UCISA SURVEY

2010 Survey of Technology Enhanced Learning for higher education in the UK

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2010 Survey of Technology Enhanced Learning for higher education in the UK

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SURVEY

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Executive summary

This Report records the results from a national survey, undertaken by UCISA, with financial support from the JISC into matters relating to Technology Enhanced Learning (TEL). It builds upon similar surveys which were conducted in 2001, 2003, 2005 and 2008 and, for which at each stage, a longitudinal analysis was undertaken.

The definition for TEL, which first appeared in the 2008 Survey, reads as follows:

> *Any online facility or system that directly supports learning and teaching. This may include a formal VLE, an institutional intranet that has a learning and teaching component, a system that has been developed in house or a particular suite of specific individual tools.*

This definition was retained for the 2010 Survey, which again focused on institutional engagement with technologies in support of learning and teaching activities. This Report presents the results from the Survey and, where appropriate, it also offers a longitudinal view of results for questions which have been retained across previous surveys.

The 2010 Survey followed a year after the publication of HEFCE's revised strategy for *e*-learning [1], which challenged institutions to employ technologies to enhance learning, teaching and assessment activities. Moving beyond capital investment in learning technologies, both the HEFCE strategy and JISC's publication on *Effective Practice in a Digital Age* [2] emphasised new priorities for the sector, most notably in engaging academics in the use of technologies, highlighting the need for investment in staff development and pedagogic skills in order to maximise the benefits of TEL tools. These documents set the context for the 2010 Survey, which invited institutions to reflect on the degree to which they had embedded technologies and engaged staff in their use. The Survey also addressed the evolving challenges facing institutions, particularly the rise of student controlled tools. As UCISA's Top Concerns for 2008–09 [3] revealed, Web 2.0 and the interaction between personal devices and institutional platforms represent key concerns for IT Directors, with *e*-learning in general remaining a *Top 10* issue.

The Report reflects the progress that the sector has made in addressing these challenges. A summary of the key findings is as follows.

Enhancing the quality of learning and teaching is consolidated longitudinally as the primary driver for considering using TEL, as are the other leading drivers from the 2008 Survey, namely *Meeting student expectations* and *Improving access to learning for students off campus*. *Availability of TEL support staff* is the leading factor in encouraging the development of TEL, followed by *Availability and access to tools* and *Senior management support* both centrally and at a departmental level. When comparing results with the 2008 Survey, the presence of a *Committed local champion* and *Availability of internal funding* have declined in importance as encouragers for TEL development. However, the top three barriers to TEL development remain the same as those identified in the previous survey, namely lack of *Time*, *Money* and *Academic staff knowledge*.

Institutional strategies continue to influence TEL development, with *Teaching and learning* and *Library and learning resources* to the fore in this respect. In contrast, dedicated e-*learning strategies* appear to have declined in influence since 2008. External strategies such as the HEFCE and JISC publications are identified as influential in informing institutional thinking on TEL developments.

Although *Blackboard (Classic & Web CT)* remains as the most used enterprise or institutional VLE, its usage has declined since 2008. *Moodle* has increased in usage as an enterprise solution and remains the most commonly used VLE platform at a devolved level within schools and departments. Adoption of other open source platforms is negligible across the sector. Centrally supported use of plagiarism detection, *e*-submission, *e*-assessment tools is now pervasive across the sector. Wiki, blog, *e*-portfolio and podcasting tools are also well established since the 2008 Survey.

Students' use of non-centrally supported TEL tools is also on the rise. This is particularly true for social networking and blog tools, which are widely used by students studying at Pre- and Post-92 institutions.

The breakdown of how TEL tools are used to support learning has changed very little from 2008. The use of tools to supplement other forms of learning is still the primary approach, with web dependent usage gaining a little ground since the last survey.

There has been an increase in the average number of units which support TEL across an institution, with an accompanying increase in local devolved support, much of this in conjunction with central units. The establishment of outsourced support for TEL services is very limited across the sector and has only really been considered for student email services and, to a lesser degree, for VLE hosting.

1 *HEFCE March (2009) Enhancing learning and teaching through the use of technology – a revised approach to HEFCE's strategy for e-learning. http://www.hefce.ac.uk/pubs/hefce/2009/09_12/*
2 *JISC (2009). Effective Practice in a Digital Age. http://www.jisc.ac.uk/publications/programmerelated/2009/effectivepracticedigitalage.aspx*
3 *UCISA's Top Concerns 2008–9 http://www.ucisa.ac.uk/members/surveys/tc/tc2008-9.aspx*

Web2.0, mobile computing, *e*-assessment and support for multimedia and lecture capture are all identified as leading new demands on institutional support.

Staff development, resourcing, technical infrastructure and specialist support staff reflect the key challenges in meeting these new demands, with staff development, strategies/policies and support staff seen as the primary remedies – echoing similar responses to the 2008 Survey.

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Preface

The changing language of past surveys neatly reflects the evolving development of support provision for TEL tools across the sector. From an initial focus on Virtual Learning Environment (VLE) and Managed Learning Environment (MLE) platforms (2001 and 2003 Surveys respectively), the Survey broadened its focus to take account of *e*-learning (2005) and then a much wider coverage of technology enhanced learning tools (2008). For the 2010 Survey, this focus was retained, but an attempt was made to update questions and response options to capture new realities in TEL support and provision.

Background

The 2010 Survey is a continuation of those conducted between 2001 and 2008, but it also endeavours to capture contemporary issues that have emerged in the intervening period since the 2008 Survey. Although the challenges within the sector are constantly evolving, the rationale for the UCISA community remains the same. The following text was written in the Report for the 2001 Survey, and despite the passage of time, it still remains apposite (replace VLEs with TEL):

> *UCISA is aware that a number of issues relating to VLEs are having a significant impact on Computing/Information Services. They also represent cultural challenges for both academic staff and students in how they engage with their learning and teaching. Issues relate to choosing a VLE, its implementation, technical support and a whole range of support, training and pedagogic issues relating to its use.*

The primary target, or stakeholder community, i.e. UCISA, is a very broad constituency, engaging managers, learning technologists, learning theorists, and technical and administrative staff. Institutionally they can be found in central or devolved support units within schools and departments. They can be in an IT unit or the Library, in Training and Educational Development Units, in specialist *e*-learning units or indeed in any combination of them all.

The Reports for the 2001, 2003, 2005, 2008 and 2010 Surveys are available on the UCISA website [4]. A peer reviewed analysis for the 2008 Survey is also available [5].

On each occasion, the community has valued the opportunity to receive an oversight of trends within UK HE and to position their own institution in relation to them. However, we continue to caution against anyone attempting to use the statistics as performance indicators. There are different perspectives on where an institution may wish to be located in the spectrum of options – a reality which we have attempted to capture in this Report through the use of case studies. These reflect different institutional contexts and approaches to TEL development, underlining the fact that there is no path of uniform development in provision and support for learning technologies.

As highlighted in the 2008 Survey, the focus of attention is firmly on the institutional agenda but the effectiveness of the roles of the support community is highly dependent upon the cultural environment in which they are asked to perform. Technological advances have continued to be very rapid since the 2008 Survey, bringing many new educational opportunities and additional support headaches. It is these new challenges which the 2010 Survey wished to capture. Also, although many members of UCISA may indeed have some institutional influence in determining strategies, it is the implementation of the infrastructures to sustain those strategies that are of particular importance and relevance to the support community, i.e. the core UCISA constituency.

We were encouraged by general feedback from the community overall and by JISC in particular to conduct the 2010 Survey. A further stimulus was provided by the UCISA Top Concerns Survey, which was conducted using the UCISA Directors' mailing list. In response to the question: *Which concern is of most importance for institutions to resolve for strategic success?*, *e*-learning (the term used by the Top Concerns Survey) came fifth. It came third in response to the question: *On which is your institution spending most resource?* and was also sixth in the overall rankings based upon a total of four strategic questions. The results show that ongoing support for learning technologies remains a key concern for Directors, touching on a range of emerging issues such as:

- the use of Web 2.0 technologies and systems to supplement the *official* VLE;
- the relationship between learning and teaching and social network services;
- the provision of collaborative working facilities to support alternative modes of study;
- the inclusion of resource providers such as the university library more fully in *e*-learning.

The publication of the Higher Education Funding Council for England's (HEFCE's) revised strategy for *e*-learning in 2009 represented an important landmark for the sector in terms of strategic thinking on TEL development. The revised strategy reflected a change in language, eschewing *e*-learning and its close association with distance learning for the more inclusive *use of technology to enhance learning and teaching*. The revised strategy also reflected a change in emphasis, moving from pump priming investment in technology across the sector to the outline of a strategic framework, which was intended to assist institutions in maximising the strategic benefits of technology. Reflecting the investment achieved across the sector in the provision of tools, the framework emphasised the need to embed the use of technology in teaching and learning and develop pedagogic skills to make best use of these tools to support student learning.

4 *UCISA TEL surveys, 2001, 2003, 2005, 2008 http://www.ucisa.ac.uk/en/groups/ssg/surveys.aspx*
5 *Jenkins, M., Browne, T., Walker, R. and Hewitt, R. (2010). The development of technology enhanced learning: findings from a 2008 survey of UK higher education institutions. Interactive Learning Environments 18(1), 1–19.*

Since the publication of the strategy, there have been further publications (e.g. JISC's *Effective Practice in a Digital Age* (2009)), conferences and events which have focused on how the sector can maximise the value of its strategic investment in learning technologies. Post *e*-learning benchmarking, we have observed the emergence of special interest groups such as LERSIG [6] and ELESIG [7], which have initiated a discussion on learning platforms and their contribution to student learning. There has also been a lively debate on the continuing relevance of the VLE as a learning tool – its fitness for purpose in relation to student learning requirements (e.g. *The VLE is Dead* debate at ALT-C 2009 [8]). These publications, events and online discussions presented an important backdrop to the 2010 Survey and the questions which we were proposing to raise on the embedding of TEL tools across the sector.

As with all continuing surveys, we faced the challenge of maintaining continuity with previous ones, whilst not collecting merely stagnant data, and also keeping pace with new developments. The core of the questionnaire has been maintained to enable longitudinal analysis, although new response options have been added to some questions, to ensure that the Survey remains up to date with sector practices. For instance, the selection of TEL tools has been extended to take account of new developments in the usage of centrally supported, locally supported and student owned tools. New questions were also introduced to capture new trends in TEL provision, such as the outsourcing of key services.

The Survey was sent by post to Vice Chancellors and Principals, and details on how to access the MS Word document were also available on the UCISA website and posted on the Heads of *e*-learning Forum JISCMail list. The Survey was posted out to institutions in the middle of January and closed in the middle of March 2010.

The workers

The Survey was conducted by UCISA, through the work of Tom Browne (Exeter), Roger Hewitt (Manchester), Martin Jenkins (Gloucestershire), Julie Voce (Imperial), Richard Walker (York) and Hennie Yip (Salford) in collaboration with The Research Partnership (an independent survey organisation). JISC generously provided essential funding and valuable guidance.

The real workers were, of course, all those who completed the Survey.

Institutions surveyed

The 167 institutions as defined by the home countries Higher Education Councils were invited to complete the Survey. This represented the same population which was targeted for the 2008 Survey, of which 132 institutions were located in England, 13 in Wales, 18 in Scotland and 4 in Northern Ireland.

Presentation of data

The presentation of the data is broken down into three main parts. The main text will focus on results from the 2010 Survey and where appropriate, highlights from that data will be presented in tabular or graphical form. The full tabular data for each question for 2010 is presented in Appendix A. Where longitudinal analysis can be performed, any presentation of that data is in Appendix B. In most instances, it will only be shown from 2003 because the removal and modification of questions since 2001 rarely warrants detailed comparison with that first survey. As part of the general narrative, any longitudinal analysis will be in the main text.

The classification of higher education institutions into Pre-92, Post-92 and HE colleges is that used by the Higher Education Statistics Agency (HESA) [9].

Regarding the presentation of percentages, they have been rounded to whole numbers, so a column of values will not necessarily add up to 100%.

Where new response options have been added to established questions used in previous surveys, they have been denoted with an asterisk at the end of the response option. New questions for the 2010 Survey are identified in the main text accompanying each section of the Report. Survey questions and response options are presented in the style used in the Questionnaire [10].

6 Learning Environment Review Special Interest Group: http://lersig.alt.ac.uk/pages/lersig_remit
7 ELESIG – Evaluation of Learners' Experiences of e-learning Special Interest Group: http://elesig.ning.com/
8 See http://celtrecord.wordpress.com/2009/09/08/the-vle-is-dead-debate-at-alt-c-2009/ for discussion on this theme.
9 HESA http://www.hesa.ac.uk/
10 UCISA 2010 TEL Questionnaire http://www.ucisa.ac.uk/groups/ssg/surveys.aspx

This Report focuses primarily on presenting the data in a manner that will enable institutions to position themselves in relation to sector trends. It is not the main purpose of this Report to provide detailed interpretation of the data, although some trends will be highlighted. However, in response to feedback received for the 2008 Report on the need for clearer lines of interpretation for certain areas of the data, additional qualitative research has been conducted through a series of case study interviews with institutions which volunteered to share their approaches to TEL developments and support provision. The interviews were conducted with six institutions over the summer of 2010 by members of UCISA's survey team. The interviews are intended to provide an additional source of information on sector practices in support of TEL, addressing complex areas such as institutional approaches to policy and strategic development of TEL, as well as support structures and staffing levels across an institution. The case study information is referenced in the main Report, with full case study reports presented in Appendix D.

A draft version of the Report was presented to the UCISA User Support Conference in July and the ALT-C conference in September of 2010. Valuable feedback was received from the delegates, which has assisted us in producing the final Report.

Response rate

Questionnaires were received from 91 of the 167 HE institutions targeted – an impressive response rate of 55% (compared with 44% in 2008), marking a return to the level of responses recorded for earlier surveys, such as in 2003 (n=102). The profile of those taking part is representative of sector institutions in terms of type of institution and geographic spread – as shown by Tables A and B.

Table A: Type of institution

Type	Total possible	No. responding	% responding	Universe	Sample
Pre-92	72	39	54%	43%	43%
Post-92	68	39	57%	40%	43%
Coll	27	13	48%	17%	14%
Total	167	91	55%	100%	100%

Table B: UK country

Country	Total possible	No. responding	% responding	Universe	Sample
England	132	71	54%	79%	78%
Wales	13	7	54%	8%	8%
Scotland	18	11	61%	11%	12%
Northern Ireland	4	2	50%	2%	2%
Total	167	91	55%	100%	100%

Table C provides a summary of variability of responding institutions for 2003, 2005, 2008 and 2010.

Table C: Institutional responses for the last four surveys

	Surveys	No.
2010 and:	2003 + 2005 + 2008	20
	2005 + 2008	5
	2008	10
2010 only	-	12
2010	2003	8
2010	2005	10
2010	2003 + 2008	14
2010	2003 + 2005	12
Total		91

Some institutions have not responded to any of the surveys. Only 20 of the 91 that responded to the 2010 Survey also responded to the 2003, 2005 and 2008 Surveys. Nevertheless, a consistent longitudinal story is evident in the following analysis, suggesting that the responses are not merely an artefact of receiving returns from the same universities.

Response scales

For the surveys conducted up to 2005 inclusive, a Likert scale of 1–5 was used. However, the middle option, which is invariably construed as being neither important/unimportant, was deemed to be uninformative. So, from 2008, this option was removed to, in effect, encourage the respondents to make a more explicit choice. Therefore, a four point scale was retained, namely:

1 = Not at all important

2 = Not very important

3 = Fairly important

4 = Very important

Regarding longitudinal analysis, it is reasonable to compare rankings between surveys, but with different scales being used it would clearly be unwise to compare mean values before and after 2008. In some cases, the questions compared do not have exactly the same wording. The wording of the question, as recorded for each survey, is given in Appendix C.

Summary of conclusions

1. *Enhancing the quality of learning and teaching* is consolidated longitudinally as the primary driver for considering using TEL, as are the other leading drivers from the 2008 Survey – *Meeting student expectations* and *Improving access to learning for students off campus*.

2. *Availability of TEL support staff* is the leading factor in encouraging the development of TEL, followed by *Availability and access to tools* and *Senior management support* both centrally and at a local level. When comparing results with the 2008 Survey, the *Availability of committed local champions* and *Availability of internal project funding* have declined in importance as encouragers for TEL development.

3. The top three barriers to TEL development remain the same as those identified in the 2008 survey, namely *Lack of time*, *Lack of money* and *Lack of academic staff knowledge*. *Lack of time* continues to be seen as the major barrier.

4. *Teaching and learning* and *Library and learning resources* are the leading internal strategies influencing institutional TEL development. In contrast, dedicated *e*-learning strategies appear to have declined in influence since 2008. National Funding Councils and JISC strategies remain the leading external strategies informing institutional thinking on TEL developments.

5. Commercial VLEs (*Blackboard Classic*, *WebCT and Version 9*) remain the most used main institutional VLE, but of the open source VLEs only *Moodle* has increased in usage. *Moodle* remains the most commonly used VLE platform overall. Adoption of other open source platforms is negligible across the sector.

6. Centrally supported use of plagiarism detection, *e*-submission and *e*-assessment tools is now pervasive across the sector. Wiki, blog, *e*-portfolio and podcasting tools are also well established since the 2008 Survey.

7. Student use of non-centrally supported TEL tools is also on the rise. This is particularly true for social networking and blog tools, which are widely used by students studying at Pre 92 and Post 92 institutions.

8. The breakdown of how TEL tools are used to support learning has changed very little from 2008. The use of tools to supplement other forms of learning is still the primary approach, with web dependent usage gaining little ground since the last survey. Fully online course delivery remains a very small component of TEL usage across the sector.

9. There has been an increase in the average number of units which support TEL across an institution, with an accompanying increase in local devolved support, much of this in conjunction with central units.

10. Outsourced provision and support for TEL services is very limited across the sector. It has only really been considered for the provision of student email services and, to a lesser degree, support for VLEs.

11. Web 2.0, mobile computing, *e*-assessment and support for multimedia and lecture capture are identified as the leading new demands on institutional support.

12. Staff development, resourcing (time and money), technical infrastructure and specialist support staff reflect the key challenges in meeting these new demands, with staff development, strategies/policies and support staff seen as the primary remedies – echoing similar responses to the 2008 Survey.

Section 1: Factors encouraging development of Technology Enhanced Learning

Section 1 of the Survey looked at the factors promoting the development of TEL within institutions. Continuing the theme of the 2008 survey, respondents were asked to consider the factors encouraging strategic development for TEL, rather than *e*-learning. However, for the 2010 survey, a range of new response options were added to questions 1.1 and 1.3, in order to ensure that the questions reflected current realities in TEL development. Consequently, care is needed when considering the longitudinal trends for results to these questions.

Question 1.1: How important, if at all, have each of the following drivers been *in your institution* to date?

Table 1.1a: Mean values and ranks for Q1.1 for ALL and type

Rank2010	Question	ALL	Pre-92		Post-92		Coll	
Top 5			Mean	Rank	Mean	Rank	Mean	Rank
1	Enhancing quality of learning and teaching in general	3.84	3.79	1=	3.95	1	3.62	1
2	Meeting student expectations	3.70	3.79	1=	3.79	2	3.15	3
3	Improving access to learning for students off campus	3.57	3.41	3	3.74	3	3.54	2
4	Improving access to learning for part time students	3.23	2.92	5=	3.64	4	2.92	4=
5	Widening participation/inclusiveness	3.14	2.95	4	3.41	6	2.92	4=

Table 1.1b: Mean values and ranks for Q1.1 for ALL and country

Rank2010	Question	ALL	Eng		Wal		Sco		NI	
Top 5			Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Enhancing quality of learning and teaching in general	3.84	3.82	1	4.00	1	3.82	2	4.00	1=
2	Meeting student expectations	3.70	3.65	2	3.86	2	3.91	1	4.00	1=
3	Improving access to learning for students off campus	3.57	3.58	3	3.29	3=	3.64	3	4.00	1=
4	Improving access to learning for part time students	3.23	3.24	4	3.29	3=	3.45	4=	1.50	19
5	Widening participation/ inclusiveness	3.14	3.18	5	2.71	9=	3.09	11=	3.50	5=

Table 1.1a and Table 1.1b summarise the returns for Question1.1 showing the top five rankings for all the data, ordering them according to their mean values. The mean values were calculated from the number of responses given for each option within the response scale. The individual ranking by type of university are given in Table 1.1a and by country in Table 1.1b.

Enhancing the quality of learning and teaching is the leading driver for TEL development, consistent with findings recorded in previous surveys. Only Scottish institutions diverge from this trend, ranking *Meeting student expectations* as their leading driver. The three top ranked drivers are shared across all institutional types.

An analysis of the results by institutional type (see Table A1.1 for the full results) reveals that Post-92 institutions record the highest mean values for *Widening participation*, *Improving access to learning for part time students*, *Improving access to learning for distance learning* and *Addressing work based learning*. Colleges record the lowest mean values for drivers related to *Improving access to distance learning* and *Improving access to learning for overseas students*, which appear to be key priorities for universities.

Table B1.1 provides a longitudinal view of the rankings for those drivers that were considered in 2010, 2008, 2005 and 2003. Table B1.1 confirms that the top and bottom rankings for the 2008 survey have been largely consolidated in the 2010 results. The top three drivers remain in the same rank order, whilst *Achieving cost and efficiency savings* remains one of the lowest ranked drivers. In terms of key movements, *Improving access for part time students* has risen to the

fourth ranked driver in the table, and appears to be a key concern for Post-92 institutions. *Meeting requirements of the Disability Discrimination Act* has risen up the rankings to eighth for the 2010 Survey, as has *Improving access to learning for overseas students* (tenth). It is worth noting though that for the 2010 Survey two new response options were introduced for the first time, namely *Improving access to learning for distance learners* (sixth) and *Addressing work based learning* (twelth), which were both ranked quite highly.

Question 1.2: Are there any other *driving factors* in your institution?

Table 1.2 captures the list of additional driving factors that were identified by respondents. Sixteen responses were recorded for this question, although there were other responses which simply reflected pre-coded options in Question 1.1. The additional factors highlighted support for the enhancement of digital literacy for staff and students, as well as support for the development of research capacity by using technologies to create opportunities for research networking and collaboration. Other responses highlighted the need to improve student retention rates, as well as to support institutional growth as a whole.

Table 1.2: Other driving factors

Other driving factor	Frequency
Enhancing digital literacy of students and staff • Online skills development	3
Supporting research capacity for institution	3
Introducing new forms of *e*-assessment • Mobile assessment	2
Assisting with process review and curriculum change	2
Sustaining institutional growth • Development of physical campus and student population	2
Improving student retention rates	2
Meeting requirements of professional bodies and government agendas	1
Supporting Welsh medium and bilingual learners	1

Question 1.3: How important, if at all are the following factors in *encouraging* the development of TEL and processes that promote it?

Table 1.3a: Mean values and ranks for ALL and type

Rank	Question	ALL	Pre-92		Post-92		Coll	
Top 5			Mean	Rank	Mean	Rank	Mean	Rank
1	Availability of TEL support staff * [11]	3.56	3.56	1	3.72	1	3.08	5
2	Availability and access to tools across the institution *	3.52	3.44	2	3.67	2	3.31	2
3	Central university senior management support *	3.46	3.41	3	3.49	3	3.54	1
4	School/departmental senior management support *	3.33	3.28	4	3.44	4	3.15	3=
5	Availability of committed local *champions*	3.30	3.26	5	3.38	5	3.15	3=

11 Where new response options have been added to established questions used in previous surveys, they have been denoted with an asterisk at the end of the response option.

Table 1.3b: Mean values for ALL and country

Rank	Question	ALL	Eng		Wal		Sco		NI	
Top 5			Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
1	Availability of TEL support staff *	3.56	3.56	1	3.57	1=	3.55	2=	3.50	1=
2	Availability and access to tools across the institution *	3.52	3.51	2	3.57	1=	3.55	2=	3.50	1=
3	Central university senior management support *	3.46	3.46	3	3.57	1=	3.45	4	3.00	4=
4	School/departmental senior management support *	3.33	3.34	4	3.43	4	3.27	5	3.00	4=
5	Availability of committed local *champions*	3.30	3.25	5	3.00	5	3.73	1	3.50	1=

Table 1.3a and 1.3b summarise the returns for Question 1.3, showing the top five rankings for all the data, ordering them according to their mean values. For the 2010 Survey, a range of new responses were introduced for this question. Interestingly, all of the new response options were ranked higher than the options that have been used in previous surveys. The *Availability of TEL support* was ranked as the most important encouraging factor, followed by *Availability and access to tools* across an institution.

Support levels and senior management support appear as the leading encouragers, whilst the *Availability of local champions* recorded a lower mean score compared with previous surveys, except in Scotland. This may suggest that TEL development has gained a wider profile within institutions with more staff engaged and involved, with greater emphasis now on central support and managerial leadership in driving TEL developments.

The availability of funding appears to be less significant as an encourager, compared with rankings from previous surveys. This again may indicate the greater maturity in TEL usage across institutions. Notwithstanding these findings, the availability of standards remains the lowest ranked *encourager*.

By comparing the results by institutional type, colleges rank *Senior management support* the highest, whilst they view *Access to tools* and *Availability of TEL support staff* as of lesser importance compared with Pre- and Post-92 institutions.

Question 1.4: Other factors in your institution that encourage the development of technology enhanced learning and processes that promote it.

Table 1.4 captures the list of additional factors encouraging the development of TEL that were identified by respondents. For this question there was some confusion between factors *encouraging development of TEL* and *enabling use of TEL* – a focus for question 3.3. Meeting student expectations was identified as an encouraging factor, an observation shared in the 2008 Survey results. Respondents also highlighted the importance of cross departmental frameworks for experience sharing and TEL developments.

Table 1.4: Other factors encouraging development

Other factors	Frequency
Student expectations	10
Peer support • Staff networking/show and tell events • Peer review • Cross faculty experience sharing	6
Recognition and awards for TEL development	3
Cross faculty learning and teaching initiatives	2
Collaboration and support from partner institutions	1

Section 2: Strategic questions

Section 2 of the Survey looked at the influence of internal and external strategies on the development of TEL within institutions. Questions 2.1 and 2.2, which were employed in the 2003, 2005 and 2008 Surveys, were used again in this section. However, the focus of strategic development in the 2008 Survey shifted away from *e*-learning to TEL development. We therefore need to be circumspect when analysing the longitudinal significance of the results. Questions 2.3 and 2.4 are new for the 2010 Survey.

Question 2.1: Which, if any, institutional strategies, inform the development of technology enhanced learning in your institution?

Table 2.1: Institutional strategies that have informed TEL development

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Teaching and Learning strategy	90	99%	98%	100%	100%	100%	100%	100%	50%
Library/Learning Resources strategy	68	75%	72%	70%	100%	82%	57%	45%	50%
Corporate strategy	54	59%	46%	77%	46%	65%	29%	55%	0%
Quality Enhancement strategy	48	53%	51%	54%	54%	51%	43%	73%	50%
Information and Communication Technology strategy	46	51%	41%	59%	54%	56%	29%	27%	50%
e-learning strategy	44	48%	39%	51%	69%	58%	29%	9%	0%

The 2010 results indicate a high level of attention to TEL development in institutional strategies. Almost all respondents (99%) identified the *Teaching and Learning* strategy as a key influence on TEL development, reflecting the high level of agreement for *e*-learning development recorded in the 2008 (100% agreement) and 2005 (95% agreement) Surveys. *Library/Learning Resources* strategies retain their importance across the sector, particularly in colleges and English institutions.

The major difference between the 2010 and 2008 Surveys is the change in the number of *e*-learning strategies. In the 2008 Survey, the following observation was made: *The key development from 2005 is in the rise to prominence of institutional e-learning strategies. Returns from 2003 (37%) and 2005 (55%) illustrate the growing importance of dedicated e-learning strategies, and this trend is reinforced by the 2008 returns (76%). In particular, Post-92 institutions appear to have developed dedicated strategies in this area (84%)* [12]. In 2010, the percentage of all institutions with an *e*-learning strategy has fallen to 48% (from 76% in 2008). The fall has been consistent across all sectors, including Post-92 institutions from 84% in 2008 to 51% in 2010. Overall, there has been a reduction in the influence of most strategies other than the Teaching and Learning Strategy since 2008. This reduction in the influence of *e*-learning and other strategies may indicate an embedding of *e*-learning concerns within teaching and learning strategies, a trend which is reflected in the case studies in Appendix D as a means of mainstreaming TEL developments across an institution.

Table B2.1 has a full ranking of the strategies for all surveys.

12 *UCISA TEL Survey 2008(page 10) http://www.ucisa.ac.uk/groups/ssg/surveys.aspx*

Question 2.2: Which, if any, external strategy documents inform the development of technology enhanced learning in your institution?

Table 2.2: External strategy documents that have informed the development of TEL

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
HEFCE *e*-learning strategy (2005 and 2009)	73	80%	74%	82%	92%	91%	14%	45%	100%
JISC strategies	73	80%	72%	90%	77%	80%	86%	73%	0%
DfES *e*-learning strategy (2005)	42	46%	33%	51%	69%	55%	0%	9%	100%
Strategies from professional bodies or agencies	34	37%	26%	54%	23%	39%	29%	36%	0%
Other HEFCE strategy documents	31	34%	26%	41%	38%	42%	0%	9%	0%
Joint Scottish Funding Council *e*-learning report	14	15%	15%	18%	8%	6%	0%	91%	0%
HEFCW Technology Enhancement Strategy	9	10%	10%	13%	0%	3%	100%	0%	0%
Other external strategy	7	8%	10%	8%	0%	8%	0%	9%	0%
Department for Employment and learning Northern Ireland (DELNI)	1	1%	3%	0%	0%	0%	0%	0%	50%

Strong national variations are becoming apparent across the sectors. *HEFCE strategies* remain the leading external strategies informing institutional thinking on TEL developments in England and Northern Ireland. In Wales, the *HEFCW Technology Enhancement Strategy* is quoted by all respondents as informing the development of TEL. In Scotland the *Joint Scottish Funding Council* e*-learning report* is influential (91%).

The *JISC strategies* were also widely cited (80%), confirming the results of the 2008 Survey (77%). This was shared across national sectors, excluding Northern Ireland. The influence of strategies from professional bodies or agencies has risen slightly to 37% (from 34% in 2008).

Question 2.3: Which, if any, external reports or documents inform the development of technology enhanced learning in your institution?

Table 2.3: External reports or documents that have informed the development of TEL

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Effective Practice in a Digital Age (JISC; 2009)	68	75%	69%	79%	77%	72%	71%	91%	100%
JISCinfoNet: Exploring Tangible Benefits of *e*-learning in HE (2008)	61	67%	61%	79%	46%	68%	57%	64%	100%
Leitch Review of Skills (2006)	47	52%	36%	67%	54%	56%	43%	27%	50%
Sir Ron Cookes submission to DIUS: Online Innovation in HE (2008)	37	41%	23%	59%	38%	45%	29%	18%	50%
Other external report/document	30	33%	26%	49%	8%	31%	43%	36%	50%

This is a new question in the 2010 Survey, attempting to capture the influence of other reports (not strategies) informing the development of TEL. Two reports – Effective Practice in a Digital Age (JISC; 2009) [13] and JISCinfoNet: Exploring Tangible Benefits of *e*-learning in HE (2008) [14], are widely referred to as informing the development of TEL. A full list of the reports or documents cited is in Tables A2.2a and A2.2b.

13 http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf
14 http://www.jisc.ac.uk/media/documents/publications/bptangiblebenefitsv1.pdf (briefing paper)

Question 2.4: How did these documents/reports inform the development of technology enhanced learning in your institution?

Table 2.4: How external documents and/or reports inform the development of technology enhanced learning

	No.	Total
Internal planning and development	26	32%
Current strategies	25	30%
Good practice	18	22%
Staff development	16	20%
Student expectations and development	13	16%

Note: n=82 for Table 2.4 (9 institutions do not refer to external documents or did not answer Question 2.3 – see Table A2.3)

This is a new question in the 2010 Survey, attempting to discover how the reports and documents cited in Question 2.3 are used to inform the development of TEL. The key uses are in *Internal planning and development* and in conjunction with *Current strategies*. The implication is that the reports are used to refine current practices within the institution and to embed TEL within teaching and learning. This is reinforced by the following two uses: *Good practice* and *Staff development*.

Section 3: Technology Enhanced Learning *currently* in use

Section 3 of the Survey seeks to investigate details of what TEL tools are employed within institutions and how they are being employed. The section largely replicates the questions from the 2008 Survey allowing for comparison of data. Two additional questions were added in 2010 (Questions 3.5 and 3.6) to further understand the extent of local VLE provision and the reasons for this.

Question 3.1: To what extent, if at all, do any internal or external strategies on the development of technology enhanced learning influence the implementation of the various tools in practice?

Strategies are again shown to be important in the development of TEL, the 2010 responses being close to those given in 2008, when this question was first introduced. However, there does appear to be some variation between 2008 and 2010 in responses by institution type and by country. For example, in terms of strategies having a great influence there has been a decline for Post-92 (58% to 44%) and Scotland (100% to 36%). However, given that different institutions (and individuals within them) respond to the survey it is difficult to draw conclusions from this variation.

Table 3.1: The extent to which internal or external strategies on the development of TEL have influenced the implementation of the various tools in practice (2010)

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Strategies have a great influence on implementation	30	33%	28%	44%	15%	31%	43%	36%	50%
Strategies influence implementation	42	46%	44%	51%	39%	47%	43%	46%	50%
Strategies have limited influence on implementation	17	19%	26%	5%	39%	20%	14%	18%	0%
Strategies have no influence on implementation	1	1%	0%	0%	7%	1%	0%	0%	0%

Question 3.2: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools?

Building on Question 3.1, institutions were asked what policies linked strategy and the implementation of TEL tools (Table 3.2). The most common policies mentioned were the *Learning and Teaching strategy* (36%) and the *Information/e-learning strategy* (20%). Nearly 40% of institutions did list alternative strategies and these included: VLE Guidelines and Policy, Faculty or School based teaching and learning plans and plagiarism policies.

Table 3.2: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
None	12	13%	10%	13%	23%	14%	0%	18%	0%
Learning and Teaching (assessment) strategy	33	36%	31%	46%	23%	34%	43%	55%	0%
Information/*e*-learning strategy	18	20%	23%	21%	8%	17%	29%	36%	0%
Answered, listed	35	38%	46%	33%	31%	41%	29%	18%	100%
Don't know/not answered	14	15%	15%	13%	23%	17%	14%	9%	0%

Question 3.3: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

Question 3.3 was amended for 2010, taking into account coverage of other questions, to focus more on enabling processes to encourage the use of TEL. The responses clearly show provision of support/training is seen as essential for the use of TEL (Table 3.3a). The responses to other elements of this question do, however, indicate that provision of staff development time is less common across institutions. Table 3.3b shows that the provision of staff development time for support staff has remained consistent but has dropped slightly for academic staff. Likewise, there has also been a decline in contractual obligation for use of TEL. Academic staff are provided with accredited training in only 38% of institutions.

The Centre for Excellence in Teaching and Learning (CETL) [15] initiative came to an end in 2010, so it was timely to ask the extent to which they have helped to enable the use of TEL. 26 respondents (29%) indicated that CETLs had had an enabling role. There were 74 CETLs in England, across 54 lead institutions, and seven in Northern Ireland, in four institutions. 26 institutions responded indicating that CETLs had provided support to enable the adoption and use of TEL.

Table 3.3a: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Providing support/training to academic staff *	91	100%	100%	100%	100%	100%	100%	100%	100%
Allowing academic staff development time	37	41%	39%	44%	39%	39%	43%	46%	50%
Allowing support staff development time	43	47%	51%	46%	39%	42%	57%	64%	100%
Contractual obligation/part of job specification for academic staff	14	15%	15%	18%	8%	14%	29%	18%	0%
Delivery of accredited training for academic staff *	35	38%	39%	44%	23%	41%	29%	36%	0%
Support from CETL initiatives *	26	29%	31%	33%	8%	34%	14%	0%	50%
Other enabler	18	20%	21%	23%	8%	18%	43%	9%	50%

Table 3.3b: How is the adoption and use of technology enhanced learning tools *enabled* within your institution? (longitudinal comparison)

	HE Total 2010	HE Total 2008	HE Total 2005	HE Total 2003	HE Total 2001
Providing support/training to academic staff *	100%	-	-	-	-
Allowing support staff development time	47%	51%	41%	43%	-
Allowing academic staff development time	41%	54%	49%	55%	48%
Delivery of accredited training for academic staff *	38%	-	-	-	-
CETL initiative *	29%	-	-	-	-
Contractual obligation/part of job specification *	15%	37%	28%	-	-
Funded as a service	-	84%	75%	-	-
Project funding	-	80%	56%	69%	27%
Career enhancement	-	27%	11%	9%	-
Not enabled	-	1%	3%	2%	-
Other	20%	-	-	-	-

15 The CETLs were a five year teaching and learning initiative in England and Northern Ireland to reward excellence in teaching and learning and invest in that practice. http://www.hefce.ac.uk/learning/tinits/cetl/

Question 3.4: What VLE, if any, is currently used in your institution?

The original UCISA Surveys were placed a special emphasis on VLEs. Over time, the scope of the Survey has been extended, but there remains significant interest regarding the ways in which VLE systems are being used across the sector. The 2008 Survey results revealed an important change in the sector with Moodle, an open source product, becoming the most widely used VLE platform in the sector. Table 3.4a shows that Moodle remains the most commonly used VLE in 55% of the institutions, the same as for 2008. In terms of commercial products, Blackboard shows a small decline, but it is interesting to note that 13% of institutions now claim use of Sharepoint. Table 3.4b shows the breakdown of VLE use by institution type and by country.

Table 3.4a: What VLE, if any, is currently used in your institution?

	HE Total 2010	HE Total 2008	HE Total 2005	HE Total 2003	HE Total 2001
Moodle	55%	55%	8%	-	-
Blackboard	(40%)	50%	43%	43%	34%
Blackboard Angel	2%				
Blackboard Classic	29%				
Blackboard Next Generation v9	9%				
Blackboard (WebCT)	29%	31%	37%	34%	60%
Other VLE developed *in house*	15%	23%	38%	23%	11%
Sharepoint	13%	-	-	-	-
Commercial intranet based product	4%	5%	0%	5%	-
Sakai	3%	5%	-	-	-
Other *commercial* VLE	3%	4%	0%	-	-
Desire2Learn	2%	3%	-	-	-
FirstClass	2%	10%	8%	19%	29%
Other open source	2%	5%	-	-	-
Other intranet based developed *in house*	2%	12%	17%	26%	-
Bodington	1%	3%	8%	3%	-
Merlin	0%	1%	2%	1%	-
COSE	0%	1%	-	-	-
Other open source VLE	0%	4%	-	-	-
No VLE	0%	4%	-	-	-

Table 3.4b: VLEs currently used

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Moodle	50	55%	54%	46%	85%	59%	57%	27%	50%
Blackboard (Angel)	2	2%	5%	0%	0%	3%	0%	0%	0%
Blackboard Classic	26	29%	27%	33%	23%	25%	86%	18%	0%
Blackboard Next Generation (v9)	8	9%	8%	10%	8%	9%	14%	9%	0%
Blackboard (WebCT)	26	29%	31%	33%	8%	27%	0%	64%	0%
Sharepoint	12	13%	18%	13%	0%	13%	0%	9%	100%
Other VLE developed *in house*	14	15%	26%	10%	0%	16%	0%	18%	50%
Other intranet based developed *in house*	2	2%	5%	0%	0%	1%	14%	0%	0%
FirstClass	2	2%	5%	0%	0%	3%	0%	0%	0%
Commercial intranet based product	4	4%	3%	8%	0%	6%	0%	0%	0%
Sakai	3	3%	8%	0%	0%	3%	0%	9%	0%
Other *commercial* VLE	3	3%	5%	3%	0%	1%	14%	0%	50%
Other open source VLE	2	2%	0%	5%	0%	1%	14%	0%	0%
Desire2Learn	2	2%	3%	3%	0%	1%	14%	0%	0%
Bodington	1	1%	3%	0%	0%	1%	0%	0%	0%

Tables 3.4a and 3.4b provide figures for overall use of VLEs within institutions. Table 3.4c shows the breakdown for the main VLE used within an institution. This shows that commercial VLEs are still most commonly used as the main institutional VLE. However, the 2008 Survey noted the possible early signs of a trend away from the large commercial

providers. The 2010 results confirm such a trend. In 2008, Blackboard was the Enterprise solution for 47% of institutions, in 2010, it is 35% (combining Blackboard Classic, Blackboard Next Generation v9 and Blackboard Angel). Blackboard (WebCT) has declined from 23% to 20%, while Moodle has increased from 11% to 23%. This increase has come from HE Colleges, an increase from 11% to 62%, and Post-92 institutions (0% to 15%). Sharepoint is the main VLE for three institutions, but it is interesting to note that two of these institutions are in Northern Ireland. Other interesting regional variations include no Moodle users in Wales and greater Blackboard (WebCT) use in Scotland.

Table 3.4c: *Main* VLE, currently in use (2010)

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Blackboard Classic	23	25%	23%	28%	23%	23%	71%	18%	0%
Moodle	21	23%	18%	15%	62%	28%	0%	9%	0%
Blackboard (WebCT)	18	20%	18%	26%	8%	18%	0%	46%	0%
Blackboard v9	8	9%	8%	10%	8%	9%	14%	9%	0%
Other VLE developed *in house*	5	6%	5%	8%	0%	7%	0%	0%	0%
Sharepoint	3	3%	5%	3%	0%	1%	0%	0%	100%
Blackboard (Angel)	1	1%	3%	0%	0%	1%	0%	0%	0%
Desire2Learn	1	1%	0%	3%	0%	1%	0%	0%	0%
Commercial intranet based product	1	1%	0%	3%	0%	1%	0%	0%	0%
Sakai	1	1%	3%	0%	0%	1%	0%	0%	0%
Don't know/not answered	9	10%	18%	5%	0%	9%	14%	18%	0%

Question 3.5 Are there departments within your institution hosting a VLE in addition to the main centrally provided VLE?

Questions 3.5 and 3.6 were new additions for the 2010 survey. These questions explicitly address whether VLEs are hosted locally, something which Q3.4 throughout this series of surveys has implicitly indicated does happen. Q3.5 shows that 35% of institutions have locally hosted VLEs, with a greater proportion (49%) in Pre-92 institutions. The numbers are also slightly higher in England compared with the other countries.

Table 3.5 Are there departments within your institution hosting a VLE in addition to the main centrally provided VLE?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Yes	32	35%	49%	28%	15%	38%	29%	27%	0%
No	54	59%	46%	67%	77%	56%	57%	73%	100%
Not answered	5	6%	5%	5%	8%	6%	14%	0%	0%

Question 3.6 What is the context for this localised provision?

Question 3.6 sought to understand the reasons for this local provision in the 32 institutions responding to Q3.5. The biggest single reason given was based on a pedagogical rationale to meet specific needs in that department. The responses do also reveal devolved management structures, most prevalent in Pre-92 institutions as highlighted in previous surveys, and historical provision. The latter cases are interesting as it indicates that when an institutional VLE was introduced there was not a requirement to migrate all use to the centrally supported provision.

Table 3.6 What is the context for this localised provision?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
A case has been made for the departmental VLE based on pedagogical reasons	16	50%	47%	55%	50%	44%	100%	67%	-
The institution has a devolved management structure that permits departments to deploy their own software	11	34%	47%	18%	0%	33%	0%	67%	-
The departmental VLE predates introduction of institutional VLE	8	25%	32%	9%	50%	22%	50%	0%	-
A case has been made for the departmental VLE based on commercial reasons	4	13%	11%	18%	0%	15%	0%	0%	-
Other context	7	22%	21%	0%	0%	22%	0%	0%	-
Don't know/not answered	2	6%	11%	0%	0%	7%	0%	0%	-

Note: n=32 for Table 3.6

Question 3.7: Which, if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

The responses to this question in the 2008 Survey (Question 3.5 in 2008 survey) indicated that *e*-assessment tools, blogs, wikis and podcasting were all being well used. In 2010, the list was extended to provide greater differentiation. Assessment related tools again provide the leading responses; these are being used for assessment, assignment submission and plagiarism detection. The 2010 responses show small increases across the board compared to 2008 (Appendix B Table B3.7).

Table 3.7: Which, if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Plagiarism detection *	82	92%	97%	95%	67%	91%	100%	91%	100%
e-submission *	79	89%	97%	87%	67%	88%	86%	91%	100%
e-assessment	71	80%	92%	77%	50%	78%	86%	91%	50%
Wiki	67	75%	76%	72%	83%	74%	71%	82%	100%
Blog	66	74%	71%	82%	58%	73%	86%	82%	50%
e-portfolio	64	72%	71%	80%	50%	67%	71%	100%	100%
Podcasting	61	69%	71%	69%	58%	73%	71%	36%	100%
Social networking *	29	33%	32%	31%	42%	36%	0%	36%	0%
Social bookmarking	17	19%	16%	26%	8%	19%	14%	18%	50%
Other software tool	39	44%	40%	59%	8%	45%	43%	46%	0%

Note: n=89 for Table 3.7

Responses to Question 3.7 reveal that students now have a potentially wide range of centrally supported TEL tools available to them. Whilst it is recognised that this question does not fully reveal to what extent these tools might be provided through one system, such as a VLE, it does indicate the potential range of functionality being used by students. The average number of TEL tools per institution is just over six (Overall = 6.39; Pre-92 = 6.63; Post-92= 6.77; HE College = 4.54).

In addition to indicating what tools were centrally available, respondents were asked to identify which tools were being used; the full responses are provided in Appendix A Tables A3.7a-j. It should be noted that some institutions use more than one version of a TEL tool, i.e. different blog software. These tables indicate the extent to which the VLE is being used in relation to other specialist TEL tools for particular functions. They indicate that the VLE is the most commonly used application for blogs, *e*-assessment, *e*-submission and wikis. The tables also highlight those particular applications for which there is a wide range of choice in terms of the tools that can be used; e.g. for blogs (Table 3.7a) and wikis (Table 3.7i).

Question 3.8: Which, if any, technology enhanced learning tools that are used by students are *not* centrally supported?

In addition to centrally supported tools, respondents were also asked to identify TEL tools being used by students that are not centrally supported (Table 3.8). Whereas the figures for centrally supported provision, shown in Q3.7, had remained relatively stable compared to 2008, there has been an increase in TEL tools that are not centrally supported. For example, the availability of blogs has increased from 46% to 59%, wikis 34% to 51%, social bookmarking from 30% to 48%, *e*-portfolio 11% to 25%. This indicates that the accessibility of Web 2.0 tools is being exploited locally. The accompanying case studies confirm this trend, revealing that institutions are supportive of the use of external systems as long as their use is fully considered by staff. The data shows that on average there are 3.75 non-centrally supported tools available (Pre-92 = 4.21; Post-92= 3.78; HE College = 2.42). This adds to the picture emerging from Question 3.7, that students will have a range of potential tools available to them, possibly even different tools for the same purpose. What this data cannot reveal is the full extent to which these range of tools are being used and the student experience of using them.

Comparing centrally provided (Table 3.7) and non-centrally provided provision (Table 3.8) it can be seen that social networking and social bookmarking have a greater level of provision at a devolved level, whereas all other TEL tools have a higher level of provision from the centre. Tables A3.8a-k in Appendix A provide a listing of the tools being used.

Table 3.8: Which, if any, technology enhanced learning tools that are used by students are not centrally supported?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Social networking	61	81%	69%	94%	82%	80%	86%	82%	100%
Blog	44	59%	69%	59%	27%	57%	43%	73%	100%
Wiki	38	51%	56%	53%	27%	50%	57%	46%	100%
Social bookmarking	36	48%	50%	53%	27%	46%	71%	36%	0%
Podcasting	31	41%	38%	50%	27%	41%	57%	36%	0%
e-assessment	20	27%	47%	13%	9%	23%	29%	36%	100%
e-portfolio	19	25%	34%	22%	9%	23%	29%	27%	100%
VLE	17	23%	31%	16%	18%	25%	43%	0%	0%
e-submission	11	15%	16%	16%	9%	13%	29%	9%	100%
Plagiarism detection	2	3%	6%	0%	0%	4%	0%	0%	0%
Other software tool	25	33%	38%	31%	27%	29%	43%	46%	100%

Note: n=75 for Table 3.8

Question 3.9: Approximately what proportion of all modules or units of study in the technology enhanced learning environment in use in your institution fall into each of the following categories? (Mean scores of % entered by respondents.)

Question 3.9 addresses how TEL, particularly online learning, is being used within institutions. The responses show that fully online courses remain uncommon and that blended forms of delivery, which require some online participation, are slowly increasing. However, the use of TEL to supplement other forms of learning is still the major application.

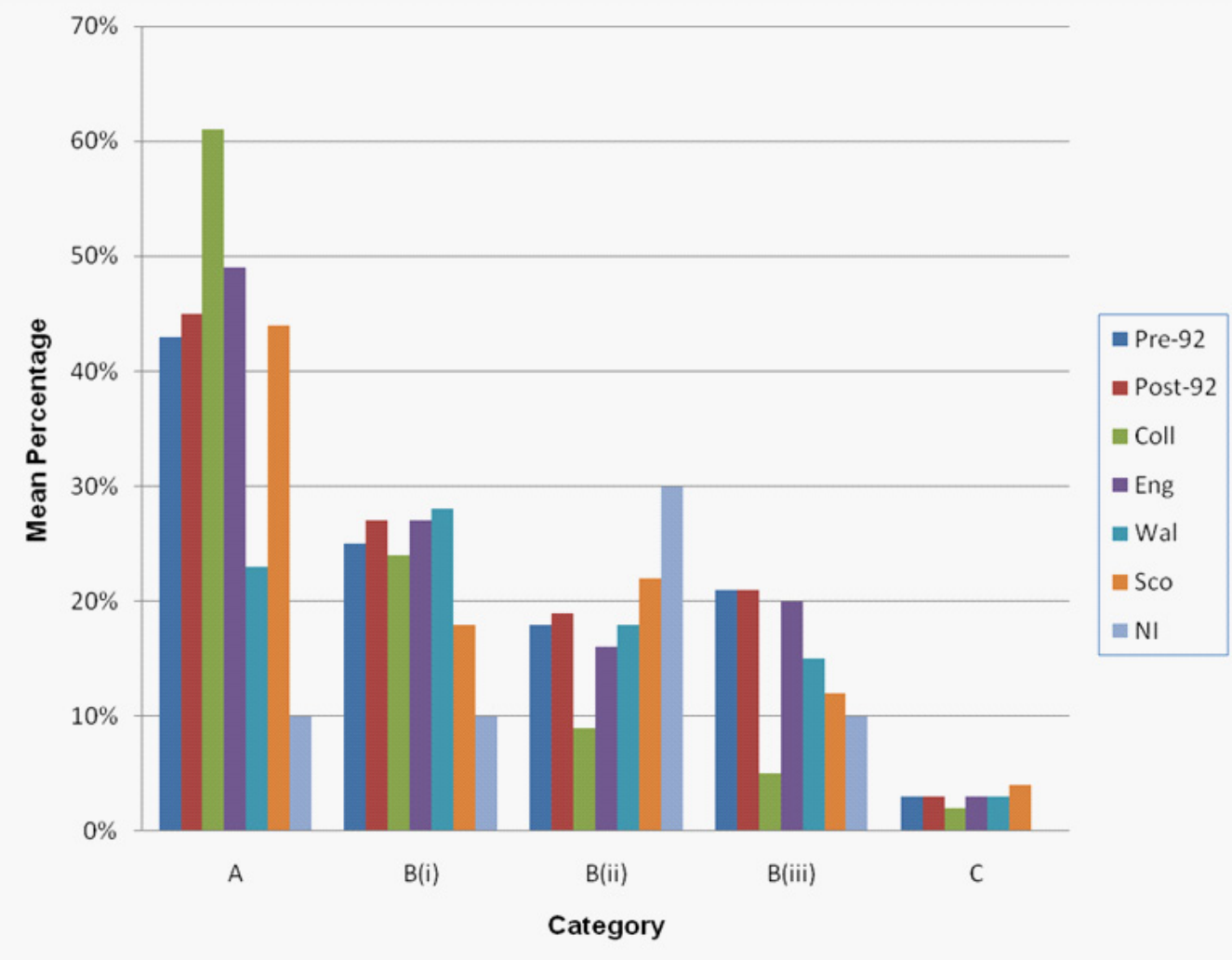

Figure 3.9 Proportion of all modules or units of study in the TEL environment in use

(Taken from Bell et al (2002) [16] *where:*

- *Category A – web supplemented, in which online participation is optional for students.*
- *Category B – web dependent, requiring participation by the student for an online component of a face to face course, measured against three subcategories of participation:*
  - *(i) interaction with content;*
  - *(ii) communication with staff/students;*
  - *(iii) interaction with content and communication.*
- *Category C – fully online courses)*

16 *Bell M., Bush D., Nicholson P., O'Brien D. & Tran T. 2002, Universities Online: A survey of online education and services in Australia. Department of Education, Science and Training, Canberra.*

Table 3.9 shows an increase in Web Dependent Activities (Category B) compared with previous surveys, while Web Supplemented Practices (Category A) decreased (from 48% in 2008 to 46%), but still remains the leading activity in the sector.

Table 3.9: Proportion of all modules or units of study in the TEL environment in use (longitudinal)

	Sector mean score 2010	Sector mean score 2008	Sector mean score 2005	Sector mean score 2003
N=	80	64	69	78
Mean % Category A	46%	48%	54%	57%
Mean % Category B (i)	26%	24%	16%	13%
Mean % Category B (ii)	17%	13%	10%	10%
Mean % Category B (iii)	18%	13%	13%	13%
Mean % Category C	3%	4%	6%	5%

[NB the responses for 2010 shown in Figure 3.9 and Table 3.9 are averages of the figures provided by all respondents. It should be noted, however, that of the 80 respondents completing this question in 2010, 26 (29%) provided figures that did not total to 100%; most were greater, some were less. The figures for 2010 do not, therefore, add up to 100% and that within these figures there is an over estimate, but where cannot be identified.]

Question 3.10 Are there any particular subject areas that make *more extensive* use of technology enhanced learning tools than your institutional norm?

In 2008, the three subject areas identified most frequently as making more extensive use of TEL tools were: medicine, nursing, health; computing and management and business. Table 3.10 shows that medicine, nursing, health; computing, and management and business were also mentioned most frequently in 2010.

Table 3.10 Are there any particular subject areas that make more extensive use of technology enhanced learning tools than your institutional norm?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Science(s), not specified	4	5%	9%	3%	0%	34%	14%	11%	0%
Management, accountancy, finance, business etc.	22	29%	36%	28%	15%	36%	14%	0%	0%
Computing	15	20%	30%	17%	18%	17%	29%	22%	100%
Social sciences, psychology, law, teaching etc.	16	21%	21%	28%	15%	22%	14%	22%	0%
Medicine, nursing, health	34	45%	58%	48%	8%	45%	29%	56%	100%
Engineering	5	6%	12%	0%	8%	5%	14%	11%	0%
Science, specified e.g. chemistry	8	11%	15%	10%	0%	12%	14%	0%	0%
Geography, history	7	9%	15%	3%	8%	10%	14%	0%	0%
Education	14	19%	15%	14%	38%	19%	14%	22%	0%
Languages	7	9%	15%	7%	0%	12%	0%	0%	0%

Table 3.10a: Reasons given for more extensive use of TEL tools

Reason for more extensive use	Example quotes
Meeting expectations	• Need to engage large classes • Have students with an interest in alternative/new technologies
Use by champions	• Early adopters • Department engaged with online tools through a series of local champions and were early in adopting departmental wide approach
Increasing provision and modes of delivery	• Have mandate to reach distance learning students • Increasing numbers of part time students; distributed learners • Learners only attend a few sessions requiring face to face contact • For CPD and distance learning; market opportunities, need for professional products, flexible access
Driven by local strategies	• School *e*-Strategy and multi-disciplinary teaching • Policy that all modules have a presence on the VLE • Driven by head of department to achieve more innovative forms of delivery
Staff skills	• Enthusiasm of tutors for technology • Confidence/knowledge from staff • Staff are more comfortable/familiar with VLE tools
Internationalisation	• Overseas courses share VLE • Module delivery in Malaysia • Access to students globally • Largest number of internationally delivered modules • Enhancing the experience of international students
Subject driven	• Use of *e*-portfolios for professional body support • Content driven by employer requirements • Placement support and resource management • Develop community of practitioners • Use technology to capture courtroom role play, simulate solicitors offices and defending/prosecuting cases
Use of specific technology	• High use of video recording to supplement lectures • Faculty wide use of *clickers* for electronic voting in lectures • Widespread use of Elluminate for distance learning courses • Video for student assessment to accompany feedback notes

Question 3.11: Are there any particular subject areas that make *less extensive* use of technology enhanced learning tools than your institutional norm?

In 2008, the three subject areas identified most frequently as making less extensive use of TEL tools were: Art, Music, Drama, English and Social Sciences. Table 3.11 shows that Art, Music, Drama and Social Sciences were also mentioned frequently in 2010 followed by a range of humanities subjects, languages and English.

Table 3.11 Are there any particular subject areas that make less extensive use of technology enhanced learning tools than your institutional norm?

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Art, Music, Drama	26	46%	29%	70%	30%	54%	80%	33%	-
Social sciences	9	16%	17%	22%	0%	8%	20%	17%	-
Humanities	7	12%	8%	17%	10%	13%	20%	0%	-
Languages	2	4%	8%	0%	0%	4%	0%	0%	-
English	4	7%	0%	9%	20%	9%	0%	0%	-
Engineering	4	7%	8%	4%	10%	7%	0%	17%	-
History	7	12%	13%	13%	10%	11%	20%	17%	-
Maths	5	9%	21%	0%	0%	9%	0%	17%	-
Computing	3	5%	4%	9%	0%	7%	0%	0%	-
Theology/religious studies	3	4%	4%	10%	5%	4%	20%	0%	-
Answered, listed	10	18%	17%	13%	30%	20%	0%	17%	-

In explaining the reasons for this less extensive use of TEL, Table 3.11a, below, provides a summary of the reasons provided. Against each heading sample quotes are provided to illustrate the category.

Table 3.11a: Reasons given for less extensive use of TEL tools

Reason for less extensive use	Example quotes
Traditional pedagogic approaches	• Focus on traditional face to face on campus delivery • Generally a preference for traditional forms of teaching – board and chalk • Tradition of face to face delivery
Cultural factors in the discipline area	• Less enthusiasm, due to restrictive traditional learning and teaching methods • Perhaps culture of school or lack of individual innovators • No requirement. Cultural objections • Research is more highly valued than teaching • Strong research focus and does not prioritise technology enhanced learning • Older staff won't engage with technology
Focus on specific classroom based technologies or alternative technologies	• Mainly workshop based teaching and use specialist technologies • This department makes less use of VLE but tends to use sophisticated classroom PC based software to be taught face to face, based on the nature of the subject area which is more hands on • Does not easily fit in with the pedagogical approaches adopted within department. Prefer to use external Web 2.0 tools
IPR and copyright issues	• Restrictions on materials due to copyright • Some (military) content cannot be available through VLE as it is restricted
Lack of vision	• We cannot see how technology can support this discipline • Use of technology not seen as central to the way they teach

Use focused on individual champions	• Use of technology is limited to individual members of staff
Staff skills	• Staff IT skills and attitude to technology
Impact on students	• Prejudicial assumptions about student ability to access technology • Module conveners believe that students should read text books and that online material is not sufficient. Also believe that if content is available online then students will not attend lectures

Question 3.12: Approximately what proportion of courses, within your institution, use each of the following technology enhanced learning tools?

This question was introduced in 2008, with the intended purpose of adding more detail in understanding the extent to which TEL is being used across institutions. While other data in the survey show that many institutions now claim use of specific TEL tools, the tables below reveal the extent to which these tools are embedded in teaching and learning practices.

For most TEL tools, the most common response was for levels of use less than 25% across an institution's range of courses. Over 50% of respondents matched this trend. The exceptions to this trend are asynchronous collaborative working tools (Table 3.12f), assignment submission (Table 3.12h), plagiarism detection (Table 3.12l) and the use of external web based resources (Table 3.12m). These exceptions may be explained by the long term use of asynchronous tools, which appear to be well established across the sector, and the recent focus on assignment submission and plagiarism detection, which have grown in use in recent years. On the whole though, the results reinforce the findings recorded elsewhere in the survey that much TEL usage is still supplementary to traditional forms of delivery. The full responses to this question are provided in Appendix A Tables A3.12a–n.

Table3.12f Proportion of courses using asynchronous collaborative working tools

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	1	1%	0%	3%	0%	1%	0%	0%	0%
99% – 75%	9	10%	10%	8%	15%	13%	0%	0%	0%
74% – 50%	16	18%	18%	21%	8%	18%	29%	9%	0%
49% – 25%	26	29%	23%	39%	15%	25%	57%	36%	0%
24% – 1%	34	37%	41%	26%	62%	38%	14%	36%	100%
Don't know/not answered	5	6%	8%	5%	0%	4%	0%	18%	0%

Table3.12h Proportion of courses using assignment submission

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	4	4%	3%	3%	15%	3%	29%	0%	0%
99% – 75%	11	12%	10%	15%	8%	11%	14%	18%	0%
74% – 50%	20	22%	28%	21%	8%	23.9%	29%	9%	0%
49% – 25%	23	25%	31%	26%	8%	25%	29%	27%	0%
24% – 1%	24	26%	18%	28%	46%	25%	0%	36%	100%
0%	4	4%	3%	5%	8%	6%	0%	0%	0%
Don't know/not answered	5	6%	8%	3%	8%	6%	0%	9%	0%

Table3.12l Proportion of courses using plagiarism detection software

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	1	1%	0%	0%	8%	1%	0%	0%	0%
99% – 75%	16	18%	18%	21%	8%	16%	43%	18%	0%
74% – 50%	20	22%	26%	23%	8%	17%	43%	46%	0%
49% – 25%	22	24%	28%	26%	8%	26.8%	0%	18%	50%
24% – 1%	19	21%	18%	23%	23%	23.9%	14%	0%	50%
0%	6	7%	3%	3%	31%	9%	0%	0%	0%
Don't know/not answered	7	8%	8%	5%	15%	7%	0%	18%	0%

Table3.12m Proportion of courses using access to external web based resources

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	9	10%	5%	15%	8%	9%	0%	18%	50%
99% – 75%	26	29%	28%	33%	15%	25%	57%	36%	0%
74% – 50%	16	18%	23%	15%	8%	17%	29%	9%	50%
49% – 25%	16	18%	15%	18%	23%	21%	14%	0%	0%
24% – 1%	15	17%	15%	8%	46%	18%	0%	18%	0%
Don't know/not answered	9	10%	13%	10%	0%	9.9%	0%	18%	0%

Question 3.13: Approximately, what proportion of courses within your institution use technology enhanced learning for the following *purposes* or *teaching and learning approaches*?

This question, which accompanies Question 3.12, invited respondents to identify the level of engagement of TEL tools within courses for particular teaching and learning approaches. Table 3.13a shows that the use of TEL tools is high for accessing course materials, which is consistent with results from Question 3.9, which indicates a greater proportion of web supplemented activities. This is reinforced by results in Tables 3.13b-f, which show proportionally low levels of TEL use with approaches that could be identified as more active forms of learning: enquiry based learning; Personal Development Planning (PDP); collaborative working.

Table3.13a Proportion of courses using access to course materials

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	13	14%	8%	18%	23%	14%	29%	9%	0%
99% – 75%	57	63%	59%	64%	69%	66%	43%	55%	50%
74% – 50%	14	15%	23%	13%	0%	13%	29%	18%	50%
49% – 25%	2	2%	3%	3%	0%	3%	0%	0%	0%
24% – 1%	2	2%	0%	3%	8%	1%	0%	9%	0%
Don't know/not answered	3	3%	8%	0%	0%	3%	0%	9%	0%

Table3.13b Proportion of courses using access to multimedia resources

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	1	1%	0%	0%	8%	1%	0%	0%	0%
99% – 75%	7	8%	8%	8%	8%	6%	29%	9%	0%
74% – 50%	17	19%	13%	21%	31%	18%	29%	18%	0%
49% – 25%	34	37%	33%	49%	15%	39%	14%	36%	50%
24% – 1%	27	30%	36%	21%	39%	30%	29%	27%	50%
Don't know/not answered	5	6%	10%	3%	0%	6%	0%	9%	0%

Table3.13c Proportion of courses using PDP/progress files

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	3	3%	3%	3%	8%	3%	0%	0%	50%
99% – 75%	4	4%	3%	3%	15%	4%	0%	0%	50%
74% – 50%	2	2%	3%	3%	0%	1%	14%	0%	0%
49% – 25%	16	18%	21%	21%	0%	18%	29%	9%	0%
24% – 1%	48	53%	51%	59%	39%	54%	43%	64%	0%
0%	6	7%	8%	3%	15%	6%	14%	9%	0%
Don't know/not answered	12	13%	13%	10%	23%	14%	0%	18%	0%

Table3.13d Proportion of courses using enquiry based learning

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	1	1%	3%	0%	0%	1%	0%	0%	0%
49% – 25%	13	14%	5%	28%	0%	14%	14%	18%	0%
24% – 1%	53	58%	67%	54%	46%	56%	57%	64%	100%
0%	4	4%	0%	0%	31%	6%	0%	0%	0%
Don't know/not answered	20	22%	26%	18%	23%	23%	29%	18%	0%

Table3.13e Proportion of courses using collaborative working

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
99% – 75%	1	3%	5%	0%	3%	3%	0%	9%	0%
74% – 50%	1	3%	10%	0%	6%	6%	0%	9%	0%
49% – 25%	9	23%	51%	8%	33%	32%	71%	18%	0%
24% – 1%	23	59%	23%	54%	43%	44%	14%	46%	100%
0%	0	0%	0%	23%	3%	4%	0%	0%	0%
Don't know/not answered	5	13%	10%	15%	12%	11%	14%	18%	0%

Table3.13f Proportion of courses using other TELs

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
24% – 1%	1	1%	0%	3%	0%	1%	0%	0%	0%
Don't know/not answered	90	99%	100%	97%	100%	99%	100%	100%	100%

Question 3.14: Please use the grid below to indicate which systems are *linked* (i.e. some form of data flow is supported between the systems) within your institution. Please indicate each linkage that has been set up by placing a tick in appropriate cell.

This question, focusing on identifying linked systems, was updated for the 2010 Survey, with options presented in a tabular format. This was intended to help respondents provide an overview of interlinked systems. Table 3.14 shows the results from this question. This indicates the extent to which the VLE is now a core system in many institutions, being most commonly linked to the other systems. The table shows that there are only eight common linkages that have been enabled in 40% or more institutions, six of which involve the VLE and three Student Records (these scores are marked in bold in Table 3.14). It is also interesting to note the small number of links with HR systems, which suggests that efforts have been directed towards integrating student facing rather than staff oriented systems.

Table 3.14 Systems that are *linked* (i.e. some form of data flow is supported between the systems) within your institution

	Online payments	HR	Registration and enrolment	Library	Student records	*e*-portfolio	CMS	Media server	Portal	Other
VLE	6%	20%	**63%**	**60%**	**78%**	**49%**	26%	**44%**	**49%**	8%
Online payments		3%	27%	13%	25%	0%	3%	0%	17%	1%
HR			4%	13%	9%	2%	6%	1%	21%	3%
Registration and enrolment				36%	**66%**	15%	11%	3%	35%	3%
Library					**51%**	6%	15%	11%	36%	3%
Student records						16%	13%	2%	36%	4%
e-portfolio							7%	2%	12%	1%
CMS								8%	11%	1%
Media server									7%	1%
Portal										2%

Note: n=89 for Table 3.14

Section 4: Support for technology enhanced learning tools

Section 4 focused on the support available for TEL within institutions, looking at the types of support units, the number of support staff and the type of support provided. In addition, this section enquired about more focused or specialised support provided for specific groups of students.

For the majority of questions, this section provides the first follow up to questions introduced in the 2008 Survey. In addition, it provides a longitudinal analysis of Question 4.4 from 2005 and Question 4.5 from 2001. Questions 4.1, 4.2 and 4.4 include new response options which were based upon answers given in the 2008 Survey.

Question 4.1: Which, if any, support units are there in your institution that provide support for technology enhanced learning?

Table 4.1a Support units that provide support for technology enhanced learning

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Information Technology Support	70	81%	86%	79%	77%	85%	100%	40%	100%
Learning Technology Support Unit (LTSU)	54	63%	57%	74%	62%	69%	67%	50%	0%
Educational Development Unit (EDU)	56	65%	74%	66%	38%	65%	83%	60%	50%
Local support (devolved to Faculty, School, Department) *	57	66%	71%	76%	23%	66%	67%	70%	50%
Other	20	23%	23%	29%	23%	9%	33%	40%	0%
Outsourced support	6	7%	3%	3%	8%	7%	0%	10%	0%

Note: n=86 for Table 4.1a

Table 4.1a summarises the returns for Question 4.1 and shows the percentage of institutions that have each of the support units listed. The list of units is given in the same order as displayed in the question. IT support units are the most common unit for providing TEL support (81%). However, it should be noted that this is not the case in Scotland where local support is the most common form of provision. Learning Technology Support Units appear to be more prevalent in Post-92 institutions. Colleges seem to be less reliant on Educational Development Units and local (devolved) support for TEL.

Where institutions indicated that there were *other* support units, this included some units which could be categorised under one of the first three categories, e.g. Centre for Learning and Teaching. A small number cited the Library, Staff Development and Information Services as additional support units.

Comparing results with the 2008 Survey (Table B4.1a), there has been a small increase in the number of Learning Technology Support Units and a decrease in Educational Development Units. In 2008, 16% of institutions indicated in the *other* option that they also provided local faculty or school based support. For the 2010 Survey, the category *local support* was added to Question 4.1 in order to capture data about support which has been devolved to the faculty, school or department. The number of institutions providing local support for TEL has increased from 16% to 66%. Due to the change in the answer options, it is unclear whether this substantial increase is a result of the addition of *local support* to the answer options or whether institutions are indeed providing an increased amount of support locally.

Table 4.1b: Number of units providing support for TEL per institution

Number of support units per institution	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
0	3	3%	5%	3%	0%	1%	14%	9%	0%
1	11	12%	10%	10%	23%	10%	14%	18%	50%
2	14	15%	13%	10%	38%	15%	0%	27%	0%
3	25	27%	26%	31%	23%	28%	14%	27%	50%
4	29	32%	36%	36%	8%	35%	43%	9%	0%
5	6	7%	5%	10%	0%	6%	14%	9%	0%
6	1	1%	0%	0%	8%	1%	0%	0%	0%
Mean number of support units		3.0	3.0	3.2	2.5	3.0	3.0	2.4	2.0

Note: n=89 for Table 4.1b

Table 4.1b summarises the returns for Question 4.1, focusing on the number of support units per institution. The data is ordered by the number of units. The data shows that institutions continue to provide TEL support via a range of units. The introduction of the category *Local support* for the 2010 Survey has increased the mean number of units to 3.0 from 2.4; institutions typically have between 3–4 support units, as opposed to 2–3 in 2008. Colleges tend to have a smaller number of units, whereas Pre- and Post-92 institutions have between 3–4 units. The variation across countries is interesting as Wales shows a high tendency towards four support units, compared with Scotland where the majority is 2–3. The number of institutions with no TEL support has reduced from 7% in 2008 to 3% in 2010.

The case studies typically show 2–3 support units which tend to be the IT Support Unit and either a Learning Technology Support Unit or an Educational Development Unit or both. In the case of City University, they use a hub and spoke model, where central support is provided by the Learning Development Centre and local support is provided by School based learning technologists.

Question 4.2: How many staff work in the unit?

Table 4.2: Mean number of staff working in each unit

	IT Support	LTSU	EDU	Local support *	Other
Mean number of learning technology staff	0.3	8.8	0.9	1.2	0.3
Mean number of IT support staff	6.5	0.3	0.3	1.8	0.2
Mean number of administrative staff	1.3	0.9	0.5	0.6	0.1
Mean number of academic (teaching) staff	0.03	0.3	1.2	1.0	0.1
Mean number of other staff	0.5	2.4	0.5	0.4	0.2

Note: n=89 for Table 4.2

Table 4.2 summarises the returns for Question 4.2 and displays the mean number of staff by staff type for each category of support unit for the sector as a whole. Tables A4.2a to A4.2e provide a breakdown by sector and country.

Compare results with the 2008 Survey (Table B4.2), there is a reduction in the mean number of learning technology staff in both information technology support (from 0.6 to 0.3) and Educational Development Units (from 1.5 to 0.9). The mean number of learning technology staff working in a Learning Technology Support Unit shows an increase from 5.8 to 8.8, however this mean (and the corresponding sector and country means) is somewhat distorted by one institution with a large number of learning technology staff which was not recorded in the 2008 Survey.

The number of IT support staff has also reduced, in particular the mean number of IT support staff in IT support units has halved. There is also a dramatic reduction in the mean number of IT support staff in Learning Technology Support Units from 1.3 to 0.3. There is a small increase in IT support staff in Educational Development units from 0.2 to 0.3.

There seems to be a general increase in the number of administrative staff and a shift in the locations of these staff. The mean number of administrative staff has doubled in IT Support Units and trebled in Learning Technology Support Units; however, in Educational Development Units the number has halved.

The number of academic (teaching) staff has declined significantly in both IT Support Units (from 0.1 to 0.03) and Educational Development Units (from 3.0 to 1.2). There has been a small increase of academic (teaching) staff in Learning Technology Support Units from 0.2 to 0.3.

Whilst there seems to have been an overall reduction in the mean number of staff supporting TEL, the location of staff has changed and is showing an increase in the mean number of staff of all types of staff (with the exception of IT support staff) located in Learning Technology Support Units. Both IT Support and Educational Development Units are showing a decrease in the mean number of staff.

The 2010 Survey included a new response option to indicate the types of staff involved in *local support*, as this was identified as an area where a significant number of staff were working in the 2008 Survey. This is likely to explain the overall reduction in the number of staff indicated under the *other* option.

Pre- and Post-92 institutions are more likely to have learning technology staff and IT support staff available locally. Colleges have no IT support staff or learning technology staff working locally.

In general, the number of staff supporting TEL in colleges is low and tends to indicate that support comes mainly from IT units and learning academic staff (both in an Educational Development Unit and in local support).

The case studies demonstrate the variation in the numbers of staff supporting TEL in each institution. For example, City University has approximately 60 staff based both centrally and locally, whereas the anonymous University has only six staff across several support units.

Question 4.3: What type of support is provided by the unit?

The Survey asked about the type of support provided by each unit. A cluster analysis was used to analyse responses.

- *Information Technology support*: IT support units typically provide technical support both in general and for TEL, in particular for the VLE. Activities include server/system administration, authentication, development, networking and support. In addition to helpdesk provision, some IT units also provide AV support. A small number provide training, such as ECDL, and an interesting example cited that departments pay for the services of their learning technologists. In a couple of instances there was support for digital media and development of teaching materials.
- *Learning Technology Support unit*: These units typically provide practical/technical and pedagogical support for staff using TEL, in particular for the VLE. This also includes staff development and training, advice, user support and content and multimedia development. A small number are responsible for VLE administration and management. In some cases, support extends to students as well as staff.
- *Educational Development units (EDUs)*: These units tend to have a more pedagogical focus and activities include staff development and training, advice, curriculum/course design, project management and consultancy. In addition, EDUs tend to provide academic programmes for learning and teaching such as the PG Certificate courses for new lecturers. A small number are responsible for strategy and for technical support for TEL such as VLE administration and management.
- *Local support*: Where local support is provided it tends to be technical support, both general IT support and TEL/VLE support. Local support units are more likely to be involved in content/course development. There is little pedagogical support at a local level.
- *Other*: The main focus for other types of support seems to be practical and pedagogical support for staff using TEL and the VLE in particular.
- *Outsourced*: There were only a few responses to this option and they included programming support, IT helpdesk, training, consultancy and references to specific pieces of software.

In general, the type of support provided by the different units has not changed much from the 2008 Survey. The main difference is that some Educational Development Units are now also responsible for VLE administration and support. As in 2008, there is a range of support provided by each unit. Whilst there seems to be an overlap in support between units, there continues to be some degree of specialisation, e.g. Educational Development Units tend to be more pedagogically focussed, whilst IT Support Units provide mainly technical support.

Question 4.4: Which, if any, training and development activities are promoted to support staff that help others in the use of technology enhanced learning tools?

Table 4.4: Training and development activities promoted to support staff

	No.	Rank	Total %	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Internal staff development	87	1	96%	92%	100%	92%	94%	100%	100%	100%
National conferences/seminars	81	2	89%	95%	92%	62%	87%	86%	100%	100%
Association for Learning Technology events	73	3	80%	82%	85%	62%	80%	71%	82%	100%
Higher Education Academy events *	69	4	76%	79%	79%	54%	76%	86%	82%	0%
Regional seminars	66	5	73%	77%	77%	46%	68%	100%	82%	100%

Table 4.4 summarises the returns for Question 4.4 showing the top 5 rankings for all the data, ordering them by percentage. Full data for this question is provided in Table A4.4. Compared with the 2008 Survey (Table B4.4), the top two sources of training and development activities remain the same. *Internal staff development* is now more important for colleges having risen from 67% in 2008 to 92% in 2010.

Association for Learning Technology events maintains third place in the list. However, *external training courses* drops from third to sixth place with a difference of 10%. The rise in *internal staff development* by 5% could indicate that institutions are preferring to keep training in house. *Higher Education Academy events* is a new entry at number 4. However, these events are not promoted as much by colleges. *Regional seminars* appear to be promoted more in Wales, Scotland and Northern Ireland.

The other two new categories for 2010 concern accreditation; the *HEA professional accreditation* was most common (46%), followed by *CMALT professional accreditation* (23%). Only a small number of other training and development activities were mentioned, with JISC events being the most common.

Overall, the use of training and development activities has increased slightly for the top three activities. However, there is a noticeable reduction (over 10% per activity) in the use of the remainder of the activities, such as *external training courses*, *international conferences*, HEA and UCISA events and other forms of training and development.

Question 4.5: Which, if any, of the following groups of students receive more focused or specialised support and training in the use of technology enhanced learning tools?

Table 4.5: Groups of students receiving more focused or specialised support

	No.	Total %	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Students with special needs	60	66%	67%	69%	54%	66%	57%	64%	100%
Distance learners	34	37%	31%	46%	31%	37%	43%	45%	0%
Off campus learners	24	26%	18%	36%	23%	23%	43%	45%	0%
None receive more focused training	16	18%	18%	13%	31%	18%	14%	18%	0%
Part time learners	11	12%	13%	15%	0%	10%	0%	36%	0%
Don't know/not answered	4	4%	8%	3%	0%	6%	0%	0%	0%
Other group	2	2%	3%	3%	0%	3%	0%	0%	0%

Table 4.5 summarises the returns for Question 4.5 showing the groups of students who receive more focused or specialised support. It lists all the response options available, ordering them by their percentage score.

Students with special needs remain the main group of students who are provided with more focused or specialised support, with a small increase from 62% to 66%. Both Pre-92 and Post-92 institutions are equally likely to provide support to *Students with special needs*. However, there is slightly less support available within colleges. There tends to be more support for *Distance learners* and *Off campus learners* at Post-92 institutions. Other groups cited as receiving more focused or specialised support included first year campus based students and those using Turnitin.

Question 4.6: Who provides the more focused or specialised support?

Table 4.6 Providers of more focused or specialised support

Provider of focused or specialised support	Rank	Total
Disability advisors/unit	1	37%
Local provision (schools/course teams)	2	24%
Learning technology support/*e*-learning units	3	20%
Student services/student support centres	4=	17%
Library/LIS	4=	17%
IT services	4=	17%

Note: n=71 for Table 4.6

Table 4.6 summarises the returns for Question 4.6, showing the top five rankings for all the data, ordering them by percentage scores. Table A4.6 provides the full list. The data was obtained using a cluster analysis of the responses. The categories used in the analysis have been matched to those used in the 2008 Survey where possible (see Table B4.6).

There are a variety of units providing more focused or specialised support, such as Disability Units, local provision (e.g. support from course tutors) and Learning Technology Units. A number of institutions provide this support through multiple units, with a mean of 1.6 units. When compared with 2008 (Table B4.6), the greatest increase is in support from Disability advisors/units, up from 21% to 37%. Both *Local provision* and support from *Learning Technology Support/e-learning units* has decreased by 12% and 8% respectively.

Question 4.7: Is this support centrally or locally provided?

Table 4.7: Location of more focused or specialised support provided (central vs. local)

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Centrally provided	64	90%	97%	82%	100%	93%	67%	89%	100%
Locally provided	22	31%	31%	36%	11%	31%	50%	22%	0%
Other arrangement	1	1%	0%	3%	0%	2%	0%	0%	0%

Note: n=71 for Table 4.7

Table 4.7 summarises the returns for Question 4.7 showing the location of more focussed or specialised support. It lists all the answer options available, ordering them by percentage scores.

Where this support is provided, in 90% of cases it is a centrally provided service. In 31% of cases it is provided locally; a reduction of 16% since 2008. Institutions in Wales appear more likely to provide this locally rather than centrally. The institution that indicated an alternative arrangement uses an external provider.

Question 4.8: To what extent is this help and support available across the institution?

Table 4.8: Availability of more focused or specialised support across the institution

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Available institution wide	57	80%	79%	76%	100%	81%	50%	89%	100%
Available across most, but not all of institution	4	6%	7%	6%	0%	7%	0%	0%	0%
Available across large parts of the institution	1	1%	0%	3%	0%	2%	0%	0%	0%
Available across some parts of the institution	6	8%	14%	6%	0%	7%	17%	11%	0%
Only available in very localised parts of institution	3	4%	0%	9%	0%	2%	33%	0%	0%

Note: n=71 for Table 4.8

Table 4.8 summarises the returns for Question 4.8 showing availability of more focused or specialised support within the institution. It lists all the response options available in the order given in the question, starting at institution wide and narrowing the availability to very localised.

In the majority of cases (80%), more focused or specialised support is available across the institution. This is a decrease from 93% in 2008. The notable exception is institutions in Wales where only 50% of support is available institution wide and 33% of support is only available locally. All institutions in Northern Ireland and all colleges who responded provide this type of support institution wide.

Section 5: Looking to the future...

This section was entitled *Looking to the future* and asked questions relating to new and emerging trends in the use of TEL. The same seven questions were asked as for 2008 but there was some updating in the response options for some of the questions.

It is worthy of note that the Survey was completed by respondents prior to the 2010 UK General Election and the interviews for the case studies were completed afterwards. Where respondents were asked to identify future challenges it is interesting to note that economic challenges were raised in many of the case studies. The consequences of these were identified through the case studies as: demand for efficiencies through restricted budgets; impact of voluntary redundancies leading to higher staff student ratios; more selective staff development leading to restricted conference attendance; need to seek alternative funding; importance of networks and relationships including sharing resources.

Question 5.1: What, in your opinion, are the barriers in your institution to any (further) development of processes to promote and support TEL tools over the coming years?

Table 5.1 Ranked potential barriers to any (further) development of processes to promote and support technology enhanced learning tools

Extent to which ... is a barrier	Rank	Mean	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Lack of time	1	3.57	3.65	3.49	3.62	3.54	3.57	3.82	3.50
Lack of money	2	3.40	3.43	3.44	3.23	3.38	3.71	3.36	3.50
Lack of academic staff knowledge	3	2.91	2.92	2.90	2.92	2.88	3.00	3.00	4.00
Lack of recognition for career development	4	2.79	2.95	2.64	2.77	2.86	2.00	2.82	3.00
Lack of academic staff commitment *	5	2.76	2.70	2.77	2.92	2.90	2.43	2.18	2.00

Note: n=89 for Table 5.1

Table 5.1 shows the top five ranked barriers. The full data are in Table A5.1. Longitudinal analysis is given in Table B5.1. Between 2008 and 2010, the same barriers are in the top rankings, albeit with minor variation in order. *Lack of time* has continued as the highest ranked barrier since the 2005 Survey. The biggest positive changes from 2008 are *Lack of recognition for career development* (sixth to fourth) and *Lack of incentives* (eighth to sixth). The biggest negative changes from 2008 are *Institutional culture* (fourth to seventh) and *Lack of support staff* (fifth to eighth). However, the responses to Question 5.4 note that the need for specialist support staff was ranked high as an anticipated challenge in coping with new developments and also, in Question 5.5, support staff was ranked high on the list of solutions to anticipated challenges. So, though *Lack of support staff* may have slipped relatively in relation to current barriers, its importance has far from diminished.

Regarding other changes since 2008, *Lack of academic staff development* has slightly slipped in the rankings, but there is a similar story as with support, with responses to both Question 5.4 and Question 5.5 highlighting it as a substantial challenge and, also, as the solution in addressing new challenges. It could be closely related to *Lack of academic staff knowledge*, which has increased as a barrier since 2008. The newly introduced barrier in 2010 of *Lack of academic staff commitment* is ranked high (fifth), which is a related and disturbing measure of academic engagement.

Noting the Pre-92 universities in Table A5.1, the mean of just six of the barriers is greater than the overall mean, though five of these are in top six rankings. For example, the overall mean for *Lack of time* is 3.57, whereas the mean for Pre-92 universities is 3.65. Interestingly, for the Post-92 universities, there is nearly a mirror image of the Pre-92 pattern. For colleges, in the top five ranks, the mean for three of them is greater than the overall mean (1, 3 and 5).

With respect to countries, for England eleven of the barriers record a mean greater than the overall mean, though not for the top three overall rankings. For Wales, the differences from the overall mean, whether they be less or more, are often quite large. For Scotland, the mean for four of the barriers is less than overall mean score, though unlike for England, three of these four are in top six. Great care must be taken in commenting on the results for Northern Ireland, given that the data record the responses from just two institutions, but here, *Lack of academic staff knowledge* is the highest ranked barrier, though *Lack of time* and *Lack of money* are close behind.

The lowest rankings remain the same as in 2008, namely: *Too many diverse standards and guidelines*; *Too few standards and guidelines*; *Lack of student engagement*. *Inappropriate policies and procedures* also remains of low concern. Nevertheless, this should not be confused with lack of interest or relevance because as noted in Question 5.5, *Strategies/policies* are ranked second highest on the list of solutions to anticipated challenges.

Question 5.2: Has your institution considered the outsourcing of some or all of your provision and support for TEL?

Table 5.2a Whether considered outsourcing support

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Yes, VLE	14	15%	10%	18%	23%	17%	14%	9%	0%
Yes, student email	9	10%	10%	8%	15%	13%	0%	0%	0%
Yes, *e*-portfolio	8	9%	5%	8%	23%	11%	0%	0%	0%
Yes, staff email	6	7%	8%	3%	15%	9%	0%	0%	0%
Yes, digital repositories	5	5%	3%	5%	15%	6%	14%	0%	0%

Table 5.2b Whether considered outsourcing provision

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Yes, student email	46	51%	44%	62%	39%	49%	57%	64%	0%
Yes, VLE	21	23%	15%	26%	39%	25%	29%	9%	0%
Yes, *e*-portfolio	19	21%	13%	26%	31%	24%	14%	9%	0%
Yes, digital repositories	17	19%	15%	21%	23%	18%	29%	18%	0%
Yes, staff email	14	15%	21%	13%	8%	17%	14%	9%	0%

A specified list was given, drawing in part upon the responses to the 2008 Survey, when it was posed as an open question. In addition, for 2010, a distinction was made between the outsourcing of *support* (i.e. outsourcing support for an institutional service) and the outsourcing of *provision* (i.e. institutional service *hosted* by another organisation). The results for the top five responses are given in Tables 5.2a and 5.2b respectively. The full data are given in Tables A5.2a and A5.2b respectively. The percentages and totals are based upon the number of respondents.

It should be stressed that these responses, as for 2008, are .based upon whether institutions have considered or are considering outsourcing, not on whether they ultimately have or definitely intend to do so.

Regarding outsourcing support, less than half commented, but of those that did, *VLE* continues as the frontrunner. *Student email* is second though much less so for Post-92. Colleges consider outsourcing support for a much wider range of services than Pre-92 and Post-92 institutions.

Regarding outsourcing provision, over three-quarters of respondents commented and again *Student email* and *VLE* top the list though in reverse order. Also, a much wider range of services are considered as candidates for hosting for all university types. Open Educational Resources (OER) was introduced as a new response option following the considerable funding by HEFCE in 2009.

It is not possible to undertake a formal longitudinal comparison with 2008 because the previous survey did not quantify the responses. However, it was noted that external hosting for VLE, *e*-portfolio and *e*-assessment provision were the front runners. However, student email would seem to have come under greater consideration by 2010. It is interesting to note that four (Glamorgan, Gloucestershire, Napier and Chichester) of the case study institutions have outsourced student email.

Also, note the slight overlap with Question 4.1 in which six respondents recorded that they are using an outsourcing approach to provide some support for TEL and responses to Question 4.3 records the areas in which such support is provided.

Question 5.3: What if any, recent and prospective developments in technology are starting to make new demands upon you in terms of the support required by users?

Table 5.3 Recent and prospective developments in technology that are starting to make new demands in terms of the support required by users.

	1st	2nd	3rd	Total	%
Web 2.0	13	7	4	24	30%
Mobile technologies	9	1	8	18	23%
Assessment	5	10	3	18	23%
Multimedia	9	6	3	18	23%
Lecture capture	7	2	4	13	16%

As for 2008, this was an open question and respondents were invited to give up to three responses and 80 respondents did so. The responses, many of which were multipart were then categorised. The top five responses are given in Table 5.3. The full data are given in Table A5.3. Although respondents were not explicitly invited to give their three responses in order of priority, it is plausible that such an attitude was taken, so the raw counts for the number of first, second and third responses are given. The percentages are calculated as a proportion of the number of responses.

A granular categorisation was devised to minimise the possibility of obscuring possible candidates. One consequence is a long tail of comments with very low percentages. Readers may wish to devise tighter alternatives by combining rows. One example could be combining *Web 2.0*, *Wiki*, *Blog* and *Web learning* and, indeed, for 2008, only the term *Web 2.0* was identified.

Any such categorisation is subjective but the authors are confident it is robust. Nevertheless, it would be unwise to overly quantify any longitudinal differences based upon the subjective categorisations for 2010 and 2008. However, some general observations can be made. *Web 2.0*, whether a restricted or more inclusive definition is taken, is the highest ranked challenge, rising from fourth in 2008. Mobile technologies retain second place in the rankings for both surveys. *Streaming media and large media files*, which was the highest ranked challenge identified in 2008, could in part, be equated with *Lecture capture*, combined with *Multimedia* in 2010, which are individually identified and ranked fourth and fifth respectively. If they were combined for 2010 then they again have the highest ranking. *Assessment* has marginally increased its ranking since 2008 from sixth to third. Note that it could also be combined with *Feedback*, which was not identified as a separate category in 2008. Of the high rankings noted in 2008 that have become less significant, *Podcasting* is the most notable candidate, dropping from third to eighteenth.

Question 5.4: What challenges do you see these developments posing over the next two to three years in terms of support that will be required for staff and students?

Table 5.4 Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students

	1st	2nd	3rd	Total	%
Staff development	24	2	2	28	36%
Resources	14	1	4	19	25%
Interaction with non-institutional tools	7	8	2	17	22%
Technical infrastructure – addressing growth	8	4	2	14	18%
Need for specialist support staff	5	5	4	14	18%

Table 5.4 gives the five highest rank challenges. The full data are in Table A5.4. Totals and percentages are based upon 77 respondents. As for 2008, this was an open question and respondents were invited to give up to three responses. The same considerations regarding categorisation with respect to Question 5.3 also apply here.

Staff development is the highest ranked challenge by a discernible margin, and probably equates closely to *Staff skills*, which was the highest ranked challenge in 2008. *Resources* (usually associated with staff and money) is in second place.

Interaction with non-institutional tools, ranked third, captures those comments that involved the use of tools that are provided from outside the institution. No such equivalent challenge was captured in 2008. The *Need for specialist support staff* has slightly increased its ranking since 2008, from sixth to fifth. *Culture change*, ranked third in 2008, has fallen considerably to 15th in 2010. For 2008, the fourth ranked challenge is *Teaching and learning challenges*. It is difficult to map that directly onto terms used in 2010, but it could include *Technical/pedagogical relationship*, *Rapid changes*, *Unmanageable diversity* and *Staff contractual conditions*, though even if taken together, would not be in the top five of the rankings. It may be of interest to note that *Technical/pedagogical relationship* explicitly captures those comments that address the desire for less separation and more synergies between the two terms, a trend reported in Browne and Beetham (2010) [17].

Question 5.5: In general, how do you see these challenges being overcome?

Table 5.5 How the challenges are being overcome

	1st	2nd	3rd	Total	%
Staff development	14	7	10	31	40%
Strategies/policies	11	9	4	24	31%
Support staff	12	3	2	17	22%
Communities of practice	7	3	3	13	17%
Technical/pedagogical relationship	5	3	3	11	14%

Table 5.5 gives the five highest ranked solutions to these challenges. The full data are in Table A5.5. Totals and percentages are based upon 77 respondents. As for 2008, this was an open question and respondents were invited to give up to three responses. The same considerations regarding categorisation with respect to questions 5.3 and 5.4 also apply here.

Staff development overwhelmingly is identified as the primary means by which the previously identified challenges can be overcome, even more so than in 2008, when it was also identified as the primary solution. *Strategies/policies* and *Support staff* also retain the same ranking position of second and third respectively. *More resources*, ranked fourth in 2008, retains a similar numeric count in 2010 (9, down from a total of 10) but has slipped to seventh in the ranking. This is because of the emergence in 2010 of identified solutions, such as *Communities of practice* (third) and *Technical /pedagogical relationship* (fifth). The latter is mirrored in Bartlett (2009) [18] which, at least for pre-92 universities, identified *Learning technologists*, when embedded with lecturers and students' as a factor conducive to the adoption of TEL.

Question 5.6: Which, if any groups of *students* are *consulted* as part of your institution's planning about the future direction of TEL and the support required by users?

Table 5.6 Groups of students consulted as part an institution's planning about the future direction of TEL and the support required by users

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Full time campus based	78	86%	88%	90%	69%	81%	100%	100%	100%
Part time campus based	65	71%	69%	82%	46%	70%	71%	82%	50%
Off campus or distance/remote learners	48	53%	56%	59%	23%	52%	57%	64%	0%
Overseas	36	40%	39%	49%	15%	38%	43%	55%	0%
Other groups of students	11	12%	8%	15%	15%	11%	0%	27%	0%
Do not consult with any groups of students	4	4%	3%	0%	23%	6%	0%	0%	0%
Don't know/not answered	4	4%	5%	3%	8%	6%	0%	0%	0%

17 *Browne, Tom. and Beetham, Helen. 2010. The positioning of educational technologists in enhancing the student experience. Project Report. ALT and the Higher Education Academy. http://repository.alt.ac.uk/831/*
18 *Bartlett, S. 2009. Findings from interviews with managers of VLEs in UK Higher Education Institutions. Talis*

Most consultation takes place for full time students in Pre-92 and Post-92 universities. It is also high for part time students in Post-92, perhaps reflecting that they have more such intake than Pre-92 universities, though for the other two HEI sectors, consultation for part time students is quite high. *Off campus or distance/remote learners* are also widely consulted in Pre-92 and Post-92 universities, and also, though less so, for *Overseas* students. These patterns are similar to those recorded for 2008.

Question 5.7: Which methods of *consultation* with students have you found work *best*?

Table 5.7 Methods of consultation used with students

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Focus groups	46	55%	47%	63%	56%	60%	43%	36%	50%
Regular questionnaires/surveys	40	48%	53%	48%	33%	52%	14%	46%	50%
Staff student liaison group/committees	32	39%	36%	40%	44%	32%	71%	55%	50%
Engagement with student union	13	16%	17%	13%	22%	16%	14%	18%	0%
Course/module evaluation/feedback	12	14%	19%	13%	0%	11%	43%	18%	0%
Informal consultation/opportunity	4	5%	3%	8%	0%	5%	0%	9%	0%
Other method, listed	1	1%	0%	3%	0%	2%	0%	0%	0%
Don't know/not answered	8	10%	8%	11%	11%	10%	0%	18%	0%

Note: n=83 for Table 5.7

This was an open question in both 2008 and 2010 and for which the same categorisation was used. Focus groups predominate, as they also did for 2008, although staff student liaison committees are noticeable for colleges. These patterns are similar to those recorded for 2008.

Appendix A: Full 2010 Data

Where new response options have been added to established questions used in previous surveys, they have been denoted with an asterisk at the end of the response option. New questions for the 2010 Survey are identified in the main text accompanying each section of the Report.

Q1.1: How important, if at all, have each of the following drivers been *in your institution* to date?

Table A1.1: Mean values for Q1.1 for type and country

Rank2010	Question	ALL	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
1	Enhancing quality of learning and teaching in general	3.84	3.79	3.95	3.62	3.82	4.00	3.82	4.00
2	Meeting student expectations	3.70	3.79	3.79	3.15	3.65	3.86	3.91	4.00
3	Improving access to learning for students off campus	3.57	3.41	3.74	3.54	3.58	3.29	3.64	4.00
4	Improving access to learning for part time students	3.23	2.92	3.64	2.92	3.24	3.29	3.45	1.50
5	Widening participation/inclusiveness	3.14	2.95	3.41	2.92	3.18	2.71	3.09	3.50
6	Improving access to learning for distance learners *	3.07	2.92	3.44	2.38	3.07	3.00	3.45	1.00
7	Helping create a common user experience	2.95	2.85	3.13	2.69	2.90	3.00	3.18	3.00
8	Meeting requirements of Disability Discrimination Act (2005) Part 4	2.90	2.79	3.13	2.54	2.86	3.00	3.09	3.00
9	Keeping abreast of educational developments	2.87	2.92	3.00	2.31	2.80	2.86	3.27	3.00
10	Improving access to learning for overseas students	2.82	2.90	3.05	1.92	2.77	2.71	3.36	2.00
11	Creating/improving competitive advantage	2.80	2.92	2.95	2.00	2.76	2.43	3.18	3.50
12	Addressing work based learning – the employer/workforce development agenda *	2.79	2.44	3.31	2.31	2.77	2.57	3.00	3.00
13	Improving administrative processes	2.71	2.77	2.82	2.23	2.61	3.00	3.00	4.00
14	Attracting new markets	2.67	2.49	3.13	1.85	2.63	2.29	3.18	2.50
15	Attracting international (outside EU) students	2.66	2.67	2.95	1.77	2.68	2.00	2.91	3.00
16	Attracting home students	2.58	2.49	2.85	2.08	2.59	2.00	2.73	3.50
17	Developing wider regional/national role for institution	2.54	2.54	2.69	2.08	2.46	2.29	3.00	3.50
18	Attracting EU students	2.44	2.49	2.69	1.54	2.41	2.14	2.73	3.00
19	Formation of partnerships with external institutions	2.36	2.21	2.62	2.08	2.34	1.86	2.73	3.00
20	Achieving cost/efficiency savings	2.32	2.28	2.36	2.31	2.24	2.29	2.73	3.00
21	Supporting joint course developments with other institutions	2.07	2.05	2.26	1.54	1.96	2.00	2.73	2.50
22	Assisting institutional view regarding learning styles	1.95	1.56	2.46	1.54	1.87	1.86	2.27	3.00

Q1.2: Are there any other *driving factors* in your institution?

Table A1.2: Other driving factors

Other driving factor	Frequency
Enhancing digital literacy of students and staff • Online skills development	3
Supporting research capacity for institution	3
Introducing new forms of *e*-assessment • Mobile assessment	2
Assisting with process review and curriculum change	2
Sustaining institutional growth • Development of physical campus and student population	2
Improving student retention rates	2
Meeting requirements of professional bodies and government agendas	1
Supporting Welsh medium and bilingual learners	1

Q1.3: How important, if at all are the following factors in *encouraging* the development of TEL and processes that promote it?

Table A1.3: Mean values for Q1.3 for type and country

Rank2010	Factor	ALL	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
1	Availability of TEL support staff *	3.56	3.56	3.72	3.08	3.56	3.57	3.55	3.50
2	Availability and access to tools across the institution *	3.52	3.44	3.67	3.31	3.51	3.57	3.55	3.50
3	Central university senior management support *	3.46	3.41	3.49	3.54	3.46	3.57	3.45	3.00
4	School/departmental senior management support *	3.33	3.28	3.44	3.15	3.34	3.43	3.27	3.00
5	Availability of committed local *champions*	3.30	3.26	3.38	3.15	3.25	3.00	3.73	3.50
6	Technological changes/developments	3.10	3.15	3.21	2.62	3.01	3.29	3.36	4.00
7	Availability of *internal* project funding	2.93	2.90	3.03	2.77	2.92	3.57	2.82	2.00
8	Availability of *external* project funding (e.g. JISC, HEFCE)	2.79	2.56	3.08	2.62	2.87	3.14	2.18	2.00
9	Availability of relevant standards	1.92	1.95	2.05	1.46	1.87	1.86	2.09	3.00

Q1.4: Other factors in your institution that encourage the development of technology enhanced learning and processes that promote it.

Table A1.4: Other factors encouraging development

Other factors	Frequency
Student expectations	10
Peer support • Staff networking/show and tell events • Peer review • Cross faculty experience sharing	6
Recognition and awards for TEL development	3
Cross faculty learning and teaching initiatives	2
Collaboration and support from partner institutions	1

Q2.1: Which, if any, *institutional strategies*, inform the development of technology enhanced learning in your institution?

Table A2.1a: Institutional strategies that have informed TEL development

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Teaching and Learning strategy	90	99%	98%	100%	100%	100%	100%	100%	50%
Library/Learning Resources strategy	68	75%	72%	70%	100%	82%	57%	45%	50%
Corporate strategy	54	59%	46%	77%	46%	65%	29%	55%	0%
Quality Enhancement strategy	48	53%	51%	54%	54%	51%	43%	73%	50%
Information and Communication Technology strategy	46	51%	41%	59%	54%	56%	29%	27%	50%
e-learning strategy	44	48%	39%	51%	69%	58%	29%	9%	0%
Access/widening participation strategy	36	40%	31%	51%	31%	42%	29%	27%	50%
Information strategy	34	37%	36%	41%	31%	37%	43%	36%	50%
Estates strategy	24	26%	28%	28%	15%	25%	43%	18%	50%
Information and Learning Technology strategy	22	24%	18%	31%	23%	24%	43%	18%	0%
Communications strategy	14	15%	5%	23%	23%	17%	14%	0%	50%
Marketing strategy	13	14%	8%	23%	8%	14%	29%	9%	0%
Human resources strategy	13	14%	15%	13%	15%	16%	14%	0%	50%
Other institutional strategy	12	13%	15%	15%	0%	11%	14%	27%	0%
e-Strategy	10	11%	15%	10%	0%	11%	14%	9%	0%

Table A2.1b: Other institutional strategies informing TEL development

Other strategy	No.	%
International	2	2%
Blended learning strategy	1	1%
Collaboration and partnership strategy	1	1%
ELIR Enhancement led institutional review	1	1%
Internal accreditation agenda	1	1%
International business strategy	1	1%
International strategy	1	1%
Internationalism, assessment	1	1%
Language scheme	1	1%
Research	1	1%
Research and Ideas Exchange Strategy	1	1%
Research support strategy	1	1%

Q2.2: Which, if any, external strategy documents inform the development of technology enhanced learning in your institution?

Table A2.2a: External strategy documents that have informed the development of TEL

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
HEFCE *e*-learning strategy (2005 and 2009)	73	80%	74%	82%	92%	91%	14%	45%	100%
JISC strategies	73	80%	72%	90%	77%	80%	86%	73%	0%
DfES *e*-learning strategy (2005)	42	46%	33%	51%	69%	55%	0%	9%	100%
Strategies from professional bodies or agencies	34	37%	26%	54%	23%	39%	29%	36%	0%
Other HEFCE strategy documents	31	34%	26%	41%	38%	42%	0%	9%	0%
Joint Scottish Funding Council *e*-learning report	14	15%	15%	18%	8%	6%	0%	91%	0%
HEFCW Technology Enhancement Strategy	9	10%	10%	13%	0%	3%	100%	0%	0%
Other external strategy	7	8%	10%	8%	0%	8%	0%	9%	0%
Department for Employment and learning Northern Ireland (DELNI)	1	1%	3%	0%	0%	0%	0%	0%	50%

Table A2.2b: Other external strategy documents that have informed the development of TEL

Other strategy	No.	%
Higher education academy	3	3%
Educause Horizon report	2	2%
Government direction, eg Higher ambitions, Melville report	1	1%
Higher education academy professional standards for academic staff	1	1%

Q2.3: Which, if any, external reports or documents inform the development of technology enhanced learning in your institution?

Table A2.3a: External reports or documents that have informed the development of TEL

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Effective Practice in a Digital Age (JISC; 2009)	68	75%	69%	79%	77%	72%	71%	91%	100%
JISCinfoNet: Exploring Tangible Benefits of *e*-learning in HE (2008)	61	67%	61%	79%	46%	68%	57%	64%	100%
Leitch Review of Skills (2006)	47	52%	36%	67%	54%	56%	43%	27%	50%
Sir Ron Cookes submission to DIUS: Online Innovation in HE (2008)	37	41%	23%	59%	38%	45%	29%	18%	50%
Other external report/document	30	33%	26%	49%	8%	31%	43%	36%	50%
No external reports/documents inform development	7	8%	8%	5%	15%	8%	14%	0%	0%
Not answered	2	2%	5%	0%	0%	1%	0%	9%	0%

Table A2.3b: Other external reports or documents that have informed the development of TEL

Other report	No.	%
JISC: Higher education in a Web2.0 world	8	9%
Educause: Horizon report	7	8%
JISC: other reports	7	8%
JISC: In their own words	6	7%
Educause: The ECAR Study of Undergraduate Students and Information Technology, 2008	3	3%
HEFCE (2009), Enhancing learning and teaching through the use of technology	3	3%
QAA code of practice	3	3%
UCISA survey report 2008	2	2%
BECTA (April 2009), Analysis of emerging trends affecting the use of technology in education	1	1%
BIS higher ambitions/NS forum (2009)	1	1%
Dearing	1	1%
Drummond Bone report to DUIS	1	1%
HEFCW *e*-learning benchmarking	1	1%
Teaching and Learning Research Programme	1	1%
Welsh assembly government. For our future 2009	1	1%

Q2.4: How did these documents/reports inform the development of technology enhanced learning in your institution?

Table A2.4: How external documents and/or reports inform the development of technology enhanced learning

	No.	Total
Internal planning and development	26	32%
Current strategies	25	30%
Good practice	18	22%
Staff development	16	20%
Student expectations and development	13	16%
Developing new strategies	11	15%
Resources for teaching	11	15%
Web 2.0 policies and guidelines	7	9%
e-learning support	5	6%
Pdp/ePortfolio	4	5%
Widening participation	4	5%
Information systems	2	2%
Accessibility	1	1%

Note: n=82 for Table A2.4 (9 institutions do not refer to external documents or did not answer Question 2.3 – see Table A2.3)

Q3.1: To what extent, if at all, do any internal or external strategies on the development of technology enhanced learning influence the implementation of the various tools in practice?

Table A3.1: The extent to which internal or external strategies on the development of TEL have influenced the implementation of the various tools in practice (2010)

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Strategies have a great influence on implementation	30	33%	28%	44%	15%	31%	43%	36%	50%
Strategies influence implementation	42	46%	44%	51%	39%	47%	43%	46%	50%
Strategies have limited influence on implementation	17	19%	26%	5%	39%	20%	14%	18%	0%
Strategies have no influence on implementation	1	1%	0%	0%	7%	1%	0%	0%	0%

Q3.2: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools?

Table A3.2: What institutional policies, if any, link strategy and implementation of technology enhanced learning tools?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
None	12	13%	10%	13%	23%	14%	0%	18%	0%
Learning and Teaching (assessment) strategy	33	36%	31%	46%	23%	34%	43%	55%	0%
Information/*e*-learning strategy	18	20%	23%	21%	8%	17%	29%	36%	0%
Answered, listed	35	38%	46%	33%	31%	41%	29%	18%	100%
Don't know/not answered	14	15%	15%	13%	23%	17%	14%	9%	0%

Q3.3: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

Table A3.3a: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Providing support/training to academic staff *	91	100%	100%	100%	100%	100%	100%	100%	100%
Allowing academic staff development time	37	41%	39%	44%	39%	39%	43%	46%	50%
Allowing support staff development time	43	47%	51%	46%	39%	42%	57%	64%	100%
Contractual obligation/part of job specification for academic staff	14	15%	15%	18%	8%	14%	29%	18%	0%
Delivery of accredited training for academic staff *	35	38%	39%	44%	23%	41%	29%	36%	0%
Support from CETL initiatives *	26	29%	31%	33%	8%	34%	14%	0%	50%
Other enabler	18	20%	21%	23%	8%	18%	43%	9%	50%

Q3.4: What VLE, if any, is currently used in your institution?

Table A3.4b: VLEs currently used

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Moodle	50	55	54	46	85	59	57	27	50
Blackboard (Angel)	2	2	5	0	0	3	0	0	0
Blackboard Classic	26	29	27	33	23	25	86	18	0
Blackboard Next Generation (v9)	8	9	8	10	8	9	14	9	0
Blackboard (WebCT)	26	29	31	33	8	27	0	64	0
Sharepoint	12	13	18	13	0	13	0	9	100
Other VLE developed *in house*	14	15	26	10	0	16	0	18	50
Other intranet based developed *in house*	2	2	5	0	0	1	14	0	0
FirstClass	2	2	5	0	0	3	0	0	0
Commercial intranet based product	4	4	3	8	0	6	0	0	0
Sakai	3	3	8	0	0	3	0	9	0
Other *commercial* VLE	3	3	5	3	0	1	14	0	50
Other open source VLE	2	2	0	5	0	1	14	0	0
Desire2Learn	2	2	3	3	0	1	14	0	0
Bodington	1	1	3	0	0	1	0	0	0

Table A3.4c: Main VLE, currently in use (2010)

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Blackboard Classic	23	25%	23%	28%	23%	23%	71%	18%	0%
Moodle	21	23%	18%	15%	62%	28%	0%	9%	0%
Blackboard (WebCT)	18	20%	18%	26%	8%	18%	0%	46%	0%
Blackboard v9	8	9%	8%	10%	8%	9%	14%	9%	0%
Other VLE developed *in house*	5	6%	5%	8%	0%	7%	0%	0%	0%
Sharepoint	3	3%	5%	3%	0%	1%	0%	0%	100%
Blackboard (Angel)	1	1%	3%	0%	0%	1%	0%	0%	0%
Desire2Learn	1	1%	0%	3%	0%	1%	0%	0%	0%
Commercial intranet based product	1	1%	0%	3%	0%	1%	0%	0%	0%
Sakai	1	1%	3%	0%	0%	1%	0%	0%	0%
Don't know/not answered	9	10%	18%	5%	0%	9%	14%	18%	0%

Q3.5: Are there departments within your institution hosting a VLE in addition to the main centrally provided VLE?

Table A3.5: Are there departments within your institution hosting a VLE in addition to the main centrally provided VLE?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Yes	32	35%	49%	28%	15%	38%	29%	27%	0%
No	54	59%	46%	67%	77%	56%	57%	73%	100%
Not answered	5	6%	5%	5%	8%	6%	14%	0%	0%

Q3.6: What is the context for this localised provision?

Table A3.6: What is the context for this localised provision?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
A case has been made for the departmental VLE based on pedagogical reasons	16	50%	47%	55%	50%	44%	100%	67%	-
The institution has a devolved management structure that permits departments to deploy their own software	11	34%	47%	18%	0%	33%	0%	67%	-
The departmental VLE predates introduction of institutional VLE	8	25%	32%	9%	50%	22%	50%	0%	-
A case has been made for the departmental VLE based on commercial reasons	4	13%	11%	18%	0%	15%	0%	0%	-
Other context	7	22%	21%	0%	0%	22%	0%	0%	-
Don't know/not answered	2	6%	11%	0%	0%	7%	0%	0%	-

Note: n=32 for Table A3.6

Q3.7: Which ,if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

Table A3.7: Which ,if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Plagiarism detection	82	92%	97%	95%	67%	91%	100%	91%	100%
e-submission	79	89%	97%	87%	67%	88%	86%	91%	100%
e-assessment	71	80%	92%	77%	50%	78%	86%	91%	50%
Wiki	67	75%	76%	72%	83%	74%	71%	82%	100%
Blog	66	74%	71%	82%	58%	73%	86%	82%	50%
e-portfolio	64	72%	71%	80%	50%	67%	71%	100%	100%
Podcasting	61	69%	71%	69%	58%	73%	71%	36%	100%
Social networking	29	33%	32%	31%	42%	36%	0%	36%	0%
Social bookmarking	17	19%	16%	26%	8%	19%	14%	18%	50%
Other software tool	39	44%	40%	59%	8%	45%	43%	46%	0%

Note: n=89 for Table A3.7

Table A3.7a: Centrally supported blog

	No.	Total	Pre-92	Post-92	Coll
Blackboard (all versions)	19	29%	33%	25%	29%
Learning Objects	13	20%	26%	16%	14%
Wordpress	12	18%	19%	22%	0%
CampusPack	10	15%	15%	13%	29%
Moodle	10	15%	15%	13%	29%
ELGG	4	6%	7%	6%	0%
Pebblepad	4	6%	4%	6%	14%
WebCT	3	5%	4%	6%	0%
In house developed	3	5%	4%	6%	0%
Mahara	3	5%	4%	3%	14%
Blogger	1	2%	4%	0%	0%
Answered, Listed	14	21%	30%	19%	0%
Don't know/not answered	1	2%	0%	3%	0%

Note: n=66 for Table A3.7a

Table A3.7b: Centrally supported *e*-assessment tool

	No.	Total	Pre-92	Post-92	Coll
Blackboard (all versions)	28	39%	31%	47%	50%
Questionmark Perception	22	32%	31%	37%	0%
Moodle	11	15%	14%	10%	50%
WebCT	9	13%	14%	13%	0%
In house developed	4	6%	6%	7%	0%
Pebblepad	2	3%	6%	0%	0%
Wordpress	1	1%	3%	0%	0%
Turnitin	1	1%	0%	3%	0%
Answered, listed	14	20%	29%	13%	0%
Don't know/not answered	2	3%	6%	0%	0%

Note: n=71 for Table A3.7b

Table A3.7c: *e*-portfolio package

	No.	Total	Pre-92	Post-92	Coll
Pebblepad	21	33%	37%	32%	17%
Blackboard (all versions)	17	27%	19%	29%	50%
Mahara	9	14%	11%	13%	33%
In house developed	7	11%	15%	10%	0%
Answered, listed	5	8%	15%	3%	0%
WebCT	4	6%	11%	3%	0%
CampusPack	4	6%	4%	10%	0%
Moodle	3	5%	7%	3%	0%
Learning Objects	2	3%	0%	7%	0%
ELGG	1	2%	4%	0%	0%
Don't know/not answered	2	3%	4%	3%	0%

Note: n=64 for Table A3.7c

Table A3.7d: *e*-submission package

	No.	Total	Pre-92	Post-92	Coll
Blackboard (all versions)	33	42%	41%	44%	38%
Turnitin	27	34%	35%	38%	13%
Moodle	13	17%	14%	12%	50%
WebCT	10	13%	11%	18%	0%
Answered, listed	8	10%	16%	6%	0%
In house developed	7	9%	11%	9%	0%
Pebblepad	2	3%	0%	6%	0%
Questionmark perception	1	1%	3%	0%	0%
Don't know/not answered	2	3%	5%	0%	0%

Note: n=79 for Table A3.7d

Table A3.7e: Plagiarism package

	No.	Total	Pre-92	Post-92	Coll
Turnitin	75	91%	89%	92%	100%
Answered, Listed	7	9%	14%	5%	0%
Blackboard (all versions)	4	5%	5%	3%	13%
Moodle	3	4%	5%	3%	0%
Don't know/not answered	2	2%	3%	3%	0%

Note: n=82 for Table A3.7e

Table A3.7f: Podcasting package

	No.	Total	Pre-92	Post-92	Coll
Blackboard (all versions)	11	18%	26%	11%	14%
Learning Objects	11	18%	22%	15%	14%
Audacity	10	17%	19%	19%	0%
Wimba	8	13%	7%	22%	0%
In house developed	6	10%	15%	7%	0%
CampusPack	5	8%	4%	11%	14%
Moodle	4	7%	0%	4%	43%
PBWiki, PMWiki, Wikimedia etc.	1	2%	0%	4%	0%
Answered, listed	16	26%	26%	30%	14%
Don't know/not answered	4	7%	7%	7%	0%

Note: n=61 for Table A3.7f

Table A3.7g: Social bookmarking tool

	No.	Total	Pre-92	Post-92	Coll
Del.icio.us	8	47%	33%	50%	100%
Blackboard (all versions)	7	41%	17%	60%	0%
Facebook	2	12%	17%	10%	0%
Mahara	1	6%	0%	10%	0%
Answered, listed	8	47%	50%	50%	0%

Note: n=17 for Table A3.7g

Table A3.7h: Social networking tool

	No.	Total	Pre-92	Post-92	Coll
Facebook	11	38%	33%	42%	40%
ELGG	6	21%	17%	33%	0%
Twitter	4	14%	0%	33%	0%
Moodle	4	14%	17%	8%	20%
Mahara	2	7%	0%	8%	20%
Wordpress	1	3%	0%	0%	20%
Blackboard (all versions)	1	3%	8%	0%	0%
In house developed	1	3%	0%	8%	0%
MySpace	1	3%	0%	8%	0%
Answered, listed	8	28%	50%	17%	0%
Don't know/not answered	1	3%	0%	8%	0%

Note: n=29 for Table A3.7h

Table A3.7i: Wiki tool

	No.	Total	Pre-92	Post-92	Coll
Moodle	15	22%	17%	14%	60%
Learning Objects	13	19%	21%	21%	10%
Blackboard (all versions)	10	15%	17%	14%	10%
CampusPack	10	15%	10%	18%	20%
PBWiki, PMWiki, Wikimedia etc.	9	13%	10%	18%	10%
Confluence	6	9%	10%	11%	0%
Wordpress	1	1%	0%	4%	0%
In house developed	1	1%	0%	4%	0%
Answered, listed	11	16%	24%	14%	0%
Don't know/not answered	5	7%	10%	7%	0%

Note: n=67 for Table A3.7i

Table A3.7j: Other tool

	No.	Total	Pre-92	Post-92	Coll
Wimba	6	15%	20%	13%	0%
In house developed	3	8%	7%	9%	0%
Twitter	1	3%	0%	4%	0%
Answered, listed	3	90%	93%	87%	100%

Note: n=39 for Table A3.7j

Q3.8: Which, if any, technology enhanced learning tools that are used by students are *not* centrally supported?

Table A3.8: Which, if any, technology enhanced learning tools that are used by students are *not* centrally supported?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Social networking	61	81%	69%	94%	82%	80%	86%	82%	100%
Blog	44	59%	69%	59%	27%	57%	43%	73%	100%
Wiki	38	51%	56%	53%	27%	50%	57%	46%	100%
Social bookmarking	36	48%	50%	53%	27%	46%	71%	36%	0%
Podcasting	31	41%	38%	50%	27%	41%	57%	36%	0%
e-assessment	20	27%	47%	13%	9%	23%	29%	36%	100%
e-portfolio	19	25%	34%	22%	9%	23%	29%	27%	100%
VLE	17	23%	31%	16%	18%	25%	43%	0%	0%
e-submission	11	15%	16%	16%	9%	13%	29%	9%	100%
Plagiarism detection	2	3%	6%	0%	0%	4%	0%	0%	0%
Other software tool	25	33%	38%	31%	27%	29%	43%	46%	100%

Table A3.8a: Non centrally supported blog package

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Wordpress	20	45%	46%	47%	33%	44%	33%	63%	0%
ELGG	2	5%	9%	0%	0%	3%	0%	0%	100%
Facebook	1	2%	0%	5%	0%	3%	0%	0%	0%
Blogger	15	34%	23%	42%	67%	28%	67%	38%	100%
Answered, listed	7	16%	9%	21%	33%	16%	33%	13%	0%
Don't know/not answered	11	25%	32%	21%	0%	31%	0%	13%	0%

Note: n=44 for Table A3.8a

Table A3.8b: Package of non centrally supported *e*-assessment tool in use in institution

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Questionmark perception	4	20%	27%	0%	0%	15%	0%	50%	0%
Pebblepad	1	5%	0%	25%	0%	8%	0%	0%	0%
In house developed	2	10%	7%	25%	0%	8%	50%	0%	0%
Answered, listed	10	50%	47%	50%	100%	46%	50%	50%	100%
Don't know/not answered	3	15%	20%	0%	0%	23%	0%	0%	0%

Note: n=20 for Table A3.8b

The listed answers for non centrally supported *e*-assessment tools included: Hot Potatoes, Survey Monkey, Touchstone and HELMS.

Table A3.8c: Package of non centrally supported *e*-portfolio in use in institution

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Pebblepad	5	26%	18%	43%	0%	23%	0%	67%	0%
In house developed	1	5%	0%	14%	0%	8%	0%	0%	0%
Answered, listed	10	53%	64%	43%	0%	54%	100%	33%	0%
Don't know/not answered	3	16%	18%	0%	100%	15%	0%	0%	100%

Note: n=19 for Table A3.8c

The listed answers for non centrally supported *e*-portfolio included: *e*-Pet, Microsoft Live, Simplicity, Gralen and Google Docs.

Table A3.8d: Package of non centrally supported *e*-submission tool in use in institution

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Moodle	1	9%	0%	0%	100%	14%	0%	0%	0%
In house developed	2	18%	0%	40%	0%	29%	0%	0%	0%
Answered, listed	5	46%	60%	40%	0%	29%	50%	100%	100%
Don't know/not answered	3	27%	40%	20%	0%	29%	50%	0%	0%

The listed answers for non centrally supported *e*-submission tool included: HELMS, Google Docs, Drop-Box.com and Gralen.

Table A3.8f: Non centrally supported podcast package

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Audacity	5	17%	8%	19%	33%	17%	0%	25%	-
YouTube	1	3%	0%	6%	0%	4%	0%	0%	-
Answered, listed	21	68%	67%	63%	100%	65%	75%	75%	-
Don't know/not answered	8	26%	33%	25%	0%	30%	25%	0%	-

Note: n=31 for Table A3.8f

The listed answers for non centrally supported podcast package included: iTunes, Podamatic, Camtasia, Podbean and Garageband.

Table A3.8g: Non centrally supported social bookmarking package

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Del.icio.us	29	81%	75%	88%	67%	73%	100%	100%	100%
Facebook	1	3%	0%	0%	33%	4%	0%	0%	0%
Answered, listed	7	19%	38%	6%	0%	23%	0%	0%	100%
Don't know/not answered	4	11%	13%	12%	0%	15%	0%	0%	0%

Note: n=36 for Table A3.8g

Table A3.8h: Non centrally supported social networking package

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
In house developed	1	2%	0%	3%	0%	0%	0%	11%	0%
ELGG	2	3%	5%	3%	0%	2%	0%	11%	0%
Facebook	45	74%	68%	70%	100%	78%	83%	44%	100%
Twitter	9	15%	14%	13%	22%	13%	33%	11%	0%
MySpace	1	2%	5%	0%	0%	0%	17%	0%	0%
Ning	18	30%	32%	33%	11%	31%	33%	22%	0%
YouTube	4	7%	5%	3%	22%	9%	0%	0%	0%
Answered, listed	6	10%	14%	7%	11%	11%	0%	11%	0%
Don't know/not answered	5	8%	5%	13%	0%	11%	0%	0%	0%

Note: n=61 for Table A3.8h

Table A3.8i: Non centrally supported VLE package

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Moodle	8	47%	50%	40%	50%	43%	67%	-	-
Wordpress	1	6%	0%	0%	50%	7%	0%	-	-
In house developed	2	12%	10%	20%	0%	7%	33%	-	-
Answered, listed	7	41%	50%	40%	0%	43%	33%	-	-
Don't know/not answered	1	6%	10%	0%	0%	7%	0%	-	-

Note: n=17 for Table A3.8i

Table A3.8j: Non centrally supported wiki package

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Moodle	1	3%	6%	0%	0%	4%	0%	0%	0%
Wordpress	2	5%	6%	0%	33%	7%	0%	0%	0%
PBWiki, PMWiki, Wikimedia etc.	25	66%	67%	71%	33%	61%	%50%	100%	100%
In house developed	1	3%	6%	0%	0%	4%	0%	0%	0%
ELGG	1	3%	6%	0%	0%	4%	0%	0%	0%
Answered, listed	9	24%	22%	24%	33%	21%	50%	20%	0%
Don't know/not answered	4	11%	6%	18%	0%	14%	0%	0%	0%

Note: n=38 for Table A3.8j

The listed answers for non centrally supported wiki included: WetPaint and Google Docs.

Table A3.8k: Non centrally supported other package

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
In house developed	1	4%	8%	0%	0%	6%	0%	0%	0%
ELGG	1	4%	0%	0%	33%	6%	0%	0%	0%
Twitter	2	8%	8%	10%	0%	0%	33%	20%	0%
YouTube	3	12%	8%	0%	67%	19%	0%	0%	0%
Answered, listed	22	88%	83%	90%	100%	88%	67%	100%	100%
Don't know/not answered	1	4%	0%	10%	0%	0%	33%	0%	0%

Note: n=25 for Table A3.8k

The listed answers for non centrally supported under this category included: Skype (communications), Dim-dim (video-conferencing), Secondlife, Micro-blogging, Bubbl.us, Debategraph, Xtimeline, MovieMaker, Sibelius (music notation) Bento, Garageband (Mac software), Google Docs, Windows Livespace, Zotero, MAPLE/MALE TA, Youtube, Flickr, Twitter. Yammer. Prezi. Voice thread, Elluminate, Articulate & Echo 360, Google Earth, Google Maps.

Q3.9: Approximately what proportion of all modules or units of study in the technology enhanced learning environment in use in your institution fall into each of the following categories? (Mean scores of % entered by respondents.)

Table A3.9: Proportion of all modules or units of study in the TEL environment in use

	Sector Mean Score	Pre-92 Mean Score	Post-92 Mean Score	Coll Mean Score	Eng Mean Score	Wal Mean Score	Sco Mean Score	NI Mean Score
N=	80	33%	35	12	64	6	9	1
Mean % Category A	46%	43%	45%	61%	49%	23%	44%	10%
Mean % Category B (i)	26%	25%	27%	24%	27%	28%	18%	10%
Mean % Category B (ii)	17%	18%	19%	9%	16%	18%	22%	30%
Mean % Category B (iii)	18%	21%	21%	5%	20%	15%	12%	10%
Mean % Category C	3%	3%	3%	2%	3%	3%	4%	0%

Q3.10: Are there any particular subject areas that make *more extensive* use of technology enhanced learning tools than your institutional norm?

Table A3.10: Are there any particular subject areas that make *more extensive* use of technology enhanced learning tools than your institutional norm?

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Science(s), not specified	4	5%	9%	3%	0%	34%	14%	11%	0%
Management, Accountancy, Fnance, Business etc.	22	29%	36%	28%	15%	36%	14%	0%	0%
Computing	15	20%	30%	17%	18%	17%	29%	22%	100%
Social Sciences, Psychology, Law, Teaching etc.	16	21%	21%	28%	15%	22%	14%	22%	0%
Medicine, Nursing, Health	34	45%	58%	48%	8%	45%	29%	56%	100%
Engineering	5	6%	12%	0%	8%	5%	14%	11%	0%
Science, specified e.g. Chemistry	8	11%	15%	10%	0%	12%	14%	0%	0%
Geography, History	7	9%	15%	3%	8%	10%	14%	0%	0%
Education	14	19%	15%	14%	38%	19%	14%	22%	0%
Languages	7	9%	15%	7%	0%	12%	0%	0%	0%

Q3.11: Are there any particular subject areas that make *less extensive* use of technology enhanced learning tools than your institutional norm?

Table A3.11: Are there any particular subject areas that make *less extensive* use of technology enhanced learning tools than your institutional norm?

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Art, Music, Drama	26	46%	29%	70%	30%	54%	80%	33%	-
Social Sciences	9	16%	17%	22%	0%	8%	20%	17%	-
Humanities	7	12%	8%	17%	10%	13%	20%	0%	-
Languages	2	4%	8%	0%	0%	4%	0%	0%	-
English	4	7%	0%	9%	20%	9%	0%	0%	-
Engineering	4	7%	8%	4%	10%	7%	0%	17%	-
History	7	12%	13%	13%	10%	11%	20%	17%	-
Maths	5	9%	21%	0%	0%	9%	0%	17%	-
Computing	3	5%	4%	9%	0%	7%	0%	0%	-
Theology/Religious Studies	3	4%	4%	10%	5%	4%	20%	0%	-
Answered, listed	10	18%	17%	13%	30%	20%	0%	17%	-

Q3.12: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

Table A3.12a: Proportion of courses using summative *e*-assessment

	N	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	1	1%	3%	0%	0%	1%	0%	0%	0%
49% – 25%	13	14%	13%	18%	8%	14%	14%	18%	0%
24% – 1%	55	60%	64%	64%	39%	61%	57%	64%	50%
0%	11	12%	10%	5%	39%	11%	29%	0%	50%
Don't know/not answered	11	12%	10%	13%	15%	13%	0%	18%	0%

Table A3.12b: Proportion of courses using formative *e*-assessment

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
99% – 75%	4	4%	3%	5%	8%	4%	14%	0%	0%
74% – 50%	12	13%	18%	13%	0%	14%	14%	9%	0%
49% – 25%	16	18%	10%	31%	0%	17%	14%	27%	0%
24% – 1%	48	53%	59%	41%	69%	52%	57%	46%	100%
0%	2	2%	0%	3%	8%	3%	0%	0%	0%
Don't know/not answered	9	10%	10%	8%	15%	9.9%	0%	18%	0%

Table A3.12c: Proportion of courses using *e*-portfolio/PDP/progress files

	n	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	2	2%	3%	0%	8%	1%	0%	0%	50%
99% – 75%	3	3%	3%	3%	8%	3%	0%	0%	50%
74% – 50%	2	2%	3%	3%	0%	3%	0%	0%	0%
49% – 25%	14	15%	18%	18%	0%	13%	43%	18%	0%
24% – 1%	52	57%	51%	64%	54%	63%	14%	55%	0%
0%	7	8%	10%	3%	15%	7%	14%	9%	0%
Don't know/not answered	11	12%	13%	10%	15%	10%	29%	18%	0%

Table A3.12d: Proportion of courses using peer assessment tools

	Total		Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	1	1%	0%	0%	8%	1%	0%	0%	0%
49% – 25%	1	1%	0%	3%	0%	1%	0%	0%	0%
24% – 1%	51	56%	69%	56%	15%	52%	86%	55%	100%
0%	21	23%	10%	23%	62%	28%	0%	9%	0%
Don't know/not answered	17	19%	21%	18%	15%	17%	14%	36%	0%

Table A3.12e: Proportion of courses using synchronous collaborative working tools

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	1	1%	3%	0%	0%	1%	0%	0%	0%
49% – 25%	1	1%	0%	3%	0%	0%	0%	9%	0%
24% – 1%	60	66%	67%	74%	39%	68%	86%	46%	50%
0%	16	18%	13%	10%	54%	17%	0%	27%	50%
Don't know/not answered	13	14%	18%	13%	8%	14%	14%	18%	0%

Table A3.12f: Proportion of courses using asynchronous collaborative working tools

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	1	1%	0%	3%	0%	1%	0%	0%	0%
99% – 75%	9	10%	10%	8%	15%	13%	0%	0%	0%
74% – 50%	16	18%	18%	21%	8%	18%	29%	9%	0%
49% – 25%	26	29%	23%	39%	15%	25%	57%	36%	0%
24% – 1%	34	37%	41%	26%	62%	38%	14%	36%	100%
Don't know/not answered	5	6%	8%	5%	0%	4%	0%	18%	0%

Table A3.12g: Proportion of courses using online student presentations (individual/group)

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	1	1%	0%	3%	0%	1%	0%	0%	0%
49% – 25%	8	9%	5%	13%	8%	11%	0%	0%	0%
24% – 1%	48	53%	62%	51%	31%	49%	86%	55%	50%
0%	15	17%	13%	10%	46%	18%	0%	18%	0%
Don't know/not answered	19	21%	21%	23%	15%	19.7%	14%	27%	50%

Table A3.12h: Proportion of courses using assignment submission

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	4	4%	3%	3%	15%	3%	29%	0%	0%
99% – 75%	11	12%	10%	15%	8%	11%	14%	18%	0%
74% – 50%	20	22%	28%	21%	8%	23.9%	29%	9%	0%
49% – 25%	23	25%	31%	26%	8%	25%	29%	27%	0%
24% – 1%	24	26%	18%	28%	46%	25%	0%	36%	100%
0%	4	4%	3%	5%	8%	6%	0%	0%	0%
Don't know/not answered	5	6%	8%	3%	8%	6%	0%	9%	0%

Table A3.12i: Proportion of courses using audio/video lecture recordings

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
99% – 75%	2	2%	5%	0%	0%	1%	14%	0%	0%
74% – 50%	2	2%	0%	5%	0%	1%	14%	0%	0%
49% – 25%	11	12%	10%	13%	15%	13%	14%	9%	0%
24% – 1%	62	68%	72%	67%	62%	69%	57%	64%	100%
0%	6	7%	3%	8%	15%	9%	%0%	0%	0%
Don't know/not answered	8	9%	10%	8%	8%	70%	0%	27%	0%

Table A3.12j: Proportion of courses using simulations and games

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	1	1%	0%	3%	0%	0%	14%	0%	0%
49% – 25%	1	1%	0%	3%	0%	0%	14%	0%	0%
24% – 1%	63	69%	74%	64%	69%	73%	57%	55%	50%
0%	12	13%	10%	13%	23%	11%	0%	27%	50%
Don't know/not answered	14	15%	15%	18%	8%	16%	14%	18%	0%

Table A3.12k: Proportion of courses using voice based tools

	Total	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
99% – 75%	1	1%	3%	0%	0%	1%	0%	0%	0%
74% – 50%	2	2%	0%	3%	8%	3%	0%	0%	0%
49% – 25%	3	3%	3%	3%	8%	4%	0%	0%	0%
24% – 1%	36	40%	41%	39%	39%	42%	43%	27%	0%
0%	30	33%	31%	33%	39%	32%	29%	36%	50%
Don't know/not answered	19	21%	23%	23%	8%	17%	29%	36%	50%

Table A3.12l: Proportion of courses using plagiarism detection software

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	1	1%	0%	0%	8%	1%	0%	0%	0%
99% – 75%	16	18%	18%	21%	8%	16%	43%	18%	0%
74% – 50%	20	22%	26%	23%	8%	17%	43%	46%	0%
49% – 25%	22	24%	28%	26%	8%	26.8%	0%	18%	50%
24% – 1%	19	21%	18%	23%	23%	23.9%	14%	0%	50%
0%	6	7%	3%	3%	31%	9%	0%	0%	0%
Don't know/not answered	7	8%	8%	5%	15%	7%	0%	18%	0%

Table A3.12m: Proportion of courses using access to external web based resources

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	9	10%	5%	15%	8%	9%	0%	18%	50%
99% – 75%	26	29%	28%	33%	15%	25%	57%	36%	0%
74% – 50%	16	18%	23%	15%	8%	17%	29%	9%	50%
49% – 25%	16	18%	15%	18%	23%	21%	14%	0%	0%
24% – 1%	15	17%	15%	8%	46%	18%	0%	18%	0%
Don't know/not answered	9	10%	13%	10%	0%	9.9%	0%	18%	0%

Table A3.12n: Proportion of courses using podcasting

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	2	2%	5%	0%	0%	3%	0%	0%	0%
49% – 25%	9	10%	10%	10%	8%	13%	0%	0%	0%
24% – 1%	65	71%	69%	77%	62%	70%	86%	64%	100%
0%	6	7%	3%	5%	23%	7%	0%	9%	0%
Don't know/not answered	9	10%	13%	8%	8%	7%	14%	27%	0%

Q3.13: Approximately, what proportion of courses within your institution use technology enhanced learning for the following *purposes* or *teaching and learning approaches*?

Table A3.13a: Proportion of courses using access to course materials

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	13	14%	8%	18%	23%	14%	29%	9%	0%
99% – 75%	57	63%	59%	64%	69%	66%	43%	55%	50%
74% – 50%	14	15%	23%	13%	0%	13%	29%	18%	50%
49% – 25%	2	2%	3%	3%	0%	3%	0%	0%	0%
24% – 1%	2	2%	0%	3%	8%	1%	0%	9%	0%
Don't know/not answered	3	3%	8%	0%	0%	3%	0%	9%	0%

Table A3.13b: Proportion of courses using access to multimedia resources

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	1	1%	0%	0%	8%	1%	0%	0%	0%
99% – 75%	7	8%	8%	8%	8%	6%	29%	9%	0%
74% – 50%	17	19%	13%	21%	31%	18%	29%	18%	0%
49% – 25%	34	37%	33%	49%	15%	39%	14%	36%	50%
24% – 1%	27	30%	36%	21%	39%	30%	29%	27%	50%
Don't know/not answered	5	6%	10%	3%	0%	6%	0%	9%	0%

Table A3.13c: Proportion of courses using PDP/progress files

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
100%	3	3%	3%	3%	8%	3%	0%	0%	50%
99% – 75%	4	4%	3%	3%	15%	4%	0%	0%	50%
74% – 50%	2	2%	3%	3%	0%	1%	14%	0%	0%
49% – 25%	16	18%	21%	21%	0%	18%	29%	9%	0%
24% – 1%	48	53%	51%	59%	39%	54%	43%	64%	0%
0%	6	7%	8%	3%	15%	6%	14%	9%	0%
Don't know/not answered	12	13%	13%	10%	23%	14%	0%	18%	0%

Table A3.13d: Proportion of courses using enquiry based learning

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
74% – 50%	1	1%	3%	0%	0%	1%	0%	0%	0%
49% – 25%	13	14%	5%	28%	0%	14%	14%	18%	0%
24% – 1%	53	58%	67%	54%	46%	56%	57%	64%	100%
0%	4	4%	0%	0%	31%	6%	0%	0%	0%
Don't know/not answered	20	22%	26%	18%	23%	23%	29%	18%	0%

Table A3.13e: Proportion of courses using collaborative working

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
99% – 75%	1	3%	5%	0%	3%	3%	0%	9%	0%
74% – 50%	1	3%	10%	0%	6%	6%	0%	9%	0%
49% – 25%	9	23%	51%	8%	33%	32%	71%	18%	0%
24% – 1%	23	59%	23%	54%	43%	44%	14%	46%	100%
0%	0	0%	0%	23%	3%	4%	0%	0%	0%
Don't know/not answered	5	13%	10%	15%	12%	11%	14%	18%	0%

Table A3.13f: Proportion of courses using other TELs

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
24% – 1%	1	1%	0%	3%	0%	1%	0%	0%	0%
Don't know/not answered	90	99%	100%	97%	100%	99%	100%	100%	100%

Q3.14: Please use the grid below to indicate which systems are *linked* (i.e. some form of data flow is supported between the systems) within your institution. Please indicate each linkage that has been set up by placing a tick in appropriate cell.

Table A3.14: Systems that are *linked* (i.e. some form of data flow is supported between the systems) within your institution

	Online payments	HR	Registration and enrolment	Library	Student records	*e*-portfolio	CMS	Media server	Portal	Other
VLE	6%	20%	**63%**	**60%**	**78%**	**49%**	26%	**44%**	**49%**	8%
Online payments		3%	27%	13%	25%	0%	3%	0%	17%	1%
HR			4%	13%	9%	2%	6%	1%	21%	3%
Registration and enrolment				36%	**66%**	15%	11%	3%	35%	3%
Library					**51%**	6%	15%	11%	36%	3%
Student records						16%	13%	2%	36%	4%
e-portfolio							7%	2%	12%	1%
CMS								8%	11%	1%
Media server									7%	1%
Portal										2%

Note: n=89 for Table A3.14

Q4.1: Which, if any, support units are there in your institution that provide support for technology enhanced learning?

Table A4.1a: Support units that provide support for technology enhanced learning

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Information Technology Support	70	81%	86%	79%	77%	85%	100%	40%	100%
Learning Technology Support Unit (LTSU)	54	63%	57%	74%	62%	69%	67%	50%	0%
Educational Development Unit (EDU)	56	65%	74%	66%	38%	65%	83%	60%	50%
Local support (devolved to faculty, school, department) *	57	66%	71%	76%	23%	66%	67%	70%	50%
Other	20	23%	23%	29%	23%	9%	33%	40%	0%
Outsourced support	6	7%	3%	3%	8%	7%	0%	10%	0%

Note: n=86 for Table A4.1a

Table A4.1b: Number of units providing support for TEL per institution

Number of support units per institution	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
0	3	3%	5%	3%	0%	1%	14%	9%	0%
1	11	12%	10%	10%	23%	10%	14%	18%	50%
2	14	15%	13%	10%	38%	15%	0%	27%	0%
3	25	27%	26%	31%	23%	28%	14%	27%	50%
4	29	32%	36%	36%	8%	35%	43%	9%	0%
5	6	7%	5%	10%	0%	6%	14%	9%	0%
6	1	1%	0%	0%	8%	1%	0%	0%	0%
Mean number of support units		3.0	3.0	3.2	2.5	3.0	3.0	2.4	2.0

Note: n=89 for Table A4.1b

Q4.2: How many staff work in the unit?

Table A4.2a: Mean number of staff working in IT support units

	No.	Mean	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Mean number of learning technology staff	89	0.3	0.4	0.3	0.3	0.3	0.7	0	0
Mean number of IT support staff	89	6.5	4.8	9.4	2.6	7.3	7	0.5	0
Mean number of learning administrative staff	89	1.3	1.8	0.9	0.2	1.5	0.9	0.2	0
Mean number of learning academic staff	89	0.03	0	0.03	0.2	0.03	0.1	0	0
Mean number of other staff	89	0.5	0.3	0.9	0	0.7	0	0	0

Table A4.2b: Mean number of staff working in learning technology support units

	No.	Mean	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Mean number of learning technology staff	89	8.8	8.1	3.6	0.6	8.3	1.9	0.5	0
Mean number of IT support staff	89	0.3	0.6	0.2	0	0.3	0.6	0.2	0
Mean number of learning administrative staff	89	0.9	1.9	0.3	0.2	1.1	0.6	0.3	0
Mean number of learning academic staff	89	0.3	0.03	0.5	0.3	0.3	0.6	0.2	0
Mean number of other staff	89	2.4	5.5	0.2	0	3.1	0	0.2	0

Table A4.2c: Mean number of staff working in educational development units

	No.	Mean	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Mean number of learning technology staff	89	0.9	1.1	1	0.1	1	0.6	0.5	0.5
Mean number of IT support staff	89	0.3	0.2	0.5	0	0.4	0	0.3	0
Mean number of learning administrative staff	89	0.5	0.4	0.6	0	0.5	1	0.2	0
Mean number of learning academic staff	89	1.2	1.6	1.2	0.8	1.4	1.4	0.5	0
Mean number of other staff	89	0.5	0.6	0.5	0.2	0.6	0	0.6	0.1

Table A4.2d: Mean number of staff working in local (devolved) support units

	No.	Mean	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Mean number of learning technology staff	89	1.2	1.5	1.4	0	1.3	1	1	3.5
Mean number of IT support staff	89	1.8	2.3	2	0	2	2.1	1.1	0
Mean number of learning administrative staff	89	0.6	0.8	0.5	0.4	0.5	1.4	0.5	0
Mean number of learning academic staff	89	1	0.1	1.8	0.9	0.9	1.7	0.7	0
Mean number of other staff	89	0.4	0.3	0.6	0	0.5	0	0.1	0

Table A4.2e: Mean number of staff working in other units

	No.	Mean	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Mean number of learning technology staff	89	0.3	0.4	0.2	0.1	0.2	0.1	1.1	0
Mean number of IT support staff	89	0.2	0.2	0.2	0.3	0.3	0	0.1	0
Mean number of learning administrative staff	89	0.1	0.2	0.03	0.1	0.1	0.1	0.1	0
Mean number of learning academic staff	89	0.1	0.1	0.03	0.2	0.1	0.3	0	0
Mean number of other staff	89	0.2	0.4	0.2	0	0.3	0	0.2	0

Q4.4: Which, if any, training and development activities are promoted to support staff that help others in the use of technology enhanced learning tools?

Table A4.4: Training and development activities promoted to support staff

	No.	Rank	Total %	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Internal staff development	87	1	96%	92%	100%	92%	94%	100%	100%	100%
National conferences/seminars	81	2	89%	95%	92%	62%	87%	86%	100%	100%
Association for Learning Technology events	73	3	80%	82%	85%	62%	80%	71%	82%	100%
Higher Education Academy events *	69	4	76%	79%	79%	54%	76%	86%	82%	0%
Regional seminars	66	5	73%	77%	77%	46%	68%	100%	82%	100%
External training courses	61	6	67%	64%	69%	69%	63%	71%	82%	100%
Higher education academy subject centre events	57	7	63%	64%	69%	38%	62%	71%	64%	50%
Regional support centre events	48	8	53%	46%	54%	69%	49%	57%	64%	100%
International conferences/ seminars	42	9	46%	46%	51%	31%	49%	43%	36%	0%
HEA professional accreditation *	39	10	43%	38%	54%	23%	44%	29%	45%	50%
Universities and Colleges Information Systems Association	35	11	38%	41%	44%	15%	44%	0%	36%	0%
CMALT professional accreditation *	21	12	23%	26%	28%	%0%	23%	29%	27%	0%
Other training activity	5	13	5%	5%	8%	0%	4%	14%	9%	0%

Q4.5: Which, if any, of the following groups of students receive more focused or specialised support and training in the use of technology enhanced learning tools?

Table A4.5: Groups of students receiving more focused or specialised support

	No.	Total %	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Students with special needs	60	66%	67%	69%	54%	66%	57%	64%	100%
Distance learners	34	37%	31%	46%	31%	37%	43%	45%	0%
Off campus learners	24	26%	18%	36%	23%	23%	43%	45%	0%
None receive more focused training	16	18%	18%	13%	31%	18%	14%	18%	0%
Part time learners	11	12%	13%	15%	0%	10%	0%	36%	0%
Don't know/not answered	4	4%	8%	3%	0%	6%	0%	0%	0%
Other group	2	2%	3%	3%	0%	3%	0%	0%	0%

Q4.6: Who provides the more focused or specialised support?

Table A4.6: Providers of more focused or specialised support

Provider of focused or specialised support	Total
Disability Advisors/Unit	37%
Local provision (schools/course teams)	24%
Learning Technology Support/*e*-learning Units	20%
Student Services/Student Support Centres	17%
Library/LIS	17%
IT Services	17%
Learning Support	10%
Educational Development Units	8%
Not answered	8%
Other	3%
External	3%
Equality	3%
Centre for Lifelong Learning	1%
Drop in Centre	1%
Number of respondents	71

Q4.7: Is this support centrally or locally provided?

Table A4.7: Location of more focused or specialised support provided (central vs. local)

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Centrally provided	64	90%	97%	82%	100%	93%	67%	89%	100%
Locally provided	22	31%	31%	36%	11%	31%	50%	22%	0%
Other arrangement	1	1%	0%	3%	0%	2%	0%	0%	0%
Number of respondents	71								

Q4.8: To what extent is this help and support available across the institution?

Table A4.8: Availability of more focused or specialised support across the institution

	No.	Total	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Available institution wide	57	80%	79%	76%	100%	81%	50%	89%	100%
Available across most, but not all of institution	4	6%	7%	6%	0%	7%	0%	0%	0%
Available across large parts of the institution	1	1%	0%	3%	0%	2%	0%	0%	0%
Available across some parts of the institution	6	8%	14%	6%	0%	7%	17%	11%	0%
Only available in very localised parts of institution	3	4%	0%	9%	0%	2%	33%	0%	0%
Number of respondents	71								

Q5.1: What, in your opinion, are the barriers in *your institution* to any (further) development to promote TEL tools over the coming years?

Table A5.1 Ranked potential barriers to any (further) development of processes to promote and support technology enhanced learning tools

Extent to which ... is a barrier	Rank	Mean	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Lack of time	1	3.57	3.65	3.49	3.62	3.54	3.57	3.82	3.50
Lack of money	2	3.40	3.43	3.44	3.23	3.38	3.71	3.36	3.50
Lack of academic staff knowledge	3	2.91	2.92	2.90	2.92	2.88	3.00	3.00	4.00
Lack of recognition for career development	4	2.79	2.95	2.64	2.77	2.86	2.00	2.82	3.00
Lack of academic staff commitment *	5	2.76	2.70	2.77	2.92	2.90	2.43	2.18	2.00
Lack of incentives	6	2.71	2.95	2.56	2.46	2.72	2.71	2.36	2.50
Institutional culture	7	2.60	2.51	2.59	2.85	2.59	2.71	2.45	3.00
Lack of support staff	8	2.48	2.70	2.28	2.46	2.39	2.86	2.73	3.00
Lack of academic staff development	9	2.47	2.54	2.31	2.77	2.54	2.29	2.27	2.00
Technical problems	10	2.22	2.05	2.28	2.54	2.22	2.71	2.09	2.00
Changing administrative processes	11	1.91	1.86	2.10	1.46	1.93	2.00	1.91	3.00
Organisational structure	12	1.84	1.84	1.77	2.08	1.90	1.71	1.55	0.50
Lack of strategy and leadership	13	1.74	1.59	1.74	2.15	1.91	1.14	1.27	0.50
Inappropriate policies and procedures	14	1.60	1.54	1.62	1.69	1.68	1.43	1.36	1.50
Too many diverse standards and guidelines	15	1.58	1.54	1.62	1.62	1.61	2.14	0.91	2.50
Too few standards and guidelines	16	1.52	1.30	1.64	1.77	1.57	2.00	1.09	0.50
Lack of student engagement	17	1.26	1.22	1.28	1.31	1.29	1.00	1.00	2.50

Note: n=89 for Table A5.1

Q5.2: Has your institution considered the outsourcing of some or all of your provision and support for TEL?

Table A5.2a Whether considered outsourcing support

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Yes, VLE	14	15%	10%	18%	23%	17%	14%	9%	0%
Yes, student email	9	10%	10%	8%	15%	13%	0%	0%	0%
Yes, *e*-portfolio	8	9%	5%	8%	23%	11%	0%	0%	0%
Yes, staff email	6	7%	8%	3%	15%	9%	0%	0%	0%
Yes, digital repositories	5	5%	3%	5%	15%	6%	14%	0%	0%
Yes, open education resources *	3	3%	3%	3%	8%	4%	0%	0%	0%
Yes, other service	2	2%	3%	0%	8%	3%	0%	0%	0%
None/not answered	54	60%	56%	67%	46%	54%	57%	90%	100%
Don't know	7	8%	15%	3%	0%	9%	14%	0%	0%

Table A5.2b Whether considered outsourcing provision

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Yes, student email	46	51%	44%	62%	39%	49%	57%	64%	0%
Yes, VLE	21	23%	15%	26%	39%	25%	29%	9%	0%
Yes, *e*-portfolio	19	21%	13%	26%	31%	24%	14%	9%	0%
Yes, digital repositories	17	19%	15%	21%	23%	18%	29%	18%	0%
Yes, staff email	14	15%	21%	13%	8%	17%	14%	9%	0%
Yes, OER	7	8%	8%	8%	8%	9%	0%	9%	0%
Yes, other service	5	5%	5%	5%	8%	7%	0%	0%	0%
None/not answered	21	23%	23%	23%	23%	21%	14%	27%	100%
Don't know	8	9%	18%	3%	0%	10%	14%	0%	0%

Q5.3: What if any, recent and prospective developments in technology are starting to make new demands upon you in terms of the support required by users?

Table A5.3 Recent and prospective developments in technology that are starting to make new demands terms of the support required by users

	1st	2nd	3rd	Total	%
Web 2.0	13	7	4	24	30%
Mobile technologies	9	1	8	18	23%
Assessment	5	10	3	18	23%
Multimedia	9	6	3	18	23%
Lecture capture	7	2	4	13	16%
Portfolio	5	6	1	12	15%
Video conferencing	2	4	4	10	13%
Interoperability	5	3	2	10	13%
Virtual worlds	2	1	3	8	10%
Plagiarism	2	0	5	7	9%
Feedback	1	4	2	7	9%
Using hosted services	3	3	2	7	9%
VLE – new/change	5	0	1	6	8%
VLE – embed	3	1	2	6	8%
Staff development	2	1	3	6	8%
Cloud computing	4	2	0	6	8%
Repositories (+oer)	2	3	0	6	8%
Podcasts	3	2	0	5	6%
Open source	1	1	1	3	4%
Voting technologies	1	1	1	3	4%
Blog	1	1	0	2	3%
Wiki	1	0	1	2	3%
Locational independence	0	2	0	2	3%
Personal learning	0	0	2	2	3%
e-Administration	1	0	0	1	1%
Document management	0	1	0	1	1%
Wireless	1	0	0	1	1%
Vodcasting/RLO	0	1	0	1	1%
Powerpoints	0	1	0	1	1%
Collaboration	0	1	0	1	1%
Smart boards	0	0	1	1	1%

Green IT	0	0	1	1	1%
Synchronous communication	0	0	1	1	1%
CMS	0	0	1	1	1%
Web learning	2	0	0	1	1%
Games distractions	0	0	1	1	1%
VRE	1	0	0	1	1%

Q5.4: What challenges do you see these developments posing over the next two to three years in terms of support that will be required for staff and students?

Table A5.4 Challenges that these developments pose over the next two to three years in terms of support that will be required for staff and students

	1st	2nd	3rd	Total	%
Staff development	24	2	2	28	36%
Resources	14	1	4	19	25%
Interaction with non-institutional tools	7	8	2	17	22%
Technical infrastructure – addressing growth	8	4	2	14	18%
Need for specialist support staff	5	5	4	14	18%
e-assessment	4	7	1	12	16%
Interoperability	3	4	4	11	14%
Student development	7	3	0	10	13%
Archiving and retrieval, vast storage	5	4	1	10	13%
Quality control	2	6	0	8	10%
Data ownership – legal issues, security, protection	4	2	1	7	9%
IPR	4	2	0	6	8%
Organisational	1	3	1	5	6%
Personal devices	1	2	2	5	6%
Culture change	1	2	2	5	6%
Central adaptability of preferred software	2	1	1	4	5%
New modes of delivery	2	0	2	4	5%
Technical/pedagogical relationship	1	2	1	4	5%
Purchase policies	1	0	3	4	5%
Managing/meeting expectations	1	2	1	4	5%
Plagiarism software/intelligent use	1	0	3	4	5%
Media production	1	3	0	3	4%
Hub/spoke organisational models	2	0	0	2	3%
Staff rewards	1	0	1	2	3%
Internal Web2.0	2	0	0	2	3%
Creating content for mobiles	0	2	0	2	3%
Rapid changes	0	1	1	2	3%
Awareness of open source products	0	2	0	2	3%
Unmanageable diversity	1	0	0	1	1%
Effective use of Web2.0	1	0	0	1	1%
Student orientation	1	0	0	1	1%
Increased costs	2	0	0	1	1%
Supporting remote users	1	0	0	1	1%
Synchronous video conferencing	1	0	0	1	1%
Applications versus web	1	0	0	1	1%
Virtual classrooms	0	1	0	1	1%

Staff contractual conditions	0	1	0	1	1%
Competing priorities	0	1	0	1	1%
Cloud computing	0	0	1	1	1%
Student experience	0	0	1	1	1%
Content migration to new platform(s)	0	0	1	1	1%
Accessibility	0	0	1	1	1%

Q5.5: In general, how do you see these challenges being overcome?

Table A5.5 How the challenges are being overcome

	1st	2nd	3rd	Total	%
Staff development	14	7	10	31	40%
Strategies/policies	11	9	4	24	31%
Support staff	12	3	2	17	22%
Communities of practice	7	3	3	13	17%
Technical/pedagogical relationship	5	3	3	11	14%
Senior university leadership	4	3	2	9	12%
More resources	4	4	1	9	12%
Efficiencies/effectiveness	5	1	1	7	9%
Academic/professional services liaison	5	1	0	6	8%
Innovation	4	2	0	6	8%
External collaboration	1	2	3	6	8%
Student demand/experience	2	2	1	5	6%
Local champions	2	1	2	5	6%
Media distribution/storage	1	4	0	5	6%
Restructuring	1	2	1	5	6%
Interoperability	1	2	1	5	6%
Better targeted VLE tools	2	1	3	5	6%
Cultural changes/embedding	2	1	1	4	5%
Technical/organisational infrastructure	1	0	3	4	5%
e-assessment	3	0	0	3	4%
Standards	0	3	0	3	4%
Business case	0	0	3	3	4%
Better academic rewards for engagement	1	0	1	2	3%
Manage expectations	2	0	0	2	3%
Student development	2	0	0	2	3%
External funding	2	0	0	2	3%
Develop IT estate	0	2	0	2	3%
Focus on central support	0	2	0	2	3%
Outsourcing	0	1	1	2	3%
Q/A	0	2	0	2	3%
Provide service	1	0	0	1	1%
Seek alternative resources	1	0	0	1	1%
Self help	1	0	0	1	1%
Metadata for storage management	1	0	0	1	1%
Cloud solutions	1	0	0	1	1%
Virtual classroom	0	1	0	1	1%
Hub and spoke support	0	1	0	1	1%
Helpdesk foci	0	1	0	1	1%
Be more flexible	0	1	0	1	1%
Online support materials	0	0	1	1	1%

Web 2.0	0	0	1	1	1%
Guidance from JISC/HEA	0	0	1	1	1%
Close marginal courses	1	0	0	1	1%

Q5.6: Which, if any groups of *students* are *consulted* as part of your institution's planning about the future direction of TEL and the support required by users?

Table A5.6 Groups of students consulted as part an institution's planning about the future direction of TEL and the support required by users.

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Full time campus based	78	86%	88%	90%	69%	81%	100%	100%	100%
Part time campus based	65	71%	69%	82%	46%	70%	71%	82%	50%
Off campus or distance/remote learners	48	53%	56%	59%	23%	52%	57%	64%	0%
Overseas	36	40%	39%	49%	15%	38%	43%	55%	0%
Other groups of students	11	12%	8%	15%	15%	11%	0%	27%	0%
Do not consult with any groups of students	4	4%	3%	0%	23%	6%	0%	0%	0%
Don't know/not answered	4	4%	5%	3%	8%	6%	0%	0%	0%

Q5.7: Which methods of *consultation* with students have you found work *best*?

Table A5.7 Methods of consultation used with students

	No.	%	Pre-92	Post-92	Coll	Eng	Wal	Sco	NI
Staff student liaison group/committees	32	39%	36%	40%	44%	32%	71%	55%	50%
Focus groups	46	55%	47%	63%	56%	60%	43%	36%	50%
Regular	40	48%	53%	48%	33%	52%	14%	46%	50%
Informal consultation/opportunity	4	5%	3%	8%	0%	5%	0%	9%	0%
Engagement with student union	13	16%	17%	13%	22%	16%	14%	18%	0%
Course/module evaluation/feedback	12	14%	19%	13%	0%	11%	43%	18%	0%
Other method, listed	1	1%	0%	3%	0%	2%	0%	0%	0%
Don't know/not answered	8	10%	8%	11%	11%	10%	0%	18%	0%

Note: n=83 for Table A5.7

Appendix B: Longitudinal analysis between 2010, 2008, 2005, 2003 and 2001 surveys

Where new response options have been added to established questions used in previous surveys, they have been denoted with an asterisk at the end of the response option. New questions for the 2010 Survey are identified in the main text accompanying each section of the Report.

Q1.1: How important, if at all, have each of the following drivers been *in your institution* to date?

Table B1.1 is a reworking of Table A1.1, with only those questions that were asked in 2010, 2008, 2005 and 2003. Therefore, the ranking numbers under the column *Rank 2010* have been recalibrated when compared with those in Table A1.1.

Table B1.1: Comparison of 2010 ranks with those for 2008, 2005 and 2003

	All			
Question	**Rank 2010**	**Rank08**	**Rank05**	**Rank03**
Enhancing quality of learning and teaching in general	1	1	1	1
Meeting student expectations	2	2	3	5
Improving access to learning for students off campus	3	3	2	2
Improving access to learning for part time students	4	5	5	3
Widening participation/inclusiveness	5	4	7	4
Disability discrimination act (2005) Part 4	6	9=	12	15
Keeping abreast of educational developments	7	7	10	13
Improving access to learning for overseas students	8	12=	13	10=
Creating/improving competitive advantage	9	6	6	6
Improving administrative processes	10	9=	4	7
Attracting new markets	11	12=	8	8
Attracting international (outside EU) students	12	11	11	10=
Attracting home students	13	8	9	9
Developing wider regional/national role for institution	14	15	15=	17
Attracting EU students	15	14	14	10=
Formation of partnerships with other institutions	16	16	17	16
Achieving cost/efficiency savings	17	17	15=	14

Q1.3 How important, if at all are the following factors in *encouraging* the development of TEL and processes that promote it?

Table B1.3 is a reworking of Table A1.3, with only those questions that were asked in 2010, 2008, 2005 and 2003. Therefore, the ranking numbers under the column *Rank 2010* have been recalibrated when compared with those in Table A1.3.

Table B1.3: Comparison of 2010 ranks with those for 2008, 2005 and 2003 (Mean value averages in brackets)

	All			
Factor	**Rank 2010**	**Rank08**	**Rank05**	**Rank03**
Committed local champions	1 (3.30)	1 (3.54)	2 (3.85)	1 (3.33)
Technological changes/developments	2 (3.10)	3 (3.11)	3 (3.21)	3 (2.81)
Availability of internal funding	3 (2.93)	2 (3.41)	1 (3.95)	3 (2.27)
Availability of external funding	4 (2.79)	4 (3.07)	4 (3.13)	4 (2.16)
Availability of relevant standards	5 (1.92)	5 (2.12)	5 (2.10)	5 (2.01)

Q2.1: Which, if any, *institutional strategies*, inform the development of technology enhanced learning in your institution?

Table B2.1: Institutional strategies that have informed TEL development

	HE Total 2010	HE Rank 2010	HE Total 2008	HE Rank 2008	HE Total 2005	HE Rank 2005	HE Total 2003	HE Rank 2003
Teaching and learning	99%	1	100%	1	95%	1	64%	1
Library/learning resources	75%	2	76%	2	74%	2	48%	2
Corporate (not 2003)	59%	3	70%	4	53%	5	-	
Quality Enhancement (not 2003)	53%	4	58%	5	41%	8	-	
Information and communication technology	51%	5	46%	8	56%	3	45%	4
e-learning strategy	48%	6	76%	3	55%	4	37%	5
Access/widening participation (not 2003)	40%	7	54%	7	50%	7	-	
Information	37%	8	45%	9	52%	6	46%	3
Estates (not 2003)	26%	9	58%	6	24%	10	-	
Information and learning technology	24%	10	41%	10	38%	9	32%	6
Communications	15%	11	15%	13	8%	12	14%	8
Marketing (not 2003)	14%	12	27%	12	23%	11	-	
Human Resources (not 2003)	14%	13	28%	11	3%	15	-	
Other	13%	14	10%	15	6%	14	16%	7
e-Strategy (not 2003)	11%	15	11%	14	8%	13	-	

Q2.2: Which, if any external strategy documents inform the development of technology enhanced learning in your institution?

Table B2.2: External strategy documents that have informed the development of TEL

	HE Total 2010	HE Total 2008	HE Total 2005
HEFCE *e*-learning strategy	80%	80%	50%
JISC strategies	80%	77%	24%
DfES *e*-learning strategy	46%	47%	12%
Strategies from professional bodies or agencies	37%	34%	73%
Other HEFCE strategy documents	34%	28%	68%
Joint Scottish Funding Councils *e*-learning Report	15%	11%	27%
HEFCW Technology Enhancement Strategy	10%		
Other external strategy	8%	18%	6%
Department for Employment and learning Northern Ireland (DELNI)	1%		
No external strategy		1%	0%

Q3.1: To what extent, if at all, do any internal or external strategies on the development of technology enhanced learning influence the implementation of the various tools in practice?

Table B3.1: The extent to which internal or external strategies on the development of TEL have influenced the implementation of the various tools in practice (2010)

	2010 Total	2008 Total
Strategies have a great influence on implementation	33%	32%
Strategies influence implementation	46%	54%
Strategies have limited influence on implementation	19%	14%
Strategies have no influence on implementation	1%	0%

Q3.3: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

Table B3.3: How is the adoption and use of technology enhanced learning tools *enabled* within your institution? (longitudinal comparison)

No =91	HE Total 2010	HE Total 2008	HE Total 2005	HE Total 2003	HE Total 2001
Providing support/training to academic staff *	100%	-	-	-	-
Allowing support staff development time	47%	51%	41%	43%	-
Allowing academic staff development time	41%	54%	49%	55%	48%
Delivery of accredited training for academic staff *	38%	-	-	-	-
CETL initiative *	29%	-	-	-	-
Contractual obligation/part of job specification	15%	37%	28%	-	-
Funded as a service	-	84%	75%	-	-
Project funding	-	80%	56%	69%	27%
Career enhancement	-	27%	11%	9%	-
Not enabled	-	1%	3%	2%	-
Other	20%	-	-	-	-

Q3.4: What VLE, if any, is currently used in your institution?

Table B3.4a: What VLE, if any, is currently used in your institution?

	HE Total 2010	HE Total 2008	HE Total 2005	HE Total 2003	HE Total 2001
Moodle	55%	55%	8%	-	-
Blackboard	(40%)	50%	43%	43%	34%
Blackboard Angel	2%				
Blackboard Classic	29%				
Blackboard Next Generation	9%				
Blackboard (WebCT)	29%	31%	37%	34%	60%
Other VLE developed *in house*	15%	23%	38%	23%	11%
Sharepoint	13%	-	-	-	-
Commercial intranet based product	4%	5%	0%	5%	-
Sakai	3%	5%	-	-	-
Other *commercial* VLE	3%	4%	0%	-	-
Desire2Learn	2%	3%	-	-	-
FirstClass	2%	10%	8%	19%	29%

Other open source	2%	5%	-	-	-
Other intranet based developed *in house*	2%	12%	17%	26%	-
Bodington	1%	3%	8%	3%	-
Merlin	0%	1%	2%	1%	-
COSE	0%	1%	-	-	-
Other open source VLE	0%	4%	-	-	-
No VLE	0%	4%	-	-	-

Table B3.4b: Main VLE currently used in your institution?

	HE Total 2010	HE Total 2008
Moodle	23%	11%
Blackboard		47%
Blackboard Angel	1%	
Blackboard Classic	25%	
Blackboard Next Generation	9%	
Blackboard (WebCT)	20%	23%
Other VLE developed *in house*	6%	4%
Sharepoint	3%	
Commercial intranet based product	1%	1%
Sakai	1%	1%
Other *commercial* VLE		1%
Desire2Learn	1%	1%
Other intranet based developed *in house*		1%
No VLE		4%
Don't know/not answered	10%	4%

Q3.7: Which, if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

Table B3.7: Which, if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

	Total 2010	Total 2008
Plagiarism detection	92%	-
e-submission	89%	-
e-assessment	80%	77%
Wiki	75%	64%
Blog	74%	72%
e-portfolio	72%	68%
Podcasting	69%	69%
Social networking	33%	-
Social bookmarking	19%	28%
Other software tool	44%	12%

Q3.8: Which, if any, technology enhanced learning tools that are used by students are not centrally supported?

Table B3.8: Which, if any, technology enhanced learning tools that are used by students are not centrally supported?

	Total 2010	Total 2008
Social networking	81%	-
Blog	59%	46%
Wiki	51%	34%
Social bookmarking	48%	30%
Podcasting	41%	31%
e-assessment	27%	26%
e-portfolio	25%	11%
VLE	23%	26%
e-submission	15%	-
Plagiarism detection	3%	-
Other software tool	33%	32%

Q3.9: Approximately what proportion of all modules or units of study in the technology enhanced learning environment in use in your institution fall into each of the following categories? (Mean scores of % entered by respondents.)

Table B3.9: Proportion of all modules or units of study in the TEL environment in use (longitudinal)

	Sector Mean Score 2010	Sector Mean Score 2008	Sector Mean Score 2005	Sector Mean Score 2003
	80	64	69	78
Mean % Category A	46%	48%	54%	57%
Mean % Category B (i)	26%	24%	16%	13%
Mean % Category B (ii)	17%	13%	10%	10%
Mean % Category B (iii)	18%	13%	13%	13%
Mean % Category C	3%	4%	6%	5%

Note: the responses for 2010 shown in Figure 3.9 and Table 3.9 are averages of the figures provided by all respondents. It should be noted however that of the 80 respondents completing this question in 2010, 26 (29%) provided figures that did not total to 100%; most were greater some were less. The figures for 2010 do not therefore add up to 100% and that within these figures there is an over estimate; but where cannot be identified.

Q3.12: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

Note: a fuller range of options was provided in 2010, the tables below are only for common options used in both 2008 and 2010.

Table B3.12a: Proportion of courses using summative *e*-assessment

	2010 Total	2008 Total
99% – 75%	0%	0%
74% – 50%	1%	1%
49% – 25%	14%	4%
24% – 1%	60%	64%
0%	12%	16%
Don't know/not answered	12%	15%

Table B3.12b: Proportion of courses using formative *e*-assessment

	2010 Total	2008 Total
99% – 75%	4%	4%
74% – 50%	13%	7%
49% – 25%	18%	24%
24% – 1%	53%	42%
0%	2%	8%
Don't know/not answered	10%	15%

Table B3.12c: Proportion of courses using *e*-portfolio/PDP/progress files

	2010 Total	2008 Total
100%	2%	0%
99% – 75%	3%	7%
74% – 50%	2%	5%
49% – 25%	15%	16%
24% – 1%	57%	47%
0%	8%	7%
Don't know/not answered	12%	18%

Table B3.12g: Proportion of courses using online student presentations (individual/group)

	2010 Total	2008 Total
74% – 50%	1%	4%
49% – 25%	9%	10%
24% – 1%	53%	53%
0%	17%	10%
Don't know/not answered	21%	24%

Table B3.12h: Proportion of courses using assignment submission

	2010 Total	2008 Total
100%	4%	3%
99% – 75%	12%	8%
74% – 50%	22%	15%
49% – 25%	25%	30%
24% – 1%	26%	27%
0%	4%	4%
Don't know/not answered	6%	14%

Table B3.12m: Proportion of courses using access to external web based resources

	2010 Total	2008 Total
100%	10%	10%
99% – 75%	29%	27%
74% – 50%	18%	22%
49% – 25%	18%	22%
24% – 1%	17%	10%
Don't know/not answered	10%	11%

Q4.1: Which, if any, support units are there in your institution that provide support for technology enhanced learning?

Table B4.1a: Support units that provide support for technology enhanced learning

	2010	2008
Information Technology Support	81%	80%
Learning Technology Support Unit	63%	67%
Educational Development Unit	65%	56%
Local support (devolved to Faculty, School, Department) *	66%	-
Other	23%	47%
Outsourced support	7%	4%

Table B4.1b: Number of units providing support for TEL per institution

Number of support units per institution	2010	2008
0	3%	7%
1	12%	11%
2	15%	32%
3	27%	39%
4	32%	8%
5	7%	3%
6	1%	-
Mean number of support units	3.0	2.4

Q4.2: How many staff work in the unit?

Table B4.2: Mean number of staff working in each unit

	IT support		LTSU		EDU		Local support		Other	
	2010	2008	2010	2008	2010	2008	2010	2008	2010	2008
Mean number of learning technology staff	0.3	0.6	8.8	5.8	0.9	1.5	1.2	-	0.3	2.9
Mean number of IT support staff	6.5	13.8	0.3	1.3	0.3	0.2	1.8	-	0.2	1.3
Mean number of learning administrative staff	1.3	0.6	0.9	0.3	0.5	1.0	0.6	-	0.1	2.1
Mean number of learning academic staff	0.03	0.1	0.3	0.2	1.2	3.0	1.0	-	0.1	1.9
Mean number of other staff	0.5	3.5	2.4	0.2	0.5	1.0	0.4	-	0.2	11.7

Q4.4: Which, if any, training and development activities are promoted to support staff that help others in the use of technology enhanced learning tools?

Table B4.4: Training and development activities promoted to support staff

	2010	2008	2005
Internal staff development	96%	91%	79%
National conferences/seminars	89%	88%	75%
Association for Learning Technology events	80%	77%	71%
Higher Education Academy events *	76%	-	-
Regional seminars	73%	73%	52%
External training courses	67%	77%	71%
Higher Education Academy subject centre events	63%	%76	32%
Regional support centre events	53%	54%	35%
International conferences/seminars	46%	57%	-
HEA professional accreditation *	43%	-	-
Universities and Colleges Information Systems Association	38%	45%	46%
CMALT professional accreditation *	23%	-	-
Other training activity	5%	14%	3%
None are promoted	-	1%	-

Q4.5: Which, if any, of the following groups of students receive more focused or specialised support and training in the use of technology enhanced learning tools?

Table B4.5: Groups of students receiving more focused or specialised support

	2010	2008	2005	2003	2001
Students with special needs	66%	62%	35%	25%	25%
Distance learners	37%	39%	34%	38%	45%
Off campus learners	26%	22%	23%	-	-
None receive more focussed training	18%	28%	-	-	-
Part time learners	12%	14%	11%	-	-
Other group	2%	3%	2%	-	-

Q4.6: Who provides the more focused or specialised support?

Table B4.6: Providers of more focused or specialised support

Provider of focused or specialised support	2010	2008
Disability Advisors/Unit	37	26
Local provision (schools/course teams)	24	36
Learning Technology Support/e-learning Units	20	28
Student Services/Student Support Centres	17	17
Library/LIS	17	15
IT Services	17	13
Learning Support	10	-
Educational Development Units	8	9
Not answered	8	4
Centres for learning and study skills	-	8
Distance learning team	-	6
Web based CD/DVD	-	4
Other	3	-
External	3	2
Equality	3	-
CETL	-	2
Centre for Lifelong Learning	1	-
Drop in centre	1	2
Number of respondents	71	53

Q4.7: Is this support centrally or locally provided?

Table B4.7: Location of more focused or specialised support provided (central vs. local)

	2010	2008
Centrally provided	90%	93%
Locally provided	31%	47%
Other arrangement	1%	-
Number of respondents	71	53

Q4.8: To what extent is this help and support available across the institution?

Table B4.8: Availability of more focused or specialised support across the institution

	2010	2008
Available institution wide	80%	96%
Available across most, but not all of institution	6%	2%
Available across large parts of the institution	1%	0%
Available across some parts of the institution	8%	0%
Only available in very localised parts of institution	4%	2%
Number of respondents	71	53

Q5.1: What, in your opinion, are the barriers in your institution to any (further) development to promote TEL tools over the coming years?

Table B5.1 Ranked potential barriers to any (further) development of processes to promote and support TEL tools

Extent to which ...	Rank 10	Rank 08	Rank 05	Rank 03
Lack of time	1	1	1	2
Lack of money	2	3	2	1
Lack of academic staff knowledge	3	2	7	4
Lack of recognition for career development	4	6	4	-
Lack of academic staff commitment *	5	-	-	-
Lack of incentives	6	8	5	8=
Institutional culture	7	4	8	-
Lack of support staff	8	5	3	5
Lack of academic staff development	9	7	6	3
Technical problems	10	9	12	8=
Changing administrative processes	11	11	9	-
Organisational structure	12	10	11	7
Lack of strategy and leadership	13	12	10	-
Inappropriate policies and procedures	14	13	13	-
Too many diverse standards and guidelines	15	14	14	6
Too few standards and guidelines	16	16	16	-
Lack of student engagement	17	15	15	-

Appendix C: Specification of the questions from the 2001, 2003, 2005, 2008 and 2010 Surveys for which longitudinal analysis was used in this report

Table B1.1: How important, if at all, have each of the following drivers been *in your institution* to date?

2008: Q1.1 How important, if at all, have each of the following drivers been in your institution to date?

2005: Q1.3 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.

2003: Q1.4 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.

Table B1.3 How important, if at all, are the following factors in *encouraging* the development of TEL and processes that promote it?

2008: Q1.3 How important, if at all are the following factors in *encouraging* the development of TEL and processes that promote it?

2005: Q1.4 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.

2003: Q 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.

Table B2.1: Which, if any institutional strategies, inform the development of technology enhanced learning in your institution?

2008: Q2.1 Which, if any, institutional strategies inform the development of technology enhanced learning in your institution?

2005: Q3.3 Which *institutional strategies* inform the development of processes to support *e*-learning in your institution? Please tick *all* that apply.

2003: Q3.6 Which institutional strategy documents consider development of your MLE? Please tick *all* that apply.

Table B2.2: Which, if any external strategy documents inform the development of technology enhanced learning in your institution?

2008: Q2.2 Which, if any, external strategy documents inform the development of technology enhanced learning in your institution?

2005: Q3.4 Which *external strategy documents* inform the development of processes to support *e*-learning in your institution? Please tick *all* that apply.

Table B3.1: The extent to which internal or external strategies on the development of TEL have influenced the implementation of the various tools in practice (2010)

2010: Q3.1: To what extent, if at all, do any internal or external strategies on the development of technology enhanced learning influence the implementation of the various tools in practice?

2008: Q3.1: To what extent, if at all, do any internal or external strategies on the development of technology enhanced learning influence the implementation of the various tools in practice?

Table B3.3: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

2010: Q3.3: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

2008: Q3.3: How is the adoption and use of technology enhanced learning tools *enabled* within your institution?

2005 and 2003: Q4.15: How is VLE development supported or encouraged within your institution? Please tick all that apply.

Table B3.4a: What VLE, if any, is currently used in your institution?

2010: Q3.4: What VLE, if any, is currently used in your institution?

2008: Q3.4: What VLE, if any, is currently used in your institution?

2005: Q4.2: What VLE(s) are used in your institution? Please tick all that apply.

2003: Q4.2: What VLEs, commercial or in house, are used in your institution? Please tick all that apply.

2001: Q6: What virtual learning environments (VLEs) are used at your institution? Please tick all that apply and indicate how long they have been used.

Table B3.7: Which, if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

2010: Q3.7: Which, if any, *centrally supported* technology enhanced *software* tools are used by *students* in your institution?

2008: Q3.5: Which, if any, *centrally supported* technology enhanced learning *software* tools are used by *students* in your institution?

Table B3.8: Which, if any, technology enhanced learning tools that are used by students are *not* centrally supported?

2010: Q3.8: Which, if any, technology enhanced learning tools that are used by students are *not* centrally supported?

2008: Q3.6: Which, if any, technology enhanced learning tools that are used by students are *not* centrally supported?

Table B3.9: Proportion of all modules or units of study in the TEL environment in use

2010: Q3.9: Approximately what proportion of all modules or units of study in the technology enhanced learning environment in use in your institution fall into each of the following categories?

2008: Q3.7: Approximately what proportion of all modules or units of study in the technology enhanced learning environment in use in your institution fall into each of the following categories?

2005: Q4.9: 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.

2003: Q4.7: 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.

Tables B3.12a-n: Proportion of courses using [specified TEL tool]

2010: Q3.12: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

2008: Q3.10: Approximately, what proportion of courses within your institution use each of the following technology enhanced learning tools?

TEL tools that were identified in both 2008 and 2010 are:

Table B3.12b: Proportion of courses using formative *e*-assessment

Table B3.12c: Proportion of courses using *e*-portfolio/PDP/progress files

Table B3.12g: Proportion of courses using online student presentations (individual/group)

Table B3.12h: Proportion of courses using assignment submission

Table B3.12m: Proportion of courses using access to external web based resources

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University of Chichester: 19 July 2010

Interview with:

Matt Argyle: *e*-learning Team Manager

Section 1: Overview

The University of Chichester is a post-92 institution with approximately 5,000 students, with 400 academics which form a component of the 600 full and part time teaching staff (which include music teachers etc.). It is located on two main campuses at Chichester and Bognor and also has a presence on the Isle of Wight and at Fareham and Crawley.

The University has recently been reorganised in structure into one combined faculty with an Executive Dean and two Deputy Deans, who are responsible for research and academic quality respectively, with departmental supervision shared between them.

Section 2: TEL strategy

Up until two years ago, take up for TEL was patchy across the institution and relied upon enthusiasts and a small number of staff. The University did have a VLE in place and some really used it to deliver online video and electronic resources to students, but the great majority restricted usage to the delivery of PowerPoint files.

Since the University's initial restructure in 2008, the central *e*-learning Team has been able to employ staff, a new strategy has come into place and the Deputy Dean Academic Provision has overseen a sea-change in TEL developments.

"Before IT was foisted on to academics – now we do it through academics. They tell us what they want."

The development of the revised Learning and Teaching Strategy was supported by participation in the HEA change academy initiative – a three day retreat involving a Deputy Dean, academics and the *e*-learning Team. It has resulted in the establishment of a three year strategy, which was rolled out in May of this year and which will run until 2013. It is a two page document which was accompanied by an action plan, which departments are expected to respond to with a framework of activities which they will undertake.

For the central *e*-learning Team, the first major milestone is the release of a new institutional VLE platform.

The thinking behind the strategy took account of the University's position within the HE marketplace, as well as the changing profile of students – the majority combining study with part time jobs and requiring access to study resources at their convenience. In preparation for the HEA retreat, students were consulted and the University's NSS scores [1] were also reviewed. One of the key drivers arising from this consultation was the need to improve feedback on assessments.

A conscious decision was taken from the start to embed technology within a learning and teaching document, rather than establish an independent *e*-learning strategy. Academic staff do not like the *e* word, but respond better to technology if they can see it as a teaching tool.

Section 3: TEL tools

The University is migrating over the summer from its old platform, which runs on Luminis software to a Moodle platform. The Luminis platform was established 5–6 years ago and at the time was deemed to be ahead of the game, as it combined a portal, learning platform and email all together. However, the University undertook an *e*-learning benchmarking exercise three years ago and found the system to be wanting and looked at other options, after a requirements specification in 2008 the University decided on Moodle as the most appropriate platform to meet the University's requirements. Consultation with academics and students was central to the development of a specification of requirements document for the new platform.

Local schools in the University's catchment area also use Moodle, so there will be continuity for some new students who will be familiar with Moodle. Moodle will be rolled out over the summer and all students will be expected to use it from September onwards across all courses. Piloting of the new system has already taken place, with 4.5 departments using it over the last academic year.

1 *http://www.thestudentsurvey.com/*

Moodle will serve as the hub for centrally supported tools, including Web 2.0 provision. Both Moodle's native tool set (wikis/blogs) will be used, where appropriate, or third party plugins and/or locally developed tools through PHP code development. The University will avoid third party solutions chosen in isolation, particularly after the recent experience with Ning which moved to a payment model, which upset plans for the Arts Department, which had been using the tool but had not budgeted for a payment charge. A holistic approach, via the central *e*-learning team, will ensure solid choices.

The University is committed to introducing new functionality to the platform in an incremental fashion. One example is *Clip Share*, which will be made available to staff in September. This is equivalent to a local YouTube service, supporting the upload of movie files to Moodle. The application will be installed on the Linux server and will integrate with Moodle, so that it will appear as a part of the Moodle toolset. Looking to the future, the University will seek to define and identify an *e*-portfolio solution in September 2011. The *e*-learning Team are currently looking at Mahara and Pebblepad as potential solutions.

Email provision is outsourced and supported through Microsoft's free *Live@edu* service. The pedagogic potential and scope for work spaces has not been exploited yet, but this is something that the University will look at.

There is no local provision of TEL tools. One of the advantages of the combined faculty model is the ability to centralise support. The Education Department is the only exception to this rule, in that it manages its own network for teacher training, but will still be expected to use Moodle as its learning platform.

There has been no demand to date from students to integrate their own personal learning tools with university applications.

Section 4: Support

The *e*-learning Team is located in IT Services and consists of 4 FTE: the Manager, two Learning Technologists and a Web Developer; the team also have wider responsibilities for the University's web presence. The Learning Technologists take on the lion's share of academic support provision and also help to deliver student induction sessions.

The *e*-learning Team is also part of a wider Learning and Teaching Development and Practice Group, which draws on representatives from IT Services and the Library, as well as five Principal Lecturers, who lead on the development of pedagogic practice and who can communicate key messages to academic colleagues. It is headed up by the Deputy Dean for Academic Provision. In addition to this there is a looser group of enthusiasts who update the Team on what they are doing with learning technologies, undertaking new initiatives such as online submission of student assignments.

Technical support for the VLE is provided by IT Services, with technical staff supporting the VMware and Linux operating system. Moodle coding is handled by the *e*-learning Team.

Section 5: Staff development provision

The University's PG Cert programme provides a formal accredited focus on pedagogy and addresses electronic learning. Members of the *e*-learning Team have registered on the programme. Team members engage in external training – most recently on Apple and Adobe products.

The Team offers a series of training courses to academics and support staff including members of HR, the Registry and the Library as well as subject administrators on the VLE and related tools. Currently the most popular course is the beginner's guide to Moodle, which demonstrates how to move lecture notes across the new platform. This is offered as a one hour course with a further hour available to consult with a Learning Technologist. The Team offer a growing portfolio of courses, currently nine, ranging from sessions on developing quizzes to podcasting and video podcasting, which will focus on the new *Clip Share* application.

The University runs regular Learning and Teaching conferences, which draw on external speakers as well as internal staff who have piloted innovative teaching approaches, and this serves as a way of sharing good practice on TEL usage. The University also publishes its own Journal of Learning and Teaching to showcase good practice. A forthcoming edition will take the form of an online video, as a vehicle to disseminate case studies of Moodle early adopters and their course design approaches in using the new platform. The Learning and Teaching Development and Practice Group also take a leading role in promoting good practice.

Section 6: Outsourcing

The University has outsourced staff and student email provision to *Live@edu*. Consideration was also given to the option of outsourcing the hosting and/or support of Moodle, but on balance the University decided against this, when weighing up requirements versus available services and their costs. The University remains open to options to share or outsource any aspect of this (or indeed other IT services) if this makes functional and financial sense in the future.

Section 7: Future challenges

The immediate challenge over the summer is to migrate courses from Luminis over to Moodle and to train up staff to *"up the level of their IT and* e-*learning skills – to get them engaged and build up their confidence to engage with the supported systems"*. This will involve a cultural change in academic practice and will be an ongoing initiative.

Additionally, the University will roll out *Clip Share* in September and IT Services are progressing towards the establishment of a campus wide Wi-Fi service. For 2011, the University is looking to roll out an *e*-portfolio service.

City University London: 16 July 2010

Interview with:

Professor Susannah Quinsee, Director of Learning Development and Chair of Learning and Teaching Development

Background

City University London is a pre-92 institution, with roughly around 21,000 students (13,000 FTEs), with around 800 teaching staff. City has a high proportion of postgraduate (nearly 40%) and overseas students and therefore their income is very reliant on student fees.

The University is very vocationally focused, with the strap line *"The University for business and professionalism"*. City is a multi site university and has grown by absorbing existing independent colleges, some of which maintain their individual identities. There are five Schools, two of which are *conjoined* schools:

- Business School
- Law School
- Community and Health Sciences
- Arts and Social Sciences (conjoined)
- Informatics and Engineering (conjoined)

Section 1: Overview

City have been using TEL for around 10 years, and initially started using technology to support students on campus, as opposed to distance learning. The University calls itself the *commuter university*, as it has a high proportion of postgraduate students and taught master programmes. As a large number of the students are working, they need to make the maximum use of their time when they are not on campus, and technology is used to support this.

TEL is viewed positively within the institution, and City are currently in the process of moving to a new VLE, as part of a new vision for where they want to go with TEL. Use of TEL has grown organically, rather than from a directive to meet specific benchmarks or minimum standards, and most staff are engaged with TEL to a greater or lesser degree. The University is trying to identify TEL as a natural part of the academic practice, as opposed to something separate, and there is an expectation from new staff that they will be using TEL.

In addition to better supporting students on campus and enhancing student learning, one of the other drivers for using TEL is an interest in developing staff and ensuring they have opportunities to develop their own academic practice. In terms of distance learning, this was not part of the original strategy. However, through some of the distance learning and mixed mode courses there has been the ability to reach out to new markets, e.g. MBA programmes that are delivered in other countries.

There is also expectation in the student body to use technology because they used it in their first degrees.

Some TEL development has been supported through ring fenced HEFCE *e*-learning money that enabled City to pump prime projects and introduce new technologies. Large scale investment in relation to the VLE has been supported by the University.

Section 2: TEL Strategy

There is a very high level of strategic support provided for TEL, particularly from the central senior management team. In fact, a former Vice Chancellor used to teach using the VLE.

City's strategy for *e*-learning has always been embedded within the learning and teaching strategy, rather than a separate strategy.

"I was always really anti having a separate e-*learning strategy as I felt it would make it something people could take or leave, and actually it's just another method in how you engage students and how you should be teaching."*

Schools have strategic plans that relate to the University plans and most include something about improving the way they support students in using technology.

Section 3: TEL tools

City have eight strategic technologies centrally supported by the institution, including the VLE, personal response systems, videoconferencing, streaming server, *e*-portfolio systems, blogs and plagiarism detection. In order to move away from the opinion that TEL equals the VLE, City have developed a new vision around a Strategic Learning Environment (SLE), which is concerned with the whole range of technologies, not just the VLE. The uptake of a diversity of technologies has enabled City to engage more staff in using TEL. For example, the journalists might not want to use the VLE but they really want to use blogs.

City has a devolved structure, and the role of the central support is to build good relationships with the schools so that new technologies can be identified and trialled locally before being brought in centrally. There are some technologies used locally. However, departments do not receive central support for these and integration with central systems is more difficult.

Referring to the reason for the provision of a centrally provided blog service:

"We didn't want to stop people going off and using their own blogs, but if they were using it for learning and teaching then we had a duty of care to provide institutional support for that and give them the resources that they needed."

One department is using their own VLE for a subset of courses and support is provided locally. City are in the process of moving from Blackboard Vista to Moodle, and once the main migration has taken place, the department will also migrate to Moodle.

"We didn't have any other pockets of Moodle or anything else before we went to Moodle. If we hadn't done the evaluation when we did, that might have started to happen. We caught it at the right time really."

In the majority of cases, students access the other tools through the VLE, where possible. The vision for the Strategic Learning Environment (SLE) is that there is a *one stop shop* so students go to one place and log in with one account.

Web 2.0 technologies are seen as enabling the University to provide systems that are responsive, flexible and can meet the needs of the students, as well as providing different ways in which to engage students and make their time on campus more valuable. As part of the SLE project, students said that they do not mind that the technology used is not the most up to date, provided that they can get what they want when they need it.

"It's like the coffee shop on campus, in an ideal world you'd go to Starbucks or Café Nero, but when you're on campus you use the coffee shop on campus because it's convenient and nearer and it does what you want."

There are also professional and vocational drivers for how and which technologies are used. For example, the journalists wanted to use Wordpress as this is *industry standard* and students would be expected to use it in the workplace.

Section 4: Support

City have approximately 60 people involved in supporting TEL in the institution. The support is based on a hub and spoke model with a central team and School based support. The level of support shows the strategic commitment to TEL and how positively it is viewed by the institution.

The **Learning Development Centre (LDC)** is the central team and has primary responsibility for TEL from the user side supporting both academic and support staff with some engagement with students as well. It was created by combining *e*-learning Services and the Centre for Education and Academic Practice and provides a central hub for pedagogy and technology. The LDC sources the new technologies with the Schools and helps with implementation. The LDC also develops training and development materials. There are two main TEL support roles in the centre: Learning Development Consultants and Learning Development Advisers, including staff with specific multimedia development skills. Learning Development Lecturers within the LDC are also expected to be highly familiar with TEL and actively promote it in relation to academic practice.

School based support is provided by educational technologists based in each School. In each school there is at least one Educational Technologist and one Project Resource Officer. The Project Resource Officers were brought in on three year contracts as part of the SLE project in order to assist with the transition to Moodle. The recruitment of staff through the SLE project has enabled City to rectify some of the *historic inequalities* in the number of staff available in each School as there is now some level of support for all Schools.

Information Services provide the *hardcore* technical support e.g. running servers, development work. This includes two developers for Moodle, as well as staff working on development for the streaming server, iTunes U and integration with other systems, such as the student information system.

The key to making things happen at City is building relationships with staff and taking a *softly, softly* approach with the ability to work flexibly with people. A targets driven approach would not have worked here. A partnership approach to working with staff across the institution is at the heart of the LDC model of working.

HEFCE *e*-learning money was used for pump priming further technologies in 2005, once the VLE had been established and enabled the LDC to *keep the early adopters and innovators on board by giving them new things to do*. Last year some central funding was provided to enable Schools to get Moodle up and running. Support for TEL has been embedded into other schemes run by the LDC, such as the Learning and Teaching Awards and projects scheme. Next year the LDC are considering introducing a student led scheme where students work with academic staff to develop a piece of the curriculum whether that is using technology or not. They are also trying to encourage a development culture now they are using open source systems. There are currently schemes to buy out an academic's time, but this is expensive and Schools are not able to spare the staff to take part in this. Previously, there were schemes to create *e*-learning champions, which created a network of experts. These staff have now become part of the Learning Development Fellows scheme.

Section 5: Staff development provision

Formal, accredited programmes: the LDC runs an MA in Academic Practice, which includes a technology enabled academic practice route, and a PhD programme.

Non-accredited activities: City have experimented with a variety of activities over the years, e.g. small group training, on demand training, one to one consultancy, hands on support. This year they are planning to run a mini showcase every month where people from the Schools will talk about what they're doing. This will also provide a good networking opportunity for staff.

Depending on the technology, some training is run by the Schools with support from the LDC, other training is led by the LDC. The LDC provides the guidance notes and materials, for example the student induction module and the School based educational technologists deliver the training. Where there is high demand for training the LDC will assist the Schools in the delivery of the training.

The LDC organise two main events for staff to disseminate their activities:

- Showcase of the Learning Development projects (formerly a showcase of *e*-learning Champions' activities)
- Academic conference

In terms of staff development for TEL support staff, they are encouraged to join the MA and the PhD programme. A number of the TEL support staff have completed the first module of the MA which gives them HEA accreditation. Sometimes there is support for conference attendance. Both CMALT and SEDA are being considered as additional opportunities for support staff.

Progression routes for support staff is of particular interest at the moment and is coming to fruition now that there are 3–4 levels of TEL support roles. However, there is no clear process for the promotion of support staff. There is the opportunity for staff to move from support and admin roles into a TEL support role and then from TEL support to a more academic role. City will be reviewing the academic related staff promotion routes and hope that the process will be similar to the promotion routes for academic staff.

ALT is the key conference that staff attend. However, they are encouraged to attend a range of external activities, such as those provided by the JISC and the HEA. Other important conference are EDEN, Online Educa and Educause. VLE related conferences are also important and a number of staff attended this year's MoodleMoot. Informal networks are also of use, such as the Heads of *e*-learning Forum and Engaging Students Through In-Class Technology (ESTICT).

City has been affected by the current economic climate with the implementation of a new financial strategy currently happening. This has started off with a voluntary severance scheme for academic staff and a zero base budget review. This will mean a review of all services, including TEL services, and is likely to mean that departments, such as the LDC, will need to be more focussed in what they do. The key thing is to ensure that the network and relationship between the LDC and the Schools, in particular the educational technologists, continues as well as the partnership way of working. They are also considering shared objectives. Demonstrating the value and impact of the TEL support can be quite difficult to do, but the LDC at City do have a set of critical success factors and KPIs to assist with this. They have found that case studies are a useful way of demonstrating the activities and value, and this is one way that the LDC can assist the Schools, as they are able to bring the good practice into the Centre and disseminate it to other areas.

It is likely that they might have to be more selective about which staff development activities, such as attendance at conference, are attended, and to look at alternative sources of funding, e.g. through projects. It is also likely there will be a squeeze on staff time, so it will be important to work smarter and to make and maintain connections.

Section 6: Outsourcing

Almost all of the TEL systems are hosted in house with the exception of Pebblepad. City explored the possibility of outsourcing the hosting of Moodle, but decided to keep the hosting internal for the time being. Specialist technical work is outsourced as required. Some teaching materials, such as the Epigeum modules, have been bought to use in conjunction with home grown materials.

Section 7: Future challenges

The immediate challenge is the ongoing Moodle implementation. Last year the system went live with *initial implementations* (around 40 modules) and has gradually increased over the year to 700 live modules on the system. The big challenge is to make sure that everything goes smoothly and everyone is kept on side. On the more strategic side, is planning and service delivery in terms of what resource we have and relationships with the schools are formalised in relation to the zero based budget.

The medium term challenge is *where do we go from here?*. The move to Moodle has absorbed a lot of everyone's time so progression recently has not been as fast as they would have liked. The key aim is to start to realise the vision of the SLE project, for example looking at other solutions, such as getting iTunes U up and running and looking at things like Mahara, Moodle 2.0 and blogging and wiki tools, and making the connections with the big pedagogic and educational issues. A roadmap for the next year of the SLE initiative is currently being drawn up.

Edinburgh Napier University: 18 June 2010

Interview with:

Fiona Campbell: Head of Professional Development

Keith Smyth: Programme Leader: MSC Blended and Online Education and Senior Teaching Fellow

Stephen Bruce: Academic Development Adviser (MLE Development)

Section 1: Overview

Edinburgh Napier University is a post-92 institution with roughly 13,000 full time students, and 600 FTE academic staff.

The University has three Faculties (Engineering, Computing and Creative Industries; Health, Life and Social Sciences; Business School) with three schools associated with each Faculty – therefore, nine in total. There are also several Professional Services including Academic Development and Student Affairs.

Edinburgh Napier does not have a specific TEL strategy but instead TEL issues are embedded within a range of institutional strategies such as the Learning, Teaching and Assessment strategy, Academic strategy etc. These strategies are reviewed every five years.

Most recently, Edinburgh Napier has engaged in a review of its MLE, looking at its use of technology. From this key drivers for TEL usage have emerged, including a prominent role for school managers in encouraging development across schools, through the raising of TEL adoption in Personal Development Reviews (PDR) for staff and the inclusion of TEL activity within the Workload Allocation Model (WAM).

TEL development has been supported through a range of internal and externally funded projects – in the latter case through the Scottish Funding Council and Scottish Government's digital agenda – and this has encouraged staff to engage with and explore different uses of learning technologies. There have been a number of staff development projects which have emerged as a result, which have focused on the redesign of new courses. Notably, a health online project, which has developed a suite of blended CPD modules. Other projects have aimed to support transition to HE for new students through podcasting, mobile technologies and the use of virtual classrooms to enable joint student online activities pre-entry

Internal funding has been used to support Teaching Fellows through the award of grants to support initiatives such as the effective embedding of podcasting, etc.

Section 2: TEL Strategy

TEL issues have always been reflected within key institutional strategies such as the LTA strategy, rather than through a stand alone *e*-learning strategy document. There has been a strong level of senior management support for TEL development across the institution. The Senior VP for Academic Development chaired a steering group which focused on the Transforming and Enhancing the Student Experience through Pedagogy project (TESEP), which proved to be crucial in getting staff involved, with heads of schools and service areas buying in to the objectives for this project.

http://www2.napier.ac.uk/transform

The University's committee structure also facilitates academic buy in, with faculty representatives attending the LTA and Academic Information Systems committees.

The revised LTA strategy – to be launched at the January 2011 conference – will address TEL on three levels:

Level 1: outlining key principles for TEL usage within LTA approaches

Level 2: articulating key statements– for which schools will need to respond with their own approaches to these statements which will include TEL approaches

Level 3: creation of online LTA Resource bank of exemplars, resources and case studies which outline approaches to TEL usage

Two members of staff from the Professional Development Team are currently promoting the LTA Resource bank to schools, inviting contributions from staff and encouraging its use. Resources will be cross referenced with staff development sessions to help close loops.

Section 3: TEL tools

Edinburgh Napier provides a centrally supported service for TEL tools – there is no devolved service within schools as such. However, academic staff may choose to use external web tools, and the University has provided guidance on how to engage with these types of tools, making staff aware of the benefits of Web 2.0. This touches on data protection, IPR and archiving issues, and there are a number of worked examples for tools, such as Ning and WordPress. A working group for electronic submission of coursework has also provided advice on how to back up and archive student submissions for coursework delivered through Turnitin or via wikis and blogs. A longer term project will be looking at how digital artefacts are handled across the University.

Central provision for TEL is reflected through support for the following tools:

- WebCT as the University's online learning environment
- Elluminate Live!® as a virtual classroom/meeting room
- Turnitin®UK as a text matching software to deter plagiarism and promote academic integrity
- ePortfolio as a private online space within WebCT to support PDP
- TurningPoint® as a classroom voting system
- ActivPanel as an interactive presentation tool available in the standard AV Desk Control Panel in all classrooms

Edinburgh Napier is also using Sharepoint to host the resource bank for TEL resources and case studies. Sharepoint links together a range of services, such as the staff intranet and portal. Staff are automatically logged in to Sharepoint when they log in to the network on campus.

Some academic staff encourage students to use their own tools to complete study activities; for example, a Teaching Fellow in one of the schools has encouraged students to use their mobile phones and specific applications. It is also expected that staff will promote external Web 2.0 tools and give students the autonomy to use them. This practice is covered by the guidance which the University has produced on procedures for the use of externally hosted tools.

Section 4: Support

Within Academic Development there are two teams – **Professional Development** and **Academic Practice** – **which support TEL development**.

Professional Development has a specific responsibility for TEL, providing support and guidance to staff on learning technologies, including Web CT and Turnitin. There are three Academic Advisers, who each liaise with a specific faculty on TEL matters (re: use of Elluminate, podcasting, wikis, Web CT etc.). The team also organises the annual university wide Professional Development programme of conferences, workshops, seminars and online opportunities which includes a technology enhanced learning strand focusing on supporting online learning developments and on the effective use of specific learning technologies, such as TurningPoint, mobile learning and Web 2.0. These sessions are also available on a tailored basis to schools.

http://www2.napier.ac.uk/ed/profdev/

Academic Practice **is responsible for delivering two accredited staff training programmes that relate to and are partially or fully delivered through online education, namely the MSc Blended and Online Education, and the PG Certificate Teaching and Learning in Higher Education**. The PG **Certificate Teaching and Learning in Higher Education** is undertaken by all new lecturers at the University, as part of their probationary period. t covers key aspects of technology enhanced education in specific modules, and through being delivered in a blended learning mode with a good level of online activity allows participants the opportunity to experience the VLE as a student. In addition, the third module of the Pg Cert is project-based and many of those on the programme have opted to undertake projects that focus in part or in full on the use of TEL in teaching

http://staff.napier.ac.uk/services/academicdevelopment/academicpractice/Pages/programmes.aspx

The **MSc Blended and Online Education** is a fully online distance learning programme for Edinburgh Napier staff and external participants from FE, HE and other areas of educational practice. It is aimed at experienced educators who are completely new to technology enhanced learning and teaching, or who want to take what they are already doing even further. The programme emphasises individual and collaborative activity, as part of an immersive developmental experience that allows participants to develop strong pedagogical knowledge alongside the development of key online tutoring skills. The MSc BOE has 3 core modules. The first focuses on theoretical underpinnings and drivers for change relating to approaches to blended and online education. The second module is dedicated to issues in supporting the blended and online student experience, including inclusivity and equivalence of experience. The third module is based on curriculum design and development models and approaches for blended and online courses. These three core modules have been accredited by SEDA, meaning all three exit awards (PG Cert, PG Dip and the full MSc BOE) merit a SEDA award for *Embedding Learning Technologies* for all successful completers.

http://www2.napier.ac.uk/ed/boe/

At a local level there are Online Learning Advocates within the Faculty of Health who support TEL development within a school. There is also a learning technologist within this Faculty who supports TEL developments. In addition to this local support, some schools also have dedicated programme teams to support online delivery (e.g. Biosciences).

A special interest group has also been set up to help Teaching Fellows to disseminate TEL best practice across schools, focusing on outcomes from TEL projects.

http://staff.napier.ac.uk/services/academicdevelopment/TFscheme/Pages/welcome.aspx

Technical support for the supported tool-set is provided by C&IT Services, which supports the institutional portal and learning platform as well as video streaming and lecture capture services.

There is ongoing liaison between Professional Development and C&IT in the management of learning technologies.

Section 5: Staff development provision

Staff development offered through Professional Development and Academic Practice is detailed in Section 4, above.

The introduction of new staff to technology enhanced learning begins in Academic Induction, with a hands on introduction to a range of technologies and an opportunity to engage with a specific technology, allowing ongoing support post-Induction.

http://staff.napier.ac.uk/services/academicdevelopment/professionaldevelopment/Pages/induction.aspx

To encourage staff development activities, Academic Practice has offered *fees waived* places to faculties on the PG Cert element of their **MSc Blended and Online Education** programme. The PG Cert BOE is viewed as a vehicle for encouraging faculty representatives to lead on relevant TEL projects , which can then be cascaded to schools. The fees waived places for the upcoming year are also being seen as a possible way of introducing Online Learning Advocates in more schools.

Edinburgh Napier offers two internal staff conferences each year. In January 2010, the Learning, Teaching and Assessment Conference focused on embedding technology in teaching and learning, with around 100 participants attending:

Conference: Embedded technology: enhanced learning? *http://www2.napier.ac.uk/ed/staffconference/jan2010/*

Staff engaged in TEL support are also encouraged to attend external conferences. ALT-C is the standard event to which staff attend – usually 2–3 staff attend – and staff also attend SEDA, SRHE and ICED conferences which also include a focus on TEL. Edinburgh Napier also sends representatives along to the Scottish Blackboard User Group, and to various regional events, such as the Scottish Development Conference and to other external events which Edinburgh Napier hosts. Teaching Fellows may apply for grants to attend conference events.

Staff are also supported through the technology enhanced learning pages on the staff intranet: *http://staff.napier.ac.uk/services/academicdevelopment/professionaldevelopment/TEL/Pages/welcome.aspx*

Section 6: Outsourcing

Edinburgh Napier has outsourced student email provision to *Live@edu*. IT support services are also outsourced. It is unlikely that the VLE will follow suit, as this is managed by C&IT.

Section 7: Future Challenges

The immediate challenge over the next two years is to phase out Web CT as the institutional VLE platform and to replace it with something else. The MLE review has generated an action plan which includes the development of a new benchmark for VLE based modules developed to encourage staff to move beyond the former minimum presence and provide a more effective and balanced student learning experience. The PDR process has been identified as the means to support staff develop technology enhanced learning approaches with line managers assessing needs and targets during PDR conversations and liaising with Professional Development to enable them to be met through the provision of creative and tailored developmental interventions. Heads of schools and academic managers are embracing this vision.

A key challenge, resulting from the forecast reduction in public sector budgets, will be managing *more with less* and fostering active staff engagement with TEL tools are the key challenges. The PDR process and WAM will help in this respect, enabling staff to get credit for their online teaching.

These challenges may also bring positives including scope for the growth of online and part time programmes and CPD/widening access initiatives to meet the different needs of students within the new economic environment. The University has already made a big investment in study skills support related to helping new students manage the

transition to study at HE level. Students will also require comparable access to technology services underpinning induction/library services, and equivalent support has to be put in place to cover these areas.

University of Glamorgan: 16 August 2010

Interview conducted with Haydn Blackey, Head of the Centre for Excellence in Learning and Teaching

Section 1: Overview

The University of Glamorgan is a post-92 institution with approximately 24,000 students, with over 2,000 academic and support staff. It is currently located on three campuses; Treforest and Glyntaff in Pontypridd and the ATRiuM in Cardiff. The University has five academic Faculties, these are: Glamorgan Business School; Advanced Technology; Humanities and Social Sciences; Cardiff School of Creative and Cultural Industries; and Health, Sport and Science. The University leads the Glamorgan Group, which also comprises the Royal Welsh College of Music and Drama and Merthyr Tydfil College. The University also has a number of partner Welsh FE Colleges, where it delivers programmes and international centres in, for example, Bahrain, Hong Kong and Singapore.

Section 2: TEL strategy

Technology Enhanced Learning (TEL) has strong strategic support in the University; it is viewed as important to the strategic enhancement of learning and teaching. The use of TEL is rooted in its Learning, Teaching and Assessment Strategy (written in 2005/6 and due for review 2010/11), which emphasises that the use of TEL is not an add on but an integral part of learning and teaching enhancement. The evolution of this strategic position flowed from a large EU funded project for distance learning in Enterprise Education in Wales. This project allowed for the creation of a strong technical team; at the end of this project a strategic decision was taken to maintain this team and to focus their activity on the core business of learning and teaching. The University established the Blended Learning Project, which ran for three years, with the aim of moving the whole institution forward and ensure academic engagement with TEL through a focus on enhancement. The use of TEL is now standard practice and is considered in all new course developments.

The strategic commitment to the use of TEL is evidenced through a large number of policy documents, including policies for TEL, online assessment, online submissions, plagiarism, *e*-portfolios and more. These have been developed over the past five years.

Staff engagement with TEL is considered to be high and is maintained in several ways. Firstly, a dialogue is maintained between the Centre for Excellence Learning and Teaching (CELT) and staff in the faculties through Faculty Blended Learning Champions. They help to push the agenda out to Faculties and also bring back issues to CELT. Secondly, learning and teaching enhancement (through innovative learning and teaching or the use of TEL), is a focus for annual staff appraisal and in addition academic job descriptions have been rewritten such that they specify that staff must engage with the use of TEL or be able to achieve this within 12 months of appointment.

The objective within the University is to use TEL in all courses, but with a focus on choosing appropriate technologies. This approach recognises disciplinary differences and acknowledges that there is not a one size fits all approach. The University has also promoted the green agenda in support of developments such as online submission.

Externally, HEFCW has been a driver for TEL developments through project funding. The Welsh Assembly is more focused on Enterprise in Wales, rather than TEL specifically, but the Funding Council recognises the significance of TEL in enhancing learning and teaching in Wales.

Section 3: TEL tools

The University provides a number of centrally supported TEL tools collectively known as GlamLearn. These include:

- Blackboard 9 – following a review of the institutional VLE the University is upgrading from Blackboard 8 to Blackboard 9. The use of this VLE includes using the Welsh language pack.
- Questionmark Perception is used for formative and summative assessments.
- TALIS – for online reading lists.
- Digital Objects catalogue – this in house developed system is used for objects only to be accessed internally. Where objects are available externally then JORUM is used.
- Content Management System – an in-house developed system that is still used by some courses. Developed as part of the EU Distance Learning project.
- Turnitin – for plagiarism detection.
- Campus Pack – linked into the VLE, used for wiki, blog and Personal Development Planning (portfolio).
- Myresults – an in house developed system, integrated with Blackboard, that feeds results to students.

- Template for modules – integrated with Blackboard, providing a standard structure.
- OPAC – this is linked directly to Blackboard.

In addition to these centrally supported TEL tools, staff make use of external Web 2.0 software. The University has a policy that is permissive for the use of external systems. If staff can identify a clear benefit for using these tools, they can do so in consultation with CELT, who provide advice and guidance on responsibilities, risks and benefits. This policy helps CELT maintain an overview of local uses of Web 2.0. Tools being used include Blogger, Wordpress and Facebook.

The University does host Moodle for use by local schools and it is used within the University by a small number of staff (three).

Section 4: Support

Support for TEL developments is provided through the Centre for Excellence in Learning and Teaching (CELT) [1] and Learning and Corporate Support Services (LCSS) [2]. CELT is the University's Learning and Teaching Enhancement Unit responsible for quality enhancement and academic staff development. Within CELT there is a Technology Enhanced Learning Team, which includes a Head of Unit, two Senior Lecturers and a Curriculum Advice Officer in TEL. CELT undertake research into new technologies, for example, supporting the use of iPads in two modules, and also fund innovation grants to buy out academic time to work on projects.

LCSS includes a range of services, including library, media, IT and disability support. Within LCSS there is a Blended Learning Support team, this has three Learning Technologists. They have a more technical background than CELT. This team provides the main link between CELT and LCSS and they meet together monthly to set objectives. The Blended Learning Support Team provide project management support for TEL developments. Beyond the Blended Learning Support Team there are 20 other staff in LCSS (not all full time) providing support for learning and teaching, including TEL. This includes systems and IT support. Academic staff are able to bid for time from LCSS to work on TEL developments.

Section 5: Staff development provision

CELT provides pedagogic staff development for TEL; this is focused on subject groups as their experience has shown that generic staff development is less effective. They also provide the TEL element in the academic staff induction ensuring that all staff are introduced to the institutional approach. CELT organise regular learning and teaching seminars which are used to share expertise from internal projects and bring in external speakers. LCSS has a corporate training team that provides training for embedded systems, such as Blackboard, Questionmark Perception etc.

The University delivers its own Learning and Teaching PG Certificate Programme. This is a requirement for all new staff with less than four years teaching experience. It can also be taken by existing staff as part of their continuing professional development. In practice, the balance is usually 50/50 between these two groups. The PG Cert includes a 10 credit module on TEL and there is also the option to upgrade to a Masters, with another TEL option available.

In terms of staff development for support staff CMALT is promoted but not compulsory.

Section 6: Outsourcing

The University does provide students with a Google Mail account, which also provides them with access to Google Docs. Beyond that outsourcing has not been considered though it is recognised that consideration might need to be given to shared services due to economic pressures.

Section 7: Future challenges

More flexible models of delivery are seen as a major challenge for the future. This will address external drivers, such as from the Welsh Assembly Government, which has a focus on higher education for social inclusion and economic impact. The University is, therefore, looking at ways of embedding educational practice outside of traditional campus based education or even part time education. The University has already engaged in projects with this aim, including JISC funded projects on the use of mobile phones as a delivery method in SMEs and increasing use of Cloud computing.

There is a desire to give greater consideration to how the Cloud can be exploited, particularly through engaging students in collaborative activity at an earlier stage and through external hosting of services. That the University provides students with a Google Mail account, which automatically gives them Google Docs, offers one option that is being considered.

1 http://celt.glam.ac.uk/
2 http://lcss.glam.ac.uk/

The University also recognises the importance of providing flexible accreditation, being able to accredit small chunks of learning, to support this agenda for more flexible forms of delivery. This is also seen as being more employer friendly.

The current economic context is expected to be a major challenge in the immediate future. While TEL is not seen as a means of reducing costs it is seen as enabling different approaches. For small countries, such as Wales, this might include greater collaboration across HEIs, looking for pan regional solutions.

University of Gloucestershire: 11 June 2010

Interview with:

Bill Lawrence: Head of Department, ICT Services

Phil Gravestock: Head of Learning Enhancement and Technology Support

Section 1: Overview

The University of Gloucestershire is a post-92 institution with roughly 7,500 full time students, with approximately 400 teaching staff. It is currently located on four campuses, three in Cheltenham and one in Gloucester. The University has four Faculties (one per campus), these are: The Business School; Education, Humanities and Sciences; Media, Art and Communications; and Sport, Health and Social Care. The University has recently announced an estates rationalisation plan and will be moving to only three campuses from the Summer of 2011. The University will also reorganise into three faculties, although these will not be campus specific.

Section 2: TEL strategy

The University does not have an explicit TEL strategy, but has previously had such a strategy, which was then incorporated into the Teaching and Learning Strategy. However, the current teaching, learning and assessment strategy is based upon five principles (active engagement, learner empowerment, learning communities, learning for sustainable development and learning for equality, diversity and intercultural understanding) and does not explicitly mention TEL. This has been welcomed by many staff that see TEL as an integral part of their teaching and learning.

'TEL is part of learning, it's part of what most students now are just used to, it's part of every life. It's just another tool – a way learning can be made more effective. It doesn't always save time, it doesn't always do this, that or the other but if it's used appropriately I think it can support the students' learning and the students' learning experience.'

It is though recognised that this approach may not be suitable for all and the aim has been to achieve a suitable balance recognising the variation in support for TEL across academic staff. At the moment there is still a sense of having to make things happen, but it is expected there will be a time when it will become more natural, when it will just happen. Currently, it is still seen by a lot of people as an addition and something separate. However, the identified lack of a strategic champion for TEL was identified as an important factor in future planning.

The use of TEL is becoming more integrated and this has been noticeable with new academic staff. Many of those entering onto the Postgraduate Certificate are already using TEL tools, they are coming with much more awareness of Web 2.0.

Section 3: TEL tools

The University moved to institutional adoption of Moodle in the Summer of 2009. This followed an extensive review period piloting Blackboard and Moodle. The University had previously used WebCT. The change of systems has had a positive impact, reinvigorating interest in the VLE. This has been seen as a consequence of change rather than due to the specific choice of system.

The University centrally supports PebblePad, Turnitin and Questionmark Perception. In addition, the University is developing the use of Sharepoint. Currently, this is being used for the institutional website, but the other Web 2.0 functionality will be deployed.

Academic staff do make use of using external Web 2.0 tools, such as wikis and blogs. This reflects an acceptance that better tools are available than provided internally, such as the wiki in Moodle and delays in setting up Sharepoint to provide internally supported alternatives. The need to be supporting staff in these choices and highlighting the potential issues (longevity of systems, IPR, data protection, reuse) is a concern. It was noted that the use of external tools can cause some tension with IT Services who like to keep things in house.

IT services support centralised computing, delivered through learning centres, which is student facing. In addition, there are specialist IT labs which are maintained by faculties. There is a concern that providing such support provides unnecessary duplication.

Section 4: Support

ICT Services support centralised systems. This includes all staff computers and student facing computers in generic areas; telephones; the network; AV equipment. ICT Services employ 22 staff and it is estimated that the equivalent of 2fte are involved in TEL support. The majority of student assistance is provided through learning centres and in the specialist areas by individual faculty technicians.

The Learning Enhancement and Technology Support (LETS) team employ four learning technologists and one academic (Unit Manager). A Learning Technologist was also employed by the CETL (this post ended on the 31/3/2010).

Within LETS staff development, support and systems administration are provided for the centrally supported systems. Staff responsibilities are tool based (Moodle, PebblePad, Questionmark, Turnitin). This approach has been taken to develop expertise in the systems and for this to be disseminated out to faculties. There is a concern that the learning technologists are not sufficiently integrated with faculties to have an impact in engendering change. This is though seen as much as a teaching, learning and assessment issue not a specific TEL issue.

Section 5: Staff development provision

IT Services provide staff development for MS Office and Corporate systems through an ICT Training Officer. Staff development specifically for TEL is provided by LETS. This is provided on a one to one or small group basis, large group sessions are no longer provided.

The introduction of Moodle was supported on a one to one or small group basis. It is recognised that this is resource intensive but is the most effective. Workbooks and some videos are also provided as alternative ways for staff to get the information.

TEL is a compulsory part of the Postgraduate Certificate (PGCert) course for new academic staff. As part of the PGCert course they have to do a three week online course: managing discussions, using other tools, exploring corporate systems, exploring Web 2.0 technologies and how they might support teaching. PebblePad is also used as part of the course.

One member of the LETS team has submitted a portfolio for CMALT.

Staff development was highlighted as important future issue for the institution. With more and more students one of the biggest tasks faced is not with the students but with the staff, upping their levels of IT literacy.

"That's not just about learning, it's about raising the level of ICT literacy throughout the organisation, whether it's in the administration, within the management, access to management information, the whole gambit. From my point of view, I'm less concerned about the student facing areas."

Section 6: Outsourcing

Student email has been outsourced, this decision was taken as part of a review of core services that need to be provided given the existing staffing levels. Consideration for outsourcing staff email will be taken following review of the student email service. Consideration has also been given to data storage as part of a wider discussion on the role of IT Services staff supporting back office activity or on how staff and students use ICT.

Consideration has been given to some Web 2.0 tools, such as WordPress. This was not pursued, as the University has started to use Sharepoint, which provides such tools (though they are not currently available).

Section 7: Future challenges

Financial constraints were identified as an immediate challenge that would effect the environment in which decisions were made and the freedom to make choices. There was a concern that strategy would be finance driven. Meeting the expectations of students was seen as a challenge, both in terms of the equipment they are bringing with them and the knowledge they have of using applications compared to some staff. Linked to this it was recognised that there was a need to develop a better awareness of what external tools were available and understanding how these could be supported and making staff aware of the potential risks in using such systems. Financial restraints have impacted on this through restrictions on the opportunities for staff to attend conferences to help develop this awareness.

How TEL is used within faculties is locally determined and not strategically driven. This is seen to cause some tension as there is not a consistency in approach and a *you can dip your toe in the water* approach to technology rather than strategically driving it and understanding what the student requirements may be over the next three to five years and working towards that goal. There was a view that the current financial climate might lead to more centralisation.

In addressing the future challenges the interviewees identified a need for a strategic champion and also the need for greater awareness of staff needs.

Note: this institution was happy to have the interview included in this report but did not wish to be identified. Because the views expressed are thought to be of wider interest, it has been included anonymously.

A university in England: July 2010

Interview with: A senior member of staff

Section 1: Overview

The University is a pre-92 institution with over 10,000 students, of which almost 3,000 are postgraduates. There are about 550 teaching staff.

The appointment of the interviewee to head up TEL several years ago is regarded as a positive step for the institution. It is viewed as a strategic appointment in order to give it gravitas. Also, 20% of the appointment is as an academic, embedded within a department and this dual role is meant to provide a more academic orientation. The role is, taking account of various technological and pedagogical needs within professional services, to have an overview of the student facing educational support technology. Without either staff or a budget, the challenge of the role is to work with all the relevant agencies within the University to *de-silo* them and to be sensitive to where the boundaries of the appointment are. One challenge is to translate the more technical *insider* jargon into a language that is intelligible to academics who merely wish to use TEL as a supportive aid to their learning and teaching.

One of the drivers is to determine how the University can do things *smarter*. There is sometimes a mismatch between an understanding of user needs and the views taken centrally regarding what services to provide. This has occasionally resulted in some interesting activity taking place locally and independent of the Centre. One particular challenge is to engage not only with the student base but also to get staff up to speed – in part to attempt to do things in a more operationally efficient way. Also, although the University is a very traditional campus based environment, TEL has a significant role with respect to distance and part time learners. These are a significant and important part of the University and are situated mostly within teacher education, where they are interested in e.g. *e*-submission, online marking and podcasts. So overall, the use of TEL is patchy, but the increasing emphasis on the international market may change this.

Section 2: TEL Strategy

The University has a separate TEL strategy, though it needs refreshing so that it can be responsive to the need to do things smarter in these tight economic times. There is a TEL committee which includes all the relevant stakeholders and players. It meets three times a year to tie into other reporting structures, i.e. related senior committees chaired by PVCs. It has been successful in obtaining funding to employ another technical member of staff to work on the VLE (which is based on Moodle). They are experienced in writing code, design work, industrialised podcasting and have other resources, such as managing Adobe Connect and Echo360, in a large number of lecture rooms. Further consideration needs to be given to how TEL issues can feed more into the University decision making processes.

The most high profile academic uptake has been from a Fellow of the Royal Society (FRS) in a Physical Sciences subject who started as a real sceptic but is now an evangelist. The students love it.

Section 3: TEL tools

With the plethora of Web 2.0 tools constantly coming on stream, the VLE inevitably struggles to keep pace with user expectations. There is also a lively debate regarding the extent to which students should primarily be encouraged to use tools they will readily have access to when they leave the University rather than tools that are primarily only seen within an HE environment. In a few departments, the academics are getting their students to use alternative, free tools. The well rehearsed arguments of security and lack of control and ownership when using externally hosted tools mean that centrally, the University does not wish to overly encourage such an approach.

Section 4: Support

The support staff are dispersed amongst several support units and primarily consists of one full time Learning Technologist, three support officers in IT and two fractional posts in Administration. So at present, there is good support for *back office* activities but front facing pedagogical support for staff is under represented.

Section 5: Staff development provision

Attendance by academics at events is invariably very low. The model is usually based upon an expectation that they will attend an event at a particular time and place. Alternative models need to be considered to engage their active

interest. Staff development is a much bigger challenge than raising student TEL competencies. The unit providing support for pedagogical awareness and the unit providing more technical support are very separate.

In order to engage interest, it may be necessary to provide more 1:1 or small group support and then pro-actively follow that up later. However, in these challenging economic times, academics are experiencing multiple pressures and TEL training is not often high on their radar. Nevertheless, TEL is now promoted in the PGCert programme and all new staff must undertake the course.

The economic climate is impinging upon the ability of professional support staff to attend relevant conferences, and it will may also feed into an impending Professional Services Review, which is likely to consider alternative organisational structures.

Section 6: Outsourcing

Outsourcing is regarded as a somewhat emotive term and currently is not viewed favourably.

Section 7: Future challenges

Consideration of future challenges really involves a summary of what has already been stated. The huge seismic changes in the national landscape are already feeding into the local landscape. Addressing staff TEL competencies at a time when morale is probably not at its highest is a big challenge. New ways of engaging under these difficult circumstances need to be identified. OER, recently promoted by various national agencies, may offer a quick win for some scenarios. Finally, the role of the private sector, with respect to online learning, should be evaluated with a view to seeking relevant partnerships.