciences	39%		38%		52%		42%		8%		40%	
Psychology, Sociology, Anthropology and Politics	57%		51%		74%		68%		67%		68%	
Other - listed	7%		8%		3%		0%		8%		3%	
Not answered	1%		0%		3%		11%		0%		3%	

- This question was changed from an open to a closed question.

4.5 How many students currently use VLE(s) in your institution?

In 2003 the comparable question was:

4.4 How many students currently use VLEs in your institution?

Table: Number of students currently using VLE(s)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	210	296	147	209	32	37	21	38	14	12	63	87
None	0%	4%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%
499 or less	28%	36%	36%	45%	6%	14%	5%	13%	14%	33%	8%	16%
500 - 999	14%	17%	17%	20%	6%	16%	0%	0%	14%	17%	6%	9%
1000 - 1999	16%	12%	18%	15%	16%	11%	5%	0%	14%	0%	11%	5%
2000 - 2999	8%	7%	11%	3%	0%	14%	5%	21%	0%	25%	2%	18%
3000 - 4999	10%	5%	5%	2%	25%	11%	10%	11%	29%	8%	22%	10%
5000 - 7499	5%	5%	4%	2%	6%	11%	10%	16%	7%	8%	6%	13%
7500 - 9999	3%	3%	1%	1%	6%	14%	10%	3%	14%	0%	8%	7%
10000 or more (2003 only)		6%		1%		5%		37%		0%		18%
10000 - 12499 (2005 only)	2%		1%		6%		10%		0%		5%	
12500 - 14999 (2005 only)	1%		0%		3%		10%		0%		5%	
15000 - 17499 (2005 only)	3%		1%		9%		10%		0%		8%	
17500 - 19999 (2005 only)	1%		1%		3%		5%		0%		3%	
20000 or more (2005 only)	2%		0%		3%		19%		0%		8%	
Information not collected	6%	5%	5%	5%	9%	5%	5%	0%	7%	8%	8%	3%

- Answer options have been added at the top end of the scale, indicated in the table with '(2005 only)

4.6 And, how many teaching staff currently use VLE(s) in your institution?

In 2003 the comparable question was:

4.5 And, how many teaching staff currently use VLEs in your institution?

Table: Number of staff currently using VLE(s)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	211	297	149	209	32	38	20	38	14	12	62	88
None	0%	1%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%
9 or less	8%	15%	10%	17%	6%	11%	0%	5%	7%	17%	3%	9%
10 - 29	14%	26%	16%	32%	6%	11%	0%	8%	29%	25%	8%	11%
30 - 49	13%	15%	15%	19%	6%	5%	5%	8%	14%	17%	6%	8%
50 - 99	15%	12%	19%	11%	6%	16%	5%	13%	0%	33%	5%	17%
100 - 199	14%	11%	12%	10%	16%	13%	15%	18%	14%	0%	18%	14%
200 or more (2003 only)		14%		6%		32%		45%		0%		33%
200 - 299 (2005 only)	8%		6%		9%		10%		14%		11%	
300 - 399 (2005 only)	5%		3%		6%		15%		14%		10%	
400 - 499 (2005 only)	3%		3%		3%		10%		0%		3%	
500 or more (2005 only)	9%		3%		22%		40%		0%		24%	
Information not collected	4%	5%	2%	4%	16%	11%	0%	0%	7%	8%	10%	6%
Not answered	7%	1%	9%	0%	3%	3%	0%	3%	0%	0%	2%	2%

- Answer options have been added at the top end of the scale, indicated in the table with '(2005 only)

4.7 How many modules or units of study currently actively use VLE(s) in your institution?

In 2003 the comparable question was:

4.6 How many courses or modules currently actively use VLEs in your institution?

Table: Number of modules / units of study / courses currently using VLE(s)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	208	297	146	209	31	38	21	38	13	12	62	88
None	0%	4%	1%	5%	0%	0%	0%	0%	0%	0%	0%	0%
9 or less	8%	25%	8%	30%	6%	16%	0%	5%	15%	33%	8%	14%
10 - 29	10%	22%	12%	27%	0%	8%	5%	8%	15%	17%	3%	9%
30 - 49	11%	8%	13%	8%	6%	5%	0%	13%	8%	0%	5%	8%
50 - 99	9%	10%	12%	10%	6%	13%	5%	5%	0%	17%	3%	10%
100 - 199	11%	8%	12%	4%	6%	13%	5%	16%	23%	25%	10%	16%
200 - 299	4%	3%	2%	0%	6%	13%	10%	5%	15%	0%	8%	8%
300 - 399	4%	1%	3%	0%	6%	0%	0%	8%	15%	0%	6%	3%
400 - 499	3%	2%	1%	1%	6%	13%	10%	0%	0%	0%	8%	6%
500 - 999	5%	5%	2%	1%	19%	11%	5%	24%	0%	0%	11%	15%
1000 or more (2003 only)		2%		1%		0%		13%		0%		6%
1000 - 1499 (2005 only)	3%		1%		6%		19%		0%		8%	
1500 or more (2005 only)	6%		1%		10%		38%		0%		18%	
Information not collected	18%	9%	23%	11%	13%	5%	5%	3%	8%	8%	8%	5%
Not answered	8%	1%	10%	1%	6%	3%	0%	0%	0%	0%	3%	1%

- The question text has been modified.
- Answer options have been added at the top end of the scale, indicated in the table with '(2005 only)'.

4.8 How many complete awards are delivered entirely by e-learning?

Table: Number of complete awards delivered entirely by e-learning

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	210		146		31		20		12		64	
None	59%		68%		39%		15%		75%		38%	
9 or less	30%		25%		42%		45%		25%		41%	
10 - 29	3%		1%		10%		10%		0%		8%	
30 - 49	0%		0%		0%		5%		0%		2%	
500 - 999	0%		0%		0%		5%		0%		2%	
1000 or more	1%		0%		3%		5%		0%		3%	
Information not collected	6%		5%		6%		15%		0%		8%	
Not answered	0%		1%		0%		0%		0%		0%	

- This question was only asked in 2005.
- Few respondents (1% in FE, 15% in HE) state that 10 or more awards are delivered entirely by e-learning.
- 8% of HE respondents (all from universities) state that they deliver between 10 and 29 awards entirely by e-learning.

4.9 How do all modules or units of study in the VLE(s) in use in your institution divide between the following categories? Please enter a percentage figure in each of the categories below, using an estimate if needed

In 2003 the comparable question was:

4.7 How do all the VLE courses or modules in use in your institution divide between the following categories? Please enter a percentage figure in each of the categories below, using an estimate if needed

Table: Modules/units of study in VLE(s) characteristics (mean scores of percentages entered by respondents)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
mean % web supplemented	63%	57%	67%	57%	61%	55%	41%	55%	55%	75%	54%	57%
mean % web dependant / interaction participation	15%	15%	14%	15%	13%	10%	23%	16%	15%	15%	16%	13%
mean % web dependant / communication participation	8%	9%	7%	8%	9%	9%	13%	12%	9%	7%	10%	10%
mean % web dependant / communication & interaction participation	9%	11%	7%	9%	10%	17%	15%	11%	18%	3%	13%	13%
mean % fully online	4%	5%	4%	5%	5%	6%	9%	6%	3%	1%	6%	5%

- The question text has been modified.
- The percentages in this table are mean scores of the percentages entered by respondents, not percentages of respondents like in many other tables.
- The number of respondents (N) for each option follows in a separate table.
- On average 63% of modules/units in VLE(s) are characterised by respondents as web-supplemented (67% for FE, 54% for HE).

Table: Base (N) for modules/units of study in VLE(s) characteristics

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N (base) web supplemented	172	252	118	174	27	33	16	35	10	10	54	78
N (base) web dependant / interaction participation	174	252	119	174	28	33	16	35	10	10	54	78
N (base) web dependant / communication participation	174	252	119	174	28	33	16	35	10	10	54	78
N (base) web dependant / communication & interaction participation	174	252	119	174	28	33	16	35	10	10	54	78
N (base) fully online	174	252	119	174	28	33	16	35	10	10	54	78

4.10 For which of the following do you use your VLE(s)? Please tick all that apply

Table: Uses made of VLE(s)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209		146		31		19		12		63	
e-assessment	57%		53%		68%		79%		42%		65%	
e-Portfolio	21%		18%		29%		32%		17%		27%	
Peer support	57%		51%		61%		84%		75%		70%	
Problem Based Learning	38%		32%		58%		68%		25%		54%	
Collaborative working	61%		53%		74%		95%		83%		81%	
Online student presentations (individual and group)	37%		29%		52%		74%		50%		57%	
Assignment submission	64%		60%		77%		79%		75%		75%	
Formative assessment	62%		56%		74%		95%		50%		75%	
Access to course material	99%		99%		97%		100%		100%		98%	
Access to multimedia resources, including simulations and games	67%		71%		65%		58%		42%		57%	
Access to web based resources	92%		92%		90%		95%		100%		90%	
Learning Design	11%		7%		29%		16%		17%		21%	
Other - listed	4%		4%		6%		0%		8%		5%	
Not answered	1%		1%		3%		0%		0%		2%	

- This question was only asked in 2005.
- *Access to course material* (99%) and *access to web based resources* (92%) are mentioned most.
- *Learning Design* (11%), *e-Portfolio* (21%), *Online student presentations* (37%) and *Problem Based Learning* (38%) are mentioned least.

4.11 What units are responsible for installing and maintaining the VLE(s) in your institution? Please tick all that apply or write in the name of the unit responsible

In 2003 question 4.8 was identical.

Table: Units that install and maintain VLE(s)

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	80%	82%	77%	81%	90%	84%	84%	82%	100%	100%	89%	85%
Distributed Information Technology support	10%	9%	7%	5%	26%	26%	11%	13%	8%	25%	16%	20%
Curriculum staff	26%	27%	30%	33%	29%	16%	11%	13%	0%	17%	16%	15%
Vendor/external support (2005 only)	17%		22%		6%		11%		0%		5%	
Library/learning resources (Written in, 2005 only)	6%		6%		3%		11%		8%		5%	
ILT Champions (Written in, 2005 only)	2%		3%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	10%		8%		13%		11%		17%		14%	
Other	1%	21%	1%	22%	0%	18%	0%	24%	0%	8%	0%	19%
Not answered (= none)	0%	1%	0%	1%	0%	3%	0%	3%	8%	0%	2%	2%

- One answer options has been added (Vendor/external support).
- The highlighted differences for HE sub groups are based on low numbers of cases.
- The three most frequently written in answer options for 2005 have been coded and added to the table.
- *Central Information Technology support* is cited by 80% of respondents (77% FE, 89% HE), followed by *curriculum staff* with 26% (30% FE, 16% HE).
- The picture for 2005 and 2003 is similar.

4.12 What units provide VLE technical support in your institution? Please tick all that apply in the first column below or write in the name of the unit responsible

In 2003 question 4.9 was identical.

Table: Units providing technical support

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	81%	84%	79%	83%	84%	89%	84%	82%	92%	92%	86%	86%
Distributed Information Technology support	10%	8%	5%	4%	26%	18%	16%	13%	17%	25%	19%	17%
Learning Technology Support Unit (LTSU)	14%	9%	8%	4%	39%	29%	16%	18%	33%	8%	30%	22%
Educational Development Unit (EDU)	5%	5%	2%	3%	6%	5%	21%	16%	0%	0%	10%	9%
Dedicated VLE support	29%	20%	32%	17%	23%	18%	26%	37%	17%	17%	22%	26%
Local	9%	6%	8%	6%	10%	11%	11%	3%	8%	0%	10%	6%
Outsourced supplier or specialist	15%	10%	18%	12%	10%	8%	11%	3%	0%	8%	8%	6%
Library/learning resources (Written in, 2005 only)	4%		4%		0%		11%		8%		3%	
ILT Champions (Written in, 2005 only)	1%		1%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	3%		2%		3%		5%		8%		3%	
Other - listed	2%	13%	3%	16%	3%	3%	0%	11%	0%	0%	2%	6%
Not answered (= none)	1%	2%	0%	1%	3%	3%	0%	3%	8%	0%	3%	2%

- The three most frequently written in answer options for 2005 have been coded and added to the table.
- *Central Information Technology support* is cited by 81% of respondents (79% FE, 86% HE), followed by *dedicated VLE support* with 29% (32% FE, 22% HE).
- The picture for 2005 and 2003 is broadly similar, apart from the increase in HE college respondents mentioning *LTSU support* (33%, up from 8% but based on low numbers) and *dedicated VLE support*, mentioned by FE respondents (32%, up from 17%)

4.13 And, what units provide VLE system administration support in your institution? Please tick all that apply in the second column below or write in the name of the unit responsible

In 2003 question 4.10 was identical.

Table: Units providing system administration support

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	54%	59%	48%	54%	74%	74%	63%	63%	50%	75%	67%	69%
Distributed Information Technology support	6%	8%	3%	3%	13%	24%	16%	13%	17%	25%	14%	19%
Learning Technology Support Unit (LTSU)	15%	16%	10%	11%	29%	34%	26%	32%	42%	17%	30%	31%
Educational Development Unit (EDU)	10%	5%	7%	2%	16%	11%	21%	13%	8%	0%	16%	10%
Dedicated VLE support	30%	23%	34%	22%	19%	11%	21%	34%	17%	25%	19%	23%
Local	8%	9%	7%	8%	13%	18%	11%	5%	0%	17%	10%	13%
Outsourced supplier or specialist	10%	4%	12%	5%	6%	5%	5%	3%	0%	0%	3%	3%
Library/learning resources (Written in, 2005 only)	6%		5%		0%		11%		17%		6%	
ILT Champions (Written in, 2005 only)	1%		1%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	5%		5%		3%		5%		8%		3%	
Other - listed	2%	19%	3%	23%	3%	8%	0%	11%	0%	0%	2%	8%
Not answered (= none)	4%	6%	3%	8%	6%	3%	0%	3%	8%	8%	5%	3%

- The three most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub groups are all based on low numbers of cases.
- *Central Information Technology support* is cited by 54 % of respondents (48% FE, 67% HE), followed by *dedicated VLE support* with 30% (34% FE, 19% HE).

4.14 What systems are linked to your VLE(s)? Please tick **all** that apply, indicating if it is an automated link or manual process. Add detail as necessary

Table: Systems linked to VLE(s) and nature of link

		Total	FE	HE - Pre '92	HE - Post '92	HE college	HE all
Input of student records	Automated process	49%	43%	61%	63%	62%	63%
	Manual process	36%	41%	23%	21%	23%	22%
	Not answered (= not linked)	15%	16%	16%	16%	15%	14%
Input of student module choices	Automated process	28%	18%	45%	65%	38%	51%
	Manual process	40%	45%	29%	25%	31%	29%
	Not answered (= not linked)	32%	36%	26%	10%	31%	21%
Library Management System	Automated process	26%	25%	25%	40%	25%	30%
	Manual process	24%	25%	28%	15%	25%	23%
	Not answered (= not linked)	50%	51%	47%	45%	50%	47%
Other library systems	Automated process	17%	13%	19%	47%	15%	27%
	Manual process	16%	14%	26%	16%	23%	22%
	Not answered (= not linked)	67%	73%	55%	37%	62%	51%
Portal	Automated process	17%	12%	30%	26%	23%	29%
	Manual process	10%	11%	7%	5%	8%	6%
	Not answered (= not linked)	74%	78%	63%	68%	69%	65%
e-mail	Automated process	46%	45%	35%	68%	42%	48%
	Manual process	14%	17%	13%	0%	17%	8%
	Not answered (= not linked)	40%	38%	52%	32%	42%	44%
e-portfolio	Automated process	10%	8%	16%	20%	8%	15%
	Manual process	8%	10%	6%	0%	15%	5%
	Not answered (= not linked)	82%	82%	78%	80%	77%	81%
Computer Aided Assessment	Automated process	28%	24%	39%	47%	25%	38%
	Manual process	12%	13%	19%	0%	0%	10%
	Not answered (= not linked)	60%	63%	42%	53%	75%	52%
Other	Automated process	5%	1%	16%	11%	8%	14%
	Manual process	0%	1%	0%	0%	0%	0%
	Not answered (= not linked)	94%	98%	84%	89%	92%	86%

- This question was only asked in 2005.
- The number of respondents (N) for each answer option follows in a separate table.
- Automated processes are mentioned most for *input of student records* (43% in FE, 63% in HE) and *e-mail* (45% in FE, 48% in HE).

Table: Base (N) for systems linked to VLE(s) and nature of link

	Total	FE	HE - Pre '92	HE - Post '92	HE college	HE all
Input of student records	210	147	31	19	13	63
Input of student module choices	209	146	31	20	13	63
Library Management System	210	146	32	20	12	64
Other library systems	209	146	31	19	13	63
Portal	210	147	30	19	13	63
e-mail	209	146	31	19	12	63
e-portfolio	209	147	32	20	13	62
Computer Aided Assessment	209	146	31	19	12	63
Other	209	146	31	19	13	63

4.15 How is VLE development supported or encouraged within your institution?
Please tick all that apply

In 2003 question 4.15 was identical.

Table: How VLE development is supported or encouraged

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Not supported or encouraged	3%	2%	3%	2%	6%	3%	0%	3%	0%	0%	3%	2%
Funded as a service (2005 only)	49%		39%		71%		84%		75%		73%	
Project funding	54%	59%	54%	55%	55%	79%	47%	58%	67%	75%	54%	69%
Allowing academic staff development time	58%	63%	62%	67%	48%	42%	58%	63%	42%	67%	48%	55%
Allowing support staff development time	34%	41%	32%	41%	48%	39%	32%	39%	33%	67%	40%	43%
Career enhancement	9%	12%	8%	13%	6%	11%	26%	8%	8%	8%	11%	9%
Contractual obligation/part of job specification (2005 only)	30%		31%		32%		11%		42%		27%	
Other, not specified	0%	3%	1%	2%	0%	3%	0%	5%	0%	0%	0%	3%
Other - listed	4%	2%	5%	3%	3%	0%	0%	0%	8%	0%	3%	0%
Not answered	1%	4%	1%	3%	0%	8%	5%	3%	0%	0%	2%	5%

- Answer options have been added, indicated in the table with '(2005 only)'.
- The highlighted differences for HE colleges are based on low numbers of cases.
- FE respondents cite *allowing academic staff development time* most frequently (62%), followed by *project funding* (54%) and *funded as a service* (39%); The top three for HE respondents is the same, but in a different order: *funded as a service* 73%, *project funding* 54% (down from 69%), *allowing academic staff development time* 48%.

4.16 Are dedicated staff employed to support your VLE(s)? Please tick one only for each area of support

Table: Dedicated staff employed to support VLE(s)

		Total	FE	HE - Pre '92	HE - Post '92	HE college	HE all
Whether dedicated staff is employed to support VLE(s) - system administration	N =	210	147	31	20	12	63
	Yes centrally and locally	18%	17%	16%	20%	17%	19%
	Yes centrally	49%	46%	55%	55%	58%	56%
	Yes locally	2%	1%	6%	0%	0%	3%
	No dedicated VLE support staff	26%	29%	19%	15%	25%	19%
	Not answered	6%	7%	3%	10%	0%	3%
Whether dedicated staff is employed to support VLE(s) - technical	N =	209	147	31	19	12	62
	Yes centrally and locally	14%	11%	26%	21%	17%	23%
	Yes centrally	50%	48%	52%	58%	67%	55%
	Yes locally	2%	1%	6%	0%	0%	3%
	No dedicated VLE support staff	25%	29%	16%	11%	17%	16%
	Not answered	9%	12%	0%	11%	0%	3%
Whether dedicated staff is employed to support VLE(s) - pedagogical/course support	N =	211	147	31	20	13	64
	Yes centrally and locally	32%	29%	42%	45%	23%	39%
	Yes centrally	32%	30%	29%	35%	46%	36%
	Yes locally	11%	12%	16%	5%	8%	9%
	No dedicated VLE support staff	20%	24%	13%	10%	15%	13%
	Not answered	5%	6%	0%	5%	8%	3%

- This question was only asked in 2005.
- The number of respondents (N) is shown for each sub-question.
- *System administration support* is provided by dedicated staff centrally according to 46% of FE respondents and 56% of HE respondents.
- *Technical support* is provided by dedicated staff centrally according to 48% of FE respondents and 55% of HE respondents.
- *Pedagogical/course support* is provided by dedicated staff centrally and locally according to 29% of FE respondents and 39% of HE respondents; and is provided centrally according to 30% of FE respondents and 36% of HE respondents.

4.17 Moving on to consider the support offered to staff, which units across the institution provide staff development and support for use of VLE(s)? Please tick all that apply in each column or write in the name of the unit responsible

In 2003 question 4.17 was identical.

Table: Units responsible for support: Staff development of learning and teaching use

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	22%	34%	20%	33%	35%	42%	11%	29%	33%	25%	27%	34%
Distributed Information Technology support	4%	3%	3%	2%	13%	13%	0%	3%	8%	0%	8%	7%
Learning Technology Support Unit (LTSU)	22%	15%	16%	7%	39%	37%	37%	34%	42%	25%	40%	34%
Educational Development Unit (EDU)	17%	8%	10%	3%	29%	26%	63%	18%	17%	8%	35%	20%
Staff Development Unit	31%	36%	36%	40%	13%	24%	21%	24%	25%	42%	17%	26%
Dedicated VLE support	32%	30%	37%	29%	23%	18%	26%	45%	8%	33%	19%	32%
Local	11%	11%	11%	9%	13%	16%	21%	16%	8%	17%	14%	16%
External (Written in, 2005 only)	1%		1%		0%		5%		0%		2%	
Library/learning resources (Written in, 2005 only)	5%		6%		0%		0%		8%		2%	
ILT Champions (Written in, 2005 only)	4%		5%		0%		5%		0%		2%	
E-learning coordinator (Written in, 2005 only)	7%		8%		3%		5%		17%		6%	
Other - listed	2%	14%	1%	17%	3%	5%	0%	8%	8%	8%	3%	7%
Not answered	4%	10%	4%	9%	6%	13%	5%	8%	8%	17%	5%	11%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub groups are all based on low numbers of cases.
- FE respondents most frequently cite the *Staff Development Unit* (36%) and *dedicated VLE support* (37%).
- HE respondents most frequently cite the *Learning Technology Support Unit* (40%) and *Educational Development Unit (EDU)* (35%).
- *Dedicated VLE support* is down for HE respondents (19%, down from 32%).
- *Central Information Technology support* is down for FE respondents (20%, down from 33%).

Table: Units responsible for support: Staff support in creating new courses

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	22%	27%	21%	23%	23%	37%	16%	29%	42%	50%	24%	35%
Distributed Information Technology support	4%	3%	4%	1%	6%	11%	0%	5%	8%	8%	5%	8%
Learning Technology Support Unit (LTSU)	23%	16%	16%	8%	39%	37%	32%	39%	50%	17%	40%	35%
Educational Development Unit (EDU)	12%	6%	6%	2%	29%	18%	42%	13%	8%	8%	27%	15%
Staff Development Unit	14%	18%	16%	22%	6%	8%	11%	11%	17%	17%	10%	10%
Dedicated VLE support	32%	30%	37%	31%	26%	18%	26%	26%	0%	50%	21%	26%
Local	15%	11%	13%	9%	26%	16%	16%	16%	17%	25%	19%	17%
External (Written in, 2005 only)	1%		1%		0%		5%		0%		2%	
Library/learning resources (Written in, 2005 only)	2%		3%		0%		0%		8%		2%	
ILT Champions (Written in, 2005 only)	3%		5%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	8%		8%		3%		11%		17%		8%	
Other - listed	1%	11%	1%	13%	3%	5%	0%	8%	0%	0%	2%	6%
Not answered	10%	20%	12%	22%	6%	16%	5%	18%	8%	17%	6%	17%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub groups are all based on low numbers of cases.
- FE respondents most frequently cite *dedicated VLE support* (37%).
- HE respondents most frequently cite the *Learning Technology Support Unit* (40%).

Table: Units responsible for support: Staff support in adding content and maintaining courses

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	22%	32%	22%	30%	29%	34%	11%	29%	17%	67%	22%	36%
Distributed Information Technology support	4%	5%	3%	3%	13%	13%	0%	0%	8%	25%	8%	9%
Learning Technology Support Unit (LTSU)	23%	14%	17%	8%	39%	32%	26%	32%	50%	17%	37%	30%
Educational Development Unit (EDU)	11%	5%	6%	2%	23%	13%	32%	11%	8%	0%	22%	10%
Staff Development Unit	15%	16%	17%	19%	6%	8%	11%	8%	17%	8%	10%	8%
Dedicated VLE support	34%	31%	39%	32%	23%	16%	32%	34%	8%	50%	22%	28%
Local	16%	14%	12%	12%	32%	18%	26%	21%	17%	25%	25%	20%
External (Written in, 2005 only)	1%		1%		0%		5%		0%		2%	
Library/learning resources (Written in, 2005 only)	4%		5%		0%		5%		8%		3%	
ILT Champions (Written in, 2005 only)	4%		6%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	8%		8%		3%		11%		17%		8%	
Other - listed	1%	12%	1%	15%	3%	5%	0%	8%	0%	0%	2%	6%
Not answered	7%	14%	8%	13%	6%	21%	5%	18%	8%	0%	5%	17%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub groups are based on low numbers of cases.
- FE respondents most frequently cite *dedicated VLE support* (39%).
- HE respondents most frequently cite the *Learning Technology Support Unit* (37%).
- *Central Information Technology support* is down across the board, in particular for HE respondents (22%, down from 36%).
- *Local support* is up for pre '92 universities (32%, up from 18%).

Table: Units responsible for support: Staff support in creating web pages

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	27%	45%	23%	39%	39%	63%	26%	45%	33%	83%	35%	58%
Distributed Information Technology support	5%	7%	2%	3%	16%	18%	5%	8%	8%	33%	11%	16%
Learning Technology Support Unit (LTSU)	19%	11%	14%	6%	29%	21%	26%	24%	42%	25%	29%	23%
Educational Development Unit (EDU)	5%	3%	3%	1%	6%	8%	16%	11%	8%	0%	10%	8%
Staff Development Unit	11%	18%	14%	21%	6%	11%	5%	8%	17%	8%	6%	9%
Dedicated VLE support	26%	19%	32%	23%	13%	3%	21%	13%	0%	25%	13%	10%
Local	12%	12%	8%	11%	23%	18%	26%	16%	17%	8%	22%	16%
External (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
Library/learning resources (Written in, 2005 only)	2%		2%		0%		5%		8%		3%	
ILT Champions (Written in, 2005 only)	3%		4%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	7%		8%		0%		5%		17%		3%	
Other - listed	2%	11%	1%	15%	3%	5%	0%	3%	8%	0%	3%	3%
Not answered	18%	15%	18%	16%	16%	13%	21%	21%	17%	0%	19%	15%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub groups are based on low numbers of cases.
- *Central Information Technology support* remains frequently cited (27% overall, down from 45%). (FE 23%, down from 39%; HE 35%, down from 58%).
- *Dedicated VLE support* is cited also almost equally often (26%, up from 19%), mainly due to FE respondents (32%, up from 23%).

4.18 What training and development activities are offered to support staff who help other staff in the use of VLE(s)? Please tick all that apply

Table: Support staff training and development activities

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209		146		31		19		12		63	
Regional seminars	54%		54%		48%		63%		58%		52%	
External training courses	65%		62%		74%		74%		75%		71%	
Internal staff development	80%		81%		74%		95%		75%		79%	
National conferences/seminars	63%		57%		74%		79%		75%		75%	
Regional Support Centre (RSC) events	59%		71%		23%		32%		75%		35%	
Association for Learning Technology (ALT) events	29%		11%		74%		84%		50%		71%	
Universities and Colleges Information Systems Association (UCISA) events	15%		2%		39%		53%		50%		46%	
Higher Education Academy (HEA) subject centre events	12%		4%		32%		37%		25%		32%	
Other - listed	4%		4%		3%		11%		0%		3%	
Not answered	3%		4%		3%		0%		8%		3%	

- This question was only asked in 2005.
- 81% of FE respondents and 79% of HE respondents mention *internal staff development*.
- Not much difference between instances of *regional seminars* (54%), *external training courses* (65%), *national conferences/seminars* (63%) and *Regional Support Centre events* (59%).
- *RSC events* are often mentioned by respondents from FE (71%) and HE colleges (75%).

4.19 And which units across the institution provide student support and training in the use of VLE(s)? Please tick all that apply in each column or write in the name of the unit responsible

In 2003 the comparable question 4.19 was identical:

Table: Units responsible for support: face-to-face training on use of VLE as part of course delivery

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	8%	11%	7%	9%	10%	16%	11%	11%	17%	33%	11%	16%
Distributed Information Technology support	2%	1%	2%	0%	6%	3%	0%	0%	0%	8%	3%	2%
Learning Technology Support Unit (LTSU)	9%	6%	7%	4%	13%	18%	5%	8%	25%	8%	13%	13%
Educational Development Unit (EDU)	4%	3%	3%	2%	10%	5%	5%	5%	0%	0%	6%	5%
Dedicated VLE support	15%	9%	18%	10%	6%	8%	11%	8%	8%	17%	8%	9%
Local	13%	10%	10%	8%	26%	18%	26%	11%	17%	17%	24%	15%
Academic staff	69%	64%	71%	65%	68%	53%	79%	68%	50%	75%	67%	63%
External (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
Library/learning resources (Written in, 2005 only)	2%		3%		0%		5%		0%		2%	
ILT Champions (Written in, 2005 only)	1%		1%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	2%		2%		0%		0%		17%		3%	
Other - listed	1%	5%	1%	5%	0%	8%	5%	5%	0%	0%	2%	6%
Not answered	12%	19%	12%	20%	16%	21%	5%	16%	17%	8%	13%	17%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub groups are based on low numbers of cases.
- *Academic staff* is frequently cited (69%, was 45%). (FE 71%, was 65%; HE 67%, was 63%).

Table: Units responsible for support: face-to-face training on use of VLE as part of an IT skills induction

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	19%	17%	12%	10%	39%	32%	32%	37%	42%	42%	37%	35%
Distributed Information Technology support	3%	3%	3%	1%	6%	8%	0%	8%	0%	0%	3%	7%
Learning Technology Support Unit (LTSU)	8%	6%	5%	4%	16%	8%	11%	11%	8%	8%	13%	9%
Educational Development Unit (EDU)	5%	1%	2%	1%	10%	3%	11%	3%	8%	0%	10%	2%
Dedicated VLE support	11%	7%	14%	7%	3%	8%	11%	5%	17%	8%	6%	7%
Local	11%	9%	10%	7%	13%	11%	16%	16%	17%	17%	14%	14%
Academic staff	38%	41%	43%	45%	23%	16%	42%	37%	17%	50%	27%	30%
External (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
Library/learning resources (Written in, 2005 only)	8%		7%		3%		11%		17%		8%	
ILT Champions (Written in, 2005 only)	1%		1%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	2%		1%		0%		5%		8%		3%	
Other - listed	0%	6%	0%	7%	0%	5%	5%	3%	0%	0%	2%	3%
Not answered	26%	34%	28%	36%	32%	39%	11%	24%	17%	8%	21%	28%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub groups are based on low numbers of cases.
- *Academic staff* remains frequently cited (38%, was 41%). (FE 43%, was 45%; HE 27%, was 30%) followed by *Central Information Technology support* (19%, was 17%). (FE 12%, was 10%; HE 37%, was 35%).
- *Library / learning resources* was written in by 8% of respondents.

Table: Units responsible for support: printed guides on use of VLE

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	22%	23%	14%	17%	42%	37%	37%	32%	42%	58%	41%	38%
Distributed Information Technology support	3%	3%	3%	2%	6%	3%	0%	3%	0%	17%	3%	5%
Learning Technology Support Unit (LTSU)	14%	11%	10%	7%	29%	21%	21%	24%	17%	8%	25%	20%
Educational Development Unit (EDU)	6%	2%	4%	1%	13%	5%	16%	5%	0%	0%	11%	5%
Dedicated VLE support	20%	15%	23%	16%	13%	11%	16%	16%	17%	17%	14%	14%
Local	10%	6%	10%	7%	13%	5%	11%	5%	8%	0%	10%	5%
Academic staff	26%	22%	30%	25%	23%	18%	11%	16%	17%	8%	17%	16%
External (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
Library/learning resources (Written in, 2005 only)	5%		5%		6%		11%		17%		8%	
ILT Champions (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	4%		4%		0%		11%		17%		5%	
Other - listed	0%	8%	0%	7%	0%	8%	5%	13%	0%	8%	2%	10%
Not answered	23%	32%	28%	37%	16%	24%	5%	24%	17%	8%	13%	22%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE colleges are based on low numbers of cases.
- *Academic staff* remains frequently cited (26%, was 22%). (FE 30%, was 25%; HE 17%, was 16%) followed by *Central Information Technology support* (22%, was 23%). (FE 14%, was 17%; HE 41%, was 38%).
- *Library / learning resources* was written in by 5% of respondents, and *E-learning coordinator* by 4%.

Table: Units responsible for support: information on Intranet/ Internet on use of VLE

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	26%	31%	16%	24%	52%	53%	63%	37%	42%	50%	51%	45%
Distributed Information Technology support	4%	3%	3%	2%	10%	13%	0%	0%	0%	8%	5%	7%
Learning Technology Support Unit (LTSU)	15%	10%	11%	6%	29%	26%	21%	21%	17%	0%	25%	20%
Educational Development Unit (EDU)	5%	3%	4%	1%	13%	8%	11%	8%	0%	0%	8%	7%
Dedicated VLE support	23%	17%	25%	17%	23%	13%	16%	18%	17%	33%	19%	18%
Local	8%	6%	8%	6%	16%	11%	5%	5%	0%	8%	8%	8%
Academic staff	23%	27%	29%	30%	19%	26%	5%	13%	8%	17%	13%	19%
External (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
Library/learning resources (Written in, 2005 only)	4%		3%		6%		0%		17%		5%	
E-learning coordinator (Written in, 2005 only)	4%		5%		0%		5%		8%		3%	
Other - listed	0%	6%	0%	6%	0%	5%	0%	11%	0%	0%	0%	7%
Not answered	23%	29%	27%	33%	10%	18%	11%	18%	25%	17%	14%	18%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub-groups are based on low numbers of cases.
- *Central Information Technology support* remains frequently cited (26%, was 31%). (FE 16%, was 24%; HE 51%, was 45%) followed by *Dedicated VLE support* (23%, was 17%). (FE 25%, was 17%; HE 19%, was 18%) and *Academic staff* (23%, was 27%). (FE 29%, was 30%; HE 13%, was 19%)
- *Library / learning resource* was written in by 4% of respondents, and *E-learning coordinator* also by 4%.

Table: Units responsible for support: online training on use of VLE via VLE

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209	297	146	209	31	38	19	38	12	12	63	88
Central Information Technology support	12%	12%	10%	8%	26%	24%	21%	16%	8%	42%	19%	23%
Distributed Information Technology support	2%	1%	1%	1%	6%	3%	0%	0%	0%	8%	3%	2%
Learning Technology Support Unit (LTSU)	11%	7%	10%	5%	16%	18%	11%	11%	25%	0%	16%	13%
Educational Development Unit (EDU)	5%	2%	3%	1%	6%	3%	21%	8%	0%	0%	10%	5%
Dedicated VLE support	24%	15%	29%	15%	10%	8%	21%	18%	17%	17%	14%	14%
Local	7%	5%	6%	5%	10%	5%	11%	11%	0%	0%	8%	7%
Academic staff	20%	19%	23%	21%	10%	8%	21%	26%	17%	8%	14%	16%
External (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
Library/learning resources (Written in, 2005 only)	4%		3%		6%		5%		8%		5%	
ILT Champions (Written in, 2005 only)	0%		1%		0%		0%		0%		0%	
E-learning coordinator (Written in, 2005 only)	3%		3%		0%		5%		17%		3%	
Other - listed	0%	6%	0%	5%	0%	5%	0%	13%	0%	0%	0%	8%
Not answered	40%	48%	42%	53%	42%	45%	21%	34%	42%	33%	37%	39%

- The four most frequently written in answer options for 2005 have been coded and added to the table.
- The highlighted differences for HE sub-groups are based on low numbers of cases.
- *Dedicated VLE support* is frequently cited (24%, was 15%). (FE 29%, was 15%; HE 14%, was 14%) followed by *Academic staff* (20%, was 19%). (FE 23%, was 21%; HE 14%, was 16%).
- *Library / learning resources* was written in by 4% of respondents, and *E-learning coordinator* by 3%.

4.20 Do any of the following groups of students receive more focussed or specialised support and training in the use of VLEs? Please tick any that apply and write in details of how the support or training offered is adapted for the group

In 2003 question 4.20 was identical.

Table: Groups of students receiving specialised training and support

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
Students with special needs. N =	209	297	147	209	32	38	20	38	12	12	62	88
Ticked, and details provided	8%	10%	7%	8%	9%	13%	10%	24%	17%	8%	11%	17%
Ticked, no details provided	13%	9%	12%	10%	13%	16%	15%	0%	17%	8%	15%	8%
Staff training/dedicated staff (Written in, 2005 only)	4%		5%		6%		5%		0%		3%	
One -to-one support (Written in, 2005 only)	6%		5%		6%		10%		8%		6%	
Not ticked (= no extra support?)	69%	80%	71%	82%	66%	71%	60%	76%	58%	83%	65%	75%
Distance learners. N =	211		147		32		20		13		64	
Ticked, and details provided	2%		0%		6%		10%		8%		6%	
Ticked, no details provided	9%		5%		13%		30%		8%		17%	
Special induction / pre-course support (Written in, 2005 only)	3%		1%		16%		0%		0%		8%	
Specialist support staff (Written in, 2005 only)	3%		3%		0%		0%		15%		3%	
Not ticked (= no extra support?)	83%		90%		66%		60%		69%		66%	
Off-campus learners. N =	210		146		32		20		12		64	
Ticked, and details provided	2%		1%		6%		0%		0%		3%	
Ticked, no details provided	7%		5%		13%		10%		8%		11%	
Special induction / pre-course support (Written in, 2005 only)	1%		0%		3%		5%		0%		3%	
Specialist support staff (Written in, 2005 only)	3%		1%		3%		5%		17%		6%	
Not ticked (= no extra support?)	87%		92%		75%		80%		75%		77%	
Part-time learners. N =	210		146		32		20		13		64	
Ticked, and details provided	1%		1%		3%		0%		8%		3%	
Ticked, no details provided	4%		4%		6%		10%		0%		5%	
Special induction / pre-course support (Written in, 2005 only)	1%		1%		0%		0%		0%		0%	
Specialist support staff (Written in, 2005 only)	2%		1%		3%		0%		8%		3%	
Not ticked (= no extra support?)	91%		92%		88%		90%		85%		89%	
Other group. N =	209	297	146	209	31	38	19	38	12	12	63	88
Ticked, and details provided	1%	2%	1%	3%	3%	3%	0%	0%	0%	0%	2%	1%
Ticked, no details provided	0%	0%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not ticked (= no extra support?)	98%	98%	98%	97%	97%	97%	100%	100%	100%	100%	98%	99%

- 'Distance learners', 'Off-campus learners' and 'Part-time learners' added in 2005.

4.21 Are you using any mobile technologies to connect with your VLE(s)? Please write in

Table: Mobile technologies to connect to VLE

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209		146		31		19		12		63	
Not using	52%		51%		52%		42%		83%		54%	
Using - details list	2%		1%		3%		11%		0%		5%	
Wireless network / access	16%		17%		16%		26%		0%		14%	
Laptop PCs	10%		12%		6%		11%		0%		5%	
Mobile phones/SMS technology	4%		1%		6%		21%		0%		8%	
PDAs	4%		3%		6%		5%		8%		5%	
Not answered	23%		27%		16%		11%		17%		14%	

- This question was only asked in 2005. (As an open question)
- 52% of respondents state that they don't use *mobile technologies to connect* to VLEs (51% FE, 54% HE).
- 16% state that they use *wireless technologies* (17% FE, 14% HE) and 10% laptop PCs (12% FE, 5% HE).

4.22 And are you using any mobile technologies to provide support for those using your VLE(s)? Please write in

Table: Mobile technologies to support VLE users

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209		146		31		19		12		63	
Not using	64%		60%		68%		79%		75%		71%	
Using - details list	3%		3%		6%		0%		0%		3%	
Wireless network / access	1%		1%		0%		0%		0%		0%	
Laptop PCs	1%		2%		0%		0%		0%		0%	
Mobile phones/SMS technology	2%		2%		3%		5%		0%		3%	
PDAs	2%		1%		3%		5%		8%		3%	
Not answered	29%		32%		26%		21%		17%		22%	

- This question was only asked in 2005. (As an open question)
- 64% of respondents state that they don't use *mobile technologies to provide support* to VLE users (60% FE, 71% HE).

4.23 What portfolio/PDP systems, commercial or in-house, are used in your institution? Please tick all that apply

Table: Portfolio/PDP systems used

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	209		146		31		19		12		63	
None	5%		5%		3%		11%		8%		5%	
DfES Widening Horizons/3T	1%		1%		0%		0%		0%		0%	
Other commercial - listed	10%		10%		6%		21%		8%		11%	
Other in-house - listed	11%		5%		26%		26%		25%		25%	
Other in-house - not listed	7%		4%		16%		11%		17%		14%	
Not answered	67%		75%		52%		42%		42%		46%	

- This question was only asked in 2005.

Section 5: Portals

5.1 Does your institution have

In 2003 question 5.1 was identical.

Table: Types of portal in institution

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	235	358	169	256	32	45	21	39	13	18	66	102
Institutional portal	40%	44%	40%	46%	38%	27%	57%	44%	23%	44%	41%	36%
Departmental portal (2003 only)		9%		8%		11%		21%		0%		13%
Other portal - details	9%	7%	9%	5%	16%	13%	10%	10%	0%	6%	11%	11%
No portal	46%	43%	46%	42%	41%	49%	33%	36%	77%	50%	45%	44%
Other portal, no details	2%	0%	2%	0%	3%	0%	0%	0%	0%	0%	2%	0%
Not answered	4%	4%	5%	4%	6%	4%	0%	5%	0%	0%	3%	4%

- The answer option 'departmental portal' was removed.
- The highlighted differences for HE colleges are based on low numbers of cases.
- 57% of post-92 respondents (up from 44%) indicated *an institutional portal*.

5.2 Which of the following does your institutional portal provide? Please tick all that apply

In 2003, question 5.2 was identical.

Table: Functions of institutional portal

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	95	156	68	119	12	12	12	17	3	8	27	37
A personalised single point of access to internal online resources	78%	76%	79%	75%	75%	67%	75%	88%	67%	88%	74%	81%
A personalised single point of access to external online resources	52%	44%	60%	46%	33%	25%	42%	47%	0%	38%	33%	38%
Access to local and remote 'information resources'	66%	69%	66%	68%	42%	58%	92%	82%	67%	75%	67%	73%
Access to transaction based services	35%	24%	31%	18%	58%	67%	25%	29%	67%	38%	44%	43%
Access to collaborative tools	59%	54%	60%	51%	42%	42%	75%	76%	67%	63%	59%	62%
Other	0%	7%	0%	3%	0%	33%	0%	12%	0%	25%	0%	22%
Not answered	3%	3%	1%	3%	17%	0%	8%	6%	0%	0%	7%	3%

- The highlighted differences for HE colleges are based on very low numbers of cases.
- 78% of respondents indicate the function of *a personalised single point of access to internal online resources*, both (FE 79%; HE 74%), similar to 2003.
- 52% of respondents indicate the function of *a personalised single point of access to external online resources*, both (FE 60%, up from 46%; HE 33%, down from 38%).
- *Access to local and remote 'information resources'* (66%) and to *collaborative tools* (59%) are also frequently cited functions.
- *Transaction based services* are less common, but on the up (35%, up from 24%).

5.3 Who has been responsible for the development of your institutional portal?
Please tick all that apply

In 2003, question 5.3 was identical.

Table: Responsibility for development of institutional portal

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	95	156	68	119	12	12	12	17	3	8	27	37
Central IT	72%	69%	69%	70%	75%	67%	75%	65%	67%	75%	74%	68%
Central Administration	12%	13%	10%	12%	33%	25%	0%	12%	0%	25%	15%	19%
Library/Learning Resource Centre	23%	29%	25%	26%	17%	25%	17%	53%	33%	38%	19%	41%
E-learning team/coordinator (written in, 2005 only)	17%		21%		0%		17%		33%		7%	
Other - listed	7%	31%	9%	32%	0%	50%	17%	24%	0%	13%	7%	30%
Not answered	2%	0%	1%	0%	8%	0%	0%	0%	0%	0%	4%	0%

- The highlighted differences for HE sub groups are based on low numbers of cases.
- 72% of respondents indicate *Central IT responsibility* (FE 69%; HE 74%), similar to 2003.
- 23% of respondents indicate *Library/Learning Resource Centre* responsibility (FE 25%; HE 19%, down from 41%).
- The option *E-learning team/coordinator* was written in by 17% of respondents in 2005.

5.4 Are you using any specific packages to develop your institutional portal?
Please write in the details of any packages you are using

In 2003 question 5.4 was identical.

5.4: Specific packages used to develop institutional portal

	Total		FE		HE - Pre '92		HE - Post '92		HE college		HE all	
	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003	2005	2003
N =	94		68		13		12		4		26	
None	17%		21%		8%		17%		0%		8%	
Answered, listed	30%		24%		54%		33%		50%		46%	
Microsoft (Sharepoint)	13%		15%		0%		17%		0%		8%	
Not answered	40%		41%		38%		33%		50%		38%	

- 2003 answers were not analysed / categorised.
- *Microsoft (Sharepoint)* was mentioned by 13% of respondents (15% FE; 8% HE).
- Other packages to develop institutional portal mentioned in 2005 include:

<i>Package used to develop institutional portal</i>
ASP/ASP.net
Athens
Dreamweaver
First Class
Flash
FrontPage
Java. PHP
Learnwise
Luminis portal
Macromedia applications
Moodle
MSA ISA server (Bespoke systems based on)
Novell NPS / VirtualOffice
Oracle (various)
Rainbow open source
Sunguard
Tridion CMS system
Uportal
Visual Studio
Zode Alone



STUDY OF ENVIRONMENTS TO SUPPORT e-LEARNING IN UK FURTHER AND HIGHER EDUCATION

This survey seeks to identify the current picture and trends in UK Further and Higher Education Institutions with regard to a broad range of processes and environments in which e-learning takes place. It follows on from the Managed Learning Environment (MLE) Landscape survey conducted in 2003 (see http://www.jisc.ac.uk/project_mle_activity.html), but is wider in scope.

The focus is on the extent of integration of business processes, services and systems in support of learning and teaching within and across institutions, and how the whole range of e-learning systems can and do fit together.

In this area of educational development terms are not always used or understood in the same way by those operating in the field. Some key terms used in this survey are:

Managed Learning Environment (MLE) refers to the whole range of information systems and processes of an institution (including its VLE if it has one) that contribute directly or indirectly to learning and the management of that learning.

Virtual Learning Environment (VLE) refers to the component(s) within an MLE that provides the “online” interactions of various kinds which can take place between learners and tutors, including online learning.

Portal refers to a network service that brings together diverse/distributed content and services into an amalgamated form for presentation to the user. The presentation is usually via a web browser and can be customised and personalised for the individual user.

The precise terms used may or may not reflect those used by your institution – don't worry, the aim of the survey is to look at the functionality of your systems, whatever they happen to be called. The research team are also interested in responses from institutions that have as yet done little or no work in these areas.

Completing the questionnaire

The questionnaire has been given to you as someone with an institution-wide perspective. However, you may want to consult with colleagues on some of the more detailed questions, for example, those about VLEs. Other institutions that have helped develop the questionnaire have found it can take an hour or two to complete the questionnaire.

There is an online version of the questionnaire available via the study web-site (www.mlestudy.ac.uk). Should you require further copies to hand around to colleagues then a Microsoft Word version can be downloaded from the study web-site.

If you have any questions then please get in touch with the survey helpline at The Research Partnership on 08707 448801 or mlesurvey@researchpartnership.org.uk

If you do contact us then it would help to quote your reference number, which is →

Please return the completed questionnaire to The Research Partnership in the reply paid envelope provided, by **Friday 18th March**.

SECTION 1: e-LEARNING DEVELOPMENT

The first three sections of this questionnaire look at processes and environments in which e-learning takes place, including Managed Learning Environments. There are potentially many useful links within and across institutions between online learning systems and other systems, such as learning resources and administration. These sections explore how your organisation, with its partners, is addressing this broader picture.

- 1.1 **There are many ways of organising the development of processes to support e-learning within institutions. Which one of the following options best describes how you are currently organising developments in this area?** Please tick one only

Activity predominantly centralised	<input type="checkbox"/>	
Devolved responsibilities within institution-wide initiative	<input type="checkbox"/>	
Departmental/local initiatives only with little or no integration	<input type="checkbox"/>	
Work planned, but not yet started	<input type="checkbox"/>	
No real work done in this area	<input type="checkbox"/>	→ go to section 2

- 1.2 **Which other(s) have you tried in the last two years, since Spring 2003?**
Please tick all that apply

Have not tried any other(s)	<input type="checkbox"/>
Activity predominantly centralised	<input type="checkbox"/>
Devolved responsibilities within institution-wide initiative	<input type="checkbox"/>
Departmental/local initiatives only with no integration	<input type="checkbox"/>
Work planned, but not yet started	<input type="checkbox"/>

- 1.3 **Listed below are possible driving factors for MLE development and the environments and processes that support e-learning. Which of those have been important in your institution to date?** Please indicate the importance of each of these by scoring each from 1 (not very important at all) to 5 (very important). If a factor is not relevant to your institution then simply enter 0

Enhancing the quality of learning and teaching in general	<input type="checkbox"/>
Improving access to learning for part-time students	<input type="checkbox"/>
Improving access to learning for students off campus	<input type="checkbox"/>
Improving access to learning for overseas students	<input type="checkbox"/>
Keeping abreast of educational developments	<input type="checkbox"/>
Attracting home students	<input type="checkbox"/>
Attracting EU students	<input type="checkbox"/>
Attracting international (outside EU) students	<input type="checkbox"/>
Attracting new markets	<input type="checkbox"/>
Widening participation/inclusiveness	<input type="checkbox"/>
Creating or improving competitive advantage	<input type="checkbox"/>
Student expectations	<input type="checkbox"/>
To help standardise across your institution	<input type="checkbox"/>
Formation of partnerships with other institutions/organisations	<input type="checkbox"/>
To help standardise your institution with others	<input type="checkbox"/>
Developing the regional role of your institution	<input type="checkbox"/>
Achieving cost/efficiency savings	<input type="checkbox"/>
Improving administrative processes	<input type="checkbox"/>
The Special Educational Needs and Disability Act 2001	<input type="checkbox"/>
Other – please write in below and score	<input type="checkbox"/>

.....

1.4 Listed below are possible **supporting factors** for MLE development and the environments and processes that support e-learning. Which of those have been important in your institution to date? Please indicate the importance of each of these in your institution by scoring each from 1 (not very important at all) to 5 (very important). If a factor is not relevant to your institution then simply enter 0

Availability of <u>external</u> funding (e.g. JISC, HE funding councils, LSC)	<input type="text"/>
Availability of <u>internal</u> funding	<input type="text"/>
A committed local 'champion'	<input type="text"/>
Availability of relevant standards	<input type="text"/>
Technological changes/developments	<input type="text"/>
Other – please write in below and score	<input type="text"/>

.....

1.5 Which, if any, of the following groups of **staff** are **consulted** as your organisation develops its processes to support e-learning? Please tick all that apply

Academic	<input type="checkbox"/>	
Administrative	<input type="checkbox"/>	
Learning Resources/Library	<input type="checkbox"/>	
IT Support	<input type="checkbox"/>	
Senior Managers	<input type="checkbox"/>	
Learning Technologists	<input type="checkbox"/>	
Other groups of staff	<input type="checkbox"/>	
Do not consult with any groups of staff – please write in why:	<input type="text"/>	→ go to 1.7

.....

1.6 Which **methods** of consultation with staff have you found work **best**? Please write in

1.7 Which, if any, of the following groups of **students** are **consulted** as your organisation develops its processes to support e-learning?

Please tick all that apply

Full-time campus based	<input type="checkbox"/>	
Part-time campus based	<input type="checkbox"/>	
Off-campus or distance/remote learners	<input type="checkbox"/>	
Overseas	<input type="checkbox"/>	
Other groups of students	<input type="checkbox"/>	
Do not consult with any groups of students – please write in why:	<input type="text"/>	→ go to 1.9

.....

1.8 Which **methods** of consultation with students have you found work **best**? Please write in

1.9 Which, if any, of the following groups of **external partners** are **consulted** as your organisation develops its processes to support e-learning? Please note that we ask specifically about any **collaborative arrangements** in the following questions

Other HE institutions	<input type="checkbox"/>
Other FE institutions	<input type="checkbox"/>
6 th Form Colleges	<input type="checkbox"/>
Schools	<input type="checkbox"/>
Other educational institutions	<input type="checkbox"/>
Your Regional Development Agency (RDA)	<input type="checkbox"/>
Enterprise Agencies	<input type="checkbox"/>
Local Authority	<input type="checkbox"/>
Universities and Colleges Admission Service (UCAS)	<input type="checkbox"/>
JISC Committees and Development Programmes	<input type="checkbox"/>
JISC Regional Support Centres (RSC) and other support services	<input type="checkbox"/>
Association for Learning Technology (ALT)	<input type="checkbox"/>
Universities and Colleges Information Systems Association (UCISA)	<input type="checkbox"/>
National Information and Learning Technologies Association (NILTA)	<input type="checkbox"/>
Local employers	<input type="checkbox"/>
Awarding bodies	<input type="checkbox"/>
Software User Groups	<input type="checkbox"/>
Commercial partners (e.g. suppliers)	<input type="checkbox"/>
Other external organisations	<input type="checkbox"/>
Do not consult with any external organisations – please write in why:	<input type="checkbox"/> → go to 1.11

.....

1.10 Which **methods** of consultation with external partners have you found work **best**? Please write in

1.11 Collaboration with others may be one way of overcoming barriers to the development of processes to support e-learning. Do you have any plans to collaborate with any other organisations in the future?

Yes
 No → go to 2.1

1.12 With which organisations are you planning to collaborate and about what? Please write in

SECTION 2: e-LEARNING ENVIRONMENTS – CURRENT AND FUTURE DEVELOPMENTS

2.1 Listed below are **functions** of processes, services and systems that support learning and teaching. To what extent will these systems, services and processes be developed or integrated in your institution by September 2005, and to what extent do you want them to develop in the future?

Please tick one of the 'Sept 05' boxes for each of the functions (rows) below to indicate the likely position in September 2005; and one of the 'Aim' boxes to indicate your longer-term ambitions.

Recruitment / application (non UCAS)	Recruitment and application enquiries are by telephone with paper forms	Prospectus can be viewed and simple enquiries can be made online	Prospectus can be viewed and applications can be made online	Prospectus can be viewed, applications can be made and tracked online
	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>
Course enrolment	Course enrolment is through paper forms only	Enrolment for some courses can be done on-line	On-line enrolment available for the majority of courses	Students primarily enrol for courses on-line
	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>
Signing-on to access e-learning resources and environments	No e-learning resources	Students have to use multiple user names specific to each resource to access e-learning resources and environments	Students access e-learning resources and environments using many user names; some cover multiple resources	Students access all e-learning resources and environments directly using a single user name and password
	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>
Personalised access to e-learning and support resources	No personalised access to e-learning and support resources	Students have personalised access to some e-learning and support resources	Students have personalised access to many e-learning and support resources	Students have personalised access to all e-learning and support resources
	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>
Access to course descriptions and learning outcomes	Course descriptions and learning outcomes are accessible in paper format only	Course descriptions and learning outcomes are accessible in a mixture of on-line and paper formats	Course descriptions and learning outcomes all accessible on-line from different systems	Course descriptions and learning outcomes are available to students from a single entry point
	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>	Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/>

Module selection (where applicable)	<p>Choice of elective modules made using paper forms</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Elective modules are chosen on-line by academic staff in discussion with students</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Elective modules are chosen on-line by students with prior authorisation of academic or admin staff only</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students primarily choose elective modules on-line</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Student access to library / learning resource centre (LRC)	<p>Students have limited or no on-line access to the library catalogue</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can access the library catalogue on-line. Separate access routes exist to individual components of the electronic resources collection</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can access the library catalogue on-line. There is a separate gateway that provides access to all components of the electronic resources collection.</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can access the library catalogue and electronic resources from one common interface</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Support for users of library / LRC managed electronic learning resources	<p>There are no electronic learning resources</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>On-line support is not available for users of electronic learning resources</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can e-mail a helpdesk with general queries about locating and using electronic learning resources</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>On request, students receive on-line guidance and support from information professionals for their subject area</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Student access to administrative data	<p>Students cannot see personal admin data directly and have to request updates to be made by admin staff</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can see some pertinent personal admin data on-line</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can read on-line pertinent personal admin data and electronically request changes to be made</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can read on-line pertinent personal admin data and can update appropriate selected fields</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Fee payment	<p>Fees paid manually with no link to access to services</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Fees paid manually, with admin staff creating access to services upon payment</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can pay fees on-line and can see the status of their account; access to services and facilities is set up by admin staff</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Students can pay fees on-line, automatically creating access to the services and facilities they have just paid for and can see the status of their account</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>

Accessibility of resources for students and staff with a wide range of access needs	<p>On-line systems do not support a range of access needs</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>On-line systems support a limited range of access needs</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Some on-line systems support a wide range of access needs</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>All on-line systems can be customised to support students with a wide range of access needs</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Staff access to course administration	<p>Access is set up for each member of staff individually</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Access is semi-automatically set-up for staff for courses</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Access for staff is automatically set-up for courses but roles need assigning manually</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Staff are automatically provided with access to and authorisation for administering courses</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Tracking of students' attendance	<p>Attendance data is not tracked</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Attendance data is tracked manually</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Individual staff collect data on students' attendance on-line</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Integrated attendance systems report students attendance leading to staff intervention where necessary</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Monitoring of students' use of on-line resources	<p>No on-line resources</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Use of on-line resources not monitored</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Individual staff can choose and are able to monitor students' use of on-line resources</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Integrated systems report students' use of on-line resources, leading to staff intervention where necessary</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Automated computer based assessment	<p>No Computer Aided Assessments (CAA) available</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Distributed or local CAA available but no integration</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>CAA available from a centralised server and integrated with VLE and student record systems</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>CAA available from a centralised server and integration conforms to IMS Specifications</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Assessment results	<p>Assessment results are not integrated into the on-line environment</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Assessment results are re-entered to the student record system by admin staff</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Assessment results are updated in the student record through an electronic link following <u>off-line</u> verification by tutor</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Assessments results are automatically updated in the student record system with <u>on-line</u> verification by tutor</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>

Staff access to management information	<p>Some staff have no online access to institutional management information</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Staff have online access to some strategic institutional management information</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Staff have online access to strategic and operational management information</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>All staff have online access to strategic, operational and financial management information with data analysis</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Personal development planning (PDP) process and e-portfolios	<p>PDP process and portfolios only available in paper format</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Process and portfolios can be viewed online but no PDP tools</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Online access to PDP process and e-portfolios but in different systems</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>PDP tools, process and e-portfolios available from a single entry point</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
PDP transcripts	<p>Transcripts only available in paper format</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Transcripts can be viewed online</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Transcripts can be accessed online</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Transcript and PDP tools available from a single entry point</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Curriculum development process	<p>Staff have no online access to institutional quality, validation and course development documentation</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Appropriate staff have online access to institutional quality and validation documentation but cannot update</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Appropriate staff have online access to institutional quality and validation documentation and can update but no forums for discussion</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Appropriate staff have online access to an institutional quality and validation documentation with facilities for update and discussion</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>
Timetabling / scheduling / calendars	<p>No online scheduling or institutional calendars</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Institutional and departmental calendars and timetables can be viewed online but not updated</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Institutional and departmental calendars and timetables available online with some tools for update</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>	<p>Institutional and departmental calendars and timetables available online through a single entry point with personal diary</p> <p>Sept 05 <input type="checkbox"/> Aim <input type="checkbox"/></p>

SECTION 3: FUTURE DEVELOPMENT OF PROCESSES TO SUPPORT e-LEARNING

3.1 **Which one of the following best describes the future development of processes to support e-learning in your institution?** Please tick one only

- Have a strategy or strategies in place for the future development
- Are planning development but have no strategy (yet) in place
- Uncertain if processes to support e-learning will be (further) developed
- Do not envisage any (further) development of processes to support e-learning

3.2 **At what level are principal decisions made about the future development of processes to support e-learning in your institution?** Please tick one only

Higher Education:

- Institution
- Faculty
- School/Department

Further Education:

- Principal
- Senior Management Team
- Department level
- Section staff

3.3 **Which institutional strategies inform the development of processes to support e-learning in your institution?** Please tick all that apply

- Not considered in any strategy documents
- Teaching and Learning strategy
- Library/Learning Resources strategy
- Corporate strategy
- Estates strategy
- Marketing strategy
- Access/Widening Participation strategy
- Quality Enhancement strategy
- Information and Learning Technology (ILT) strategy
- E-learning strategy
- E-strategy
- Information and Communication Technology (ICT) strategy
- Information strategy
- Communications strategy
- Other institutional strategy – please write in

.....

3.4 Which external strategy documents inform the development of processes to support e-learning in your institution? Please tick all that apply

None	<input type="checkbox"/>
DfES e-learning strategy / consultation drafts	<input type="checkbox"/>
HEFCE e-learning strategy / consultation drafts	<input type="checkbox"/>
<u>Other</u> HEFCE strategy documents	<input type="checkbox"/>
Joint Scottish Funding Councils e-learning Report	<input type="checkbox"/>
JISC strategies	<input type="checkbox"/>
Strategies from professional bodies or agencies	<input type="checkbox"/>
Other external strategy – please write in	<input type="checkbox"/>

.....

3.5 What, in your opinion, are the barriers to any (further) development of processes to support e-learning in your institution over the coming years? Please score each of the barriers below from 1 to 5, where a higher score indicates a greater barrier. If any is definitely not a barrier then enter a 0.

Lack of time	<input type="checkbox"/>
Lack of money	<input type="checkbox"/>
Lack of incentives	<input type="checkbox"/>
Lack of academic staff <u>knowledge</u>	<input type="checkbox"/>
Lack of academic staff <u>development</u>	<input type="checkbox"/>
Lack of recognition for career development	<input type="checkbox"/>
Lack of support staff	<input type="checkbox"/>
Organisational structure	<input type="checkbox"/>
Changing administrative processes	<input type="checkbox"/>
Institutional culture	<input type="checkbox"/>
Lack of strategy and leadership	<input type="checkbox"/>
Inappropriate policies and procedures	<input type="checkbox"/>
Technical problems	<input type="checkbox"/>
Too <u>many</u> / diffuse / diverse standards and guidelines	<input type="checkbox"/>
Too <u>few</u> standards and guidelines	<input type="checkbox"/>
Lack of student engagement	<input type="checkbox"/>
Other – please write in below and score	<input type="checkbox"/>

.....

SECTION 4: VIRTUAL LEARNING ENVIRONMENTS

Please note that the term 'VLE' encompasses any online system that directly supports learning and teaching. This may include an institutional intranet that has a learning and teaching component or a system that has been developed in-house.

4.1 Does your institution currently use a virtual learning environment (VLE)?

Please tick one only

Yes → continue with 4.2
No → go to section 5

4.2 What VLE(s) are used in your institution? Please tick all that apply

Commercial products

Blackboard	<input type="checkbox"/>
Colloquia	<input type="checkbox"/>
FD Learning's le®	<input type="checkbox"/>
FirstClass	<input type="checkbox"/>
Lotus Domino	<input type="checkbox"/>
Lotus Learning Space	<input type="checkbox"/>
Lotus Librarian	<input type="checkbox"/>
Merlin	<input type="checkbox"/>
TekniCal Virtual Campus	<input type="checkbox"/>
Top Class	<input type="checkbox"/>
WebCT	<input type="checkbox"/>
Other <u>commercial</u> VLE – please write in	<input type="checkbox"/>

.....
Commercial intranet based product – please write in

Open Source

Bodington	<input type="checkbox"/>
COSE	<input type="checkbox"/>
Moodle	<input type="checkbox"/>

Other

Other VLE – developed <u>in-house</u>	<input type="checkbox"/>
Other intranet based – developed <u>in-house</u>	<input type="checkbox"/>

Other – please write in

.....

4.3 **How has conformance/compliance to e-learning standards and specifications (e.g. SCORM, IMS content packaging, IMS, QTI) influenced your choice of VLE(s)?**
Please write in

4.4 **What subject areas or departments are using VLE(s) in your institution?**
Please tick all that apply

Art, Design and Media (including Dance and Drama)	<input type="checkbox"/>
Bioscience	<input type="checkbox"/>
Business Management, Accountancy, Economics, Law	<input type="checkbox"/>
Education	<input type="checkbox"/>
Engineering & Materials	<input type="checkbox"/>
Humanities (English, History, Philosophical and Religious Studies)	<input type="checkbox"/>
Geography, Earth and Environmental Sciences	<input type="checkbox"/>
Health Sciences and Practice, Social Policy and Social Work	<input type="checkbox"/>
Hospitality, Leisure, Sport and Tourism	<input type="checkbox"/>
Information and Computer Sciences	<input type="checkbox"/>
Languages, Linguistics and Area Studies	<input type="checkbox"/>
Maths, Stats & OR Network	<input type="checkbox"/>
Medicine, Dentistry and Veterinary Medicine	<input type="checkbox"/>
Physical Sciences	<input type="checkbox"/>
Psychology, Sociology, Anthropology and Politics	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>

.....

4.5 **How many students currently use VLE(s) in your institution?**

None	<input type="checkbox"/>
499 or less	<input type="checkbox"/>
500 – 999	<input type="checkbox"/>
1000 – 1999	<input type="checkbox"/>
2000 – 2999	<input type="checkbox"/>
3000 – 4999	<input type="checkbox"/>
5000 – 7499	<input type="checkbox"/>
7500 – 9999	<input type="checkbox"/>
10000 – 12499	<input type="checkbox"/>
12500 – 14999	<input type="checkbox"/>
15000 – 17499	<input type="checkbox"/>
17500 – 19999	<input type="checkbox"/>
20000 or more	<input type="checkbox"/>
This information is not collected across the institution	<input type="checkbox"/>

4.6 **And, how many teaching staff currently use VLE(s) in your institution?**

None	<input type="checkbox"/>
9 or less	<input type="checkbox"/>
10 – 29	<input type="checkbox"/>
30 – 49	<input type="checkbox"/>
50 – 99	<input type="checkbox"/>
100 – 199	<input type="checkbox"/>
200 – 299	<input type="checkbox"/>
300 – 399	<input type="checkbox"/>
400 – 499	<input type="checkbox"/>
500 or more	<input type="checkbox"/>
This information is not collected across the institution	<input type="checkbox"/>

4.7 **How many modules or units of study currently actively use VLE(s) in your institution?**

None	<input type="checkbox"/>
9 or less	<input type="checkbox"/>
10 – 29	<input type="checkbox"/>
30 – 49	<input type="checkbox"/>
50 – 99	<input type="checkbox"/>
100 – 199	<input type="checkbox"/>
200 – 299	<input type="checkbox"/>
300 – 399	<input type="checkbox"/>
400 – 499	<input type="checkbox"/>
500 – 999	<input type="checkbox"/>
1000 – 1499	<input type="checkbox"/>
1500 or more	<input type="checkbox"/>
This information is not collected across the institution	<input type="checkbox"/>

4.8 **How many complete awards are delivered entirely by e-learning?**

None	<input type="checkbox"/>
9 or less	<input type="checkbox"/>
10 – 29	<input type="checkbox"/>
30 – 49	<input type="checkbox"/>
50 – 99	<input type="checkbox"/>
100 – 199	<input type="checkbox"/>
200 – 299	<input type="checkbox"/>
300 – 399	<input type="checkbox"/>
400 – 499	<input type="checkbox"/>
500 – 999	<input type="checkbox"/>
1000 or more	<input type="checkbox"/>
This information is not collected across the institution	<input type="checkbox"/>

4.9 **How do all modules or units of study in the VLE(s) in use in your institution divide between the following categories?** Please enter a percentage figure in each of the categories below, using an estimate if needed

	%
A - web supplemented, online participation is optional for the student	<input type="text"/>
Bi - web dependent, participation required through interaction with content	<input type="text"/>
Bii - web dependent, participation required through communication with staff/students	<input type="text"/>
Biii - web dependent, participation required through interaction with content and communication	<input type="text"/>
C - fully online course	<input type="text"/>

4.10 **For which of the following do you use your VLE(s)?** Please tick all that apply

e-assessment	<input type="checkbox"/>
e-Portfolio	<input type="checkbox"/>
Peer support	<input type="checkbox"/>
Problem Based Learning	<input type="checkbox"/>
Collaborative working	<input type="checkbox"/>
Online student presentations (individual and group)	<input type="checkbox"/>
Assignment submission	<input type="checkbox"/>
Formative assessment	<input type="checkbox"/>
Access to course material	<input type="checkbox"/>
Access to multimedia resources, including simulations and games	<input type="checkbox"/>
Access to web based resources	<input type="checkbox"/>
Learning Design	<input type="checkbox"/>
Access to course material	<input type="checkbox"/>
Other – please write in	<input type="text"/>

.....

4.11 **What units are responsible for installing and maintaining the VLE(s) in your institution?** Please tick all that apply or write in the name of the unit responsible

Central Information Technology support	<input type="checkbox"/>
Distributed Information Technology support	<input type="checkbox"/>
Curriculum staff	<input type="checkbox"/>
Vendor/external support	<input type="checkbox"/>
Other – please write in	<input type="text"/>

.....

4.12 **What units provide VLE technical support in your institution?** Please tick all that apply in the first column below or write in the name of the unit responsible

4.13 **And, what units provide VLE system administration support in your institution?** Please tick all that apply in the second column below or write in the name of the unit responsible

	4.12	4.13
Central Information Technology support		
Distributed Information Technology support		
Learning Technology Support Unit (LTSU)		
Educational Development Unit (EDU)		
Dedicated VLE support		
Local		
Outsourced supplier or specialist		
Other – please write in		

.....

4.14 **What systems are linked to your VLE(s)?** Please tick all that apply, indicating if it is an automated link or manual process. Add explanatory detail as necessary

	Automated link	Manual process	Please describe / add detail
Input of student accounts			
Input of student module choices			
Library Management System			
Other library systems e.g. digital libraries			
Portal			
E-mail			
E-portfolio			
Computer Aided Assessment (e-Assessment) system			
Other – please write in			

.....

4.15 **How is VLE development supported or encouraged within your institution?**

Please tick all that apply

- Funded as a service
- Project funding
- Allowing academic staff development time
- Allowing support staff development time
- Career enhancement
- Contractual obligation/part of job specification
- Other – please write in

.....
 VLE development not supported or encouraged

4.16 **Are dedicated staff employed to support your VLE(s)?** Please tick one only for each area of support

	System administration	Technical	Pedagogical / course support
Yes – centrally and locally			
Yes – centrally			
Yes – locally			
No dedicated VLE support staff			

4.17 **Moving on to consider the support offered to staff, which units across the institution provide staff development and support for use of VLE(s)?** Please tick all that apply in each column or write in the name of the unit responsible

	Staff development of learning and teaching use of VLEs	Support in creating new courses	Support in adding content and maintaining courses	Creating web pages
Central Information Technology support				
Distributed Information Technology support				
Learning Technology Support Unit (LTSU)				
Educational Development Unit (EDU)				
Staff Development Unit				
Dedicated VLE support				
Local				
Other – please write in				

4.18 **What training and development activities are offered to support staff who help other staff in the use of VLE(s)?** Please tick all that apply

Regional seminars	<input type="checkbox"/>
External training courses	<input type="checkbox"/>
Internal staff development	<input type="checkbox"/>
National conferences/seminars	<input type="checkbox"/>
Regional Support Centre (RSC) events	<input type="checkbox"/>
Association for Learning Technology (ALT) events	<input type="checkbox"/>
Universities and Colleges Information Systems Association (UCISA) events	<input type="checkbox"/>
Higher Education Academy (HEA) subject centre events	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>

.....

4.19 **And which units across the institution provide student support and training in the use of VLE(s)?** Please tick all that apply in each column or write in the name of the unit responsible

	Face to face training as part of course delivery	Face to face training as part of an IT skills induction	Printed guides	Information on Intranet/ Internet	Online training and support through the VLE
Central Information Technology support /LIS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Distributed Information Technology support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Technology Support Unit (LTSU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational Development Unit (EDU)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated VLE support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.20 **Do any of the following groups of students receive more focussed or specialised support and training in the use of VLE(s)?** Please tick any that apply and write in details of how the support or training offered is adapted for the group

Students with special needs

.....
Distance learners

.....
Off-campus learners

.....
Part-time learners

.....
Other group – please write in

.....

4.21 **Are you using any mobile technologies to connect with your VLE(s)?**
Please write in

4.22 **And are you using any mobile technologies to provide support for those using your VLE(s)?** Please write in

4.23 **What portfolio/PDP systems, commercial or in-house, are used in your institution?**
Please tick all that apply

Vitaality

Folio/ePortado

DfES Widening Horizons/3T

iWebfolio

Other commercial – please write in

.....
Other developed in-house – please write in

.....

SECTION 5: PORTALS

Portal is a network service that brings together diverse/distributed content and services into an amalgamated form for presentation to the user. The presentation is usually via a web browser and can be customised and personalised for the individual user.

5.1 Does your institution have

An institutional portal → answer 5.2 – 5.4
Any other portal – please write in details of the portal and its functions → go to section 6

.....
.....

No portal → go to section 6

5.2 Which of the following does your institutional portal provide?

Please tick all that apply

A personalised single point of access to <u>internal</u> online resources	<input type="checkbox"/>
A personalised single point of access to <u>external</u> online resources	<input type="checkbox"/>
Access to local and remote 'information resources' (including books, journals, databases, web sites)?	<input type="checkbox"/>
Access to transaction based services (room bookings, finance, and registration)?	<input type="checkbox"/>
Access to collaborative tools (calendars, email, chat, discussion board)?	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>

.....

5.3 Who has been responsible for the development of your institutional portal?

Please tick all that apply

Central IT	<input type="checkbox"/>
Central Administration	<input type="checkbox"/>
Library/Learning Resource Centre	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>

.....

5.4 Are you using any specific packages to develop your institutional portal? Please write in the details of any packages you are using

SECTION 6: ABOUT YOURSELF

- 6.1 **Please fill in the following details about yourself in case we need to contact you with any queries about the questionnaire:**

First name:

Surname:

Job title:

Telephone number:

E-mail:

- 6.2 **Did you consult with anyone else to help complete the questionnaire?** Please write in the job titles of the individuals concerned and the sections you spoke to them about

- 6.3 **Would you be willing to be contacted again to help in this study? For example, we may want to ask you for clarification or expansion on some of your answers. Alternatively, we may ask some institutions additional questions dependent upon the findings that come out of the survey. There is also the possibility of more detailed case studies with a small number of institutions.** Please tick all that apply

Yes – willing to clarify answers	<input type="checkbox"/>
Yes – willing to answer extra questions	<input type="checkbox"/>
Yes – willing to discuss being a case study	<input type="checkbox"/>
Not sure – it depends, but by all means contact me to discuss	<input type="checkbox"/>
No – would rather not be contacted again	<input type="checkbox"/>

**THANK YOU VERY MUCH FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE
PLEASE NOW RETURN IT TO THE RESEARCH PARTNERSHIP IN THE ENVELOPE PROVIDED**

**BEFORE YOU DO SO, YOU MAY WANT TO TAKE A PHOTOCOPY IN ORDER THAT YOU CAN COMPARE
YOUR ANSWERS WITH THOSE FROM OTHER SIMILAR GROUPS OR TYPES OF INSTITUTIONS, AS
WILL BE AVAILABLE FROM THE STUDY REPORT**

ANNEX 2 - SURVEY QUESTIONNAIRE (2003 VERSION)



MANAGED LEARNING ENVIRONMENT ACTIVITY IN UK FURTHER AND HIGHER EDUCATION

This survey seeks to identify the current picture in UK Further and Higher Education Institutions with regard to issues of integration of business processes, services and systems in support of learning and teaching. In many institutions this has become known as a “Managed Learning Environment” (MLE).

However this is a very new area of educational development and as such the terms used are not always understood in the same way by those operating in the field. For the purpose of this survey the focus is to identify the extent of this integration and how the whole range of e-learning systems can and do fit together.

Key terms frequently used in this process are:

Managed Learning Environment (MLE) refers to the whole range of information systems and processes of an institution (including its VLE if it has one) that contribute directly or indirectly to learning and the management of that learning.

Virtual Learning Environment (VLE) refers to the component(s) within an MLE that provides the “online” interactions of various kinds which can take place between learners and tutors, including online learning.

Portal is a network service that brings together diverse/distributed content and services into an amalgamated form for presentation to the user. The presentation is usually via a web browser and can be customised and personalised for the individual user.

The precise terms used may or may not reflect those used by your institution – don’t worry, the aim of the survey is to look at the functionality of your systems, whatever they happen to be called. The research team are as interested in institutions that have done little or no work in this area as in those that have developed an MLE.

Completing the questionnaire

The questionnaire has been given to you as someone with an institution-wide perspective. However, you may need to consult with colleagues on some of the more detailed questions, for example, those about VLEs. Other institutions that have helped develop the questionnaire have found it can take an hour or two to complete the questionnaire.

There is an online version of the questionnaire available via the study web-site (www.mlestudy.ac.uk) Should you require further copies to hand around to colleagues then a word version can be downloaded from the study web-site.

If you have any questions then please get in touch with the survey helpline at The Research Partnership on 08707 448801 or mlesurvey@researchpartnership.org.uk

If you do contact us then it would help to quote your reference number, which is

Please return the completed questionnaire to The Research Partnership in the reply paid envelope provided, by **Friday 14th March**.

SECTION 1: MLE DEVELOPMENT

The first three sections of this questionnaire look at the broad picture – the Managed Learning Environment. There are potentially many useful links between online learning systems and other systems, such as learning resources and administration. These sections explore the extent to which your organisation is addressing this broader picture.

- 1.1 **There are many ways of organising MLE development within institutions. Which one of the following options best describes how you are currently developing your MLE? Tick one only**

Activity predominantly centralised	<input type="checkbox"/>
Devolved responsibilities within institution-wide initiative	<input type="checkbox"/>
Departmental/local initiatives only with little or no integration	<input type="checkbox"/>
Work planned, but not yet started	<input type="checkbox"/>
No real work done in this area	<input type="checkbox"/>

→ go to section 2

- 1.2 **Which other(s) have you tried previously? Tick all that apply**

Activity predominantly centralised	<input type="checkbox"/>
Devolved responsibilities within institution-wide initiative	<input type="checkbox"/>
Departmental/local initiatives only with no integration	<input type="checkbox"/>
Work planned, but not yet started	<input type="checkbox"/>
Have not tried any other(s)	<input type="checkbox"/>

→ go to 1.4

- 1.3 **Why have you changed the way you have organised your MLE development?**
Please write in

- 1.4 ALL PLEASE ANSWER: **Listed below are possible drivers that can encourage MLE development. Which have driven development of your MLE to date?**
 Please indicate the importance of each of these in your institution by scoring each from 1 (not very important at all) to 5 (very important). If a factor is not relevant to your institution then simply enter 0

Enhancing the quality of learning and teaching	
Using technology to deliver e-learning	
Improving access to learning for part-time students	
Improving access to learning for students off campus	
Improving access to learning for overseas students	
Keeping abreast of educational developments	
Attracting home students	
Attracting overseas students	
Attracting new markets	
Widening participation/inclusiveness	
Competitive advantage	
Student expectations	
To help standardise across our institution	
Formation of partnerships with other institutions/organisations	
To help standardise across our institution with others	
Availability of <u>external</u> funding (e.g. JISC, HEFCE, LSC)	
Availability of <u>internal</u> funding	
Committed local 'champion'	
Availability of relevant standards	
Regional role of institution	
Cost/efficiency savings	
Improved administrative processes	
Technological change/developments	
Special Educational Needs and Disability Act 2001	

1.5 Which, if any, of the following groups have been consulted as part of the development of your MLE? Please note that we ask specifically about any collaborative arrangements in subsequent questions

Staff – which groups?

Academic	<input type="checkbox"/>
Administrative	<input type="checkbox"/>
Learning Resources	<input type="checkbox"/>
IT Support	<input type="checkbox"/>
Senior Managers	<input type="checkbox"/>
Other groups of staff	<input type="checkbox"/>
Have not consulted with any groups of staff – please write in why:	<input type="checkbox"/>

.....

Students – which groups?

Full-time campus based	<input type="checkbox"/>
Part-time campus based	<input type="checkbox"/>
Off-campus or distance/remote learners	<input type="checkbox"/>
Overseas	<input type="checkbox"/>
Other groups of students	<input type="checkbox"/>
Have not consulted with any groups of students – please write in why:	<input type="checkbox"/>

.....

External partners – which?

Other educational institutions	<input type="checkbox"/>
Local employers	<input type="checkbox"/>
Awarding bodies	<input type="checkbox"/>
Commercial partners (e.g. suppliers)	<input type="checkbox"/>
Other external partners	<input type="checkbox"/>
Have not consulted with any external partners – please write in why:	<input type="checkbox"/>

.....

IF YOU HAVE NOT CONSULTED ANY OF THE ABOVE GROUPS THEN GO TO 1.9

OTHERWISE, PLEASE ANSWER 1.6 – 1.8 ABOUT THE CONSULTATION WITH EACH GROUP CONSULTED

1.6 **How** have you consulted with each group mentioned? Please tick all the methods that have been used so far

	Staff	Students	External partners
Tick groups consulted at 1.5 →			
Course committees			
Institutional committees			
Focus groups			
Intranet			
Email lists			
Open meetings			
Questionnaires			
Training courses			
Students' Union			
Formal student committees			
Informal contact and discussions			
Other method			

1.7 **What** have you consulted with these groups about? Please tick all that apply

	Staff	Students	Partners
Approaches which could be taken			
Project management			
Trialling systems/software			
Trialling content			
Ease of use			
System selection			
Piloting			
Other issue			

1.8 In your opinion, how helpful, or otherwise, have you found the involvement of these groups in the development of your MLE?

	Staff	Students	Partners
Very helpful			
Helpful			
Not very helpful			
Not at all helpful			

1.9 ALL PLEASE ANSWER: **How are you joining up the various components of your MLE – who is doing the work?** Tick any that apply

In-house development/integration work	<input type="checkbox"/>
Outsourced	<input type="checkbox"/>
Bespoke work done by system vendor	<input type="checkbox"/>
Not (yet) attempting to join up components	<input type="checkbox"/>

1.10 **To what extent have you used each of the following software options to join up your MLE components?** Please enter one of the following answers for each option – simply write in the corresponding number in each box

- 1 Never used
- 2 Used once – but never again!
- 3 Use occasionally/for some parts of MLE
- 4 Use often/for a large part of MLE

Software mainly developed in-house	<input type="checkbox"/>
Proprietary software used and developed	<input type="checkbox"/>
Open source/share software used and developed	<input type="checkbox"/>
Off the shelf software packages purchased with no customisation	<input type="checkbox"/>
Off the shelf packages software purchased with local customisation	<input type="checkbox"/>

1.11 **What impact, if any, have the various standards, specifications and guidelines that relate to MLEs had upon your work in the area of teaching and learning components of your MLE?** Please write in

1.12 **And, what impact, if any, have the various standards, specifications and guidelines that relate to MLEs had upon your work in the area of administrative and business processes components of your MLE?** Please write in

1.13 **It has been suggested that collaboration with others might be a way forward to help with MLE development. Have you tried any form of collaborative working with any of the types of organisations listed below?** Please tick any that apply and write in details of the collaboration – the organisations concerned and the nature of the collaboration

Other educational institutions

.....
.....

Employers

.....
.....

Awarding bodies

.....
.....

Commercial partners (e.g. suppliers)

.....
.....

Other – please write in

.....
.....

No – have not tried collaborative working to date

SECTION 2: MLE – CURRENT AND FUTURE INTEGRATION

Listed below are various functions of MLEs, together with four possible levels of integration for each. To what extent are the various systems currently integrated in your institution, and to what extent do you think it might develop over the next five years?

Please tick one of the 'Now' boxes for each of the functions below to indicate the current position and one of boxes, labelled '3-5 years' to show where you think your institution will be in three-five year's time

	Extent of integration			
Course enrolment	Course enrolment is through paper forms only Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Enrolment for some courses can be done on-line Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	On-line enrolment available for the majority of courses Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students primarily enrol for courses on-line Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Signing-on to access electronic learning resources and environments	No electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students have to use multiple user names specific to each resource to access electronic learning resources and environments Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students access electronic learning resources and environments using many user names; some cover multiple resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students access all electronic learning resources and environments directly using a single user name and password Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Personalised access to electronic learning resources	No personalised access to electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students have personalised access to some electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students have personalised access to many electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students have personalised access to all electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Access to course description and learning outcomes	Course descriptions and learning outcomes are accessible in paper format only Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Course descriptions and learning outcomes are accessible in a mixture of on-line and paper formats Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Course descriptions and learning outcomes all accessible on-line from different systems Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Course descriptions and learning outcomes are available to students from a single entry point Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Module selection (where applicable)	Choice of elective modules made using paper forms Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Elective modules are chosen on-line by academic staff in discussion with students Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Elective modules are chosen on-line by students with prior authorisation of academic or admin staff only Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students primarily choose elective modules on-line Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Academic/teaching guidance	No on-line academic/teaching guidance Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students receive some on-line academic/teaching guidance Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students receive frequent on-line academic/teaching guidance Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students receive on-line academic/teaching guidance for the majority of their course(s) Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>

Extent of integration				
Student access to library/ learning resource centre	Students have limited or no on-line access to the library catalogue Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can access the library catalogue on-line. Separate access routes exist to individual components of the electronic resources collection Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can access the library catalogue on-line. There is a separate gateway that provides access to all components of the electronic resources collection. Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can access the library catalogue and electronic resources from one common interface Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Integration of on-line library resources with VLE	The institution has no virtual learning environment Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	There is no connection between on-line library resources and the virtual learning environment Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Some on-line library resources are integrated into a virtual learning environment Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	On-line library resources are fully integrated into a virtual learning environment Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Support for users of electronic learning resources	There are no electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	On-line support is not available for users of electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can e-mail a helpdesk with general queries about locating and using electronic learning resources Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	On request, students receive on-line guidance and support from information professionals for their subject area Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Student access to administrative data	Students cannot see personal admin data directly and have to request updates to be made by admin staff Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can see some pertinent personal admin data on-line Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can read on-line pertinent personal admin data and electronically request changes to be made Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can read on-line pertinent personal admin data and can update appropriate selected fields Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Fee payment	Fees paid manually with no link to access to services Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Fees paid manually, with admin staff creating access to services upon payment Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can pay fees on-line and can see the status of their account; access to services and facilities is set up by admin staff Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Students can pay fees on-line, automatically creating access to the services and facilities they have just paid for and can see the status of their account Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>
Accessibility of resources for students with disabilities	On-line systems do not support a range of access needs Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	On-line systems support a limited range of access needs Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	Some on-line systems support a wide range of access needs Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>	All on-line systems can be customised to support students with a wide range of access needs Now <input type="checkbox"/> 3-5 years <input type="checkbox"/>

Extent of integration				
Staff access to course administration	<p>Access is set up for each member of staff individually</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Access is semi-automatically set-up for staff for courses</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Access for staff is automatically set-up for courses but roles need assigning manually</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Staff are automatically provided with access to and authorisation for administering courses</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>
Tracking of students' attendance	<p>Attendance data is not tracked</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Attendance data is tracked manually</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Individual staff collect data on students' attendance on-line</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Integrated attendance systems report students attendance leading to staff intervention where necessary</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>
Monitoring of students' use of on-line resources	<p>No on-line resources</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Use of on-line resources not monitored</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Individual staff monitor students' use of on-line resources</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Integrated systems report students' use of on-line resources, leading to staff intervention where necessary</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>
Assessment results	<p>Assessment results are not integrated into the on-line environment</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Assessment results are re-entered to the student record system by admin staff</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Assessment results are updated in the student record through an electronic link following off-line verification by tutor</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Assessments results are automatically updated in the student record system with on-line verification by tutor</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>
Staff access to institutional information	<p>Staff have no on-line access to institutional papers</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Staff have on-line access to institutional papers etc but cannot update or share information</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Staff have on-line access to all relevant institutional papers, and can update information but no fora for discussion</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>	<p>Staff have on-line access to all relevant institutional papers, can update and share information with colleagues, and have on-line fora for discussion with colleagues</p> <p>Now <input type="checkbox"/> 3-5 years <input type="checkbox"/></p>

SECTION 3: FUTURE DEVELOPMENT OF YOUR MLE

- 3.1 ALL PLEASE ANSWER: **From an institutional point of view, what would you say are the (potential) advantages of MLEs?** Please write in as much detail below
- 3.2 **And what do you think are the (potential) disadvantages, from an institutional point of view?** Please write in as much detail below
- 3.3 **What has been the impact of your MLE developments to date on teaching and learning in your institution?** Write in
- 3.4 **And what do you think will be the impact of these developments in five year's time on teaching and learning in your institution?** Write in

3.5 **Which one of the following best describes the future development of your MLE?**

Please tick one only

- | | |
|-------------------------------------------------------------------|--------------------------|
| Have a strategy or strategies in place for the future development | <input type="checkbox"/> |
| Are planning development but have no strategy (yet) in place | <input type="checkbox"/> |
| Unsure as to whether MLEs will be (further) developed | <input type="checkbox"/> |
| Do not envisage any (further) development of MLEs | <input type="checkbox"/> |

3.6 **Which institutional strategy documents consider development of your MLE?**

Please tick all that apply

- | | |
|---------------------------------------------------------|--------------------------|
| Teaching and Learning strategy | <input type="checkbox"/> |
| Library/Information Resources strategy | <input type="checkbox"/> |
| Information and Learning Technology (ILT) strategy | <input type="checkbox"/> |
| E-learning strategy | <input type="checkbox"/> |
| Information and Communication Technology (ICT) strategy | <input type="checkbox"/> |
| Information strategy | <input type="checkbox"/> |
| Communications strategy | <input type="checkbox"/> |
| Other strategy | <input type="checkbox"/> |
| Not considered in any strategy documents | <input type="checkbox"/> |

3.7 **What, in your opinion, are the barriers to any (further) development of your (or any potential) MLE over the coming years?** Please score each of the barriers below from 1 to 5, where a higher score indicates a greater barrier. If any is definitely not a barrier then enter a 0.

- | | |
|-----------------------------------------------------------|--------------------------|
| Lack of time | <input type="checkbox"/> |
| Lack of money | <input type="checkbox"/> |
| Lack of incentives | <input type="checkbox"/> |
| Lack of academic staff <u>knowledge</u> | <input type="checkbox"/> |
| Lack of academic staff <u>development</u> | <input type="checkbox"/> |
| Lack of support staff | <input type="checkbox"/> |
| Current organisational structure | <input type="checkbox"/> |
| Technical problems | <input type="checkbox"/> |
| Too <u>many</u> /diffuse/diverse standards and guidelines | <input type="checkbox"/> |
| Too few standards and guidelines | <input type="checkbox"/> |

3.8 **Collaboration with others may be one way of overcoming barriers to MLE development. Do you have any plans to collaborate (further) with any other organisations in the future?** Please tick any that apply

- | | |
|-------------------------------------------------------------------------|--------------------------|
| Other educational institutions | <input type="checkbox"/> |
| Local employers | <input type="checkbox"/> |
| Awarding bodies | <input type="checkbox"/> |
| Commercial partners (e.g. suppliers) | <input type="checkbox"/> |
| Other partners | <input type="checkbox"/> |
| No – there are (currently) no plans for (further) collaborative working | <input type="checkbox"/> |

SECTION 4: VIRTUAL LEARNING ENVIRONMENTS

Please note that the terms 'VLE' encompasses any online systems that directly support learning and teaching. This may include an institutional intranet that has a learning and teaching component or a system that has been developed in-house.

4.1 Does your institution currently use any virtual learning environments (VLEs)?

Please tick one only

Yes		→ continue with 4.2
No		→ go to section 5

4.2 What VLEs, commercial or in-house, are used in your institution? Please tick all that apply

Blackboard	
Bodington	
Colloquia	
CoMentor	
COSE	
FirstClass	
Fretwell Downing	
Granada Learnwise	
Hyperwave	
Lotus Domino	
Lotus Learning Space	
Lotus Librarian	
Merlin	
Top Class	
TekniCal Virtual Campus	
WebCT	
Other VLE – developed <u>in-house</u>	
<u>Commercial</u> intranet based product	
Intranet based – developed <u>in-house</u>	
Other – please write in	

.....

4.3 What subject areas or departments are using VLEs in your institution?

Please write in all below

4.4 How many students currently use VLEs in your institution?

None	
499 or less	
500 – 999	
1000 – 1999	
2000 – 2999	
3000 – 4999	
5000 – 7499	
7500 – 9999	
10000 or more	
This information is not collected across the institution	

4.5 And, how many teaching staff currently use VLEs in your institution?

None	
9 or less	
10 – 29	
30 – 49	
50 – 99	
100 – 199	
200 or more	
This information is not collected across the institution	

4.6 How many courses or modules currently actively use VLEs in your institution?

None	
9 or less	
10 – 29	
30 – 49	
50 – 99	
100 – 199	
200 – 299	
300 – 399	
400 – 499	
500 – 999	
1000 or more	
This information is not collected across the institution	

4.7 How do all the VLE courses or modules in use in your institution divide between the following categories? Please enter a percentage figure in each of the categories below, using an estimate if needed

	%
A - web supplemented, online participation is optional for the student	
Bi - web dependent, participation required through interaction with content	
Bii - web dependent, participation required through communication with staff/students	
Biii - web dependent, participation required through interaction with content and communication	
C - fully online course	

4.8 What units are responsible for installing and maintaining the VLEs in your institution? Please tick all that apply or write in the name of the unit responsible

Central Information Technology support	<input type="checkbox"/>
Distributed Information Technology support	<input type="checkbox"/>
Curriculum staff	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>

.....

4.9 **What units provide VLE technical support in your institution?** Please tick all that apply in the first column below or write in the name of the unit responsible

4.10 **And, what units provide VLE system administration support in your institution?** Please tick all that apply in the second column below or write in the name of the unit responsible

	4.9	4.10
Central Information Technology support	<input type="checkbox"/>	<input type="checkbox"/>
Distributed Information Technology support	<input type="checkbox"/>	<input type="checkbox"/>
Learning and Teaching Support Unit (LTSU)	<input type="checkbox"/>	<input type="checkbox"/>
Educational Development Unit (EDU)	<input type="checkbox"/>	<input type="checkbox"/>
Dedicated VLE support	<input type="checkbox"/>	<input type="checkbox"/>
Local	<input type="checkbox"/>	<input type="checkbox"/>
Outsourced supplier or specialist	<input type="checkbox"/>	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>	<input type="checkbox"/>

.....

4.11 **How are links provided between the VLEs and student records?** Please tick all that apply

Automated creation of student accounts in VLE from student records	<input type="checkbox"/>
Creation of student accounts file for data transfer into VLE	<input type="checkbox"/>
Automatic creation of student access to specific courses/modules	<input type="checkbox"/>
Automatic transfer of assessment results between VLE and MIS	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>

.....

There are no links provided

4.12 **At what level in your institution are decisions made about VLE implementation?**

Institution	<input type="checkbox"/>
Faculty	<input type="checkbox"/>
School/Department	<input type="checkbox"/>
Principal	<input type="checkbox"/>
Senior Management Team	<input type="checkbox"/>
Department level	<input type="checkbox"/>
Section staff	<input type="checkbox"/>

4.13 **Does your institution have a stated target for the use of VLEs (e.g. 10% of courses)?**

Yes – please write in details below:

.....
No

4.14 **What are the main reasons for moving to or considering the use of VLEs in your institution?** Write in below

4.15 **How is VLE development supported or encouraged within your institution?**
Please tick all that apply

Project funding
 Allowing academic staff development time
 Allowing support staff development time
 Career enhancement
 Other – please write in

.....
VLE development not supported or encouraged

4.16 **Are dedicated staff employed to support VLEs?** Please tick one only

Yes centrally
 Yes locally
 Yes both
 No dedicated VLE support staff

4.17 **Moving on to consider the support offered to staff, which units across the institution provide staff development and support for use of VLEs?** Please tick all that apply in each column or write in the name of the unit responsible

	Staff development of learning and teaching use of VLEs	Support in creating new courses	Support in adding content and maintaining courses	Creating web pages
Central IT/LIS				
Distributed IT				
LTSU				
EDU				
Staff Development Unit				
Dedicated VLE support				
Local				
Other – please write in				

4.18 **What training and development activities are offered to support staff who help other staff in the use of VLEs?** Please write in

4.19 **And which units across the institution provide student support and training in the use of VLEs?** Please tick all that apply in each column or write in the name of the unit responsible

	Face to face training as part of course delivery	Face to face training as part of an IT skills induction	Printed guides	Information on Intranet/ Internet	Online training and support through the VLE
Central IT/LIS					
Distributed IT					
LTSU					
EDU					
Dedicated VLE support					
Local					
Academic staff					
Other – please write in					

4.20 **Do any of the following groups of students receive more focussed or specialised support and training in the use of VLEs?** Please tick any that apply and write in details of how the support or training offered is adapted for the group

Students with special needs

.....
Distance/off-campus learners

.....
Other group – please write in

.....

SECTION 5: PORTALS

Portal is a network service that brings together diverse/distributed content and services into an amalgamated form for presentation to the user. The presentation is usually via a web browser and can be customised and personalised for the individual user.

5.1 Does your institution have

An <u>institutional</u> portal		→ answer 5.2 – 5.4
<u>Departmental</u> portal(s)		→ answer 5.5 – 5.7
Any other portal – please write in details of the portal and its functions		→ go to section 6

.....

.....

.....

.....

.....

.....

No portal → go to section 6

5.2 Which of the following does your institutional portal provide? Please tick all that apply

A personalised single point of access to <u>internal</u> online resources	
A personalised single point of access to <u>external</u> online resources	
Access to local and remote ‘information resources’ (including books, journals, databases, web sites)?	
Access to transaction based services (room bookings, finance, and registration)?	
Access to collaborative tools (calendars, email, chat, discussion board)?	
Other – please write in	
.....	

5.3 Who has been responsible for the development of your institutional portal? Please tick all that apply

Central IT	
Central Administration	
Library/Learning Resource Centre	
Other – please write in	

.....

5.4 **Are you using any specific packages to develop your institutional portal(s)?**
Please write in the details of any packages you are using

5.5 **Which of the following does your departmental portal(s) provide?** Please tick all that apply

A personalised single point of access to <u>internal</u> online resources	<input type="checkbox"/>
A personalised single point of access to <u>external</u> online resources	<input type="checkbox"/>
Access to local and remote 'information resources' (including books, journals, databases, web sites)?	<input type="checkbox"/>
Access to transaction based services (room bookings, finance, and registration)?	<input type="checkbox"/>
Access to collaborative tools (calendars, email, chat)?	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>
.....	<input type="checkbox"/>

5.6 **Who has been responsible for the development of your departmental portal(s)?**

Central IT	<input type="checkbox"/>
Central Administration	<input type="checkbox"/>
Library/Learning Resource Centre	<input type="checkbox"/>
Other – please write in	<input type="checkbox"/>

.....

5.7 **Are you using any specific packages to develop your department portal(s)?**
Please write in the details of any packages you are using

SECTION 6: ABOUT YOURSELF

- 6.1 **Please fill in the following details about yourself in case we need to contact you with any queries about the questionnaire:**

First name:

Surname:

Job title:

Telephone number:

E-mail:

- 6.2 **Did you consult with anyone else to help complete the questionnaire?** Please write in the job titles of the individuals concerned and the sections you spoke to them about

- 6.3 **Is there anything related to MLEs that you think has been missed from this questionnaire. For example, are you involved in any large-scale MLE type projects that you were unsure where to include in the questionnaire?** Please write in details of anything you think may be relevant.

- 6.4 **The next stage of this study involves more detailed case studies with a small number of institutions. These will be selected to cover the range of situations found in the survey. The case studies will involve telephone and face to face discussions with members of the research team. Would you be willing to be approached for a case study, were your institution to be selected?**

Yes – willing to discuss helping with a case study
No, would rather not

**THANK YOU VERY MUCH FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE
PLEASE NOW RETURN IT TO THE RESEARCH PARTNERSHIP IN THE ENVELOPE PROVIDED**

**BEFORE YOU DO SO, YOU MAY WANT TO TAKE A PHOTOCOPY IN ORDER THAT YOU CAN
COMPARE YOUR ANSWERS WITH THOSE FROM OTHER SIMILAR GROUPS OR TYPES OF
INSTITUTIONS, AS WILL BE AVAILABLE FROM THE STUDY REPORT**

ANNEX 3 - SURVEY RESPONDENTS (2005 AND 2003)

Higher Education Institution	2005 response	2003 response
Birkbeck College	YES	YES
Bournemouth University	YES	YES
Buckinghamshire Chilterns University College	YES	YES
College of St Mark and St John	YES	YES
Courtauld Institute of Art	YES	YES
Cranfield University	YES	YES
De Montfort University	YES	YES
Falmouth College of Arts	YES	YES
Institute for System Level Integration	YES	YES
Lancaster University	YES	YES
London School of Economics and Political Science	YES	YES
Newman College	YES	YES
Nottingham Trent University	YES	YES
Queen's University of Belfast	YES	YES
Ravensbourne College of Design and Communication	YES	YES
Robert Gordon University	YES	YES
Royal Agricultural College	YES	YES
Royal Scottish Academy of Music and Drama	YES	YES
Royal Veterinary College	YES	YES
Royal Welsh College of Music and Drama	YES	YES
School of Oriental and African Studies	YES	YES
School of Pharmacy	YES	YES
Sheffield Hallam University	YES	YES
Southampton Institute	YES	YES
St Martin's College	YES	YES
St Mary's College	YES	YES
Stranmillis University College	YES	YES
Trinity and All Saints	YES	YES
University College, Winchester	YES	YES
University College, Worcester	YES	YES
University of Aberdeen	YES	YES
University of Brighton	YES	YES
University of Bristol	YES	YES
University of Central Lancashire	YES	YES
University of Dundee	YES	YES
University of Glasgow	YES	YES
University of Gloucestershire	YES	YES
University of Hertfordshire	YES	YES
University of Huddersfield	YES	YES
University of Kent	YES	YES
University of Luton	YES	YES
University of Manchester	YES	YES
University of Northumbria at Newcastle	YES	YES
University of Nottingham	YES	YES
University of Paisley	YES	YES
University of Strathclyde	YES	YES

Higher Education Institution	2005 response	2003 response
University of the Arts, London	YES	YES
University of the Highlands and Islands	YES	YES
University of Wales College Newport	YES	YES
University of Wales Swansea	YES	YES
University of Warwick	YES	YES
University of Wolverhampton	YES	YES
University of York	YES	YES
York St John College	YES	YES
Bishop Grosseteste College	YES	
Centre for Jewish-Christian Relations	YES	
City University	YES	
Coventry University	YES	
Edge Hill College of Higher Education	YES	
Harper Adams University College	YES	
Henley Management College	YES	
Liverpool John Moores University	YES	
London School of Hygiene and Tropical Medicine	YES	
Loughborough University	YES	
Queen Mary, University of London	YES	
Royal Academy of Music	YES	
The University of Bolton	YES	
University College, Chester	YES	
University College, London	YES	
University of Abertay Dundee	YES	
University of Aberystwyth	YES	
University of Buckinghamshire	YES	
University of East Anglia	YES	
University of Essex	YES	
University of Leeds	YES	
University of London	YES	
University of Newcastle Upon Tyne	YES	
University of Oxford	YES	
University of Plymouth	YES	
University of Southampton	YES	
University of Stirling	YES	
University of Sunderland	YES	
University of Ulster	YES	
University of Wales Lampeter	YES	
University of Wales, Bangor	YES	
Aston University		YES
Bath Spa University College		YES
Birmingham College of Food, Tourism and Creative Studies		YES
Canterbury Christ Church University College		YES
Cardiff University		YES
Cardiff University Institute		YES
Central School of Speech and Drama		YES
Conservatoire for Dance and Drama		YES
Cumbria Institute of the Arts		YES
Edinburgh College of Art		YES
Goldsmiths' College		YES
Institute of Cancer Research		YES

Higher Education Institution	2005 response	2003 response
Institute of Education		YES
Kingston University		YES
Leeds Metropolitan University		YES
Liverpool Hope University College		YES
London South Bank University		YES
Norwich School of Art and Design		YES
Queen Margaret College		YES
Roehampton University		YES
Rose Bruford College		YES
Royal Academy of Dramatic Art		YES
Royal College of Music		YES
Thames Valley University		YES
The Manchester Metropolitan University		YES
The Open University		YES
UMIST		YES
University College, Chichester		YES
University College, Northampton		YES
University of Birmingham		YES
University of Derby		YES
University of Glamorgan		YES
University of Greenwich		YES
University of Leicester		YES
University of Liverpool		YES
University of North Wales Bangor		YES
University of Reading		YES
University of Salford		YES
University of Sheffield		YES
University of St Andrews		YES
University of Surrey		YES
University of Teesside		YES
University of Wales College of Medicine		YES
University of West of England, Bristol		YES
University of Westminster		YES
Wimbledon School of Art		YES
Writtle College		YES

Further Education Institution	2005 response	2003 response
Accrington and Rossendale College	YES	YES
Alton College	YES	YES
Anniesland College	YES	YES
Armagh College of Further Education	YES	YES
Ashton-under-Lyme Sixth Form College	YES	YES
Ayr College	YES	YES
Barking College	YES	YES
Basingstoke College of Technology	YES	YES
Bede College	YES	YES
Bedford College	YES	YES
Belfast Institute of Further and Higher Education	YES	YES
Bishop Auckland College	YES	YES

Further Education Institution	2005 response	2003 response
Bolton Community College	YES	YES
Bournville College of Further Education	YES	YES
Bracknell and Wokingham College	YES	YES
Bradford College	YES	YES
Bridgwater College	YES	YES
Brockenhurst College	YES	YES
Burnley College	YES	YES
Burton Upon Trent College	YES	YES
Cadbury College	YES	YES
Calderdale Colleges Corporation	YES	YES
Cardonald College	YES	YES
Chesterfield College	YES	YES
Christ the King Sixth Form College	YES	YES
City College Norwich	YES	YES
City of Stoke-on-Trent Sixth Form College	YES	YES
City of Sunderland College	YES	YES
Coatbridge College	YES	YES
Colchester Institute	YES	YES
Coleg Ceredigion	YES	YES
Coleg Llandrillo	YES	YES
Dudley College	YES	YES
Dundee College	YES	YES
East Berkshire College	YES	YES
Falkirk College of Further and Higher Education	YES	YES
Fareham College	YES	YES
Farnham College	YES	YES
Filton College	YES	YES
Glenrothes College	YES	YES
Greenhead College	YES	YES
Greenmount College of Agriculture and Horticulture	YES	YES
Greenwich Community College	YES	YES
Hartpury College	YES	YES
Havering College of Further and Higher Education	YES	YES
Herefordshire College of Technology	YES	YES
Hills Road Sixth Form College	YES	YES
Huddersfield New College	YES	YES
Huddersfield Technical College	YES	YES
Hull College	YES	YES
Isle of Wight College	YES	YES
John Wheatley College	YES	YES
Joseph Priestley College	YES	YES
Kensington and Chelsea College	YES	YES
Kidderminster College	YES	YES
King Edward VI College, Stourbridge	YES	YES
King George V College	YES	YES
Kingston College	YES	YES
Lakes College West Cumbria	YES	YES
Langside College	YES	YES
Leeds College of Building	YES	YES
Lewisham College	YES	YES
Middlesbrough College	YES	YES

Further Education Institution	2005 response	2003 response
Motherwell College	YES	YES
Newbattle Abbey College	YES	YES
Newcastle College	YES	YES
Newcastle-under-Lyme College	YES	YES
Newham Sixth Form College	YES	YES
North East Surrey College of Technology	YES	YES
North East Worcestershire College	YES	YES
North Hertfordshire College	YES	YES
North West Institute of Further and Higher Education	YES	YES
Norton Radstock College	YES	YES
Oldham College	YES	YES
Orpington College of Further Education	YES	YES
Pontypridd College	YES	YES
Preston College	YES	YES
Queen Mary's College	YES	YES
Reid Kerr College	YES	YES
Runshaw College	YES	YES
Selby College	YES	YES
Shrewsbury Sixth Form College	YES	YES
Solihull College	YES	YES
South Kent College	YES	YES
Southampton City College	YES	YES
Southgate College	YES	YES
Stanmore College	YES	YES
Swansea College	YES	YES
Taunton's College	YES	YES
Telford College of Arts and Technology	YES	YES
Thanet College	YES	YES
Tower Hamlets College	YES	YES
Wakefield College	YES	YES
West Kent College	YES	YES
West Nottinghamshire College	YES	YES
West Thames College	YES	YES
Weston College	YES	YES
Winstanley College	YES	YES
Working Men's College	YES	YES
Wyggeston and Queen Elizabeth I College	YES	YES
Yeovil College	YES	YES
York College	YES	YES
Aberdeen College	YES	
Aquinas College	YES	
Barton Peveril College	YES	
Blackpool Sixth Form College	YES	
Brighton, Hove and Sussex Sixth Form College	YES	
Bromley College of Further and Higher Education	YES	
Broxtowe College, Nottingham	YES	
Castlereagh College of Further and Higher Education	YES	
City of Westminster College	YES	
Clackmannan College of Further Education	YES	
Clydebank College	YES	
Edinburgh's Telford College	YES	

Further Education Institution	2005 response	2003 response
Exeter College	YES	
Farnborough Sixth Form College	YES	
Gwent Coleg	YES	
Hartlepool Sixth Form College	YES	
Havering Sixth Form College	YES	
Hugh Baird College	YES	
Itchen College	YES	
James Watt College of Further and Higher Education	YES	
Jewel and Esk Valley College	YES	
King Edward VI College, Nuneaton	YES	
Long Road Sixth Form College	YES	
Ludlow College	YES	
Morley College	YES	
Myerscough College	YES	
National Extension College	YES	
Newman College, Birmingham	YES	
North Atlantic Fisheries College	YES	
North Glasgow College	YES	
North Warwickshire and Hinckley College	YES	
Pembrokeshire College	YES	
Priestley College	YES	
Prior Pursglove College	YES	
Queen Elizabeth Sixth Form College	YES	
Redcar and Cleveland College	YES	
Shrewsbury College of Arts and Technology	YES	
Sixth Form College	YES	
South Lanarkshire College	YES	
Stevenson College	YES	
Strode College	YES	
Strode's College	YES	
Upper Bann Institute	YES	
Waltham Forest College	YES	
Wigan and Leigh College	YES	
William Morris Academy	YES	
Worcester College of Technology	YES	
Wyke Sixth Form College	YES	
Banff and Buchan College of FE		YES
Barnet College		YES
Bexhill College		YES
Bexley College		YES
Bilborough College		YES
Bishop Burton College		YES
Bolton Sixth Form College (South Campus)		YES
Bridgend College		YES
Brighton College of Technology		YES
Cambridge Regional College		YES
Cannington College		YES
Canterbury College		YES
Cardinal Newman College		YES
Carmarthenshire College		YES
Carmel College		YES

Further Education Institution	2005 response	2003 response
Causeway Institute of Further and Higher Education		YES
Cheltenham & Gloucester College of Further Education		YES
Chichester College of Art, Science & Technology		YES
City and Islington College		YES
City College (East Birmingham)		YES
City College, Manchester		YES
City of Bristol College		YES
City of Wolverhampton College		YES
Cleveland College of Art and Design		YES
Coleg Gwent		YES
Coleg Lllysfasi		YES
Coleg Menai		YES
College of Richard Collyer in Horsham		YES
College of West Anglia		YES
Cornwall College		YES
Craven College		YES
Croydon College		YES
Daventry Tertiary College		YES
Dearne Valley College		YES
Deeside College		YES
Dewsbury College		YES
Doncaster College		YES
Dorton College of Further Education		YES
East Antrim Institute of Further and Higher Education		YES
East Down Institute		YES
East Durham and Houghall Community College		YES
East Norfolk Sixth Form College		YES
East Surrey College		YES
Easton College		YES
Enfield College		YES
Esher College		YES
Fife College of Further and Higher Education		YES
Franklin College		YES
Furness College		YES
Glasgow College of Building and Printing		YES
Gloucestershire College of Arts and Technology		YES
Godalming College		YES
Gorseinon College		YES
Guildford College of Further and Higher Education		YES
Halesowen College		YES
Hammersmith and West London College		YES
Harlow College		YES
Harrogate College		YES
Harrow College		YES
Hartlepool College of Further Education		YES
Hastings College of Arts and Technology		YES
Henley College Coventry		YES
Herefordshire College of Art and Design		YES
Hertford Regional College		YES
Highbury College, Portsmouth		YES
Isle College		YES

Further Education Institution	2005 response	2003 response
Kendal College		YES
Kingston Maurward College		YES
Knowsley Community College		YES
Lambeth College		YES
Lauder College		YES
Leeds College of Art and Design		YES
Leeds College of Technology		YES
Leicester College of Further Education		YES
Leyton Sixth Form College		YES
Lisburn College of Further and Higher Education		YES
Loughborough College		YES
Loughry College		YES
Lowestoft College		YES
Luton Sixth Form College		YES
Manchester College of Arts and Technology		YES
Matthew Boulton College of Further and Higher Education		YES
Merthyr Tydfil College		YES
Milton Keynes College		YES
Neath Port Talbot College		YES
New College Durham		YES
New College Pontefract		YES
New College Telford		YES
Newark & Sherwood College		YES
North Birmingham College		YES
North Nottinghamshire College		YES
North West Kent College of Technology		YES
Northbrook College		YES
North-East Institute of Further and Higher Education		YES
Northumberland College		YES
Notre Dame Sixth Form College		YES
Oaklands College		YES
Otley College of Agriculture and Horticulture		YES
Park College		YES
Paston College		YES
Pendleton College		YES
Pershore Group of Colleges		YES
Peter Symonds' College		YES
Plumpton College		YES
Plymouth College of Art and Design		YES
Plymouth College of Further Education		YES
Reading College		YES
Reaseheath College		YES
Redbridge College		YES
Regent College		YES
Richard Huish College		YES
Richmond upon Thames College		YES
Rodbaston College		YES
Rotherham College of Arts and Technology		YES
Royal National College for the Blind		YES
Ruskin College		YES
Salford College		YES

Further Education Institution	2005 response	2003 response
Scarborough Sixth Form College		YES
Seevic College		YES
Sheffield College		YES
Shipley College		YES
Sir George Monoux College		YES
Sir John Deane's College		YES
Somerset College of Arts and Technology		YES
South Birmingham College		YES
South Downs College		YES
South East Derbyshire College		YES
South East Essex College of Arts and Technology		YES
South Tyneside College		YES
St Dominics Sixth Form College		YES
St Frances Xaviers Sixth Form College		YES
St Helens College		YES
St John Rigby College		YES
Stephenson College		YES
Stockton Riverside College		YES
Stockton Sixth Form College		YES
Stourbridge College		YES
Stow College		YES
Tameside College		YES
The Sixth Form College		YES
Totton College		YES
Tresham Institute		YES
Varndean College		YES
Walsall College of Arts and Technology		YES
Warwickshire College, Royal Leamington Spa and Moreton Morrell		YES
West Cheshire College		YES
Weymouth College		YES
Widnes Sixth Form College		YES
Wilberforce College		YES
Wiltshire College		YES
Wirral Metropolitan College		YES
Worcester Sixth Form College		YES
Xaverian College		YES
Yorkshire Coast College of Further and Higher Education		YES

