

**Measuring e-maturity amongst work-based learning
providers 2008**

Final report

**Conducted on behalf of Becta by:
The Mackinnon Partnership**

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Executive summary

Introduction

This research was commissioned by Becta in August 2007 to investigate levels of e-maturity amongst Learning and Skills Council funded work-based learning providers and practitioners in England. By e-maturity we mean:

“the capacity and capability of individuals and organisations to exploit the power of technology to improve educational outcomes.”

This research involved three phases:

- a literature review to summarise existing knowledge about the use of ICT and e-learning in the sector and linkages with government policy;
- a self-completion survey distributed:
 - by post to 1,041 LSC-funded work-based learning providers. This resulted in 160 responses (a response rate of 15 per cent). Respondents were representative of the types of providers funded by the LSC (ie Private and FE Colleges), but may slightly under-represent the smallest providers;
 - by post or online to practitioners (tutors, assessors and verifiers) via managers in 680 work-based learning providers. We received 387 postal and online responses from practitioners working in 84 work-based learning providers. Responses were received from practitioners working across all roles and occupational areas, although 47 per cent worked in FE Colleges.
- in-depth qualitative interviews with 41 work-based learning provider senior managers, tutors and assessors.

Main findings

Our research suggests that 35 per cent of work-based learning providers can be considered e-mature. This is made of a small number of providers (2 per cent) that are rated innovative in their use of ICT and e-learning and one third of providers (33 per cent) that are considered to have embedded ICT and e-learning into their activities. Just 6 per cent of providers have a localised approach to the use of ICT and e-learning (the lowest e-maturity category).

A number of different factors contribute to a providers' e-maturity. Our measure is based on activities and views associated with five broad attributes. The research suggests that work-based learning providers are least e-mature in the areas of:

- learner support;
- learning and training.

They are most e-mature in the areas of:

- learning resources;
- human resources;
- management and planning.

Management and planning

The majority of work-based learning senior management teams recognise the importance of integrating technology into their operations and are keen to identify how it can help them develop their business. Private work-based learning providers are particularly focused on the business case for the use of ICT. As a result, providers appear to have a good understanding of how technology can be used to improve their business processes, but it is more limited when it comes to identifying how ICT can effectively be used to improve learning and learning support. Providers have mixed experiences in this area, with some finding that it has increased costs with very little additional benefit.

Compared to 2006 more providers have written strategies associated with managing and administering work-based learning and training staff to support and deliver e-learning. However, written strategies are most likely to focus on the practicalities of providing technical support (86 per cent) and ensuring the technological environment is safe and secure (85 per cent).

Providers identified three key management issues associated with the use of technology:

- allocating resources to make the investment required in technology. They are often only able to make relatively modest, low risk investments. Two fifths of providers are seeking to reduce the risks of developing electronic learning resources by doing this in partnership with others;
- identifying how ICT resources can best be located within their premises which often have limited space;
- managing the change in organisational culture required to ensure staff make the most effective use of any investment in technology.

Technology and learning resources

Work-based learning providers are continuing to expand the range of ICT equipment they are using and improve their ICT infrastructure. In particular there are increases in the use of electronic whiteboards and the availability of remote access, website support for learners and virtual learning environments.

Both managers (79 per cent) and practitioners (73 per cent) are generally satisfied that they have access to appropriate technology. Slightly fewer managers (66 per cent) are satisfied that learners have access to the appropriate technology.

Similarly, 84 per cent of providers are using a wide range of computer-based learning resources across all areas of provision. They are using both commercial and freely available materials and are generally happy with the quality and availability of these materials. Nevertheless, there is still room for improvement and practitioners can still be uncertain they are using the best product. Increasing numbers of providers are developing their own resources (66 per cent), although as previous surveys have identified there is not enough consideration about whether these resources are financially viable to produce.

There is some evidence that online resources in particular are saving practitioners significant amounts of time every week. One fifth report they save over two hours per week. Other ICT resources are much more likely to save time than lose it. Improved learner satisfaction (67 per cent) and learner outcomes (59 per cent) are the main benefits identified by providers from the use of computer-based learning resources, but there is still a significant lack of evidence to support these claims and to help providers make informed decisions about learning resource investment.

Human resources

Most work-based learning tutors, assessors and verifiers have good levels of general ICT skills, however 15 per cent are classed as beginners and for one in ten providers this accounts for over half of their practitioners. Fewer practitioners have good levels of skills in terms of using ICT with learners. Around one in four of practitioners (28 per cent) are classed as beginners in this respect and only 11 per cent are classified as advanced.

As a result, less than half of providers believe their tutors are exploiting technology consistently and effectively. This partly explains why work-based learning providers appear to have been more effective introducing ICT to help business process than to support learning. Work-based learning tutors, assessors and verifiers in FE colleges appear to be more advanced in the use of technology with learners.

Four fifths of providers (80 per cent) report gaps in their practitioners' skills base particularly in terms of developing (72 per cent) and identifying (53 per cent) electronic learning resources. Filling these gaps and ensuring practitioners use these skills is a key challenge for providers. The latter is identified by a number of providers as an issue associated with changing the culture within their own organisation and ensuring that there is time to practice and implement new skills.

Learning and teaching and learner support

ICT is still mainly being used by practitioners to develop paper-based learning materials (94 per cent), although the production of computer-based learning resources is increasing (64 per cent) and nearly all practitioners are using ICT to research and access learning materials (94 per cent). Half of practitioners report that the use of ICT reduces the time they spend on lesson planning and preparation. However, the skills to produce and use electronic learning resources are missing from a large number of practitioners.

Over half of providers (55 per cent) are using online NVQ evidence management systems. The feedback we have received suggests that providers feel that these systems are still in the development stage, do not yet meet all their needs and are still relatively expensive to operate.

Two fifths of providers (40 per cent) provide learners with a personalised learning space to enable them to learn when and where they choose. However, nearly three quarters of these providers offer this across just some of their work-based learning programmes or courses.

Online or onscreen testing is now a common activity and undertaken by nine out of ten providers. They believe this is a useful method of assessment and they find the instant feedback is appreciated by learners.

ICT is used by 73 per cent of practitioners to communicate with learners in the workplace and to encourage collaboration between learners, although less than half do this frequently.

Impact and challenges

Most providers (73 per cent) and practitioners (76 per cent) agree that ICT and e-learning has had an impact on the efficient management and delivery of learning. They also agree that it has improved the range of learning opportunities available to learners. This includes the use of online test, electronic learning materials and e-portfolios. However, the latter two resources are not widely used and that providers are still identifying the best way to use them.

Providers are more likely to identify impacts on processes than on key work-based learning performance measures of achievement, completion or retention. This may reflect the difficulty in isolating the impact of ICT and e-learning from other activities. However, it might also suggest that not enough evidence is being collected about the ultimate impacts of ICT and e-learning. A lack of evidence about the effectiveness and impact of e-learning was also an issue identified in the 2005 work-based learning Provider Survey, suggesting more work is still needed in this area.

Providers identified time (55 per cent), lack of skills amongst practitioners (44 per cent) and lack of knowledge about implementation (41 per cent) as the major barriers to using ICT to manage or deliver e-learning in the next two years. They are therefore looking for greater support in the form of:

- training for tutors and assessors (60 per cent);
- information and advice about e-learning products that are available (59 per cent);
- Information and good practice about using ICT to deliver learning (56 per cent)

Further work

This research has built on the E-maturity Framework for Education, developed for FE Colleges by Becta, and our survey of work-based learning providers to develop, a broad measure for e-maturity amongst work-based learning providers. This is the first time an assessment of e-maturity has been undertaken for work-based learning providers and further work is required to:

- compare the e-maturity of work-based learning providers with providers in other sectors;
- test and refine the methodology further so that it can be turned into a useful assessment tool for the sector.

The research has also provided a series of baselines for work-based learning providers linked to the Strategic Outcomes in the Harnessing Technology Delivery Plan. Further research is required in the future in order to measure progress against these baselines.

Introduction

Context

The Government's e-strategy, 'Harnessing Technology' (DfES, 2005) identified four key objectives for the application of ICT in education, skills and children's services. These were to:

- transform teaching and learning and help to improve outcomes for children and young people, through shared ideas, more exciting lessons and online help for professionals;
- engage 'hard to reach' learners, with special needs support, more motivating ways of learning, and more choice about how and where to learn;
- build an open, accessible system, with more information and services online for parents and carers, children, young people, adult learners and employers, and more cross-organisation collaboration to improve personalised support and choice;
- to achieve greater efficiency and effectiveness, with online research, access to shared ideas and lessons plans, improved systems and processes in children's services, shared procurement and easier administration.

This has evolved into a vision "that individuals, maximise their potential through the personalisation of their learning and development" (Becta, 2006a).

In 2006 Becta was given the role of lead delivery agency for the e-strategy. As a result, it has produced the Harnessing Technology Delivery Plan (2006a). The delivery strategy within the plan consists of two stages:

- Adoption: to embed good practice within more learning providers and educational institutions;
- 'Transformation: to widen approaches to learning and thus increase opportunities for learners and support the overall improvement of the education system'

In relation to post-16 learning the plan states that:

- "The level of e-enablement in the post-16 sector is patchy and not increasing fast enough. The speed of e-enablement needs to urgently increase to support the challenges set by the further education white paper and agenda for change."

As a result, the Delivery Plan's vision for post-16 provision is to establish "a higher common denominator for the effective use of technology, setting challenging targets to accelerate progress".

Research objectives

In August 2007 Becta commissioned The Mackinnon Partnership to undertake research to investigate levels of e-maturity amongst Learning and Skills Council funded work-based learning (work-based learning) providers in England. By e-maturity we mean:

“the capacity and capability of individuals and organisations to exploit the power of technology to improve educational outcomes.”

The research aims to measure e-maturity at both institution and workforce levels and will:

- help assess the effectiveness of current e-learning policy;
- provide a baseline by which future progress can be measured. In particular it will provide a baseline for work-based learning provision for a number of the strategic outcomes highlighted in the Harnessing Technology Delivery Plan (Becta, 2006).

It has been commissioned alongside other research in the Further Education (FE) and Personal, Community Development Learning (PCDL) sectors to provide a baseline from which to measure the post-16 sector's effective use of technology (or e-maturity).

Approach

This research builds on two previous surveys of work-based learning providers funded by Becta and the Association of Learning Providers (ALP) (The Mackinnon Partnership, 2005 and 2006) and involved three phases:

- Phase 1 - A literature review to summarise existing knowledge about the use of ICT and e-learning in the sector and linkages with government policy;
- Phase 2 - A self-completion survey distributed:
 - by post to 1,041 LSC-funded work-based learning providers. This resulted in 160 responses (a response rate of 15 per cent);
 - by post or online to practitioners (tutors, assessors and verifiers) via managers in 680 work-based learning providers. In total these providers employ over 9,000 practitioners, although we do not know how many practitioners were invited to participate by their managers. We received 387 postal and online responses from practitioners working in 84 work-based learning providers.
- Phase 3 - In-depth qualitative interviews with 41 work-based learning provider senior managers, tutors and assessors. These interviews were conducted with staff in 21 work-based learning providers that:

- responded to the survey;
- agreed that we could contact them;
- reported in the survey that their senior management team had either an embedded or innovative approach to the management and use of ICT and e-learning.

A detailed account of our research methodology is presented in Appendix B.

Characteristics of respondents

The work-based learning provider survey resulted in responses from work-based learning providers of all types and sizes and covering a range of work-based learning provision. Respondents were similar in nature to previous surveys, except:

- responses were received from a slightly smaller proportion of local providers and a slightly higher proportion of regional providers and FE colleges than previously;
- responses were received from a slightly higher proportion of medium sized providers and lower proportion of smaller providers than in previous years.

We combined data from the LSC's Individual Learner Record (ILR) database with their provider database to get an indication of the characteristics of LSC-funded work-based learning providers during accounting period 2 2007-08 (the nearest equivalent accounting period to our survey). The results suggest that:

- respondents to our survey account for 13 per cent of all work-based learning providers and support 12 per cent of all work-based learners;
- responses to our survey were representative of the types of providers funded by the LSC. For example, 22 per cent of LSC-funded work-based learning providers are FE Colleges and these account for 23 per cent of our responses;
- response to our survey may under-represent providers with less than 100 learners. However, because 14 per cent of respondents to the survey did not report the number of learners they support, we cannot be sure of the size of this under-representation.

The practitioner survey resulted in responses from practitioners working across all roles and occupational areas.

Nearly half of responses (47%) were from work-based learning practitioners working in FE colleges and half were from practitioners working in providers employing over 30 work-based learning staff. As a result care should be taken when comparing the practitioner survey with the provider survey.

A full analysis of the characteristics of respondents is presented in Appendix C.

Measuring e-maturity

Becta has developed the 'E-maturity framework for education' which has been tested with FE Colleges, although not with work-based learning providers. The E-maturity framework for education provides a self-assessment tool based on 17 Categories of Descriptors collated under five Elements. For each of these Descriptors providers are able to rate themselves under one of five levels of e-maturity described as:

- localised;
- co-ordinated;
- transformative;
- embedded;
- innovative.

It was beyond the scope of this project to re-define and test the E-maturity framework for education with work-based learning providers. This would have required detailed work with individual providers. However, we did identify a series of work-based learning E-maturity Attributes which we were able to investigate through our survey questions. Table 1.1 illustrates how these Attributes map against the E-maturity framework for education Elements and Categories.

Table 1.1: E-maturity framework for education Element and work-based learning Attribute mapping

E-maturity framework for education Element	E-maturity framework for education Category	work-based learning E-maturity Attribute
Leadership and vision	Mission and vision Enabling the Vision Improving Self-Assessment	Management and planning
Contexts	Funding and sustainability Managing location Developing collaboration and partnership Promoting social inclusion and widening participation Supporting continuity of learning	Partnership working
Resources	Staffing and HR development Technology Content and learning resources	Human resources Technology Learning resources
Learner support	Supporting learners Personalising learning Building learning communities	Learner support
Learning and teaching	Curriculum Assessment and accreditation Learning and teaching strategies	Learning and teaching

By allocating scores based on the responses to survey questions assigned to each work-based learning E-maturity Attribute we have been able to provide a first indication of the level of e-maturity within the work-based learning sector. A description of the process we have used to measure e-maturity is described in Appendix F. Further work will be required to test and refine this process, including benchmarking it against measures of e-maturity within the FE and PCDL sector.

Report structure

In the remainder of the report we present the findings of our combined research using the work-based learning E-maturity Attributes as a framework. Where relevant, we also report comparisons with the 2005 and 2006 work-based learning provider ICT and e-learning surveys. However, caution should be taken when comparing small percentage changes between years. The size of the 2007 sample means the analysis has a margin of error of approximately ± 7 per cent.

The report has seven further sections reviewing:

- provider management, planning and partnership activity;
- provider ICT infrastructure and learning resources;

- practitioners' skills;
- the use of technology for learner support, learning and teaching;
- the impact ICT and e-learning and the challenges associated with introducing it;
- measuring e-maturity and the Harnessing Technology Delivery Plan strategic outcomes;
- the research conclusions.

Unless specified otherwise, all the tables show percentages based on the number of responses reported at the bottom of each column. The responses to each question in the two surveys are presented in Appendix E.

Management, planning and partnerships

Summary

- In two fifths of providers (41%) the approach of the senior management team to the management and use of ICT and e-learning could be considered e-mature (embedded (18%) or innovative (23%)).
- Over three quarters of respondents (78%) agreed that their senior management team had sufficient skills and knowledge to make effective use of technology to support work-based learning.
- Compared to 2006 more providers have written strategies associated with managing and administering work-based learning and training staff to support and deliver e-learning. However, written strategies are most likely to focus on the practicalities of providing technical support (86%) and ensuring the technological environment is safe and secure (85%).
- Providers identified three key management issues associated with the use of technology:
 - allocating resources to make the investment required in technology. They are often only able to make relatively modest, low risk investments. Two fifths of providers are seeking to reduce the risks of developing electronic learning resources by doing this in partnership with others;
 - identifying how ICT resources can best be located within their premises which often have limited space;
 - managing the change in organisational culture required to ensure staff make the most effective use of any investment in technology.

Introduction

The Harnessing Technology Strategy (DfES, 2005) states that:

“Leaders in education and children’s services are crucial to the effective adaptation of ICT within their institution or organisation”

The core objective of the Delivery Plan’s e-maturity theme is to “increase the number of educational organisations making strategic and effective use of ICT in order to improve educational outcomes”. For an organisation this relies on a number of things, including:

- the knowledge and skills of its leaders;
- effective and sustainable planning and management.

Research conducted by NIACE (2006a) to inform the E-guides programme highlighted the considerable diversity between work-based learning providers in their use of e-learning and found that most work-based learning providers were in the

early stages of e-learning strategy development. However, the 2006 work-based learning Provider ICT and E-learning Survey (The Mackinnon Partnership) found that work-based learning providers had developed a more structured and informed approach to the use of ICT and e-learning over the previous 12 months.

This year's survey investigated to a greater extent the level of ICT planning, along with views on the skills, knowledge and approach of work-based learning provider managers. It also investigated the extent to which work-based learning providers have worked in partnership on ICT and e-learning activities.

Senior management's approach, knowledge and skills

We developed statements to describe five potential approaches of senior managers to the management and use of ICT and e-learning. Each broadly equated to a level of e-maturity as described in the E-MATURITY FRAMEWORK FOR EDUCATION.

The survey found that senior management teams in:

- around two fifths of providers (41%) have an approach which could be considered embedded (18%) or innovative (23%);
- just under two fifths of providers (37%) have an approach which could be considered localised (11%) or co-ordinated (26%);
- just under one fifth of providers (18%) have an approach which could be considered transformative.

Table 2.1: B3 Which of the following statements best describes your senior management team's approach to the management and use of ICT and e-learning?

Statement	E-maturity framework for education Level	% of respondents
The SMT delegates any decisions relating to technology to individuals, who can then experiment freely	Localised	11%
The SMT encourages and supports a co-ordinated approach to the use of Technology	Co-ordinated	26%
The SMT creates an environment in which staff are encouraged to use technology confidently and widely	Transformative	18%
The SMT ensures that technology is used across the organisation within the curriculum as well as for business processes	Embedded	18%
The SMT has a strategic commitment to the integration of technology within every aspect of the organisation and for external links	Innovative	23%
Not stated		5%
Base: All respondents		160

Our qualitative interviews were undertaken with senior managers in providers rating themselves as embedded or innovative in response to this question. These interviews found that senior managers, particularly within private and voluntary training providers, are focused on understanding the business case for any use of ICT. This includes understanding how technology can:

- make business processes more efficient and effective;
- help expand their business. For some providers expansion is an important part of remaining sustainable, whilst others are seeking to capitalise on opportunities. A number of providers highlighted the introduction of 14-19 Diplomas as an important development for their business and are interested in how ICT can help them deliver vocational aspects;
- improve the quality of learning, assessment and learner support without increasing their costs. Many providers suggested they have identified limited efficiency gains from the use of ICT for learning and learner support. Indeed, a number felt that the LSC was driving the e-learning agenda expecting reduced costs, but that in practice providers are finding the opposite, particularly in the area of electronic portfolios.

It is therefore unsurprising that providers feel they have a good understanding of how ICT can support business process but are still seeking to understand how it can most effectively be used for learning provision and support.

The situation is slightly different in most FE college work-based learning provision as this can take advantage of college wide ICT business systems. work-based learning

managers are therefore more able to focus on how to use ICT more effectively with the learner.

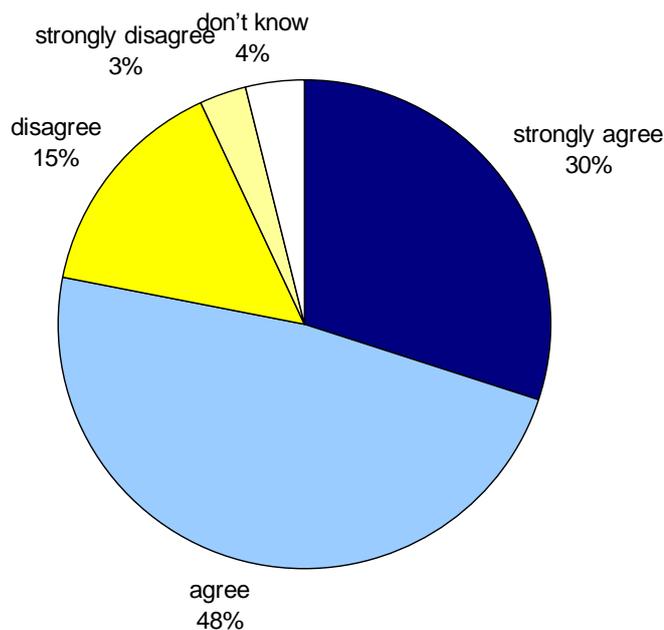
Senior managers identified three key management issues impacting on their ability to effectively use ICT:

- the level of investment required to introduce technology. Most work-based learning providers have limited resources and short-term LSC contracts raises the risks (and therefore costs) of raising funds commercially. They are therefore:
 - reluctant to invest in technology that does not have a proven business benefit;
 - less able to make large investments in ICT which can make a step change in their activity. Change therefore takes longer. For example, one provider reflected on how effective the use of an electronic whiteboard had been in motivating E2E learners, but that this was currently only available at one of their training centres.
- the size and layout of premises. A number of work-based learning providers highlighted the constraints imposed by the size of their premises. Some do not have space for a dedicated computer suite, whilst others highlighted the tension between locating computers in a training room where they can be used as part of a group session and locating them in a dedicated computer suite where learners have open access but resulting in limited access during group sessions. Ensuring the availability of computers for Key Skills test added an extra complication;
- managing cultural change. Whilst senior management in work-based learning providers are committed to making effective use of ICT to aid both business processes and learning, a number highlighted the challenges of changing the attitudes of other staff. Two areas were highlighted:
 - ensuring staff change their working methods to make most effective use of the technology being invested in;
 - ensuring managers and practitioners recognise the importance of learning new skills to use the technology effectively and as importantly make time to learn these skills. Work-based learning provision is a competitive industry and it can be difficult to free up time for staff development.

The result of the work-based learning provider survey supports our overall impression that senior managers had a relatively good understanding of how technology can be used to support work-based learning. Over three quarters of respondents (78%) agreed that their senior management team had sufficient skills and knowledge to make effective use of technology to support work-based learning. However, when interviewed directly, senior managers in more e-mature organisations often felt there were limits to their understanding and that they would

like to know more about what technology and learning materials are available and how they are being used. By implication the survey suggests that nearly one fifth (18%) of senior management teams do not have appropriate skills and knowledge.

Figure 2.1: B3. To what extent do you agree or disagree that the senior management team in your organisation has the appropriate knowledge and skills to make effective use of technology to support work-based learning?



Strategic planning

The survey investigated the extent and coverage of written strategies relating to six aspects of providers' use of ICT. Just over half of providers (51%) report a written strategy (either as part of a wider strategy or on its own) covering all six aspects. Just 8 per cent of providers did not have any written strategies.

Providers are most likely to have written strategies covering:

- the provision of technical support for staff and learners (86%);
- the provision of safe and secure technology related learning environments (85%).

They are least likely to cover:

- Training of staff to support and deliver e-learning (68%);
- the financially sustainable use of technology (72%);
- the access, development and use of ICT based work-based learning resources (72%).

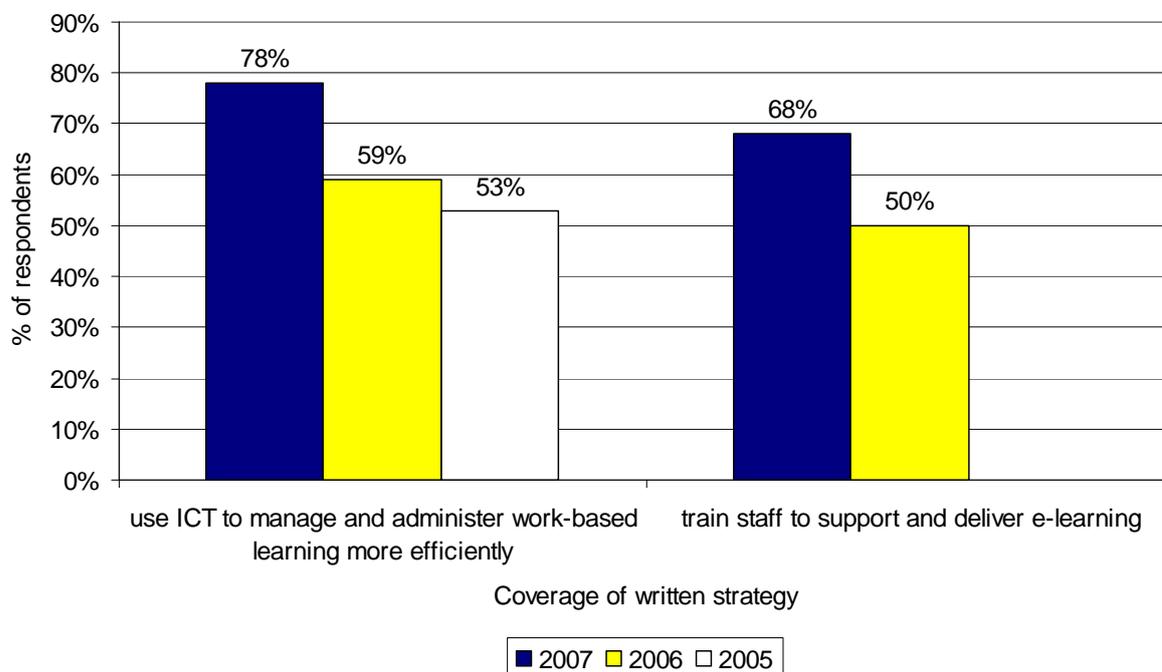
Table 2.2: B1 Percentage of organisation that have a written strategy (either as part of wider strategy or on its own) outlining how they intend to?

Coverage of written plan	% of respondents
Ensure learners and staff receive appropriate technical support when using technology	86%
Ensure technology related learning environments are safe and secure	85%
Use ICT to manage and administer work-based learning more efficiently	78%
Access, develop and use ICT based work-based learning resources	72%
Ensure your use of technology is financially sustainable	72%
Train staff to support and deliver e-learning	68%
Base: All respondents	160

The results suggest that:

- more providers than 2006 and 2005 have a written strategy that covers the use of ICT to manage and administer work-based learning more efficiently;
- more providers than last year have a written strategy that covers how they are going to train their staff to support and deliver e-learning. This question was not asked in 2005.

Figure 2.2: B1 Percentage of work-based learning providers with written strategies that outline how they intend to... (2005-2007)



NB In 2005 work-based learning providers were asked a different question in relation to written staff training strategies.

Partnership working

One of the strategic outcomes identified by the Harnessing Technology Delivery Plan as an indication of efficiency, effectiveness and value for money across the system is that “learning providers collaborate and share information and resources.”

Our survey found that:

- 39 per cent of providers have developed computer-based learning resources in partnership with other providers. This includes other work-based learning providers (24%), FE colleges (16%), industry bodies (14%) or employers (8%);
- 83 per cent of providers have used ICT to share information or data with partners. Three fifths of providers have used ICT to share data with other work-based learning providers.

Table 2.3: C8 What other organisations have you used ICT to share information or data with?

Other organisations	Percentage of respondents*
Other work-based learning providers	60%
Employer	37%
FE Colleges	36%
Schools	28%
Industry or trade body	24%
Local Authority	19%
Other	8%
Not stated	14%
Base: All respondents	160

*Multiple responses

Conclusions

The majority of work-based learning senior management teams recognise the importance of integrating technology into their operations and are keen to identify how it can help them develop their business. Private work-based learning providers are particularly focused on the business case for the use of ICT. As a result, providers appear to have a good understanding of how technology can be used to improve their business processes, but it is more limited when it comes to identifying how ICT can effectively be used to improve learning and learning support. Providers have mixed experiences in this area with some finding that it has increased costs with very little additional benefit.

Providers identified three key management issues associated with the use of technology:

- allocating resources to make the investment required in technology. Commercial realities mean they are often only able to make relatively modest, low risk investments. Two fifths of providers are seeking to reduce the risks of developing electronic learning resources by doing this in partnership with other providers and organisations;
- identifying how ICT resources can best be located within their premises which often have limited space;
- managing the change in organisational culture required to ensure staff make the most effective use of any investment in technology.

Technology and learning resources

Summary

- work-based learning providers have a median average of 22 computers on-site per provider and 6.7 learners for every on-site computer. This is similar to last year.
- Providers are continuing to expand the range of ICT equipment they are using and improve their ICT infrastructure. In particular there are increases in the use of electronic whiteboards and the availability of remote access, website support for learners and virtual learning environments.
- Both managers (79%) and practitioners (73%) are generally satisfied that staff have access to appropriate technology. Slightly fewer managers (66%) are satisfied that learners have access to the appropriate technology.
- Similarly, 84 per cent of providers are using a wide range of computer-based learning resources across most areas of provision. They are using both commercial and freely available materials and are generally happy with the quality and availability of these materials, although there is still room for improvement and practitioners can still be uncertain they are using the best product. Increasing numbers of providers (66%) are developing their own resources, although there still does not seem to be enough thought about whether these resources are financially viable to produce.
- Nearly two thirds of practitioners that use them (62%) find that online resources save time. Overall 20 per cent report that they save them over two hours every week. Nearly half (49%) find management information systems (MIS) save them time, whilst over one quarter save time using interactive whiteboards (29%) and learning platforms (26%)
- Improved learner satisfaction and learner outcomes are still the main benefits identified by providers from the use of computer-based learning resources, but there is still a significant lack of evidence to support these claims and to help providers make informed decisions about learning resource investment.

Introduction

One of the five Elements of the E-maturity framework for education is related to the use of resources. In this section we discuss two of the Categories within this Element, which also equate to two of our work-based learning E-maturity Attributes:

- Technological resources. By this we mean the ICT infrastructure that work-based learning providers have available to them;
- Learning resources. By this we mean the availability of electronic learning resources.

Technological resources

Work-based learning is primarily focused on learning in the workplace. Despite this nearly all of providers (93%) have computers on their premises for work-based learners' use. Providers offered a number of reasons for this:

- it provides access to learners who work in environments where computers are not common or where they are not allowed to access it. One provider provided the example of Apprentices working in care homes;
- it allows tutors to include ICT based resources within their tutorials;
- it supports learner IT skill acquisition and allows them to offer computer based testing.

These computers are not necessarily dedicated to work-based learners as learning centres in FE colleges, for example, may have computers that are also accessible to full-time students.

Based on the 144 providers that have computers on their premises available for work-based learners to use and provided details of the number of computers they have available we estimate that work-based learning providers have:

- a median average of 22 computers on-site per provider. This is similar to the 24 median average for 2006, but still much higher than the 2005 figure of just six. We have used the median average because the number of computers varies considerably with one provider reporting they had 1,000 computers available while another reported just two. This results in a mean average of 74 computers per provider;
- a median average of 6.7 work-based learners for every on-site computer. This result is very similar to the 6.5 median average reported in 2006 and well below the 10 learners per computer reported in 2005. We have used the median average because as in 2006 this year's figure includes a small number of providers with more than one computer for every work-based learner. This ratio is likely to be reported by FE Colleges which where all the computers in the college available to any student. The largest ratio

reported is 200 learners to every computer. The mean average of learners per computer is 16.

Work-based learning providers have a range of other ICT equipment. Around two thirds have data projectors (68%) and digital cameras (60%) whilst over half (56%) now have electronic whiteboards. The latter represents an increase since 2006 when only one third (36%) reported having electronic whiteboards. The use of mobile devices for learning has also increased to over a quarter (27%). In addition, our qualitative interviews found that providers are using USB memory sticks extensively. Some are also using digital voice recorder to record evidence for portfolios.

Table 3.1: C1 Does your organisation have the following ICT equipment?

ICT equipment used for work-based learning	% of respondents* (2007)	% of respondents* (2006)	% of respondents* (2005)
Computers at your premises for work-based learners' use	93%	92%	90%
Computers at your premises for learners' use with a fast internet connection	82%	85%	75%
Data projectors	68%	Not asked	Not asked
Digital cameras for work-based learners' use	60%	Not asked	Not asked
Electronic whiteboards	56%	36%	30%
Video cameras for work-based learners' use	34%	Not asked	Not asked
Laptops for loan to learners in the workplace	32%	32%	49%
Mobile devices that are used for learning such as PDAs or mobiles	27%	15%	Not asked
Video-conferencing facilities	9%	6%	8%
Base: All respondents	160	171	271

*Multiple responses

Work-based learning providers are steadily improving their ICT infrastructure. Over two thirds of providers (69%) have a network remotely accessible by staff, although just over one third (37%) have a network remotely accessible by learners. Nevertheless, the proportion of work-based learning providers offering remote access to learners has increased since 2005 as has the proportion with virtual learning environments and dedicated websites to support learners. Over one third of providers now have this infrastructure in place.

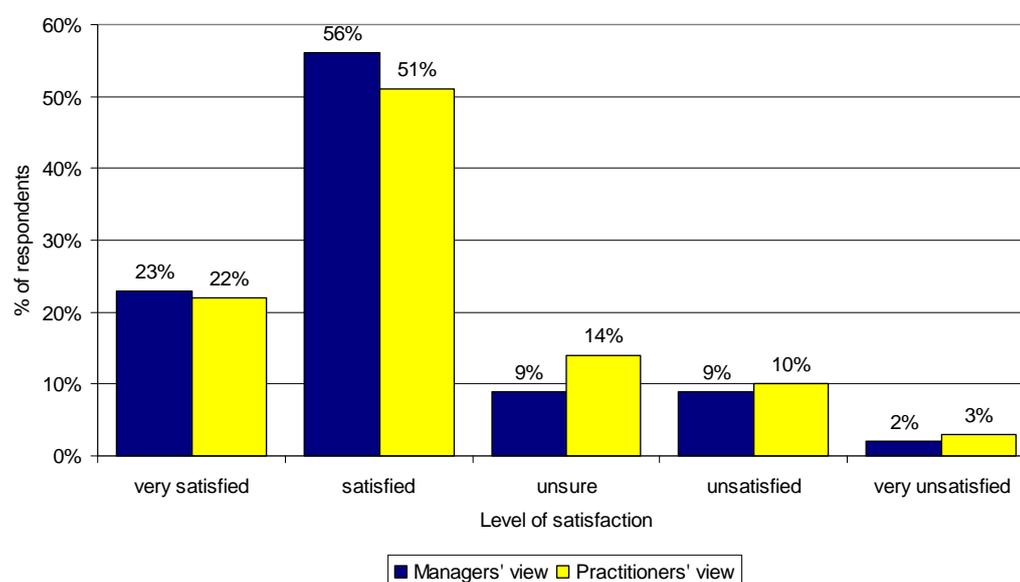
Table 3.2: Does your organisation have the following ICT infrastructure?

ICT infrastructure used for work-based learning	% of respondents* (2007)	% of respondents* (2006)	% of respondents* (2005)
A computer network accessible remotely by staff	69%	Not asked	Not asked
On-site technical support for learners	51%	56%	Not asked
A computer network accessible remotely by learners	37%	31%	27%
A Virtual Learning Environment	36%	26%	25%
A dedicated website to support learners	33%	28%	19%
Technical support for learners off-site	11%	Not asked	Not asked
Base: All respondents	160	171	271

*Multiple responses

Overall, around four fifths (79%) of providers are satisfied that their staff have access to the appropriate technology that they need. Responses to the survey of tutors, assessors and verifiers corroborated this view. Nearly three quarters of practitioners (73%) responding are satisfied or very satisfied that they have access to appropriate technology and digital resources. Just 13 per cent are unsatisfied. Practitioners mainly working in:

- administration, IT, management and professional areas are most satisfied (93%);
- health, education and public sector (19%) and engineering and manufacturing (17%) areas are most unsatisfied.

Figure 3.1: How satisfied managers and practitioners are that staff have access to the appropriate technology they need

Practitioners report that they have access to a wide range of ICT equipment and infrastructure. For example nearly all practitioners (92%) have access to the internet at work and nearly three quarters (72%) have access to a digital camera. There is equal access to the ICT resources for tutors, assessors and verifiers, with the exception of laptops where assessors and verifiers are more likely to have access than tutors. This reflects the mobile aspect of their role.

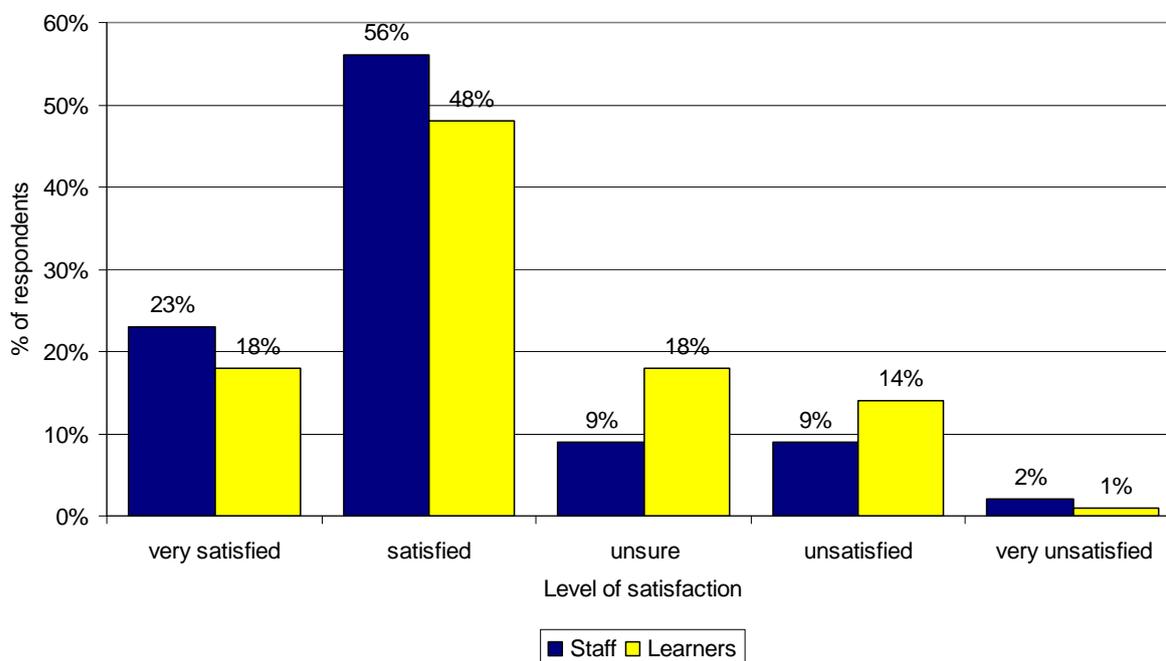
Table 3.3: B3 Do you have access to ...?

ICT equipment and infrastructure	% of respondents*
The internet at work	92%
Your own computer at work	79%
Digital cameras	72%
A laptop when out of the office	59%
Your organisation's computer network when out of the office	53%
Data projectors	48%
Electronic whiteboards	46%
A Virtual Learning Environment	40%
A personal online learning space	27%
Video-conferencing facilities	12%
Base: All practitioners responding	387

*Multiple responses

Slightly fewer work-based learning managers (66%) are satisfied that learners have access to appropriate technology. This is likely to reflect our previous conclusion that work-based learning managers believe they have most successfully identified how ICT can be used to support their business processes, but are still unclear about how it can be used effectively to help learners. Our qualitative interviews suggested that providers are most interested in making best use of the technology they have rather than investing in new technology.

Figure 3.2: C4/C5 Overall how satisfied are you that staff and learners have access to the appropriate technology they need



Learning resources

Most providers (84%) use standalone (eg CD ROMS) or networked (eg web-based) computer based learning resources in some of their learning programmes. This is the same proportion reported in 2006.

Providers are using electronic learning resources across all types of work-based learning delivery. All providers delivering basic skills report using computer-based learning provision as do over four fifths of providers delivering E2E (85%), Apprenticeships (83%) and Foundation Degrees (80%). These types of resources are used least in the provision of industry recognised or certified training (59%), Train to Gain (64%) and Jobcentre Plus contracts (67%).

Table 3.4: D3 In which learning programmes do you use computer-based learning materials?

Type of learning delivered	% delivering programme using materials	Base: Number of providers delivering programme
Basic skills	100%	66
Entry to Employment	85%	46
Apprenticeships	83%	119
Foundation Degrees	80%	16
NVQs	72%	79
Jobcentre Plus contracts	67%	12
Train to Gain	64%	68
Industry recognised certificate/ qualification	62%	34
Professional body training	59%	19

Note: Percentages are based on the number of providers delivering learning in that programme area

Similarly, computer-based learning resources are used widely by providers across all occupational areas. They are used least amongst agriculture occupations (36%), but by all providers delivering media and printing and most (82%) delivering in the administration, IT, management and professional occupational area.

Table 3.5: D2 In which occupational areas do you use computer-based learning materials?

Occupational area	% delivering programme using materials	Base: Number of providers delivering programme
Media and printing	100%	4
Administration, IT, management & professional	82%	96
Engineering	73%	71
Health, care, education and public services	72%	58
Retailing, customer service & wholesale	70%	81
Construction	70%	50
Health and beauty	66%	38
Hospitality, recreation and travel	64%	42
Finance, insurance and real estate	64%	14
Manufacturing, inc food and drink	58%	38
Transportation	50%	12
Agriculture	36%	14

Note: Percentages are based on the number of providers delivering learning in that occupational area

Providers get their computer-based learning materials from a wide range of sources. Nearly three quarters of providers that are using computer-based learning resources (72%) have bought them commercially, although a large proportion (59%) are using resources that are freely available online.

Table 3.6: D4 What is the source of your computer-based learning materials?

Source of learning materials	% of respondents* (2007)	% of respondents* (2006)	% of respondents* (2005)
Commercial bought-in	72%	73%	81%
Developed in-house	66%	53%	53%
Freely available online	59%	Not asked	Not asked
Developed in partnership	20%	15%	19%
Not stated	1%	6%	5%
Base: All providers using computer-based resources	135	142	241

*Multiple responses.

Increasing numbers of providers are developing resources in-house. This accounts for two thirds (66%) of providers in 2007 compared to just over half (53%) in 2006. In addition only 12 per cent believe that neither future income nor savings will cover the cost of their development. This is half the respondents with this expectation last year and one third of providers with the same response in 2005. However, over half of providers this year did not know whether they would cover costs or not. Direct comparisons with previous years should therefore be treated with care.

Table 3.7: D6 Will future income or cost savings from the use of computer-based resources you have developed yourself or in partnership cover the costs of their development?

How costs will be covered	% of respondents* (2007)	% of respondents* (2006)	% of respondents* (2005)
Neither future income or cost savings	12%	24%	34%
Both future income and cost savings	15%	23%	24%
Future income only	5%	15%	18%
Cost savings only	13%	6%	18%
Do not know	54%	32%	7%
Base: Providers developing e-learning in-house or in partnership	98	87	137

Nearly two thirds of providers using computer-based learning materials (65%) feel that they have good or very good knowledge about their availability. Slightly fewer felt their availability (56%) and quality (57%) were good or very good.

Table 3.8: D7 Views on the knowledge, availability and quality of commercial and free computer-based learning resources

How would you rate...	very good/good	very poor/poor	Not stated
Your organisation's knowledge about the availability of commercial and free computer-based learning resources	65%	30%	5%
The availability of relevant commercial and free computer-based learning resources	56%	36%	7%
The quality of relevant commercial and free computer-based learning resources	57%	29%	14%
Base: All providers using computer-based resources (135)			

Feedback from our qualitative interviews confirm that providers and practitioners are generally happy with learning resources they have accessed, although practitioners highlighted the difficulty of finding the time to find out about available resources. Practitioners at one provider we interviewed in the West Midlands reported that they were members of E-Source and found it very useful because:

- it provides a useful repository of learning resources that they can access;
- they are able to use the website to share with colleagues resources they develop themselves. They find this particularly helpful as the provider operates at a number of sites but does not have a remotely accessible network.

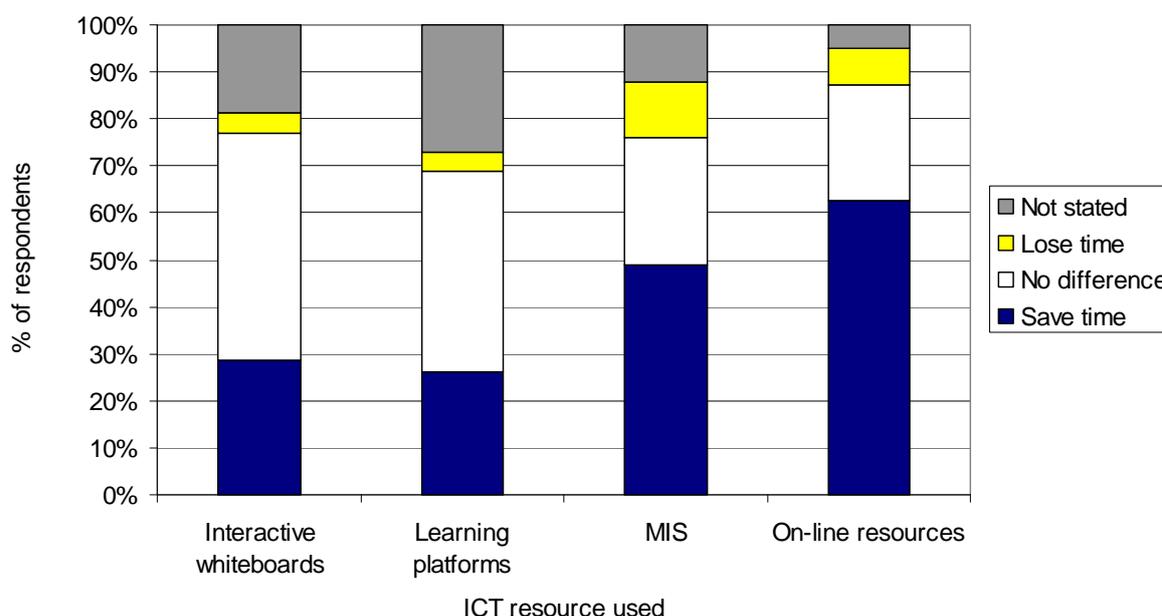
E-Source is a free materials repository managed by colleges and other not for profit agencies for the benefit of the post-16 education sector in the West Midlands. It allows member to access content from a whole range of sources, but also allows them to add their own resources, and to share them with colleagues.

E-Source can be customised to present each institution or individual with a personalised workspace so that they can create and manage their own personalised content repository.

The impact of ICT resources

Practitioners were asked how much time each week various ICT resources save or lose. Nearly two thirds of practitioners that use them (62%) find that online resources save time, whilst just 8 per cent find they lose time. Nearly half (49%) find management information systems (MIS) save them time, whilst over one quarter save time using interactive whiteboards (29%) and learning platforms (26%).

Figure 3.3: C1 Do you lose or save time each week by using these ICT resources



Management information systems and online resource can save practitioners significant time during a week. One fifth of practitioners report online resources save them over two hours per week, whilst 13% using MIS report it saving the same time.

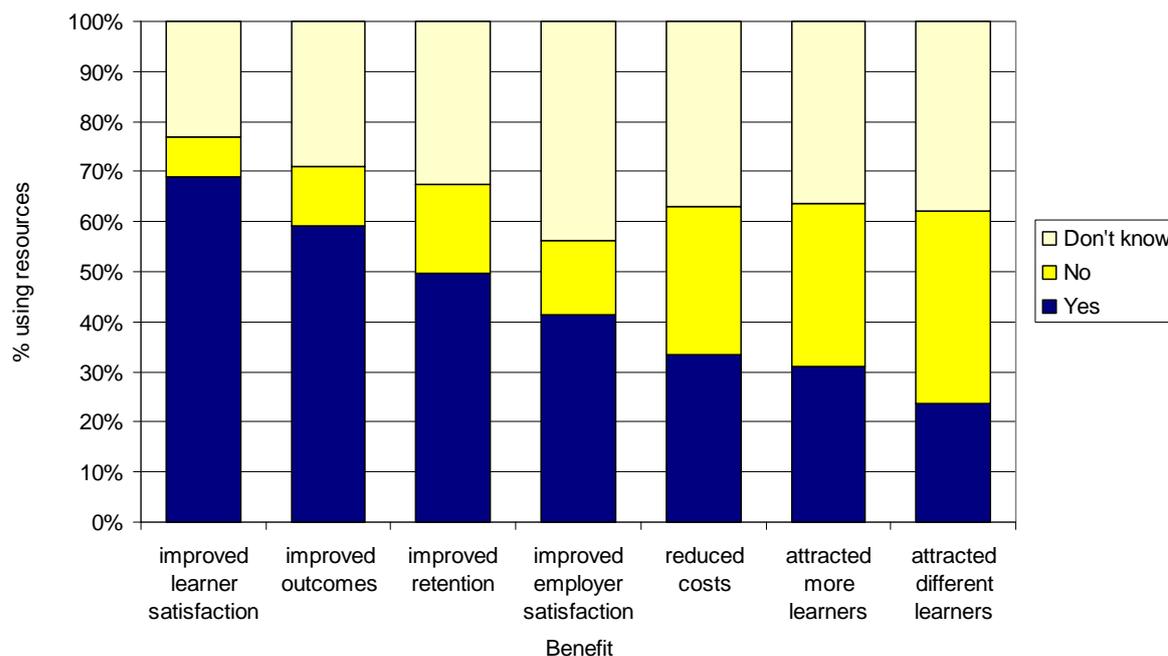
Table 3.9: C1 How much time would you say that you currently lose or save each week by using the following ICT resources?

ICT resource	Time saved			Neither	Time lost			Not stated	Base: no. using
	> 2 hours	1-2 hours	<1 hour		<1 hour	1-2 hours	> 2 hours		
Online resources	20%	21%	21%	25%	4%	2%	2%	5%	352
MIS	13%	15%	20%	27%	6%	3%	3%	12%	305
Interactive whiteboards	8%	8%	13%	48%	3%	1%	0%	19%	205
Learning platforms	6%	8%	12%	43%	2%	2%	1%	27%	196

In addition, providers were asked to identify the benefits of using computer-based resources compared with more traditional learning resources. Two thirds of providers

(67%) report that they have improved learner satisfaction and slightly fewer report that they have improved outcomes (59%). Half (50%) report that they have improved retention. Fewer providers believe that using these resources has helped attract more (31%) or different learners (24%) or reduced costs (33%).

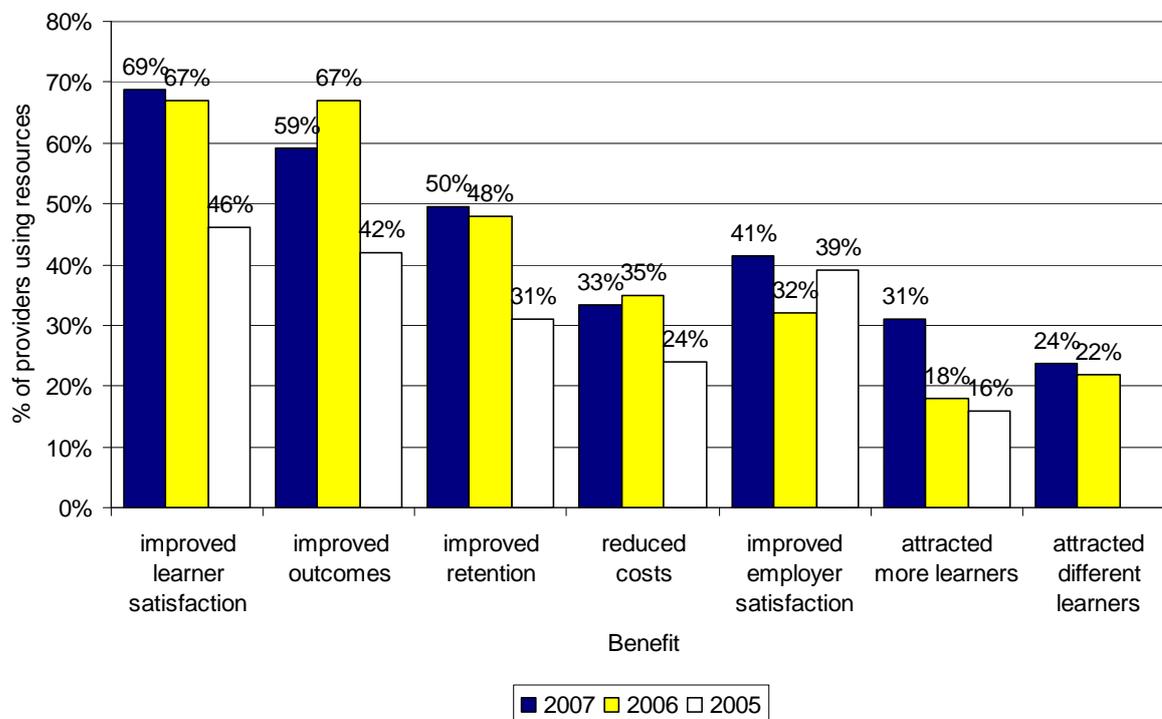
Figure 3.4: D8 Have you identified any benefits of using computer-based learning resources compared with more traditional resources



The proportion of providers reporting benefits is similar to last year, although:

- fewer report improved outcomes;
- more report attracting more learners and improving employer satisfaction.

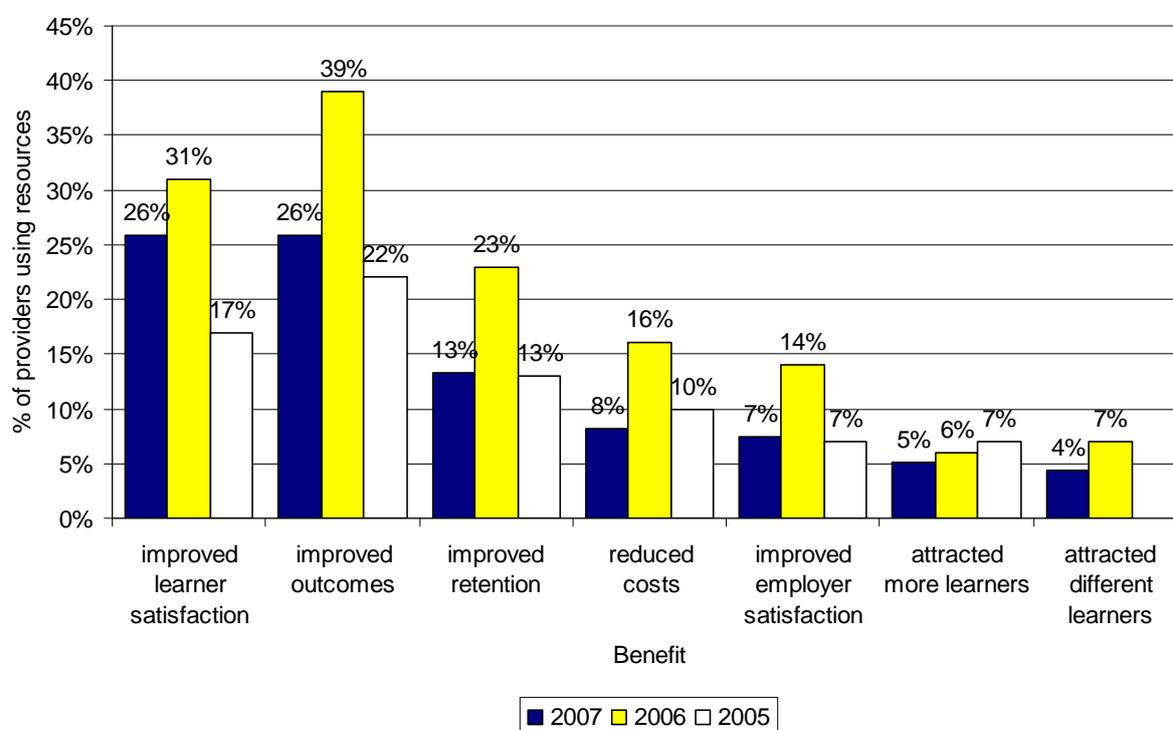
Figure 3.5: D8 Have you identified any benefits of using computer-based learning resources compared with more traditional resources (2007-2005)



Note: In 2005 providers were not asked whether they had attracted different learners

In addition, fewer respondents than last year have any evidence to show these benefits. The proportion of providers with evidence is similar to that reported in 2005 which suggest that last year’s figures may have resulted from sampling error. Therefore there is still a need to improve the evidence base about the impact and financial viability of computer-based learning resources.

Figure 3.6: D8 Have you identified any benefits of using computer-based learning resources compared with more traditional resources (2005-2007)



Note: In 2005 providers were not asked whether they had attracted different learners

Conclusion

Work-based learning providers are continuing to expand the range of ICT equipment they are using and improve their ICT infrastructure. Both managers and practitioners are generally satisfied that they have access to appropriate technology. Slightly fewer managers are satisfied that learners have access to the appropriate technology.

Similarly, providers are using a wide range of computer-based learning resources across all areas of provision. They are using both commercial and freely available materials and are generally happy with the quality and availability of these materials, although there is still room for improvement and practitioners can still be uncertain they are using the best product. Increasing numbers of providers are developing their own resources, although there still does not seem to be enough thought about whether these resources are financially viable to produce.

There is some evidence that online resources in particular are saving practitioners significant amounts of time every week, and that other ICT resources are much more likely to save time than lose it. Improved learner satisfaction and learner outcomes

are still the main benefits identified by providers from the use of computer-based learning resources, but there is still a significant lack of evidence to support these claims and to help providers make informed decisions about learning resource investment.

Practitioners' skills

Summary

- 15 per cent of work-based learning tutors, assessors and verifiers consider themselves beginners in terms of the general use of ICT and for one in ten providers this accounts for over half of their practitioners. Over one fifth consider themselves advanced. Practitioners working in health, education and public service occupational areas are most likely to rate themselves as beginners (27%) and least likely to rate themselves as expert (10%).
- Over one quarter of practitioners (28%) consider themselves beginners in terms of the use of ICT with learners either in the classroom or remotely and only 11 per cent consider themselves advanced. As a result, less than half of providers believe their tutors are exploiting technology consistently and effectively. work-based learning tutors, assessors and verifiers in FE colleges appear to be more advanced in the use of technology with learners.
- 80 per cent of providers believe there is a gap between the skills their workforce needs to effectively deliver and support learning using ICT and the skills they actually have. The most common gaps are in:
 - developing electronic learning materials (72%);
 - teaching and facilitating online (66%);
 - knowledge of how to best use ICT resources (63%);
 - using specialist software packages (59%);
 - knowledge of how to use ICT to manage learning (59%).
- Filling these gaps and ensuring practitioners use these skills is a key challenge for providers which directly link to issues of culture and the prioritisation of time.

Introduction

The third Category within the resources Element of the E-maturity framework for education is human resources. As providers themselves have identified any investment in technology becomes irrelevant if staff are unable or unwilling to use it. This has also been identified as a priority within the Harnessing Technology Delivery Plan. The Plan identifies two strategic outcomes as an indication of the capability and capacity of the workforce:

- Practitioners exploit technology consistently to offer engaging and effective learning experiences;
- Practitioners, parents and learners can share and use information and data effectively for the benefit of learners.

In this section we explore work-based learning provider managers' and practitioners' views on their levels of ICT competence and the extent of skills gaps.

Practitioner competence in using ICT

We explored the extent of practitioners skills in relation to:

- the general use of ICT, for example using word-processors or spreadsheets;
- the use of ICT with learners, either in the classroom or for remote learning.

General use of ICT

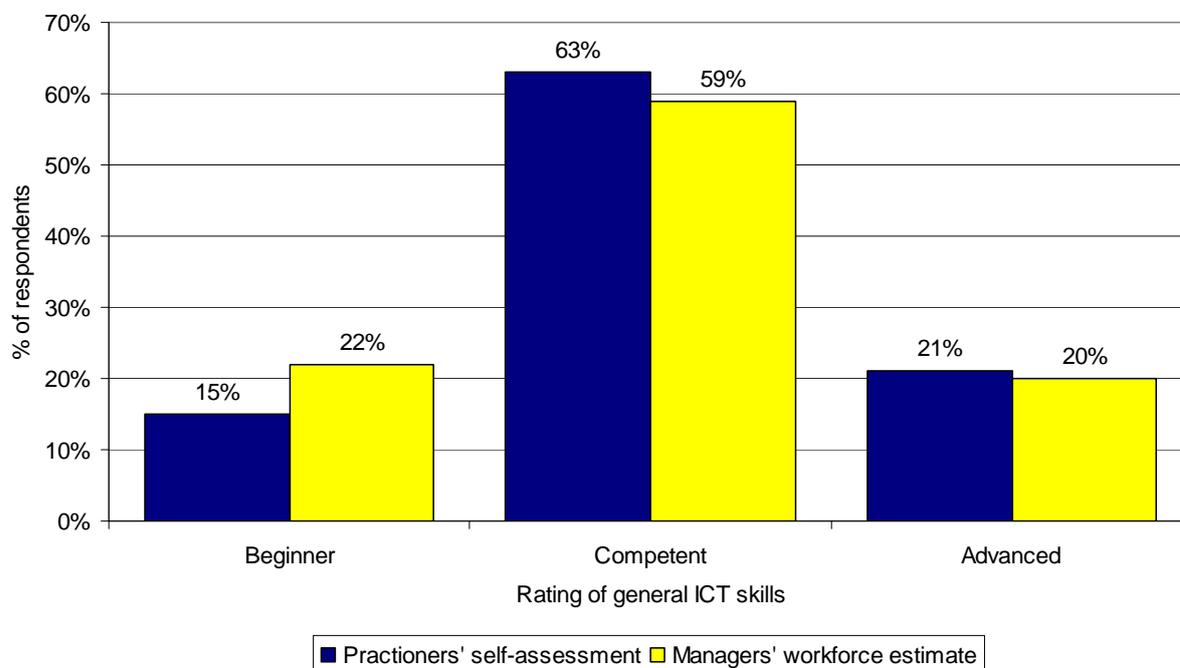
We asked providers to identify the proportion of staff they consider to be beginners, competent or advanced in the general use of ICT. One in ten (11%) providers report that more than 50 per cent of their tutors, assessors or verifiers are beginners in the general use of ICT. Around one quarter of providers (24%) have no practitioners they consider to be beginners. Providers employing ten or fewer staff are most likely to have no beginners (38%).

Based on the average of the values estimated by each provider, we estimate that across the sector as a whole 79 per cent of practitioners are either competent or advanced in the general use of ICT.

This estimate is confirmed by the results of the practitioner survey which found that 84 per cent of tutors, assessors and verifiers responding rated themselves as competent or advanced in the general use of ICT. Although we had twice as many practitioners respond to the survey online than by paper, the ratings of ICT competence were very similar suggesting this did not bias the results. The only differences highlighted between respondents, was based on the occupational area they worked in:

- as might be expected, practitioners working in administration, IT, management and professional occupational areas are least likely to rate themselves as beginners (4%) and most likely to rate themselves as advanced (43%);
- practitioners working in health, education and public service occupational areas are most likely to rate themselves as beginners (27%) and least likely to rate themselves as expert (10%).

Figure 4.1: Rating of the general ICT Skills of tutors, assessors and verifiers. Comparison between practitioners' self-assessment and sector average based on managers' workforce estimate.



Providers were also asked their views on whether they think tutors, assessors and verifiers are able to share and use information and data effectively for the benefit of learners. Although this may not be entirely linked the level of general ICT skills responses provide a similar picture:

- nearly three quarters (74%) agreed that practitioners are able to use and share information and data effectively;
- just over one fifth (22%) disagreed.

Table 4.1: E3 To what extent do you agree or disagree that tutors, assessors and verifiers are able to share and use information and data effectively for the benefit of learners?

Extent of agreement	% of respondents
Strongly agree	8%
Agree	66%
Disagree	19%
Strongly disagree	3%
Do not know	5%
Base: All respondents	160

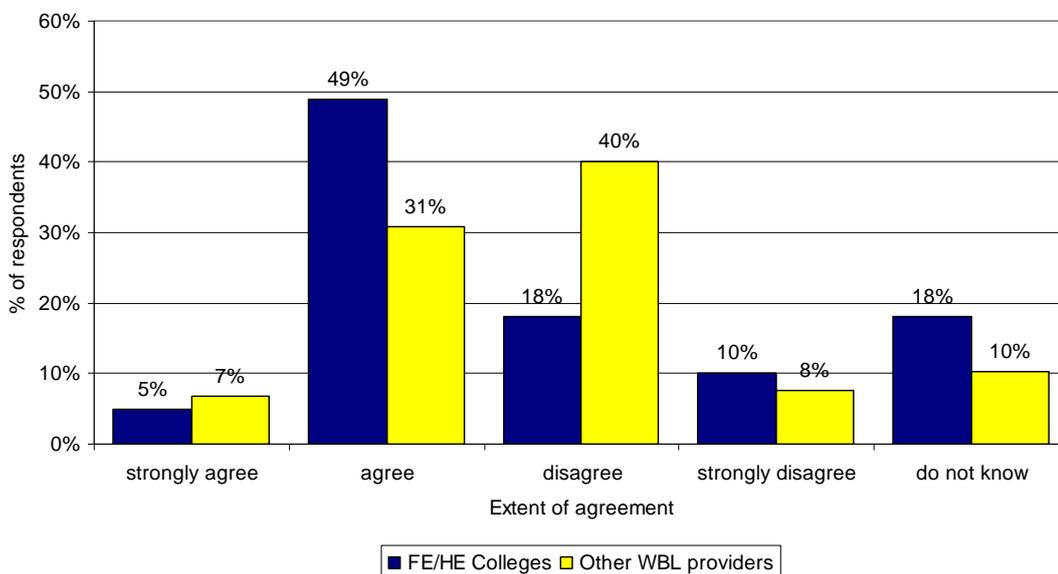
Use of ICT with learners

Our provider survey found that managers felt their tutors, assessors and verifiers had similar levels of skills when using ICT in the classroom or for remote learning. Based on the average of the values estimated by each provider we estimate that across the sector as a whole 78% of practitioners are either competent or advanced in the use of ICT in the classroom or for remote learning.

However, this average masks some differences. One in five (20%) providers report that more than 50 per cent of their tutors, assessors or verifiers are beginners in the use of ICT in the classroom or for remote learning. This is twice the number that report this many beginners in general ICT skills. Although the sample size is small and the large margin for error needs to be taken into account it appears that there is some difference between FE colleges and other providers. Just 12 per cent of FE or HE colleges report that over 50 per cent of their practitioners are beginners in the use of ICT in the classroom or for remote learning compared with one quarter of other work-based learning providers (25%).

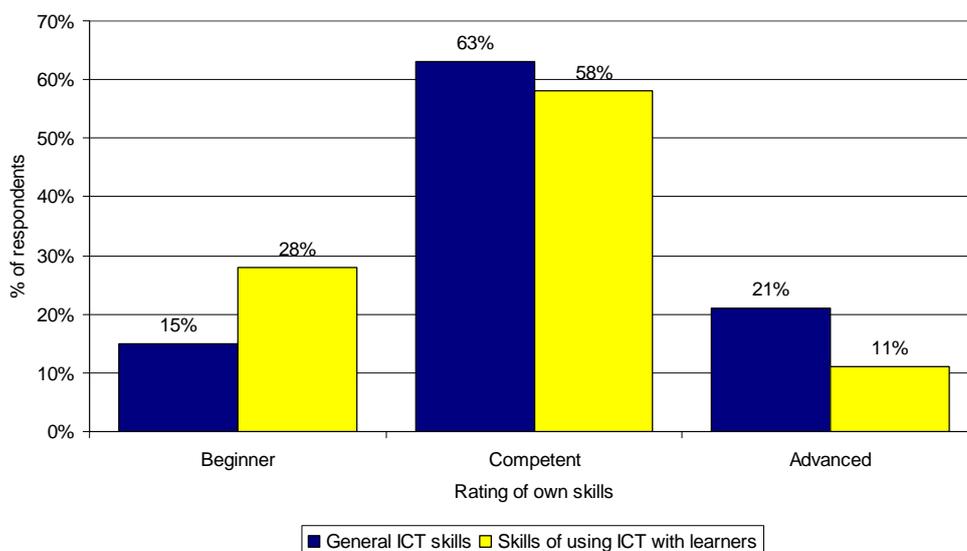
This is supported by two other findings. Firstly, over two fifths of providers (44%) believe that tutors exploit technology consistently to offer engaging and effective learning experiences. However, equal numbers do not (44%). FE and HE colleges (54%) are more likely than other work-based learning providers (42%) to believe that tutors exploit technology consistently.

Figure 4.2: E3 To what extent do you agree or disagree that tutors exploit technology consistently to offer engaging and effective learning experiences?



Secondly, fewer tutors, assessors and verifiers rate themselves as competent or advanced in the use of ICT in the classroom or for remote learning than they do in the use of ICT generally. Over one quarter of practitioners (28%) rate themselves as beginners in this respect and just 11 per cent rate themselves as advanced.

Figure 4.3: Tutors, assessors and verifiers rating of their skills in using ICT generally and with learners either in the classroom or remotely.



In addition practitioners working in FE or HE colleges are more likely to rate themselves as advanced compared to practitioners in other work-based learning providers.

Table 4.2: How would you rate your skills in terms of the use of ICT with learners, either in the classroom or remotely?

Level of skill	% of respondents				
	National/ Employer/ Industry body	Regional	Local/ Community or voluntary	FE/HE college	All providers
Beginner	25%	30%	31%	27%	28%
Competent	67%	64%	61%	53%	58%
Advanced	5%	4%	6%	17%	11%
Not stated	4%	2%	2%	3%	3%
Base: All respondents	57	47	94	188	387

Skills gaps

The majority of work-based learning providers (80%) believe there is a gap between the skills their workforce needs to effectively deliver and support learning using ICT and the skills they actually have. The gaps identified by over half of providers with skills gaps include:

- developing electronic learning materials (72%);
- teaching and facilitating online (66%);
- knowledge of how to best use ICT resources (63%);
- using specialist software packages (59%);
- knowledge of how to use ICT to manage learning (59%);
- knowledge of how to access ICT based learning resources (53%).

These are similar gaps to those identified in 2007, although there have been increases in the proportion of providers with skills gaps in:

- developing electronic learning materials;
- knowledge of how to use ICT to manage learning;
- knowledge of how to access ICT based learning resources.

Table 4.3: E5 If you have a gap what is the skills gap?

Skills gap	% of respondents* (2007)	% of respondents* (2006)
Developing electronic learning materials	72%	54%
Teaching and facilitating online	66%	61%
Knowledge of how to best use ICT resources	63%	55%
Using specialist software packages	59%	56%
Knowledge of how to use ICT to manage learning	59%	42%
Knowledge of how to access ICT based learning resources	53%	36%
General ICT skills such as using word-processing or spreadsheets	35%	39%
Using ICT face-to-face with students	32%	30%
Using ICT to develop paper-based learning materials	32%	23%
Base: Respondents who have a skills gap	128	132

*Multiple responses

Tutors, assessors and verifiers agreed that these were areas where they need to develop their skills:

- two thirds of practitioners (66%) feel they need to improve their use of specialist software packages;
- around half feel they need to develop their skills in relation to developing electronic learning materials (52%) and teaching and facilitating online (48%);
- 45 per cent would like to know more about the availability of online learning resources.

Table 4.3: Do you feel you need to improve your skills or knowledge in relation to...

Skills gap	% of respondents*
Using specialist software packages	66%
Developing electronic learning materials	52%
Teaching and facilitating online	48%
The availability of online learning resources	45%
Using ICT to manage learning and workload	36%
General ICT skills	28%
Using ICT face-to-face with learners	25%
Using ICT to develop paper-based learning materials	21%
Base: All respondents	387

*Multiple responses

Our qualitative research found that time was a significant barrier to practitioners learning and implementing new skills. NIACE's evaluation of the E-Guide Programme (2007) found that the main barriers to the successful cascading of skills and knowledge from E-guides across the organisation were seen to be those associated with time or cost.

Providers we spoke to identified two issues. Firstly, although providers may train practitioners and provide ICT tools, the use of these skills and available infrastructure often requires a significant change in a practitioner's behaviour. For example one provider suggested that practitioners' first thoughts about any activity or problem are not always "how can I use the available technology or learning resources", but instead automatically continue doing things they have always done. This links to issues of cultural change we have highlighted earlier in the report.

Secondly, the amount of time available for training, particularly in smaller providers, is often limited and learning to use ICT is just one aspect of the training practitioners need. Training is often undertaken in small amounts and it can therefore take some time to up-skill staff. Practitioners also often do not have time to experiment with the skills they have developed. This issue is supported by research undertaken by Finlayson et al (2006) to determine the impact of e-learning in Further Education, and LSDA (Becta 2006b), both highlighted that the lack of time available to staff to consolidate and apply what they had learned in ICT training sessions was a major issue.

Both of these issues may be related to lack of confidence amongst some practitioners. The final evaluation of the LSDA Transformation study (reported in Becta, 2006b) recognises staff competence as a barrier to e-learning, but it also links this to the issue of staff confidence in using ICT. A lack of confidence and scepticism amongst staff is also identified as an issue in three of the four work-based learning

provider case studies presented by NIACE as part of its Work-based E-guides Evaluation (2006b-d).

Conclusions

Most work-based learning tutors, assessors and verifiers have good levels of general ICT skills, however around one in five are classed as beginners and for one in ten providers this accounts for over half of their practitioners. Fewer practitioners have good levels of skills in terms of using ICT with learners. Around one in four of practitioners are classed as beginners in this respect and only one in ten are classified as advanced.

As a result less than half of providers believe their tutors are exploiting technology consistently and effectively. Work-based learning tutors, assessors and verifiers in FE colleges appear to be more advanced in the use of technology with learners.

This reinforces our earlier conclusions that work-based learning providers have been most effective in introducing ICT to help business process and less effective in terms of supporting learning. Providers have large gaps in their practitioners' skills base particularly in terms of developing and identifying electronic learning resources.

Filling these gaps and ensuring practitioners use these skills is a key challenge for providers which directly link to issues of culture and the prioritisation of time.

Learning, assessment and support

Summary

- Nearly all practitioners use ICT to collaborate with colleagues (95%), develop paper-based learning materials (94%) and to research and access learning materials (94%).
- The number of providers reporting that tutors are using ICT to produce electronic learning materials (67%) has increased over the last 12 months.
- Over half of providers (55%) are using online NVQ evidence management systems. The feedback we have received suggests these are still being piloted and that providers feel that the commercial systems available are still in the development stage, do not yet meet all their needs and are still relatively expensive to operate.
- Nine out of ten providers now use online or onscreen testing for some of their learning programmes and around half use them for all their programmes.
- ICT is used by practitioners to communicate with learners in the workplace (73%) and encourage collaboration between learners (73%), although less than half of practitioners do this frequently.
- Two fifths of providers (40%) provide learners with a personalised learning space to enable them to learn when and where they choose. However nearly three quarters of these providers offer this across just some of their work-based learning programmes or courses.

Introduction

Two of the five Elements of the E-maturity framework for education and two of the work-based learning e-maturity Attributes we have developed are associated with:

- learner support;
- learning and teaching, including assessment.

In this section we discuss how work-based learning providers and practitioners are using ICT.

Organisational use of ICT

The proportion of work-based learning providers using ICT for various purposes in 2007 is very similar to that reported in 2006. Around four fifths of providers are using ICT to:

- register learners (87%);
- help tutors develop paper-based work-based learning materials (84%);
- help assess the initial skill needs of work-based learners (80%);
- help monitor work-based learners' progress (78%).

The only change between this year and previous years is that significantly more providers report using ICT to help tutors to develop electronic learning materials. This year two thirds (67%) are using ICT for this purpose compared to half in 2006 (49%) and 2005 (52%). This reflects our findings reported earlier that more providers are developing computer-based learning resources in-house.

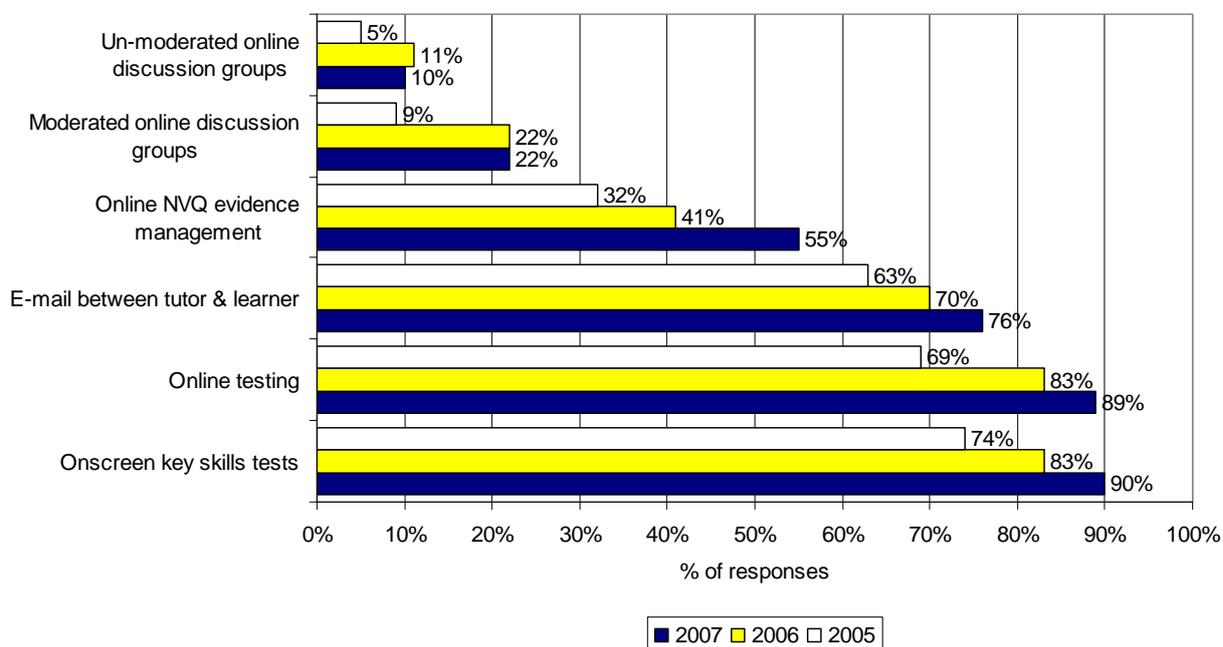
Table 5.1: C6 Does your organisation currently use ICT to....

Current use of ICT	% of respondents*
Register learners	85%
Help tutors develop paper-based work-based learning materials	84%
Help assess the initial skill needs of work-based learners	80%
Help monitor work-based learners' progress	78%
Help tutors develop electronic-based learning materials	67%
Support collaboration between staff	63%
Provide tutor support to work-based learners	61%
Assess work-based learners for certification	56%
Support learners progress to other learning opportunities	28%
Support collaboration between learners eg through e-mail discussion groups	24%
Help work-based learners monitor their own progress	19%
Help assess the training needs of employers you work with	18%
Base: All respondents	160

*Multiple responses

However, providers are increasing their use of ICT to support learners and to undertake assessments. Providers are most commonly using ICT in some, most or all of their work-based learning programme areas for:

- online testing (90%);
- on-screen key skills (89%);
- e-mail between learner and tutor (76%).

Figure 5.1: C7 Percentage of providers using the following...

The largest increase in use compared to last year has been in the use of online NVQ evidence management. This increase is due to providers using it more across some of their programmes rather than through large scale introduction. Our qualitative interviews support this finding. Many of the providers we spoke to are introducing these systems. However none felt they had found the right system. The main problems related to two areas:

- licence costs. Providers are concerned not only about the initial costs of purchasing systems, but about the on-going per user licence. They feel that this adds significantly to their costs and have yet to see any financial saving from using the systems;
- there are many commercial products available, but they found it difficult to pick one. A number of providers have found that when they have purchased or trialled a system it has not met their needs and in some cases increased the time they have needed to allocate to managing the portfolio.

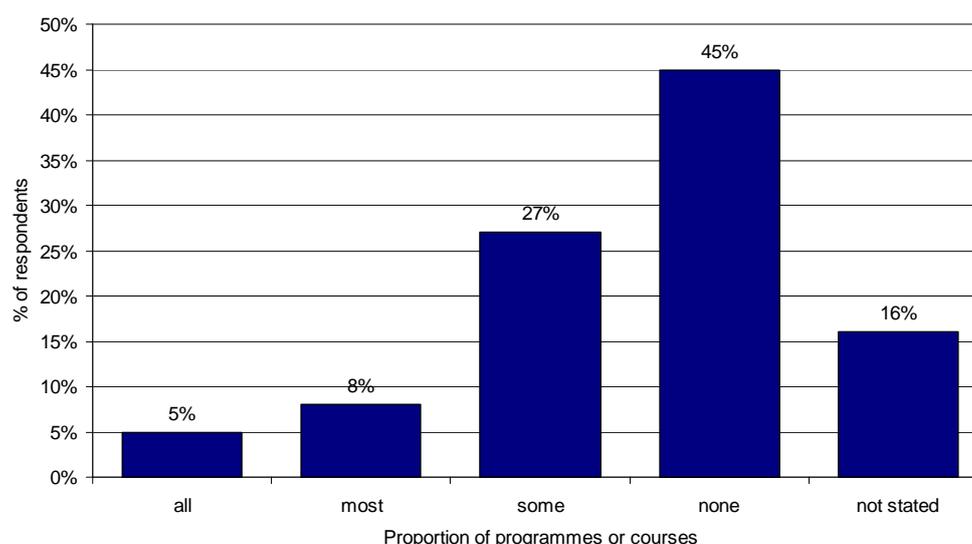
Onscreen Key Skills tests and online testing are the only uses that are being used widely across all of a provider's provision.

Table 5.2: C7 how many of your work-based learning programmes or courses include the following...

ICT use	All	Most	Some	None	Don't know/ No answer
Onscreen key skills tests	51%	28%	11%	5%	5%
Online testing	41%	28%	20%	6%	6%
E-mail between tutor & learner	14%	21%	41%	16%	8%
Online NVQ evidence management	8%	7%	40%	33%	13%
Moderated online discussion groups	1%	3%	18%	61%	18%
Un-moderated online discussion groups	1%	2%	7%	68%	22%
Base: All respondents using ICT (160 respondents)					

Note: Table shows row % ie each row totals 100% (allowing for rounding)

One of the strategic outcomes identified by the Harnessing Technology Delivery Plan as an indication of a fit for purpose technology system is that “Every learner has a personalised learning space to enable them to learn when and where they choose”. Our research found that currently two fifths of providers (40%) provide some of their learners with such a space. However, nearly three quarters of these providers offer this across just some of their work-based learning programmes or courses.

Figure 5.2: C7 Approximately how many of your work-based learning programmes or courses include an online learning space allowing learners to learn when and where they choose?

Practitioners' use of ICT

Tutors, assessors and verifiers use ICT for a wide range of purposes. Nearly all use it to:

- collaborate with colleagues (95%);
- research & access learning materials (94%);
- create paper-based learning materials (94%).

Practitioners are least likely to use it to:

- encourage collaboration between learners (73%);
- communicate with learners in their workplace (73%);
- manage individual target setting for learners (74%).

Table 5.3: % of practitioners that use ICT and digital technology occasionally, frequently or all the time to....

Current use of ICT	% of respondents*
Collaborate with colleagues	95%
Research & access learning materials	94%
Create paper-based learning materials	94%
Help learners collect evidence	87%
Track learners' progress	84%
Make learning materials available to learners electronically	81%
Create electronic learning materials	78%
Assess learners' work	77%
Manage individual target setting for learners	74%
Encourage collaboration between learners	73%
Communicate with learners in their workplace	73%
Base: All respondents	387

* Multiple responses.

Practitioners were asked how often they use ICT or digital technology for these tasks:

- over two fifths use ICT to collaborate with colleagues (51%), create paper-based learning materials (42%) or track learners' progress (41%) all of the time;
- just 18 per cent use ICT to create electronic learning materials or to encourage collaboration between learners all of the time.

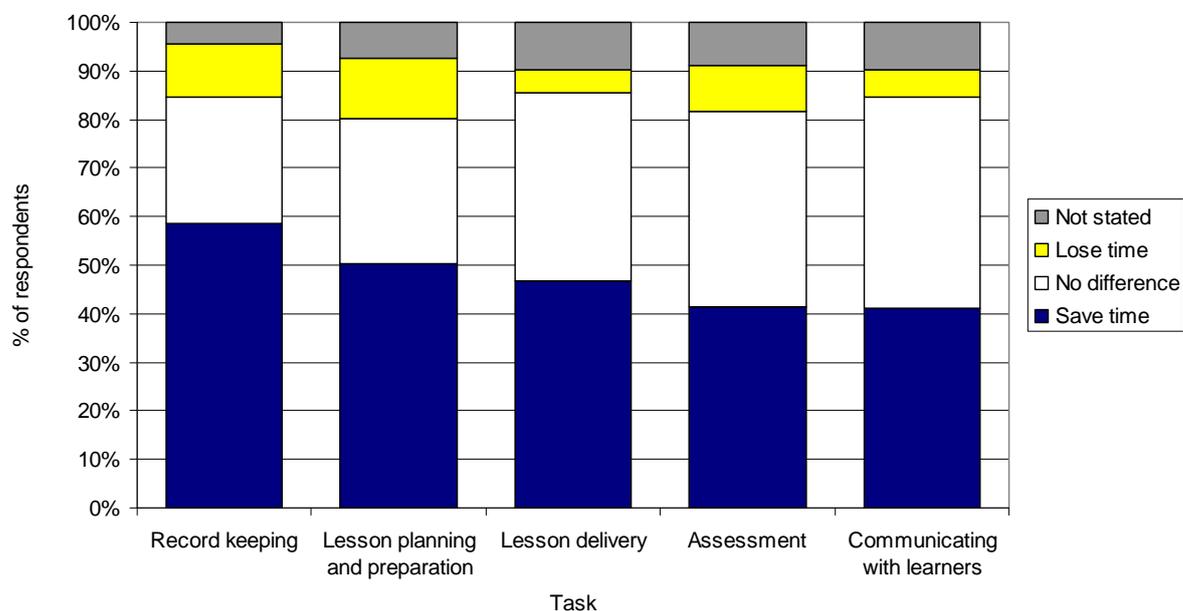
Table 5.4: B1 Do you regularly use ICT and digital technology in carrying out the following tasks?

ICT resource	% of respondents			
	All the time	Frequently	Occasionally	Never
Collaborate with colleagues	51%	36%	8%	2%
Create paper-based learning materials	42%	35%	17%	3%
Track learners' progress	41%	28%	15%	12%
Research & access learning materials	33%	45%	16%	2%
Manage individual target setting for learners	24%	26%	24%	21%
Help learners collect evidence	23%	35%	29%	10%
Assess learners' work	22%	24%	31%	18%
Make learning materials available to learners electronically	20%	29%	32%	16%
Communicate with learners in their workplace	21%	22%	30%	21%
Create electronic learning materials	18%	29%	31%	13%
Encourage collaboration between learners	18%	26%	29%	21%
Base: All respondents (387)				

Note: Table shows row %

Practitioners were asked how much time they saved or lost each week by using ICT for various tasks. Just over half of practitioners (58%) who use ICT for record keeping find that it saves time, whilst just 11 per cent find they lose time. Half (50%) find using ICT for lesson planning and preparation saves time and 12 per cent say it loses them time. Just over two fifths report saving time by using ICT for lesson delivery (47%), assessment (42%) and communicating with learners (41%).

Figure 5.3: C2 Do you lose or save time each week by using ICT for these tasks



Using ICT for record keeping and lesson planning can save practitioners most time during a week. One fifth of practitioners report using ICT for record keeping saves them over two hours per week, whilst 16 per cent using ICT for lesson planning and preparation report it saving the same time.

Table 5.5: C2 How much time would you say that you currently lose or save each week by using ICT for the following tasks?

ICT resource	Time saved			Neither	Time lost			Not stated	Base: no. using
	> 2 hours	1-2 hours	<1 hour		<1 hour	1-2 hours	> 2 hours		
Record keeping	20%	18%	21%	26%	5%	3%	3%	5%	354
Lesson planning and preparation	16%	17%	17%	30%	3%	4%	5%	7%	315
Lesson delivery	11%	15%	21%	39%	2%	1%	1%	10%	303
Assessment	10%	12%	20%	40%	4%	2%	3%	9%	312
Communicating with learners	10%	11%	20%	44%	2%	1%	2%	10%	280

Conclusions

ICT is still mainly being used to help practitioners develop paper-based learning materials, although the production of computer-based learning resources is increasing and nearly all practitioners are using ICT to research and access learning materials. Half of practitioners report that the use of ICT reduces the time they spend on lesson planning and preparation. However, our findings reported in previous

sections suggest that the skills to produce and use electronic learning resources are missing from a large number of practitioners.

In addition, many providers are currently piloting the use of online NVQ evidence management systems. The feedback we have received suggests that providers feel that these systems are still in the development stage and do not yet meet all their needs and are still relatively expensive to operate.

Online testing is now a common activity within work-based learning providers and providers believe this is a useful method of assessment. In particular they find the instant feedback is appreciated by learners.

ICT is used by just under three quarters of practitioners to communicate with learners in the workplace and encourage collaboration between learners, although less than half of practitioners do this frequently.

Impact and challenges

Summary

- Most providers (73 per cent) and practitioners (76 per cent) agree that ICT and e-learning has had an impact on the efficient management and delivery of learning. This reinforces a theme running through our report that work-based learning providers have successfully focused on the use of ICT to improve their business processes.
- Most providers (72 per cent) and practitioners (81 per cent) also agree that it has improved the range of learning opportunities available to learners. This includes the use of online tests, electronic learning materials and e-portfolios. However, the latter two resources are not widely used and providers are still identifying the best way to use them.
- Fewer identified impacts on the key work-based learning performance measures of achievement, completion or retention. This may reflect the difficulty in isolating the impact of ICT and e-learning from other activities. However, it might also suggest that not enough evidence is being collected about the ultimate impacts of ICT and e-learning.
- Providers identified time (55 per cent), lack of skills amongst practitioners (44 per cent) and lack of knowledge about implementation (41 per cent) as the major barriers to using ICT to manage or deliver e-learning in the next two years. They are therefore looking for greater support in the form of training for tutors and assessors (60 per cent) and information and advice about e-learning products that are available (59 per cent) and about using ICT to deliver learning (56 per cent).

Introduction

The Harnessing Technology Delivery Plan includes a number of strategic outcomes associated with measuring the impact of activities on learners and on the education system. These include indicators that:

- there is a greater choice in learning opportunities and modes for all learners;
- learners have increased motivation for engagement in learning;
- fewer learners under-perform or fail to succeed in education;
- an improvement in the quality of learning provision is accelerated;
- the management and administration of learning and institutions is more efficient;
- there is a greater level of effective, learner-focused assessment for learning.

In this section we discuss the impacts of ICT and e-learning identified by providers and practitioners. We also highlight the future challenges to ICT and e-learning development identified by providers.

Impact of ICT and e-learning

Our research gained the views of both managers in work-based learning providers and work-based learning practitioners on the impact of ICT and e-learning. We discuss each separately below.

Work-based learning providers

Providers were asked to identify what overall impacts they believe their use of ICT and e-learning has had. Two impacts stand out. Nearly three quarters of providers believe that it has resulted in:

- more efficient management and administration of learning (73 per cent);
- increased choice of methods of learning for learners (72 per cent).

It is interesting to note that providers are more likely to identify impacts on processes. Fewer providers identified impacts on achievement (45 per cent), completion (39 per cent) or retention (32 per cent). This might be because the impact of ICT and e-learning is difficult to isolate from other activities. However, it might also reflect that not enough evidence is being collected about the ultimate impacts of ICT and e-learning.

Providers are least likely to report that their use of ICT and e-learning has had any impact on recruitment either in terms of attracting more (15 per cent) or different learners (15 per cent). This may change with the introduction of 14-19 Diplomas as a number of providers we spoke to are considering how ICT can be used to support these programmes.

Table 6.1: D9 Overall what impacts do you believe your use of ICT and e-learning has had?

Current use of ICT	% of respondents*
More efficient management and administration of learning	73%
Increased the choice of methods of learning for learners	72%
Saved time for tutors, assessors and verifiers	58%
Improved the quality of learning delivered	58%
Tailored the learning experience more closely to individual learner needs	51%
More effective assessment of learning	50%
Increased the motivation of learners	48%
Increase learner satisfaction	46%
Increased achievement	45%
Increased the motivation of staff	41%
Increased completion	39%
Increased the choice of learning opportunities offered	38%
Increased collaboration between staff	34%
Increased retention	32%
Attracted more learners	15%
Attract different groups of learners	15%
None of the above	3%
Base: All respondents	160

* Multiple responses

Practitioners

Practitioners were also asked whether they thought the use of ICT and e-learning has impacted positively of the activities of their employer. Their views reflected the responses of work-based learning managers. Over three quarters think that ICT and e-learning has to a large extent or a bit:

- allowed greater choice in learning opportunities for learners (81 per cent).
- increased efficiencies in delivery and administration (76 per cent).

Over two thirds believe it has improved:

- staff continuing professional development (72 per cent);
- learner satisfaction (68 per cent);
- staff satisfaction (66 per cent).

Fewest (53 per cent) feel it has helped to a large extent, or a bit to improve learner retention or attract more learners.

Table 6.2 : C3 Do you think that using ICT and e-learning has impacted positively in any of the following areas at your provider?

Impact	% of respondents			
	Yes, to a large extent	Yes, a bit	In isolated occasions	No, not at all
Allowed greater choice in learning opportunities for learners	47%	34%	6%	3%
Increased efficiencies in delivery and administration	37%	39%	7%	4%
Improved staff continuing professional development	30%	42%	9%	6%
Improved learner satisfaction	21%	47%	12%	6%
Improved staff satisfaction	20%	46%	11%	8%
Improved learner outcomes	19%	44%	12%	9%
Increased efficiencies in assessing learners	22%	37%	13%	12%
Helped attract more learners	17%	36%	18%	13%
Improved learner retention	12%	41%	13%	14%
Base: All respondents (387)				

Note: Table shows row %

Challenges and support required

Just over two fifths of providers report that government support offered over the last 12 months has helped them at least a bit in making more effective use of ICT and e-learning. This support has included programmes such as the Learning Innovation Grant and in previous years E-guides training and Connect, a programme to support work-based learning managers. Participants in some of these programmes were interviewed as part of our qualitative research and most reported that they had been helpful, but that they were not sufficient in themselves to enable providers to make a step-change in their use of ICT.

Providers were asked to identify the three main barriers to their organisation using ICT to manage or deliver e-learning in the next two years. As in previous years the highest proportion of providers identified:

- time to investigate or implement e-learning (55 per cent);
- lack of skills amongst staff to implement e-learning (44 per cent);
- lack of knowledge about its potential use and implementation (41 per cent).

Barriers identified by fewest providers include:

- lack of demand from learners (11 per cent);
- our ability to provide ICT technical support (18 per cent);

- insufficient return on our investment (19 per cent).

However, providers interviewed as part of our qualitative interviews did highlight the latter two barriers as issues. The provision of technical support is a particular issue for smaller providers and most of the providers we spoke to highlighted that they are very careful to ensure that any investment in ICT has a business benefit.

Table 6.3: F2 Barriers to the use of ICT to manage or deliver learning in the next two years (2006 and 2005)

Barrier	% of respondents*
Time to investigate or implement e-learning	55%
Lack of skills amongst staff to implement e-learning	44%
Lack of knowledge about its potential use and implementation	41%
Lack of demand from employers	31%
Employers' ICT infrastructure	27%
Our organisation's ICT infrastructure	25%
Lack of suitable e-learning materials	23%
Insufficient return on our investment	19%
Our ability to provide ICT technical support	18%
Lack of demand from learners	11%
Base: All respondents	160

*Multiple responses

The high level of skills gaps highlighted by providers is reflected in the fact that the most common support requested by providers is training for tutors and assessors (60 per cent). In addition providers are seeking information and advice about e-learning products that are available (59 per cent) and about using ICT to deliver learning. These needs correspond to some of the themes identified through out this report.

Fewest providers are seeking support in the form of bespoke business advice (27 per cent) or business or strategic planning (23 per cent).

Table 6.4: F3 What support, that you do not already have access to, would help your organisation use ICT more effectively or efficiently?

Support	No. of respondents*	% of respondents*
Training for tutors and assessors	96	60%
Information and advice about e-learning products available	94	59%
Information and advice about using ICT to deliver learning	89	56%
Training for management staff	70	44%
Information and advice about using ICT to manage learning	65	41%
Information about good practice	67	42%
Bespoke business advice relating to the use of ICT	43	27%
Strategic or business planning support	36	23%
Base: All respondents	160	100%

*Multiple responses

Conclusions

Most providers and practitioners agree that ICT and e-learning has had an impact on the efficient management and delivery of learning. This reinforces a theme running through our report that work-based learning providers have successfully focused on the use of ICT to improve their business processes. They also agree that it has improved the range of learning opportunities available to learners. This includes the use of online test, electronic learning materials and e-portfolios. However, our research suggests that the latter two resources are not widely used and that providers are still identifying the best way to use them.

Providers are more likely to identify impacts on processes than on key work-based learning performance measures of achievement, completion or retention. This may reflect the difficulty in isolating the impact of ICT and e-learning from other activities. However, it might also suggest that not enough evidence is being collected about the ultimate impacts of ICT and e-learning.

Providers identified time, lack of skills amongst practitioners and lack of knowledge about implementation as the major barriers to using ICT to manage or deliver e-learning in the next two years. They are therefore looking for greater support in the form of training for tutors and assessors and information and advice about e-learning products that are available and about using ICT to deliver learning.

Measuring e-maturity

Summary

- The research suggests that 35 per cent of work-based learning providers can be considered to be e-mature. work-based learning providers are least e-mature in the areas of:
 - learner support;
 - learning and training.
- They are most e-mature in the areas of:
 - learning resources;
 - human resources;
 - management and planning.
- The methodology used to measure e-maturity should be tested and refined further.

Introduction

The over-arching objective of this research is to identify the level of e-maturity within the work-based learning sector. By e-maturity we mean:

“the capacity and capability of individuals and organisations to exploit the power of technology to improve educational outcomes.”

It also aims to provide a baseline for the Strategic Outcomes listed within the Harnessing Technology Delivery Strategy.

In this section we:

- describe our methodology for measuring e-maturity;
- present our analysis of e-maturity in the sector;
- present baselines for the Harnessing Technology Delivery Strategy, Strategic Outcomes.

Measuring e-maturity methodology

We have developed a measure of e-maturity by drawing upon two sources:

- the E-maturity framework for education developed for FE Colleges by Becta. Although this is a detailed self-assessment tool we have used the Themes and Categories to help structure the measurement of e-maturity;
- results of the 2007 Work-Based Learning Provider E-maturity Survey.

To develop a framework for measuring e-maturity we mapped questions within the 2007 survey against the E-maturity framework for education. This resulted in seven work-based learning Attributes:

- Management and planning;
- Partnership working;
- Human resources;
- Technology;
- Learning resources;
- Learner support;
- Learning and teaching.

We identified the most appropriate questions to be used as the basis for scoring each Attribute and assigned a score to each question. We ensured that no question was used more than once. Appendix F illustrates the questions used for each Attribute and the score assigned to each question.

In order to ensure no individual attribute was given too much weight we normalised each Attribute's score to a total of 20. The scores for each attribute were then summed to make a total e-maturity score.

After analysis of the first run of the model we decided to exclude the Attribute related to Partnerships from our model because:

- partnerships is just a small part of the Context Theme in the E-maturity framework for education and we felt including it as one of seven Attributes gave it too much weight;
- this Attribute scored lowest amongst providers (A median score of four out of 20) and on reflection we did not think that a measure based on the number of types of organisations partnered was a reasonable basis for measuring e-maturity.

As a result we scored each provider out of a total score of 120 and assigned a level of e-maturity using the e-maturity framework for education labels.

- Over 100 points – Innovative;
- 80-100 points – Embedded;
- 60-80 points – Transformative;
- 40-60 points – Co-ordinated;
- Under 40 points – Localised.

Work-based learning sector e-maturity

The measure of work-based learning e-maturity is based on scoring providers' responses against six Attributes. Table 7.1 below provides an indication of the

median and percentile scores for each Attribute out of a total score of 20. It shows that work-based learning providers are least e-mature in the areas of:

- learner support;
- learning and training.

They are most e-mature in the areas of:

- learning resources;
- human resources;
- management and planning.

Table 7.1: work-based learning e-maturity Attribute scores (out of 20)

Statistic	Learning resources	Management and planning	Human resource	Technology	Learning and training	Learner support
Median	17	15	15	12	11	8
75% Percentile	19	17	18	14	13	10
25% Percentile	13	12	11	10	8	6
Maximum	20	20	20	18	18	18
Minimum	0	3	0	0	1	1

Overall just three work-based learning providers (2 per cent) had a score of over 100 and can therefore be categorised as innovative, although one third of providers had a score between 80 and 100 and are therefore categorised as embedded.

Table 7.2: work-based learning providers' level of e-maturity (out of 120)

E-maturity group (score)	No of Providers	% of providers
Localised (under 40)	9	6%
Co-ordinated (40-60)	30	19%
Transformative (60-80)	65	41%
Embedded (80-100)	53	33%
Innovative (over 100)	3	2%
Base: All respondents	160	160

Strategic outcome baselines

We have mapped questions in our research against Strategic Outcomes listed in the Harnessing Technology Delivery Plan in order to help Becta set a baseline and measure the work-based learning sector progress against these outcomes. Tables 7.2 to 7.5 present these baselines under the four headings of the Delivery Plan's Balanced Scorecard.

Table 7.2: Capability and capacity of the workforce, providers and learners)

Strategic Outcome	Baseline measure
1.1 Leaders have the knowledge and skills to ensure technology for learning can be harnessed for the benefit of learners	78% of providers agree that the senior management team in their organisation have the appropriate knowledge and skill to make effective use of technology to support work-based learning.
1.2 Institutions and providers plan and manage technology for learning effectively and sustainably	<p>51% of providers have a written strategy (either as part of a wider strategy or on its own) covering all six of the following. How they intend to</p> <ul style="list-style-type: none"> • use ICT to manage and administer work-based learning more efficiently (78%) • access, develop and use ICT based work-based learning resources (73%) • train staff to support and deliver e-learning (68%) • ensure the use of technology is financially sustainable (72%) • ensure learners and staff receive appropriate technical support when using technology (86%) • ensure technology related learning environments are safe and secure (75%) <p>33% of providers developing their own computer-based learning resources believe future income and/or cost savings will cover the cost of development.</p>
1.3 Practitioners exploit technology consistently to offer engaging and effective learning experiences	44% of providers agree or strongly agree that tutors, exploit technology consistently to offer engaging and effective learning experiences.
1.4 Practitioners, parents and learners can share and use information and data effectively for the benefit of learners	74% of providers agree or strongly agree that tutors, assessors and verifiers are able to share and use information and data effectively for the benefit of learners.

Table 7.3: Fit for purpose technology and systems

Strategic Outcome	Baseline measure
2.1 All learners and practitioners have access to the appropriate technology and digital resources they need for learning	<p>73% of practitioners are satisfied or very satisfied that they have access to the appropriate technology and digital resources that they need</p> <p>64% of providers are satisfied or very satisfied that work-based learners have access to the appropriate technology they need</p> <p>79% of providers are satisfied or very satisfied that staff have access to the appropriate technology they need</p> <p>6.7 median average number of learners per onsite computer.</p>
2.2 Every learner has a personalised learning space to enable them to learn when and where they choose	13% of providers provide an online personal learning space allowing learners to learn when and where they choose for most or all of their programmes.
2.3 Technology-enabled learning environments are secure, supported and interoperable	<p>86% of providers have written plans outlining how they intend to ensure learners and staff receive appropriate technical support when using technology 85% of providers ensure technology related learning environments are safe and secure</p> <p>51% of providers provide technical support on-site</p> <p>11% of providers make technical support available to offsite learners.</p>
2.4 There is a dynamic, vibrant and responsive technology market that can meet the needs of the system	<p>66% of providers use commercially sourced computer-based learning resources</p> <p>48% of providers rate the availability of relevant commercial and free computer-based learning resources as good or very good</p> <p>49% of providers rate the quality of relevant commercial and free computer-based learning resources as good or very good.</p>

Table 7.4: Outcomes and benefits for learners and children

Strategic Outcome	Baseline measure
3.1 There is a greater choice in learning opportunities and modes for all learners	<p>72% of providers report that ICT and e-learning has increased the choice of methods of learning for learners</p> <p>38% of providers report that ICT and e-learning has increased the choice of learning opportunities offered</p> <p>47% of practitioners agree that ICT and e-learning has allowed greater choice in learning opportunities for learners to a large extent.</p>
3.2 Learners have increased motivation for engagement in learning	<p>48% of providers report that ICT and e-learning has increased the motivation of learners</p> <p>46% of providers report that ICT and e-learning has increased learner satisfaction</p> <p>21% of practitioners agree that ICT and e-learning has increased learner satisfaction to a large extent.</p>
3.3 Fewer learners under-perform or fail to succeed in education	<p>32% of providers report ICT and e-learning has increased retention</p> <p>39% of providers report ICT and e-learning has increased completion</p> <p>45% of providers report ICT and e-learning has increased achievement</p> <p>19% of practitioners agree that ICT and e-learning has improved learner outcomes to a large extent.</p>
3.4 An improvement in the quality of learning provision is accelerated	58% of providers report ICT and e-learning has improved the quality of learning delivered.
3.5 There is improved child safety and child protection	85% of providers with written plans outlining how they intend to ensure technology related learning environments are safe and secure.

Table 7.5: Efficiency, effectiveness and value for money across the system

Strategic Outcome	Baseline measure
4.1 Learning providers collaborate and share information and resources	39% of providers have developed computer-based learning resources in partnership with other providers 83% of providers have used ICT to share information or data with partners.
4.2 The management and administration of learning and institutions is more efficient	73% of providers report ICT and e-learning has led to more efficient management and administration of learning 76% of practitioners agree that ICT and e-learning has increased efficiencies in delivery and administration to a large extent.
4.3 There is a greater level of effective, learner- focused assessment for learning	50% of providers report ICT and e-learning has led to more effective assessment of learning 56% of providers use ICT to assess work-based learners for certification 80% of providers use ICT to help assess the initial skill needs of work-based learners 18%.of providers use ICT to help assess the training needs of employers.
4.4 Practitioners collaborate and share good practice and learning resources	63% of providers using ICT to support collaboration between staff 34% of providers report ICT and e-learning has led to Increased collaboration between staff 87% of practitioners use ICT and digital technology to collaborate with colleagues frequently or all of the time.
4.5 There is good use of information to support learner transitions between institutions and sectors	28% of providers using ICT to support learners progress to other learning opportunities.

Conclusion

The research suggests that 35 per cent of work-based learning providers are considered to be e-mature. This now needs to be compared to e-maturity in other sectors.

The methodology used to measure e-maturity should be tested and refined further.

Conclusions

E-maturity

Our research suggests that 35 per cent of work-based learning providers can be considered e-mature. This is made of a small number of providers (2 per cent) that are rated innovative in their use of ICT and e-learning and one third of providers (33 per cent) that are considered to have embedded ICT and e-learning into their activities. Just six per cent of providers have a localised approach to the use of ICT and e-learning (the lowest e-maturity category).

This is the first time a measure of e-maturity has been developed and tested with work-based learning providers. It is therefore not possible to say how far the work-based learning sector has moved towards e-maturity over time. However, the 2005 ICT and E-learning work-based learning Provider Survey found that seven per cent of providers thought they had “been using ICT and e-learning for some time and it is well embedded” and that one fifth (20 per cent) were “currently embedding e-learning activities”. This suggests that ICT and e-learning may have become more embedded in to work-based learning provider activities over the last two years.

A number of different factors contribute to a providers’ e-maturity. Our measure is based on activities and views associated with five broad attributes.

Management and planning

The e-maturity framework for education identifies a range of factors associated with management and leadership which are associated with progress towards e-maturity.

The majority of work-based learning senior management teams recognise the importance of integrating technology into their operations and are keen to identify how it can help them develop their business. Private work-based learning providers are particularly focused on the business case for the use of ICT. As a result providers appear to have a good understanding of how technology can be used to improve their business processes, but it is more limited when it comes to identifying how ICT can effectively be used to improve learning and learning support. Providers have mixed experiences in this area with some finding that it has increased costs with very little additional benefit.

Providers identified three key management issues associated with the use of technology:

- allocating resources to make the investment required in technology. Commercial realities mean they are often only able to make relatively modest, low risk investments. Two fifths of providers are seeking to reduce the risks of developing electronic learning resources by doing this in partnership with other providers and organisations;

- identifying how ICT resources can best be located within their premises which often have limited space;
- managing the change in organisational culture required to ensure staff make the most effective use of any investment in technology.

Technology and learning resources

An important indication of an e-mature organisation is how technology and e-learning resources are used, however, access and availability is an important pre-requisite.

Work-based learning providers are continuing to expand the range of ICT equipment they are using and improve their ICT infrastructure. Both managers and practitioners are generally satisfied that they have access to appropriate technology. Slightly fewer managers are satisfied that learners have access to the appropriate technology.

Similarly providers are using a wide range of computer-based learning resources across all areas of provision. They are using both commercial and freely available materials and are generally happy with the quality and availability of these materials. Nevertheless there is still room for improvement and practitioners can still be uncertain they are using the best product. Increasing numbers of providers are developing their own resources, although as previous surveys have identified there is not enough consideration about whether these resources are financially viable to produce.

There is some evidence that online resources in particular are saving practitioners significant amounts of time every week, and that other ICT resources are much more likely to save time than lose it. Improved learner satisfaction and learner outcomes are the main benefits identified by providers from the use of computer-based learning resources, but there is still a significant lack of evidence to support these claims and to help providers make informed decisions about learning resource investment.

Human resources

Most work-based learning tutors, assessors and verifiers have good levels of general ICT skills, however around one in five are classed as beginners and for one in ten providers this accounts for over half of their practitioners. Fewer practitioners have good levels of skills in terms of using ICT with learners. Around one in four of practitioners are classed as beginners in this respect and only one in ten are classified as advanced.

As a result less than half of providers believe their tutors are exploiting technology consistently and effectively. Work-based learning tutors, assessors and verifiers in FE colleges appear to be more advanced in the use of technology with learners. This

partly explains why work-based learning providers appear to have been more effective introducing ICT to help business process than to support learning.

Providers have large gaps in their practitioners' skills base particularly in terms of developing and identifying electronic learning resources. Filling these gaps and ensuring practitioners use these skills is a key challenge for providers. The latter is identified by a number of providers as an issue associated with changing the culture within their own organisation and ensuring that there is time to practice and implement new skills.

Learning and teaching and learner support

ICT is still mainly being used to help practitioners develop paper-based learning materials, although the production of computer-based learning resources is increasing and nearly all practitioners are using ICT to research and access learning materials. Half of practitioners report that the use of ICT reduces the time they spend on lesson planning and preparation. However the skills to produce and use electronic learning resources are missing from a large number of practitioners.

In addition many providers are currently piloting the use of online NVQ evidence management systems. The feedback we have received suggests that providers feel that these systems are still in the development stage, do not yet meet all their needs and are still relatively expensive to operate.

Online testing is now a common activity within work-based learning providers and providers believe this is a useful method of assessment. In particular they find the instant feedback is appreciated by learners.

ICT is used by around three quarters of practitioners to communicate with learners in the workplace and to encourage collaboration between learners, although less than half do this frequently.

Impact and challenges

Most providers and practitioners agree that ICT and e-learning has had an impact on the efficient management and delivery of learning. They also agree that it has improved the range of learning opportunities available to learners. This includes the use of online test, electronic learning materials and e-portfolios. However, the latter two resources are not widely used and that providers are still identifying the best way to use them.

Providers are more likely to identify impacts on processes than on key work-based learning performance measures of achievement, completion or retention. This may reflect the difficulty in isolating the impact of ICT and e-learning from other activities. However, it might also suggest that not enough evidence is being collected about the ultimate impacts of ICT and e-learning. A lack of evidence about the effectiveness

and impact of e-learning was also an issue identified in the 2005 work-based learning Provider Survey, suggesting more work is still needed in this area.

Providers identified time, lack of skills amongst practitioners and lack of knowledge about implementation as the major barriers to using ICT to manage or deliver e-learning in the next two years. They are therefore looking for greater support in the form of:

- training for tutors and assessors;
- information and advice about e-learning products that are available;
- Information and good practice about using ICT to deliver learning.

Further work

This research has built on the E-maturity Framework for Education, developed for FE Colleges by Becta, and our survey of work-based learning providers to develop, a broad measure for e-maturity amongst work-based learning providers. This is the first time an assessment of e-maturity has been undertaken for work-based learning providers and further work is required to:

- compare the e-maturity of work-based learning providers with providers in other sectors;
- test and refine the methodology further so that it can be turned into a useful assessment tool for the sector.

The research has also provided a series of baselines for work-based learning providers linked to the Strategic Outcomes in the Harnessing Technology Delivery Plan. Further research is required in the future in order to measure progress against these baselines.

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Appendix B - Survey methodology

This appendix summarises the methodology used for:

- surveying work-based learning providers and practitioners;
- qualitative follow-up interviews with work-based learning providers and practitioners.

Survey methodology

The survey was commissioned by The Mackinnon Partnership, on behalf of Becta and was conducted by ACT2. The research involved three stages:

- database cleansing and initial telephone interviews;
- survey distribution;
- survey extension and follow-up.

Database cleansing and telephone interviews

An initial database of LSC-funded work-based learning providers was provided by Becta. This was derived from an LSC list of providers, but addresses and telephone numbers were obtained from commercial directories. This resulted in a database of 1,469 organisations, but included multiple contact details for a large number of providers. In order to provide consistency with previous surveys ACT2 identified the main site, or head office of each establishment.

ACT2 then telephoned all the organisations on the database to establish:

- the name of the senior manager responsible for work-based learning - their title and email address;
- the size of the organisation, ie the number of practitioners (tutors, assessors and verifiers) and work-based learners currently supported;
- whether the organisation had any other sites from which any senior work-based learning managers operate, and if appropriate collected the necessary contact data for the other sites;
- the name of the best person to whom the practitioner questionnaires should be sent in order for them to forward the questionnaires to their work-based learning practitioners;
- whether the work-based learning practitioners would prefer to complete paper or online questionnaires, and if paper questionnaires were required, the optimum number of these which should be supplied by ACT2;
- that the senior manager was the best person to distribute the practitioner questionnaires, and if not, obtaining the name, title, email address and phone number of the person within the organisation who would help distribute the practitioner survey.

Once this information had been gathered, the above details were incorporated into the database. Companies and organisations that refused to take part, were no longer operating, or that no longer offered work-based learning were omitted from the survey.

Survey distribution

The surveys were distributed by post and e-mail. The covering letters accompanying the survey, explained the purpose of the research, ACT2's role, encouraged people to take part and offered an incentive of a prize draw. On the letters accompanying both the postal questionnaires and on the introduction to the on-line survey sent by email, 'Becta' and 'ACT2' logos were given prominence, however unlike previous years no mention was made of the LSC, which may have given the survey more credence and encouraged a higher response.

All senior managers who agreed to take part in the survey were sent a Work Based Learning Providers' Postal Questionnaire (see Appendix D), together with a covering letter, and reply-paid envelope in which to return the completed questionnaire to ACT2. The survey was sent to 684 'named' contacts providers with a further 261 addressed to 'Work Based Learning Managers'. A further 96 providers were sent questionnaires four days after the original mail-out. These were organisations not on the Becta database but listed on the Apprenticeship website's as Apprenticeship providers (July 2007). This resulted in a total of 1,041 questionnaires being distributed by post.

A much shorter practitioner survey (see Appendix D) was despatched by post with a covering letter to those providers who had agreed to distribute the survey and had expressed a preference for this method. A total of 2,028 paper questionnaires were posted out to work-based learning organisations for onward distribution to their tutors, assessors and verifiers.

In addition the practitioner survey was also made available online and 474 emails were sent to work-based learning senior managers or the person nominated during our initial telephone contact with an explanation of what the survey was aiming to achieve and a link to the online questionnaire. These emails were also sent to those organisations which had not expressed a preference for a paper questionnaire, with a request to forward the survey electronically to all their practitioners.

Survey extension and follow-up

The surveys were distributed on 27 to 28 September and the original end-date for both surveys was 22 October, however a national postal strike took place between 4 and 9 October. Postal deliveries ceased between these two dates and continued to be severely disrupted for the next ten days or more. This had a detrimental effect on the flow of questionnaires coming back as many that had already been completed were held up in the postal back-log, and the impetus for respondents to complete the

paper questionnaires (which tends to be highest immediately following receipt) was adversely affected because it was not possible to post any mail during the strike period. As a result the flow of incoming questionnaires tailed off prematurely and so it was decided to:

- extend the deadline for receipt of the online practitioners survey to 29 October and while the deadline date for the postal Practitioners remained the same, include any late-comers in the final analysis
- provide an on-line version of the work-based learning providers' survey and email this to those providers from whom we had not had a paper questionnaire. The covering email included a link to the new online version of the questionnaire.

In addition on 26 October a further email was sent by the Association of Learning Providers to encourage their members to take part, together with a link to the on-line survey and an attached version of the questionnaire in Word which could be either printed off and filled in, or completed and e-mailed directly to ACT2. Respondents were asked to complete the survey by the final deadline, 2 November 2007.

Both surveys were closed on 5 November 2007, although one or two 'stragglers' were included on 9 November. The timetables for the surveys are presented below.

Fieldwork timetable

Work-based learning Providers

27-28 September	Mail-out to those providers requesting paper questionnaire (945)
1 October	Additional mail-out to organisations not on original database (96)
18 October	Electronic versions of questionnaire e-mailed to 716 providers and reminders sent by email to non-responders to the paper providers' questionnaire, extending deadline to 29 October
26 October	ALP mail-out to members extending deadline to 2 November
2 November	Extended deadline for all on-line and postal questionnaires
5 November	Survey closed

Work-based learning Tutors, Assessors and Verifiers (Practitioners)

27-28 September	Mail-out to those requesting paper questionnaires (2028)
3 October	Questionnaire goes online - emails to providers requesting Tutors' survey by email plus those who had not expressed a

	preference for a paper version of questionnaire (474)
16 October	Reminders sent by email extending deadline from 22 October to 29 October for online survey
22 October	Deadline for receipt of paper questionnaires
29 October	Revised deadline for receipt of on-line questionnaires
5 November	Survey closed

Qualitative follow-up interviews

The work-based learning provider survey included a question asking providers to agree to take part in further follow-up interviews and to provide contact details for any follow-up.

The follow-up interviews were targeted at organisations that were more advanced in the use of ICT and e-learning. We therefore drew up a short-list of 45 work-based learning providers that had:

- responded to the provider survey, agreed to be contacted and provided contact details;
- described their senior management team's approach to the management and use of ICT and e-learning in question B3 as either
 - the SMT ensures that technology is used across the organisation within the curriculum as well as for business processes; or
 - the SMT has a strategic commitment to the integration of technology within every aspect of the organisation and for external links.

15. Two methods were used for the follow-up interviews:

- visits were undertaken to 13 providers. At each visit we interviewed:
 - senior managers;
 - tutors, assessors and verifiers. We interviewed 20 tutors, assessors or verifiers during these visits either in groups or one-to-one.
- telephone interviews were undertaken with senior managers in eight providers.

Appendix C - Characteristics of respondents

Introduction

In this section we summarise the characteristics of:

- providers that responded to the survey and compare them with providers responding to the 2005 and 2006 work-based learning Provider ICT and E-learning Survey;
- practitioners that responded to the survey.

Characteristics of providers

Our survey of 1,041 LSC-funded work-based learning providers in England resulted in 160 responses and equates to a response rate of 15 per cent. This is a good response rate for a postal survey particularly given a postal strike was underway during the fieldwork period. The number of responses means the analysis presented here has a margin of error of approximately ± 7 per cent.

Responses were received from providers with main sites in all English regions and a small number with main sites in Scotland and Wales:

- most responses were received from providers with main sites in the South East (18 per cent) and West Midlands (15 per cent);
- fewest responses were received from providers with main sites the East (5 per cent) and London (8 per cent).

Just under half of responses (44 per cent) were on behalf of multiple sites and some of these may be located in different regions.

Table 1: In which region is your main site based?

Region	Number of respondents	% of respondents
South East England	28	18%
West Midlands	24	15%
Yorkshire and Humber	18	11%
East Midlands	18	11%
North West England	16	10%
North East England	15	9%
South West England	14	9%
London	13	8%
Eastern England	8	5%
Scotland	2	1%
Wales	2	1%
Not stated	2	1%
Base: All respondents	160	160

This year the survey resulted in fewer responses than were received in 2006 (177) and 2005 (271). We believe this is primarily due to two factors:

- the survey took place during a postal strike and we believe this discouraged completion and return of the questionnaire;
- previous surveys were accompanied by a signed letter from the LSC encouraging providers to respond. This year the survey was accompanied by a letter from ourselves, but including Becta's logo. We believe this will have lowered the importance of the survey to recipients.

Responses by type of provider

Just over one third of responses to the 2007 provider survey (35 per cent) were from providers describing themselves as local providers, while just under one quarter (23 per cent) were from FE colleges.

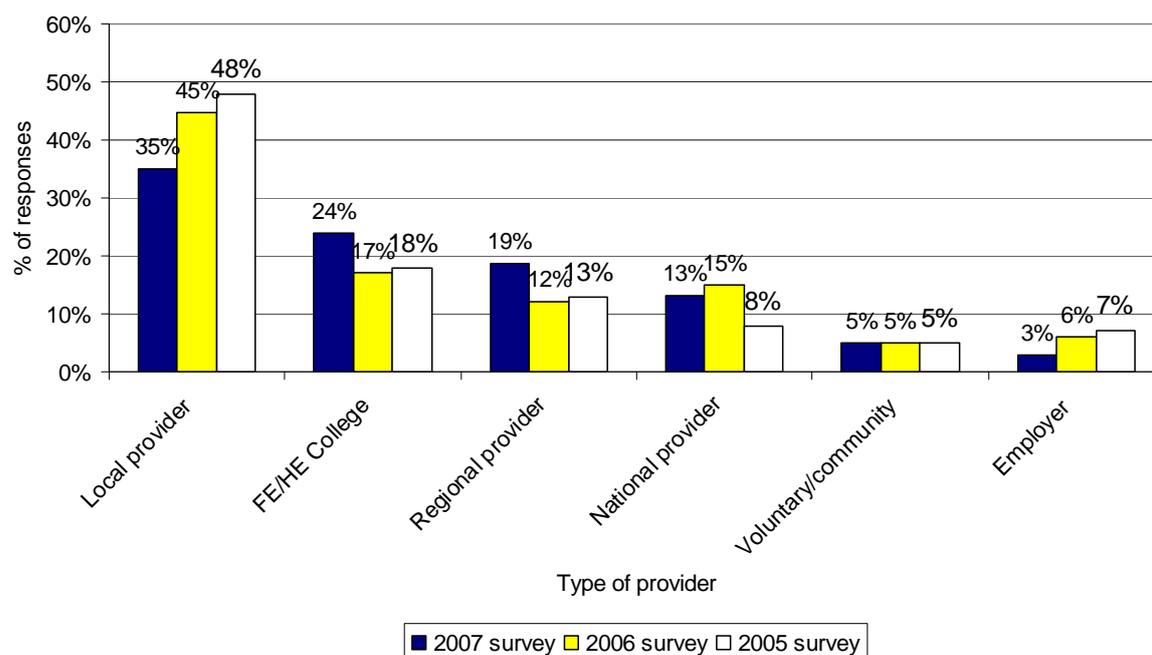
Table 2: How would you best describe your organisation?

Type of organisation responding	Number of respondents	% of respondents
Local provider	56	35%
FE college	37	23%
Regional provider	30	19%
National provider	20	13%
Voluntary/community	8	5%
Employer	4	3%
HE institution	2	1%
Industry training body	1	1%
Not stated	2	1%
Base: All respondents	160	160

Figure 1 shows that compared to the 2005 and 2006 survey:

- fewer respondents described themselves as local providers;
- more respondents described themselves as FE colleges or regional providers.

We do not know whether this reflects changes in LSC contracting since last year or whether it reflects a bias in responses.

Figure 1: Type of providers responding (2005, 2006 and 2007)

Responses represent all sizes of provider. One fifth of providers responding (20 per cent) employ 10 or fewer people to manage, support or deliver work-based learning, and 35 per cent employ more than 30. This is very similar to the profile of the providers responding in 2005 and 2006.

Table 3: Approximately how many people does your organisation employ who manage, support or deliver work-based learning?

Number of staff	% of respondents (2007)	% of respondents (2006)	% of respondents (2005)
1-10 employees	20%	26%	26%
11-30 employees	43%	37%	37%
Over 30 employees	35%	32%	35%
Not stated	2%	5%	3%
Base: All respondents	160	171	271

Most respondents provided details of the number of staff they employed to manage, support and deliver work-based learning and the number of tutors, assessors and verifiers they employed. This data shows that the 153 respondents providing both sets on information:

- employ 6,111 staff to manage, support and deliver work-based learning. This is a median average of 23 staff per provider;
- employ 5,603 tutors, assessors or verifiers. This is a median average of 16 per provider;
- the sector employs one manager or support staff member for every 13.7 practitioners¹.

Type of learning provided

The majority of providers responding (90 per cent) deliver Apprenticeships and this is the main type of learning delivered by 56 per cent. In addition around two thirds deliver NVQs (69 per cent) and Train to Gain (66 per cent), although these represent the main type of learning delivered for a small number (6 per cent and 4 per cent respectively). Just over a third (34 per cent) deliver 'Entry to Employment' and this is the main type of learning delivered by 7 per cent of respondents. One fifth of respondents did not identify the main type of training they deliver, although it is likely that Apprenticeships will account for a significant part of their delivery.

¹ This calculation assumes that tutors, assessors and verifiers are included in the total staff figure and is based on the total numbers reported by respondents, not on the average for each respondent

Table 4: What type of work-based learning do you deliver?

Type of learning	All types delivered % of respondents*	Main type delivered % of respondents
Apprenticeships	90%	57%
NVQs	69%	6%
Train to Gain	66%	4%
Basic skills	39%	1%
Entry to employment	34%	7%
Industry recognised certificate/qualification	34%	1%
Bespoke training not leading to a qualification/certificate	33%	0%
Professional body training	20%	1%
Foundation degrees	13%	0%
Jobcentre Plus	11%	2%
Learndirect courses	7%	1%
Other	6%	1%
Not stated	0%	20%
Base: All respondents	160	160

*Multiple responses

Respondents to the survey deliver work-based learning across a wide range of occupational areas. The greatest number deliver business administration, IT, management and professional learning (60 per cent) and this is the main area of delivery for just under one fifth (18 per cent) of all providers. A similar number (51 per cent) deliver learning in retail, customer service and transportation, although this is the main area of delivery for just four per cent of providers.

Table 5: In which occupational areas do you deliver work-based learning?

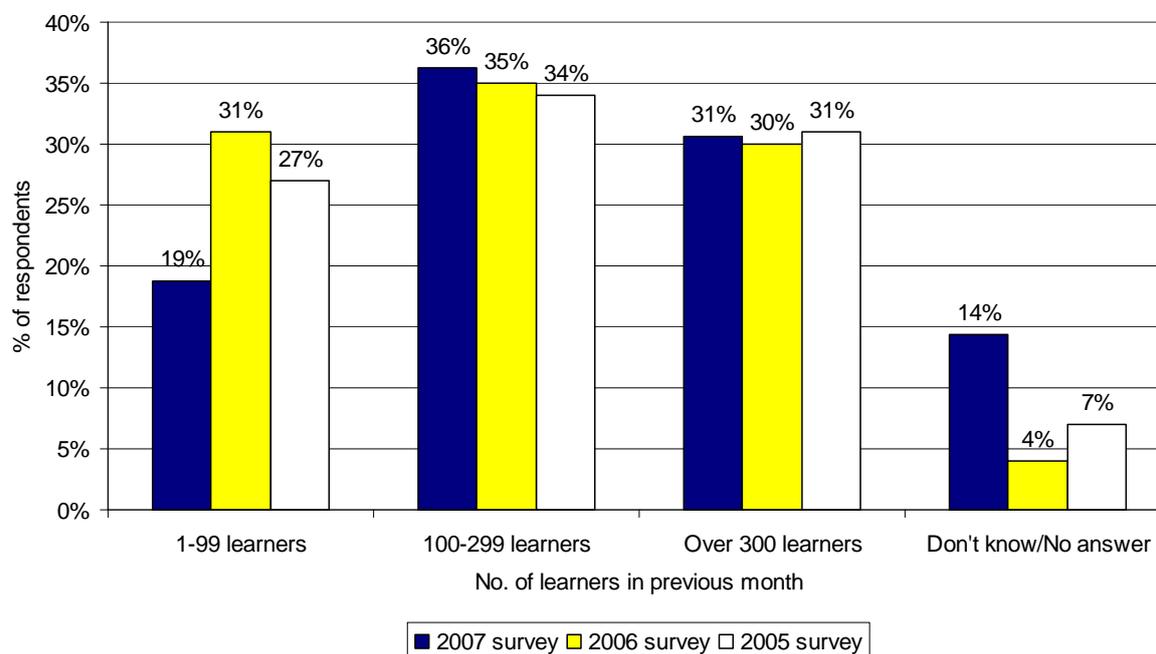
Occupational area	All areas delivered % of respondents*	Main area delivered % of respondents
Administration, IT, management & professional	60%	18%
Retailing, customer service & wholesale	51%	4%
Engineering	44%	19%
Health, care, education and public services	36%	13%
Construction	31%	13%
Hospitality, recreation and travel	26%	2%
Health and beauty	24%	7%
Manufacturing, inc food and drink	24%	1%
Agriculture	9%	4%
Finance, insurance and real estate	9%	0%
Transportation	8%	1%
Media and printing	3%	0%
Other	8%	4%
Not stated	0%	15%
Base: All respondents	160	160

*Multiple responses

The pattern of learning delivered by respondents is similar to that delivered by respondents in both the 2005 and 2006 surveys.

Two fifths (40 per cent) of providers responding to the 2007 survey only train or support learners funded at least partly by the public sector. Just two providers do not train or support any learners with the help of public funds.

Just under one fifth of providers (19 per cent) trained fewer than 100 learners in the previous month and 33 per cent trained over 300. Figure 2 illustrates the difference between this year's responses and those of previous years. This year fewer provided information on the number of learners and a smaller proportion trained fewer than 100 learners.

Figure 2: Total number of learners supported or trained last month

In total, the 138 providers responding to the survey and answering the question (86 per cent of respondents) had trained 49,867 learners in the previous month. This is a mean average of 361 learners per provider. The distribution of learners trained in the previous month varies substantially, with one provider supporting 3,500 learners, while another supported just 16. The median average of work-based learners per provider is 195 which is slightly higher than the median average for 2006 (163) and 2005 (170). This may reflect the fact that the previous surveys were undertaken at the beginning of the calendar year, whilst this survey took place in October.

Characteristics of practitioners

Our survey of tutors, assessors and verifiers resulted in 387 responses. As practitioners were invited to participate through intermediaries and through both paper and on-line routes, we are unable to provide a response rate. However, we distributed the questionnaire to managers in 680 work-based learning providers and received responses from practitioners working for 84 different work-based learning providers. We therefore received a response from practitioners working in 12 per cent of providers agreeing to take part. The size of the sample means the analysis has a margin of error of approximately ± 5 per cent.

Responses were received from practitioners based at sites in all English regions:

- most responses were received from practitioners based in the North West (21 per cent) and Yorkshire and Humber (16 per cent);

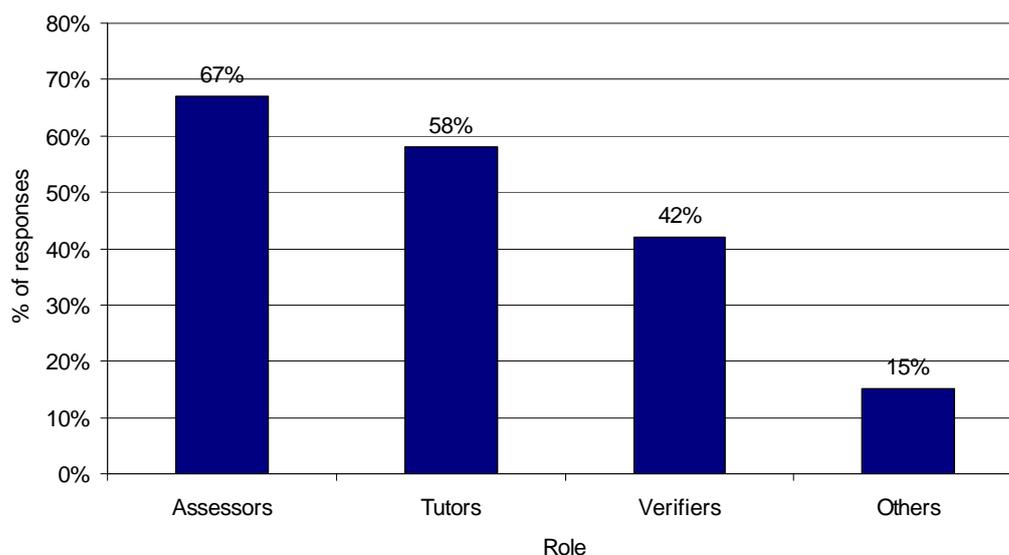
- fewest responses were received from practitioners based in the South West (4 per cent), East (5 per cent) and the West Midlands (5 per cent).

Table 6: In which region are you based?

Region	Number of respondents	% of respondents
North West England	82	21%
Yorkshire and Humber	63	16%
North East England	54	14%
East Midlands	47	12%
South East England	44	11%
London	37	10%
West Midlands	21	5%
Eastern England	21	5%
South West England	17	4%
Wales	1	
Scotland	0	
Base: All respondents	387	387

Responses by type of practitioner

Work-based learning practitioners include tutors, assessors or verifiers and often practitioners take on more than one role. As a result two thirds of respondents (67 per cent) reported being assessors whilst over half (58 per cent) have tutor roles. Just over two fifths (42 per cent) are verifiers.

Figure 3: What is your role?

Practitioners responding to the survey work across the full range of occupational areas. Just under one third (31 per cent) work in the administration, IT, management

and professional occupational area and for nearly one fifth (19 per cent) this is the main area they work in. Over one fifth of respondents work in:

- health, care, education and public services (27 per cent) and for 19 per cent this is their main area;
- customer service, retailing and wholesale (23 per cent), but this is the main area for just 4 per cent;
- construction (20 per cent) and for 14 per cent this is their main area.

Table 7: In which occupational areas do you work?

Occupational area	All areas of work % of respondents*	Main area of work % of respondents
Administration, IT, management & professional	31%	19%
Health, care, education and public services	27%	19%
Retailing, customer service & wholesale	23%	4%
Construction	20%	14%
Engineering	18%	12%
Hospitality, recreation and travel	14%	8%
Health and beauty	12%	8%
Agriculture	6%	3%
Manufacturing, inc food and drink	5%	2%
Transportation	4%	1%
Finance, insurance and real estate	2%	0%
Media and printing	1%	0%
Other	12%	10%
Not stated	2%	6%
Base: All respondents	387	387

*Multiple responses

Response by type of employer

Nearly half of practitioners (47 per cent) responding to the survey deliver work-based learning for FE colleges. In contrast just eight per cent work for national providers. Nearly one quarter (23 per cent) work for local providers.

Table 8: How would you best describe your organisation?

Type of organisation responding	Number of respondents	% of respondents
FE college	183	47%
Local provider	90	23%
Regional provider	47	12%
National provider	32	8%
Voluntary/community	4	1%
Employer	11	3%
HE institution	5	1%
Industry training body	14	4%
Not stated	1	
Base: All respondents	387	387

Half of respondents work for organisations employing over 30 people to manage, support and deliver work-based learning, whilst just 12 per cent work for smaller providers employing 10 or fewer.

Table 9: Approximately how many people does your organisation employ who manage, support or deliver work-based learning?

Number of staff	Number of respondents	% of respondents
1-10 employees	48	12%
11-30 employees	88	23%
Over 30 employees	193	50%
Not stated	58	15%
Base: All respondents	387	387

Appendix D - Questionnaires

2007 Work-based Learning Tutor, Assessor and Verifier ICT and E-learning Survey

Private and Confidential

- We are undertaking this survey on behalf of Becta, the government agency responsible for co-ordinating and leading delivery of the Government's e-Strategy. The research aims to measure e-maturity in the work-based learning sector. Its findings will be used to help inform strategic and funding decisions surrounding development and implementation of ICT and e-learning in the sector.
- This questionnaire aims to find out about your use of ICT and e-learning and its impact. This is a very important part of the research and we need as many responses as possible in order to ensure results are robust and informative. The survey should only take about 5 minutes for you to complete and all responses must be returned by Monday, 22 October and will be entered into a prize draw to win one of five All4One Gift Vouchers worth £50 each. The vouchers can be used in over 500 different shops and attractions.
- All responses will remain confidential. All analysis will be presented in aggregate so that no individual or organisation will be identifiable.
- If you have any queries regarding the survey please contact either Sue Linge at Act2 (Tel: 020 7793 8444, e-mail: info@act2.co.uk) or Martin Frost, Research Manager at Becta (Tel: 02476 6417042, e-mail: martin.frost@becta.org.uk).

Section A - About yourself

A1 What is your role? (Please tick all that are appropriate)

a. Tutor

1
2

c. Verifier

3
4

b. Assessor

d. Other

A2 What is the name of the organisation you work for?

A2 How would you best describe your organisation? (Please tick **one** box only)

a. National provider	1	e. FE College	5
b. Regional provider	2	f. HE Institution	6
c. Local provider	3	g. Industry training body	7
d. Voluntary/community provider	4	h. Employer	8

A3 In which region are you based? (Please tick **one** box only)

a. Scotland	1	f. West Midlands	6
b. Wales	2	g. East Midlands	7
c. North West England	3	h. Eastern England	8
d. North East England	4	i. South West England	9
e. Yorkshire and Humber	5	j. South East England	10
		k. London	11

A4 Approximately how many people does your organisation employ who are involved with managing, supporting or delivering work-based learning?

--

A6 In which occupational areas do you work? (Please tick all that are appropriate)

A7 What is your **main** area? (Please tick **one** box only).

	A6 Areas	A7 Main area
a. Administration, IT, Management & Professional	1	1
b. Agriculture	2	2
c. Construction	3	3
d. Customer Service, Retailing and Wholesaling	4	4
e. Engineering	5	5
f. Finance, Insurance and Real Estate	6	6
g. Health and Beauty	7	7
h. Health, Care, Education and Public Services	8	8
i. Hospitality, recreation and travel	9	9
j. Manufacturing, including Food and Drink	10	10
k. Media and printing	11	11
l. Transportation	12	12

m. Other - Please also describe below

Section B – Current use of Information and Communication Technology (ICT)

B1 Do you regularly use ICT and digital technology in carrying out the following tasks?
(Please tick one box in each row)

	All of the time	Frequently	Occasionally	Never	Do not know how to
a. Create paper-based learning materials	1	2	3	4	5
b. Create electronic learning materials	1	2	3	4	5
c. Research & access learning materials	1	2	3	4	5
d. Assess learners' work	1	2	3	4	5
e. Manage individual target setting for learners	1	2	3	4	5
f. Make learning materials available to learners electronically	1	2	3	4	5
g. Help learners collect evidence	1	2	3	4	5
h. Track learners' progress	1	2	3	4	5
i. Communicate with learners in their workplace	1	2	3	4	5
j. Encourage collaboration between learners	1	2	3	4	5
k. Collaborate with colleagues	1	2	3	4	5

B2 Do you have access to? (Please tick all that are appropriate)

a. Your own computer at work	1	f. Digital cameras	6
b. The internet at work	2	g. Video-conferencing facilities	7
c. A laptop when out of the office	3	h. Electronic whiteboards	8
d. Your organisation's computer network when out of the office	4	i. Data projectors	9
e. A personal on-line learning space	5	j. A Virtual Learning Environment	10

B3 Overall how satisfied are you that you have access to the appropriate technology and digital resources that you need? (Please tick **one** box only)

- a. Very satisfied

1

- b. Satisfied

2

- c. Unsure

3

- d. Unsatisfied

4

- e. Very unsatisfied

5

B4 How would you rate your skills in terms of the general use of ICT, for example using word-processors or spreadsheets? (Please tick **one** box only)

- a. Beginner

1

- b. Competent

2

- c. Advanced

3

B5 How would you rate your skills in terms of use of ICT with learners, either in the classroom or for remote learning? (Please tick **one** box only)

- a. Beginner

1

- b. Competent

2

- c. Advanced

3

B6 Do you feel you need to improve your skills or knowledge in relation to... (Please tick all that are appropriate)

- a. General ICT skills

1

- b. Using specialist software packages

2

- c. Using ICT to manage learning and workload

3

- d. Using ICT to develop paper based learning materials

4

- e. Developing electronic learning materials

5

- f. Teaching and facilitating online

6

- g. Using ICT face to face with learners

7

- h. The availability of on-line learning resources

8

Section C – Impact of ICT and E-learning

C1 How much time would you say that you currently lose or save each week by using the following ICT resources? (Please tick one box only in each row)

	Save more than 2 hours	Save between 1 & 2 hours	Save up to 1 hour	Does not make any difference	Lose up to 1 hour	Lose between 1 & 2 hours	Lose more than 2 hours	Don't use these resources
a. Interactive whiteboards	1	2	3	4	5	6	7	8
b. Learning platforms	1	2	3	4	5	6	7	8
c. Management Information Systems	1	2	3	4	5	6	7	8
d. On-line resources	1	2	3	4	5	6	7	8

C2 How much would you say you currently lose or save each week by using ICT for the following tasks? (Please tick one box only in each row)

	Save more than 2 hours	Save between 1 & 2 hours	Save up to 1 hour	Does not make any difference	Lose up to 1 hour	Lose between 1 & 2 hours	Lose more than 2 hours	Don't use these resources
a. Lesson planning & preparation	1	2	3	4	5	6	7	8
b. Lesson delivery	1	2	3	4	5	6	7	8
c. Assessment	1	2	3	4	5	6	7	8
d. Communicating with learners remotely	1	2	3	4	5	6	7	8
e. Record keeping	1	2	3	4	5	6	7	8

C3 Do you think that using ICT and e-learning has impacted positively in any of the following areas at your provider? (Please tick one box in each row)

	Yes, to a large extent	Yes, a bit	In isolated occasions	No, not at all	Don't know
a. Allowed greater choice in learning opportunities for learners	1	2	3	4	5
b. Helped attract more learners	1	2	3	4	5
c. Improved learner retention	1	2	3	4	5
d. Improved learner outcomes	1	2	3	4	5
e. Improved learner satisfaction	1	2	3	4	5
f. Improved staff continuing professional development	1	2	3	4	5
g. Improved staff satisfaction	1	2	3	4	5
h. Increased efficiencies in delivery and administration	1	2	3	4	5
i. Increased efficiencies in assessing learners	1	2	3	4	5

If you wish to be entered into the prize draw to win one of five All4One gift vouchers worth £50 each please could you provide your details so that we can contact you if you win. We will not contact you for any other purpose.

Name:	Telephone number:
Organisation:	E-mail address:

Thank you for sparing the time to complete this survey. Please return the completed questionnaire in the pre-paid envelope provided by **Monday, 22 October**.

2007 Work-based Learning Tutor, Assessor and Verifier ICT and E-learning Survey

Private and Confidential

This survey is being commissioned by Becta. This is the third annual survey of the use of ICT and e-learning by work-based learning providers. It aims to measure e-maturity in the work-based learning sector and its results will be used to inform strategic and funding decisions surrounding development and implementation of ICT and e-learning in the sector.

The survey should take about 15 minutes to complete. Most of the questions require you to just put a cross in a box.

All responses will remain confidential. All analysis will be presented in aggregate or anonymously so that no individual or organisation will be identifiable.

If you have any queries regarding the survey please contact either Sue Linge at Act2 (Tel: 020 7793 8444, email: info@act2.co.uk) or Martin Frost, Research Manager at Becta (Tel: 024 7664 7042, email: martin.frost@becta.org.uk).

Section A – About your organisation

A1 Name of organisation:

A2 How would you best describe your organisation? (Please select **one** box only)

- | | | | |
|---------------------------------|--------------------------|---------------------------|--------------------------|
| a. National provider | <input type="checkbox"/> | e. FE College | <input type="checkbox"/> |
| b. Regional provider | <input type="checkbox"/> | f. HE Institution | <input type="checkbox"/> |
| c. Local provider | <input type="checkbox"/> | g. Industry training body | <input type="checkbox"/> |
| d. Voluntary/community provider | <input type="checkbox"/> | h. Employer | <input type="checkbox"/> |

Other – Please specify

A3 Are you responding on behalf of (Please select **one** box only)

- | | | | |
|-------------------|--------------------------|--------------------|--------------------------|
| a. a single site? | <input type="checkbox"/> | b. multiple sites? | <input type="checkbox"/> |
|-------------------|--------------------------|--------------------|--------------------------|

If you are responding on behalf of more than one of your organisation's sites

how many sites are you responding on behalf of?

A4 In which region is your main site based? (Please select **one** box only)

- | | | | |
|-------------------------|---|-----------------------|----|
| a. Scotland | 1 | f. West Midlands | 6 |
| b. Wales | 2 | g. East Midlands | 7 |
| c. North West England | 3 | h. Eastern England | 8 |
| d. North East England | 4 | i. South West England | 9 |
| e. Yorkshire and Humber | 5 | j. South East England | 10 |
| | | k. London | 11 |

A5 Approximately how many people does your organisation employ who manage, support or deliver work-based learning?

--

A6 Approximately how many tutors, assessors and verifiers do you employ?

--

A7 Approximately how many work-based learners did your organisation train or support last month whose fees were

- a. At least partly paid by the public sector
- b. Entirely paid by employers or individuals
- c. Total number of learners supported or trained last month

A8 Considering all your provision what type of work-based learning do you deliver? (Please select all that are appropriate)

A9 What is the **main** type you deliver? (Please select **one** box only).

- a. Entry to Employment
- b. Apprenticeships
- c. NVQs
- d. Train to Gain
- e. Foundation Degrees
- f. Basic skills
- g. learndirect courses
- h. Jobcentre Plus contracts
- i. Professional body training
- j. Industry recognised certificate/ qualification
- k. Training not leading to qualification/certificate
- l. Other – Please also describe below

A8 Types

1
2
3
4
5
6
7
8
9
10
11

A9 Main type

1
2
3
4
5
6
7
8
9
10
11

--

A10 In which occupational areas do you provide work-based learning? (Please select all that are appropriate)

A11 What is your **main** area of provision? (Please select **one** box only)

	A10 Areas	A11 Main area
a. Administration, IT, Management & Professional	1	1
b. Agriculture	2	2
c. Construction	3	3
d. Customer Service, Retailing and Wholesaling	4	4
e. Engineering	5	5
f. Finance, Insurance and Real Estate	6	6
g. Health and Beauty	7	7
h. Health, Care, Education and Public Services	8	8
i. Hospitality, recreation and travel	9	9
j. Manufacturing, including Food and Drink	10	10
k. Media and printing	11	11
l. Transportation	12	12
m. Other - Please also describe below		

--

Section B – ICT Strategy and management

B1 Does your organisation have a written strategy (either as part of wider strategy or on its own) outlining how you intend to (Please select one box in each row)

	Yes, within a wider strategy	Yes, within our ICT strategy	No
a. use ICT to manage and administer work-based learning more efficiently	1	2	3
b. access, develop and use ICT based work-based learning resources	1	2	3
c. train staff to support and deliver e-learning	1	2	3
d. ensure your use of technology is financially sustainable	1	2	3

- e. ensure learners and staff receive appropriate technical support when using technology
- f. ensure technology related learning environments are safe and secure

1	2	3

B2 To what extent do you agree or disagree that the senior management team in your organisation has the appropriate knowledge and skills to make effective use of technology to support work-based learning? (Please select **one** box only)

- a. Strongly agree
- b. Agree
- c. Disagree
- d. Strongly disagree
- e. Don't know

1
2
3
4
5

B3 Which of the following statements best describes your senior management team's (SMT) approach to the management and use of ICT and e-learning? (Please select **one** box only)

- a. The SMT delegates any decisions relating to technology to individuals, who can then experiment freely.
- b. The SMT encourages and supports a co-ordinated approach to the use of Technology.
- c. The SMT creates an environment in which staff are encouraged to use technology confidently and widely.
- d. The SMT ensures that technology is used across the organisation within the curriculum as well as for business processes.
- e. The SMT has a strategic commitment to the integration of technology within every aspect of the organisation and for external links.

1
2
3
4
5

Section C – Current use of Information and Communication Technology (ICT)

C1 Does your organisation have the following ICT equipment? (Please select all that are appropriate)

- a. Computers at your premises for work-based learners' use
- b. Computers at your premises for learners' use with fast internet access
- c. Laptops for loan to learners in the workplace
- d. Digital cameras for work-based learners' use
- e. Video cameras for work-based learners' use
- f. Video-conferencing facilities for use with work-based learners
- g. Electronic whiteboards for use with work-based learners
- h. Data projectors
- i. Mobile devices that are used for learning such as PDA or mobiles

1
2
3
4
5
6
7
8
9

j. Other ICT equipment – Please also describe below

C2 Does your organisation have the following ICT infrastructure? (Please select all that are appropriate)

- a. A computer network accessible remotely by work-based learners
- b. A computer network accessible remotely by staff
- c. A dedicated website to support work-based learners
- d. On-site technical support for learners
- e. Technical support for learners when off-site
- f. A Virtual Learning Environment
- g. Other ICT infrastructure - Please also describe below

1
2
3
4
5
6

C3 Approximately how many computers do you have on-site for work-based learners to use?

C4 Overall how satisfied are you that your work-based learners have access to the appropriate technology they need? (Please select **one** box only)

- a. Very satisfied
- b. Satisfied
- c. Unsure
- d. Unsatisfied
- e. Very unsatisfied

1
2
3
4
5

C5 Overall how satisfied are you that your staff have access to the appropriate technology they need? (Please select **one** box only)

- a. Very satisfied
- b. Satisfied
- c. Unsure
- d. Unsatisfied
- e. Very unsatisfied

1
2
3
4
5

C6 Does your organisation currently use ICT to...(Please select all that are appropriate)

- a. Register learners
- b. Help assess the initial skill needs of work-based learners
- c. Help assess the training needs of employers you work with
- d. Help tutors develop paper-based work-based learning materials
- e. Help tutors develop electronic-based learning materials
- f. Provide tutor support to work-based learners
- g. Support collaboration between learners eg through e-mail discussion groups
- h. Support collaboration between staff
- i. Help monitor work-based learners' progress
- j. Help work-based learners monitor their own progress
- k. Assess work-based learners for certification
- l. Support learners progress to other learning opportunities
- m. None of the above -> **Please go to question C8**
- n. Other - Please also describe below.

If you use none of the above then please skip to question C8

C7 Approximately how many of your work-based learning programmes or courses include the following? (Please select one box in each row)

	All	Most	Some	None
a. E-mail between learner and tutor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Tutor moderated learner online discussion groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Un-moderated learner online discussion groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Onscreen Key Skills tests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Online testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Online evidence management for NVQs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Online personal learning space allowing learners to learn when and where they choose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C8 What other organisations have you used ICT to share information or data with? (Please select all boxes that are appropriate)

- a. Other work-based learning providers
- b. FE Colleges
- c. Industry or trade body
- d. Employer
- e. Software developer
- f. Schools
- g. Local Authority
- h. Other - Please also describe below.

Section D – Current use of e-learning resources

D1 Do you use standalone (eg CD ROMs) and/or networked (eg web-based) computer-based learning resources in any of your learning programmes?

YES NO

If you do not use standalone or networked computer learning resources please skip to question D9

D2 In which learning programmes do you use computer-based learning materials?

(Please select one box in each row)

	Use e-learning resources	Do NOT use e-learning resources	Do not deliver in this area
a. Admin, IT, Management & Professional	1	2	3
b. Agriculture	1	2	3
c. Construction	1	2	3
d. Customer Service, Retailing and Wholesaling	1	2	3
e. Engineering	1	2	3
f. Finance, Insurance and Real Estate	1	2	3
g. Health and Beauty	1	2	3
h. Health, Care, Education and Public Services	1	2	3
i. Hospitality, recreation and travel	1	2	3
j. Manufacturing, including Food and Drink	1	2	3
k. Media and printing	1	2	3
l. Transportation	1	2	3

D3 In which areas of learning do you use computer-based learning materials?

(Please select one box in each row)

	Use e-learning resources	Do NOT use e-learning resources	Do not deliver in this area
a. Entry to Employment	1	2	3
b. Apprenticeships	1	2	3
c. Foundation Degrees	1	2	3
d. NVQs	1	2	3
e. Train to Gain	1	2	3
f. Basic Skills	1	2	3
g. Jobcentre Plus provision	1	2	3
h. Professional body training	1	2	3
i. Industry recognised	1	2	3

certificate/qualification

--	--	--

D4 What is the source of your computer-based learning resources? (Please select all that are appropriate)

- | | | | |
|----------------------------------|---|-----------------------------|---|
| a. Commercial bought-in products | 1 | c. Developed in-house | 3 |
| b. Freely available on-line | 2 | d. Developed in partnership | 4 |

Other – Please specify

--

If you have NOT developed any resources in-house or in partnership please skip to question D7

D5. Which organisations have you collaborated with in order to develop computer-based learning resources? (Please select all boxes that are appropriate)

- | | |
|--|---|
| a. Other work-based learning providers | 1 |
| b. FE Colleges | 2 |
| c. Industry or trade body | 3 |
| d. Employer | 4 |
| e. Software developer | 5 |
| f. Other – Please also describe below. | |

--

D6 Will future income or cost savings from the use of computer-based learning resources you have developed yourself or in partnership cover the cost of their development?

(Please select one box only)

- a. Future income will cover costs
- b. Cost savings from using the resources will cover costs
- c. Future income and cost savings will cover costs
- d. Neither future income nor cost savings will cover costs
- e. Do not know

1
2
3
4
5

D7 Overall how would you rate: (Please select one box in each row)

Very good Good Poor Very poor Do not know

a. Your organisation's knowledge about the availability of commercial and free computer-based learning resources

1	2	3	4	5
---	---	---	---	---

b. The availability of relevant commercial and free computer-based learning resources

1	2	3	4	5
---	---	---	---	---

c. The quality of relevant commercial and free computer-based learning resources

1	2	3	4	5
---	---	---	---	---

D8 Have you identified any of the following benefits of using computer based resources compared with more traditional resources? (Please select one box in each row)

Yes – we have evidence Yes, but have no evidence No Do not know

- a. It has attracted more learners
- b. It has attracted different groups of learners
- c. It has reduced our costs
- d. It has improved learner retention
- e. It has improved learner outcomes
- f. It has improved learner satisfaction
- g. It has improved employer satisfaction

1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4
1	2	3	4

D9 Overall what impacts do you believe your use of ICT and e-learning has had? (Please select all that are appropriate)

a. More efficient management and administration of learning	1
b. Increased the choice of learning opportunities offered	2
c. Increased the choice of methods of learning for learners	3
d. Improved the quality of learning delivered	4
e. Tailored the learning experience more closely to individual learner needs	5
f. More effective assessment of learning	6
g. Attracted more learners	7
h. Attract different groups of learners	8
i. Increased the motivation of learners	9
j. Increased the motivation of staff	10
k. Increased collaboration between staff	11
l. Saved time for tutors, assessors and verifiers	12
m. Increased retention	13
n. Increased completion	14
o. Increased achievement	15
p. Increase learner satisfaction	16
q. NONE	17
r. Other - Please also describe below.	

Section E – Staff ICT skills

E1 In terms of the general use of ICT, for example using word-processors or spreadsheets, please indicate the percentage of your tutors, assessors and verifiers that belong to each category.

a. Beginner	%
b. Competent	%
c. Advanced	%

Please ensure your answers total 100%

E2 In terms of use of ICT with learners, either in the classroom or for remote learning, please indicate the percentage of your tutors, assessors and verifiers that belong to each category

a. Beginner	%
b. Competent	%
c. Advanced	%

Please ensure your answers total 100%

E3 To what extent do you agree or disagree that:

(Please select one box in each row)

Strongly agree Agree Disagree Strongly disagree Do not know

a. Tutors exploit technology consistently to offer engaging and effective learning experiences

1	2	3	4	5
---	---	---	---	---

b. Tutors, assessors and verifiers are able to share and use information and data effectively for the benefit of learners

1	2	3	4	5
---	---	---	---	---

E4 Is there a gap between the skills you believe your workforce needs to effectively deliver and support learning using ICT and the skills they actually have? YES NO

E5 If you have a gap what is the skills gap? (Please select all that are appropriate)

- a. General ICT skills such as using word-processing or spreadsheets
- b. Using specialist software packages
- c. Using ICT to develop paper-based learning materials
- d. Developing electronic learning materials
- e. Teaching and facilitating on-line
- f. Using ICT face-to-face with students
- g. Knowledge of how to best use ICT resources
- h. Knowledge of how to access ICT based learning resources
- i. Knowledge of how to use ICT to manage learning
- j. Other - Please also describe below.

1
2
3
4
5
6
7
8
9

--

Section F – Challenges and support

F1 To what extent has government support provided over the last 12 months helped you make more effective use of ICT and e-learning for work-based learning? (Please select **one** box only)

- a. Helped a great deal
- b. Helped a bit
- c. Made no difference
- d. Unhelpful

1
2
3
4

F2 What do you think are the three main barriers to your organisation using

ICT to manage or deliver e-learning in the next two years? (Please select **three** boxes only)

- | | |
|---|----|
| a. Lack of knowledge about its potential use and implementation | 1 |
| b. Lack of skills amongst staff to implement e-learning | 2 |
| c. Lack of suitable e-learning materials | 3 |
| d. Lack of demand from employers | 4 |
| e. Lack of demand from learners | 5 |
| f. Our organisation's ICT infrastructure | 6 |
| g. Our ability to provide ICT technical support | 7 |
| h. Employers' ICT infrastructure | 8 |
| i. Time to investigate or implement e-learning | 9 |
| j. Insufficient return on our investment | 10 |
| k. Other - Please also describe below. | |

F3 What support, that you do not already have access to, would help your organisation use ICT more effectively or efficiently? (Please select as many as appropriate)

- | | |
|---|---|
| a. Strategic or business planning support | 1 |
| b. Information about good practice | 2 |
| c. Information and advice about e-learning products available | 3 |
| d. Information and advice about using ICT to deliver learning | 4 |
| e. Information and advice about using ICT to manage learning | 5 |
| f. Bespoke business advice relating to the use of ICT | 6 |
| g. Training for management staff | 7 |
| h. Training for tutors and assessors | 8 |
| i. Other - Please also describe below. | |

F4 We will be undertaking further research to investigate some of the issues raised here in more detail and to identify examples of good practice. We may wish to contact your organisation to discuss some of the issues raised in this questionnaire. Please provide details of the most appropriate person to contact.

Name:
Position:
Telephone number:
E-mail address:

If you wish to be entered into the prize draw please provide details of the most appropriate person to contact if you were to win.

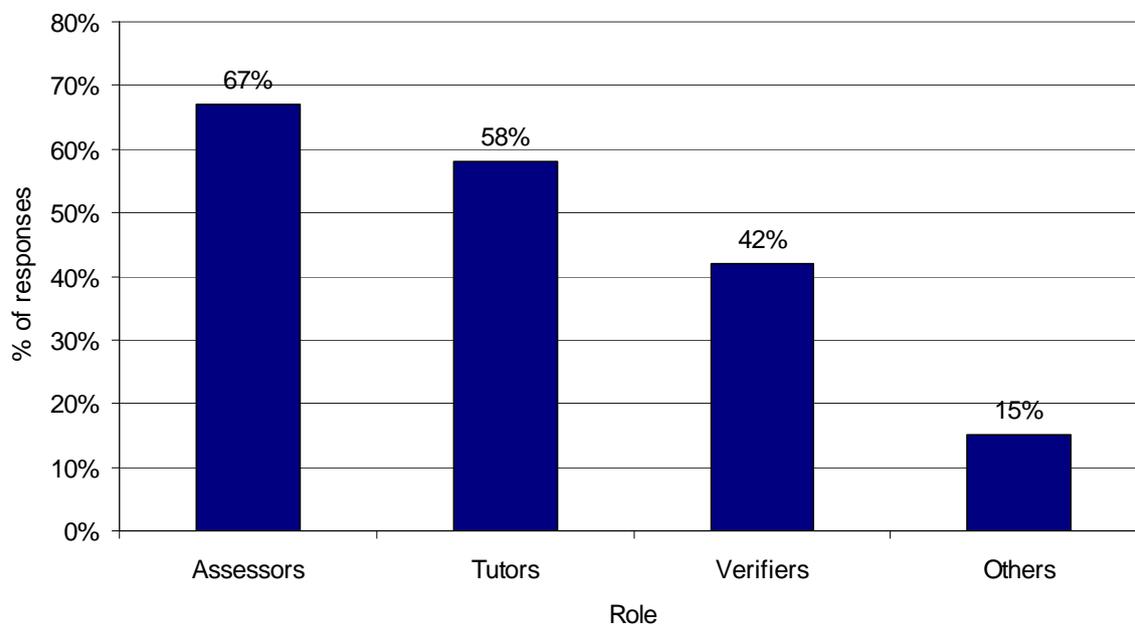
Name:
Telephone number:
E-mail address:

Thank you for sparing the time to complete this survey. Please return the completed questionnaire to info@act2.co.uk or Act 2, 52-54 Kennington Oval, London SE11 5SW by **Friday 2 November**.

Appendix E - Survey responses

Tutors questionnaire

A1 What is your role?



A2 How would you best describe your organisation?

Type of organisation responding	Number of respondents	% of respondents
FE college	183	47%
Local provider	90	23%
Regional provider	47	12%
National provider	32	8%
Industry training body	14	4%
Employer	11	3%
HE institution	5	1%
Voluntary/community	4	1%
Not stated	1	
Base: All respondents	387	

A3 In which region are you based?

Region	Number of respondents	% of respondents
North West England	82	21%
Yorkshire and Humber	63	16%
North East England	54	14%
East Midlands	47	12%
South East England	44	11%
London	37	10%
West Midlands	21	5%
Eastern England	21	5%
South West England	17	4%
Wales	1	
Scotland	0	
Base: All respondents	387	

A4 Approximately how many people does your organisation employ who manage, support or deliver work-based learning?

Number of staff	Number of respondents	% of respondents
1-10 employees	48	12%
11-30 employees	88	23%
Over 30 employees	193	50%
Not stated	58	15%
Base: All respondents	387	

A6/A7 In which occupational areas do you work?

Occupational area	All areas of work % of respondents*	Main area of work % of respondents
Administration, IT, management & professional	31%	19%
Health, care, education and public services	27%	19%
Retailing, customer service & wholesale	23%	4%
Construction	20%	14%
Engineering	18%	12%
Hospitality, recreation and travel	14%	8%
Health and beauty	12%	8%
Agriculture	6%	3%
Manufacturing, inc food and drink	5%	2%
Transportation	4%	1%
Finance, insurance and real estate	2%	0%
Media and printing	1%	0%
Other	12%	10%
Not stated	2%	6%
Base: All respondents	387	387

*Multiple responses

B1 Do you regularly use ICT and digital technology in carrying out the following tasks?

ICT resource	% of respondents			
	All the time	Frequently	Occasionally	Never
Collaborate with colleagues	51%	36%	8%	2%
Create paper-based learning materials	42%	35%	17%	3%
Track learners' progress	41%	28%	15%	12%
Research & access learning materials	33%	45%	16%	2%
Manage individual target setting for learners	24%	26%	24%	21%
Help learners collect evidence	23%	35%	29%	10%
Assess learners' work	22%	24%	31%	18%
Make learning materials available to learners electronically	20%	29%	32%	16%
Communicate with learners in their workplace	21%	22%	30%	21%
Create electronic learning materials	18%	29%	31%	13%
Encourage collaboration between learners	18%	26%	29%	21%
Base: All respondents (387)				

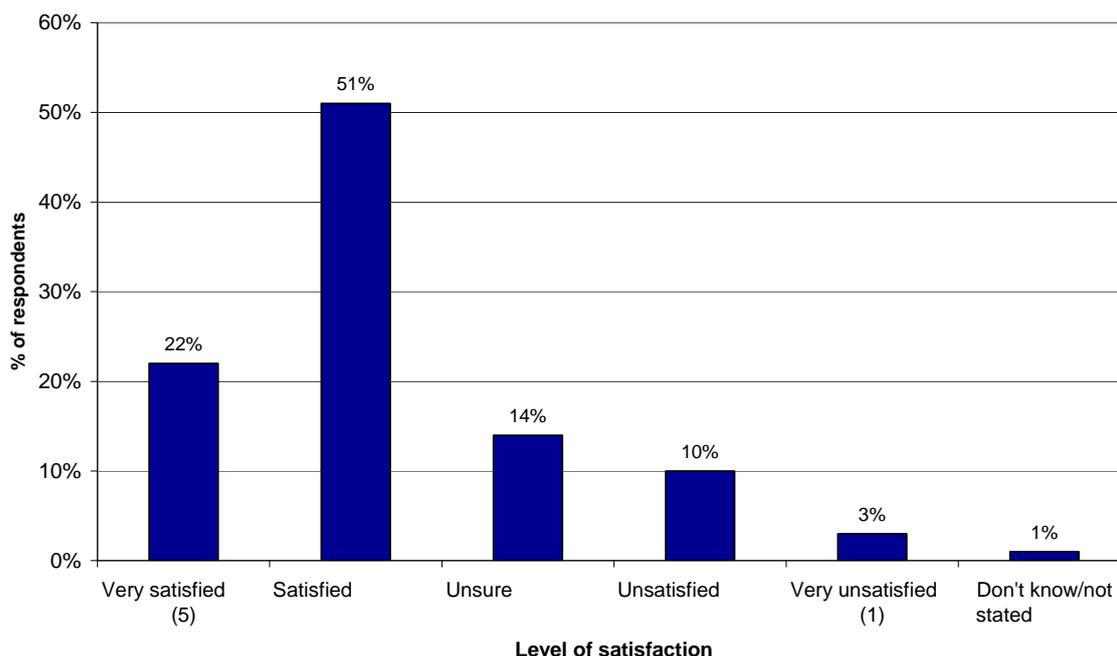
Note: Table shows row %

B2 Do you have access to ...?

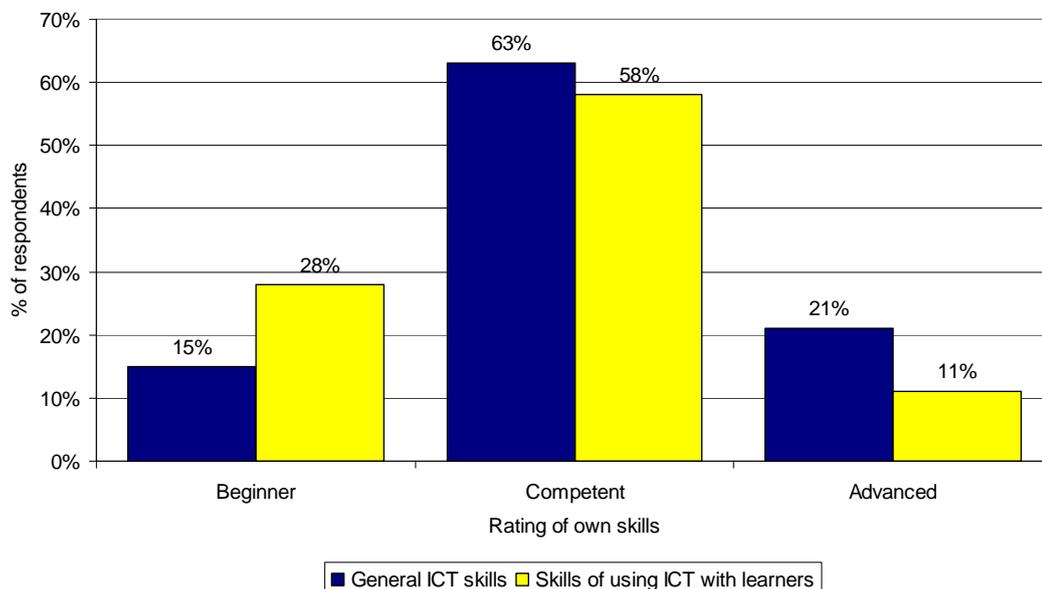
ICT equipment and infrastructure	% of respondents*
The internet at work	92%
Your own computer at work	79%
Digital cameras	72%
A laptop when out of the office	59%
Your organisation's computer network when out of the office	53%
Data projectors	48%
Electronic whiteboards	46%
A Virtual Learning Environment	40%
A personal on-line learning space	27%
Video-conferencing facilities	12%
Base: All practitioners responding	387

*Multiple responses

B3 Overall how satisfied are you that you have access to the appropriate technology and digital resources that you need?



B4/B5 Tutors, assessors and verifiers rating of their skills in using ICT generally and with learners either in the classroom or remotely.



B5 How would you rate your skills in terms of the use of ICT with learners, either in the classroom or remotely?

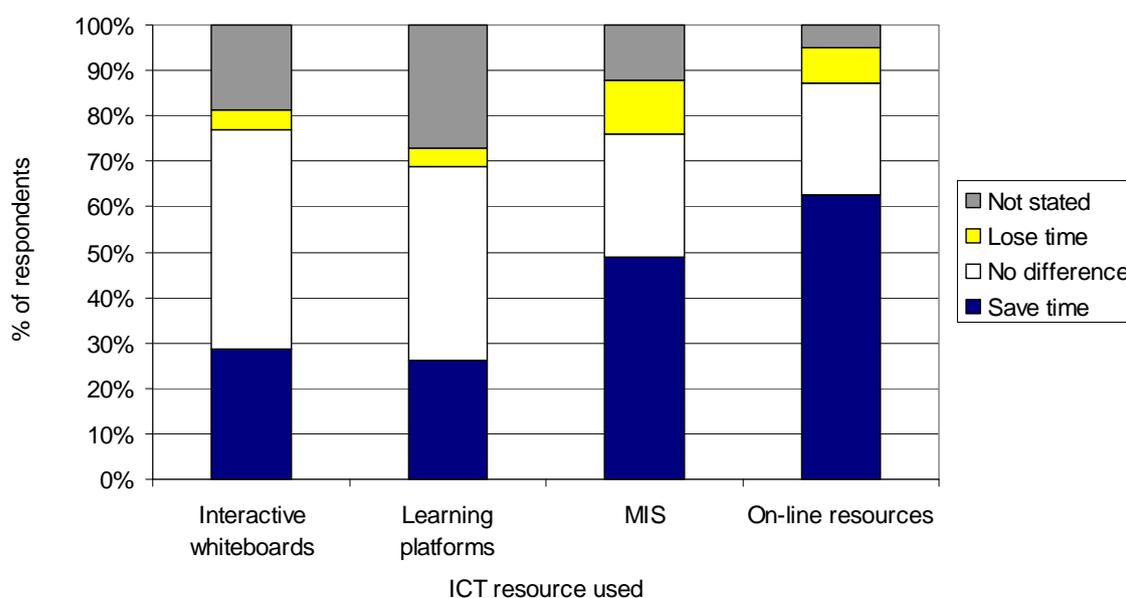
Level of skill	% of respondents				
	National/ Employer/ Industry body	Regional	Local/ Community or voluntary	FE/HE college	All providers
Beginner	25%	30%	31%	27%	28%
Competent	67%	64%	61%	53%	58%
Advanced	5%	4%	6%	17%	11%
Not stated	4%	2%	2%	3%	3%
Base: All respondents	57	47	94	188	387

B6 Do you feel you need to improve your skills or knowledge in relation to...

Skills gap	% of respondents*
Using specialist software packages	66%
Developing electronic learning materials	52%
Teaching and facilitating on-line	48%
The availability of on-line learning resources	45%
Using ICT to manage learning and workload	36%
General ICT skills	28%
Using ICT face-to-face with learners	25%
Using ICT to develop paper-based learning materials	21%
Base: All respondents	387

*Multiple responses

C1 Do you lose or save time each week by using these ICT resources



C1 How much time would you say that you currently lose or save each week by using the following ICT resources?

ICT resource	Time saved			Neither	Time lost			Not stated	Base: no. using
	> 2 hours	1-2 hours	<1 hour		<1 hour	1-2 hours	> 2 hours		
On-line resources	20%	21%	21%	25%	4%	2%	2%	5%	352
MIS	13%	15%	20%	27%	6%	3%	3%	12%	305
Interactive whiteboards	8%	8%	13%	48%	3%	1%	0%	19%	205
Learning platforms	6%	8%	12%	43%	2%	2%	1%	27%	196

C2 How much time would you say that you currently lose or save each week by using ICT for the following tasks?

ICT resource	Time saved			Neither	Time lost			Not stated	Base: no. using
	> 2 hours	1-2 hours	<1 hour		<1 hour	1-2 hours	> 2 hours		
Record keeping	20%	18%	21%	26%	5%	3%	3%	5%	354
Lesson planning and preparation	16%	17%	17%	30%	3%	4%	5%	7%	315
Lesson delivery	11%	15%	21%	39%	2%	1%	1%	10%	303
Assessment	10%	12%	20%	40%	4%	2%	3%	9%	312
Communicating with learners	10%	11%	20%	44%	2%	1%	2%	10%	280

C3 Do you think that using ICT and e-learning has impacted positively in any of the following areas at your provider?

Impact	% of respondents			
	Yes, to a large extent	Yes, a bit	In isolated occasions	No, not at all
Allowed greater choice in learning opportunities for learners	47%	34%	6%	3%
Increased efficiencies in delivery and administration	37%	39%	7%	4%
Improved staff continuing professional development	30%	42%	9%	6%
Improved learner satisfaction	21%	47%	12%	6%
Improved staff satisfaction	20%	46%	11%	8%
Improved learner outcomes	19%	44%	12%	9%
Increased efficiencies in assessing learners	22%	37%	13%	12%
Helped attract more learners	17%	36%	18%	13%
Improved learner retention	12%	41%	13%	14%
Base: All respondents (387)				

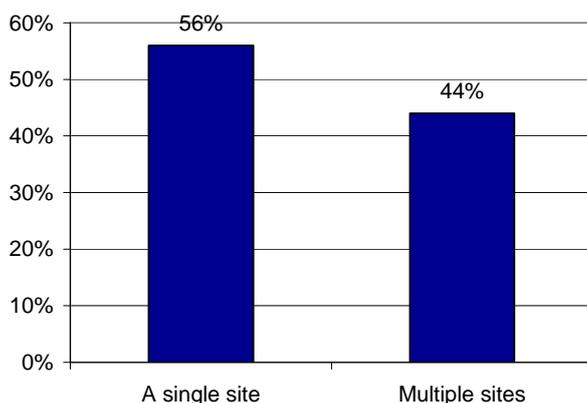
Note: Table shows row %

Providers questionnaire

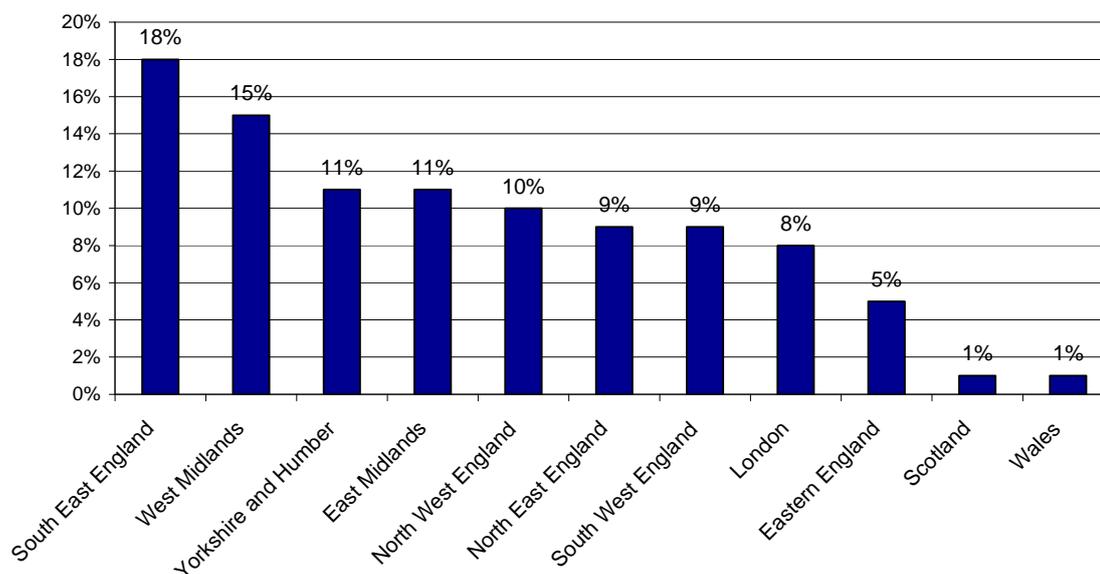
A2 How would you best describe your organisation?

Type of organisation responding	Number of respondents	% of respondents
Local provider	56	35%
FE college	37	23%
Regional provider	30	19%
National provider	20	13%
Voluntary/community	8	5%
Employer	4	3%
HE institution	2	1%
Industry training body	1	1%
Not stated	2	1%
Base: All respondents	160	

A3 Are you responding on behalf of...?



A4 In which region is your main site based?



A5 Approximately how many people does your organisation employ who manage, support or deliver work-based learning?

Number of people	% of respondents
1-10	20%
11-20	25%
21-30	18%
31-40	10%
41-50	6%
51-60	5%
61-70	1%
71-80	5%
81-90	2%
91-100	1%
101+	6%
Don't know/not stated	2%
Base: All respondents	160

A6 Approximately how many tutors, assessors and verifiers do you employ?

Number of employees	% of respondents
1-10	28%
11-20	30%
21-30	14%
31-40	7%
41-50	6%
51-60	2%
61-70	1%
71-80	1%
81-90	1%
91-100	1%
101+	6%
Don't know/not stated	3%
Base: All respondents	160

A7 Number of learners supported or trained last month

Number of learners	%	... whose fees were at least partly paid by the public sector	... whose fees were entirely paid by employers
1-49	6%	11%	25%
50-99	13%	16%	8%
100-149	13%	11%	2%
150-199	11%	10%	-
200-249	8%	6%	1%
250-299	5%	3%	1%
300-349	6%	4%	1%
350-399	4%	2%	-
400-449	3%	1%	-
450-499	2%	2%	-
500-549	4%	1%	1%
550-599	1%	1%	-
600+	13%	11%	1%
None/not stated	14%	21%	60%
Base: All respondents			

A8/A9 What type of work-based learning do you deliver?

Type of learning	All types delivered % of respondents*	Main type delivered % of respondents
Apprenticeships	90%	57%
NVQs	69%	6%
Train to Gain	66%	4%
Basic skills	39%	1%
Entry to employment	34%	7%
Industry recognised certificate/qualification	34%	1%
Bespoke training not leading to a qualification/certificate	33%	0%
Professional body training	20%	1%
Foundation degrees	13%	0%
Jobcentre Plus	11%	2%
Learndirect courses	7%	1%
Other	6%	1%
Not stated	0%	20%
Base: All respondents	160	160

*Multiple responses

A10/A11 In which occupational areas do you deliver work-based learning?

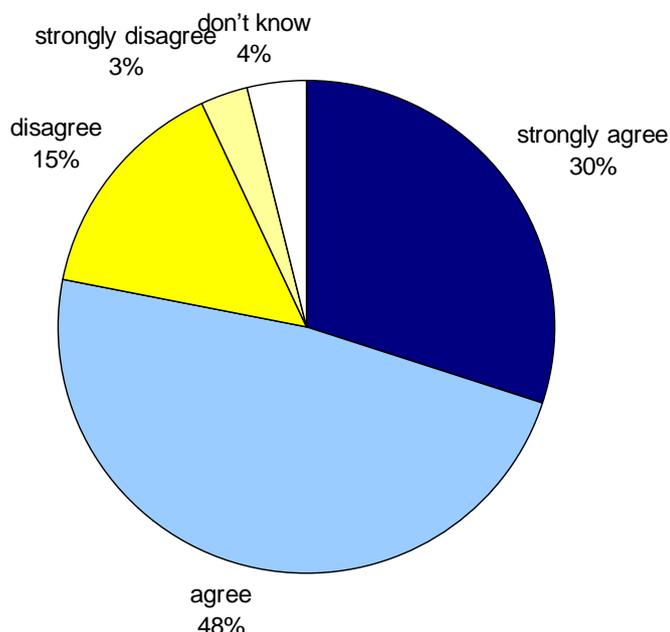
Occupational area	All areas delivered % of respondents*	Main area delivered % of respondents
Administration, IT, management & professional	60%	18%
Retailing, customer service & wholesale	51%	4%
Engineering	44%	19%
Health, care, education and public services	36%	13%
Construction	31%	13%
Hospitality, recreation and travel	26%	2%
Health and beauty	24%	7%
Manufacturing, inc food and drink	24%	1%
Agriculture	9%	4%
Finance, insurance and real estate	9%	0%
Transportation	8%	1%
Media and printing	3%	0%
Other	8%	4%
Not stated	0%	15%
Base: All respondents	160	160

*Multiple responses

B1 % of organisation that have a written strategy (either as part of wider strategy or on its own) outlining how they intend to ...?

Coverage of written plan	% of respondents
Ensure learners and staff receive appropriate technical support when using technology	86%
Ensure technology related learning environments are safe and secure	85%
Use ICT to manage and administer work-based learning more efficiently	78%
Access, develop and use ICT based work-based learning resources	72%
Ensure your use of technology is financially sustainable	72%
Train staff to support and deliver e-learning	68%
Base: All respondents	160

B2 To what extent do you agree or disagree that the senior management team in your organisation has the appropriate knowledge and skills to make effective use of technology to support work-based learning?



B3 Which of the following statements best describes your senior management team's approach to the management and use of ICT and e-learning?

Statement	E-maturity framework for education Level	% of respondents
The SMT delegates any decisions relating to technology to individuals, who can then experiment freely	Localised	11%
The SMT encourages and supports a co-ordinated approach to the use of Technology	Co-ordinated	26%
The SMT creates an environment in which staff are encouraged to use technology confidently and widely	Transformative	18%
The SMT ensures that technology is used across the organisation within the curriculum as well as for business processes	Embedded	18%
The SMT has a strategic commitment to the integration of technology within every aspect of the organisation and for external links	Innovative	23%
Not stated		5%
Base: All respondents		160

C1 Does your organisation have the following ICT equipment?

ICT equipment used for work-based learning	% of respondents*
Computers at your premises for work-based learners' use	93%
Computers at your premises for learners' use with a fast internet connection	82%
Data projectors	68%
Digital cameras for work-based learners' use	60%
Electronic whiteboards	56%
Video cameras for work-based learners' use	34%
Laptops for loan to learners in the workplace	32%
Mobile devices that are used for learning such as PDAs or mobiles	27%
Video-conferencing facilities	9%
Base: All respondents	160

*Multiple responses

C2 Does your organisation have the following ICT infrastructure?

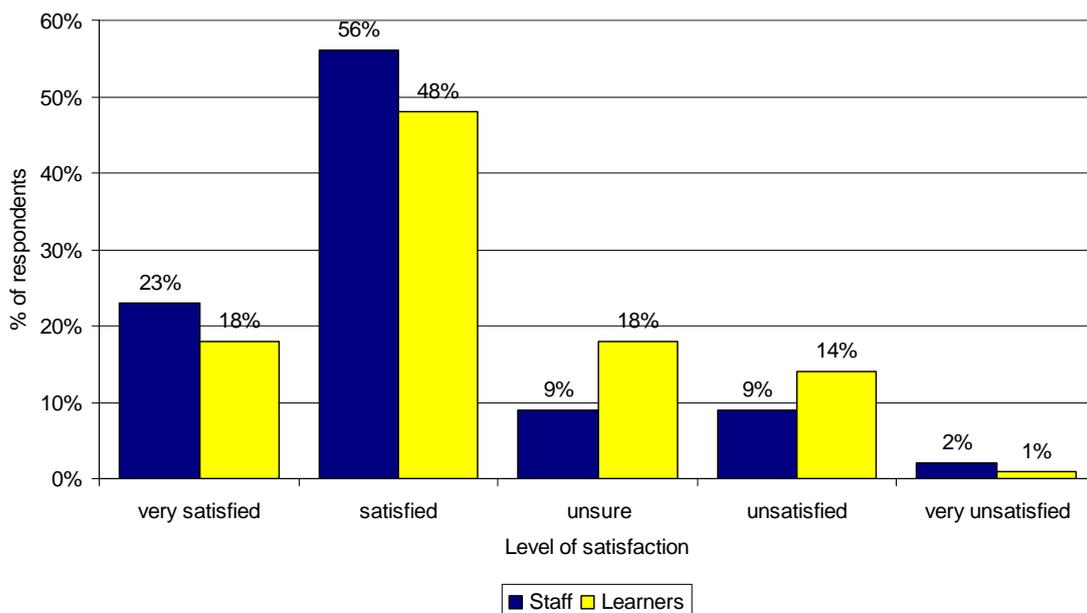
ICT infrastructure used for work-based learning	% of respondents*
A computer network accessible remotely by staff	69%
On-site technical support for learners	51%
A computer network accessible remotely by learners	37%
A Virtual Learning Environment	36%
A dedicated website to support learners	33%
Technical support for learners off-site	11%
Base: All respondents	160

*Multiple responses

C3 Approximately how many computers do you have on-site for work-based learners to use?

No. of computers	% of respondents
1-10	22%
11-20	22%
21-30	13%
31-40	4%
41-50	6%
51-100	11%
101-200	6%
201-300	3%
Over 300	4%
Don't know/not stated	10%
Base: All respondents	160

C4/C5 Overall how satisfied are you that staff and learners have access to the appropriate technology they need



C6 Does your organisation currently use ICT to...

Current use of ICT	% of respondents*
Register learners	85%
Help tutors develop paper-based work-based learning materials	84%
Help assess the initial skill needs of work-based learners	80%
Help monitor work-based learners' progress	78%
Help tutors develop electronic-based learning materials	67%
Support collaboration between staff	63%
Provide tutor support to work-based learners	61%
Assess work-based learners for certification	56%
Support learners progress to other learning opportunities	28%
Support collaboration between learners eg through e-mail discussion groups	24%
Help work-based learners monitor their own progress	19%
Help assess the training needs of employers you work with	18%
Base: All respondents	160

* Multiple responses.

C7 how many of your work-based learning programmes or courses include the following...

ICT use	All	Most	Some	None	Don't know/ No answer
Onscreen key skills tests	51%	28%	11%	5%	5%
Online testing	41%	28%	20%	6%	6%
E-mail between tutor & learner	14%	21%	41%	16%	8%
Online NVQ evidence management	8%	7%	40%	33%	13%
Moderated online discussion groups	1%	3%	18%	61%	18%
Un-moderated online discussion groups	1%	2%	7%	68%	22%
Base: All respondents using ICT (160 respondents)					

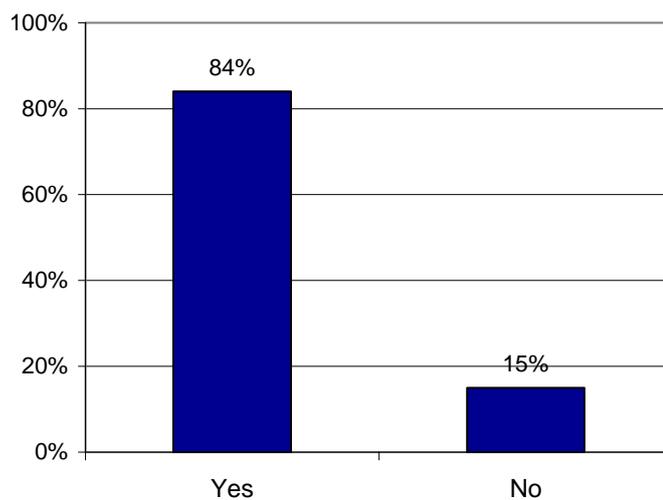
Note: Table shows row % ie each row totals 100% (allowing for rounding)

C8 What other organisations have you used ICT to share information or data with?

Other organisations	% of respondents*
Other work-based learning providers	60%
Employer	37%
FE Colleges	36%
Schools	28%
Industry or trade body	24%
Local Authority	19%
Other	8%
Not stated	14%
Base: All respondents	160

* Multiple responses.

D1 Do you use standalone (eg CD-ROMs) and/or networked (eg web-based) computer-based learning resources in any of your learning programmes?



Base: All respondents (160)

D2 In which occupational areas do you use computer-based learning materials?

Occupational area	% delivering programme using materials	Base: Number of providers delivering programme
Media and printing	100%	4
Administration, IT, management & professional	82%	96
Engineering	73%	71
Health, care, education and public services	72%	58
Retailing, customer service & wholesale	70%	81
Construction	70%	50
Health and beauty	66%	38
Hospitality, recreation and travel	64%	42
Finance, insurance and real estate	64%	14
Manufacturing, inc food and drink	58%	38
Transportation	50%	12
Agriculture	36%	14

Note: Percentages are based on the number of providers delivering learning in that occupational area

D3 In which learning programmes do you use computer-based learning materials?

Type of learning delivered	% delivering programme using materials	Base: Number of providers delivering programme
Basic skills	100%	66
Entry to Employment	85%	46
Apprenticeships	83%	119
Foundation Degrees	80%	16
NVQs	72%	79
Jobcentre Plus contracts	67%	12
Train to Gain	64%	68
Industry recognised certificate/ qualification	62%	34
Professional body training	59%	19

Note: Percentages are based on the number of providers delivering learning in that programme area

D4 What is the source of your computer-based learning materials?

Source of learning materials	% of respondents* (2007)
Commercial bought-in	72%
Developed in-house	66%
Freely available on-line	59%
Developed in partnership	20%
Not stated	1%
Base: All providers using computer-based resources	135

* Multiple responses.

D5 Which organisations have you collaborated with in order to develop computer-based learning resources?

Organisation	%
Other work-based learning providers	40%
FE Colleges	26%
Industry or trade body	23%
Employer	13%
Software developer	35%
Other	6%
Don't know/not stated	23%
Base: All who have developed in-house or in partnership	

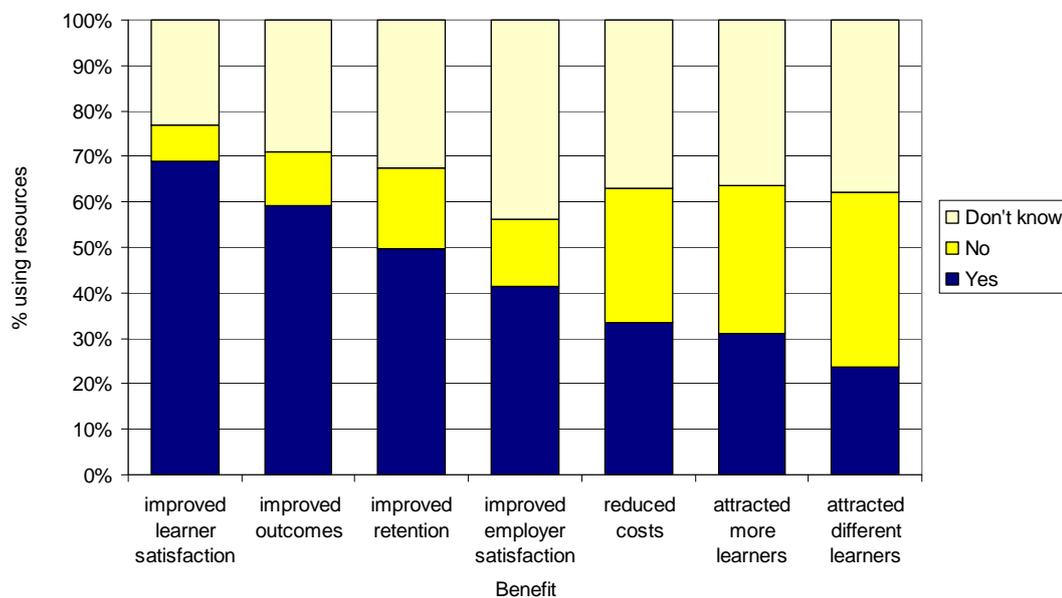
D6 Will future income or cost savings from the use of computer-based resources you have developed yourself or in partnership cover the costs of their development?

How costs will be covered	% of respondents* (2007)	% of respondents (2006)	% of respondents (2005)
Neither future income or cost savings	12%	24%	34%
Both future income and cost savings	15%	23%	24%
Future income only	5%	15%	18%
Cost savings only	13%	6%	18%
Do not know	54%	32%	7%
Base: Providers developing e-learning in-house or in partnership	98	87	137

D7 Views on the knowledge, availability and quality of commercial and free computer-based learning resources

How would you rate...	very good/good	very poor/poor	Not stated
Your organisation's knowledge about the availability of commercial and free computer-based learning resources	65%	30%	5%
The availability of relevant commercial and free computer-based learning resources	56%	36%	7%
The quality of relevant commercial and free computer-based learning resources	57%	29%	14%
Base: All providers using computer-based resources (135)			

D8 Have you identified any benefits of using computer-based learning resources compared with more traditional resources



D9 Overall what impacts do you believe your use of ICT and e-learning has had?

Current use of ICT	% of respondents*
More efficient management and administration of learning	73%
Increased the choice of methods of learning for learners	72%
Saved time for tutors, assessors and verifiers	58%
Improved the quality of learning delivered	58%
Tailored the learning experience more closely to individual learner needs	51%
More effective assessment of learning	50%
Increased the motivation of learners	48%
Increase learner satisfaction	46%
Increased achievement	45%
Increased the motivation of staff	41%
Increased completion	39%
Increased the choice of learning opportunities offered	38%
Increased collaboration between staff	34%
Increased retention	32%
Attracted more learners	15%
Attract different groups of learners	15%
None of the above	3%
Base: All respondents	160

* Multiple responses.

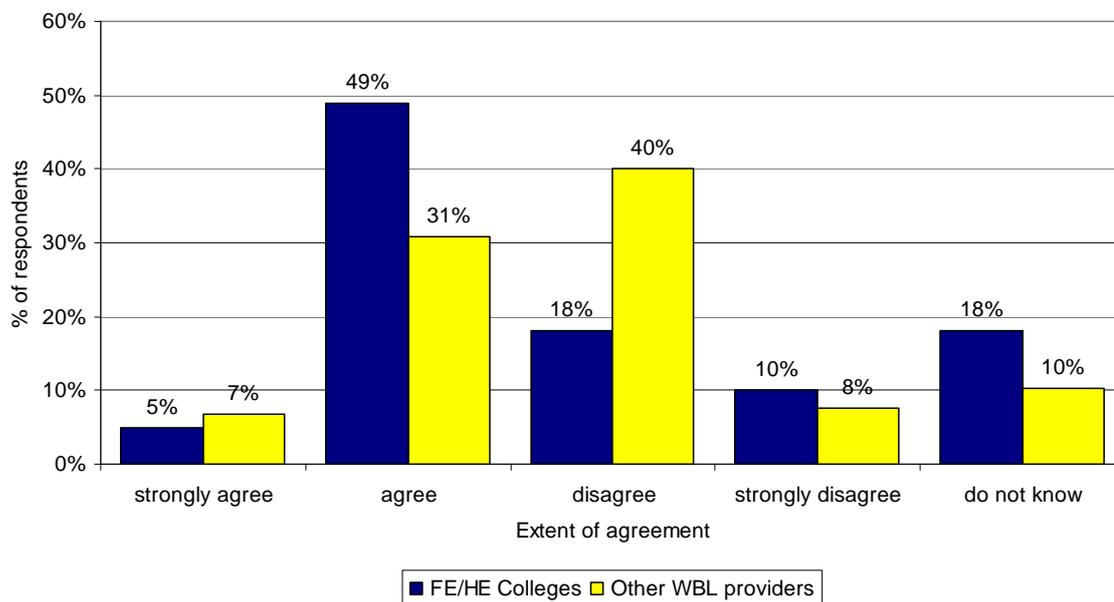
E1/E2 Percentage of your tutors, assessors and verifiers that belong to...

%	General use ICT			ICT with learners		
	Beginner	Competent	Advanced	Beginner	Competent	Advanced
0	24%	4%	21%	21%	7%	31%
1-5%	6%	-	6%	2%	-	4%
6-10%	16%	2%	19%	11%	3%	18%
11-20%	16%	5%	20%	16%	9%	14%
21-30%	13%	9%	15%	9%	8%	12%
31-40%	4%	6%	4%	5%	9%	6%
41-50%	7%	14%	3%	9%	18%	3%
51-60%	3%	11%	1%	4%	12%	2%
61-70%	2%	14%	1%	4%	12%	1%
71-80%	4%	18%	2%	5%	9%	1%
81-90%	1%	7%	-	2%	4%	1%
91-100%	1%	9%	3%	5%	6%	2%
Not stated	4%	2%	4%	6%	3%	6%
Base: All respondents						

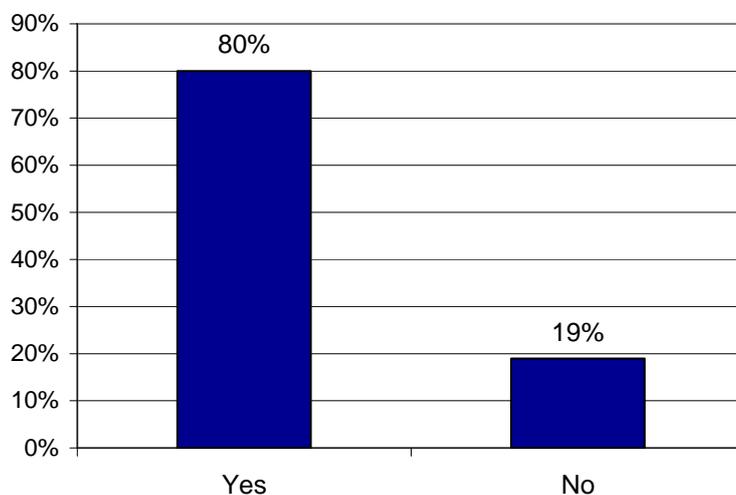
E3 To what extent do you agree or disagree that tutors, assessors and verifiers are able to share and use information and data effectively for the benefit of learners?

Extent of agreement	% of respondents
Strongly agree	8%
Agree	66%
Disagree	19%
Strongly disagree	3%
Do not know	5%
Base: All respondents	160

E3 To what extent do you agree or disagree that tutors exploit technology consistently to offer engaging and effective learning experiences?



E4 Is there a gap between the skills you believe your workforce needs to effectively deliver and support learning using ICT and the skills they actually have?



E5 If you have a gap what is the skills gap?

Skills gap	% of respondents* (2007)	% of respondents* (2006)
Developing electronic learning materials	72%	54%
Teaching and facilitating on-line	66%	61%
Knowledge of how to best use ICT resources	63%	55%
Using specialist software packages	59%	56%
Knowledge of how to use ICT to manage learning	59%	42%
Knowledge of how to access ICT based learning resources	53%	36%
General ICT skills such as using word-processing or spreadsheets	35%	39%
Using ICT face-to-face with students	32%	30%
Using ICT to develop paper-based learning materials	32%	23%
Base: Respondents who have a skills gap	128	132

*Multiple responses

F1 To what extent has government support provided over the last 12 months helped you make more effective use of ICT and e-learning for work-based learning?

	%
Helped a great deal	9%
Helped a bit	35%
Made no difference	42%
Unhelpful	8%
Don't know/not stated	6%
Base: All respondents	

F2 Barriers to the use of ICT to manage or deliver learning in the next two years (2006 and 2005)

Barrier	% of respondents*
Time to investigate or implement e-learning	55%
Lack of skills amongst staff to implement e-learning	44%
Lack of knowledge about its potential use and implementation	41%
Lack of demand from employers	31%
Employers' ICT infrastructure	27%
Our organisation's ICT infrastructure	25%
Lack of suitable e-learning materials	23%
Insufficient return on our investment	19%
Our ability to provide ICT technical support	18%
Lack of demand from learners	11%
Base: All respondents	160

*Multiple responses

F3 What support, that you do not already have access to, would help your organisation use ICT more effectively or efficiently?

Support	No. of respondents*	% of respondents*
Training for tutors and assessors	96	60%
Information and advice about e-learning products available	94	59%
Information and advice about using ICT to deliver learning	89	56%
Training for management staff	70	44%
Information and advice about using ICT to manage learning	65	41%
Information about good practice	67	42%
Bespoke business advice relating to the use of ICT	43	27%
Strategic or business planning support	36	23%
Base: All respondents	160	100%

*Multiple responses

Appendix F - Process for calculating e-maturity

To develop a framework for measuring e-maturity we mapped questions within the 2007 work-based learning provider survey against the E-maturity framework for education. This resulted in six work-based learning E-maturity Attributes. We identified the most appropriate questions to be used as the basis for scoring each attribute and identified a score to be assigned to each question. We ensured that no question was used more than once. Table 1 illustrates the questions used for each attribute and the score assigned to each question.

Table 1: work-based learning E-maturity Attribute Scoring

work-based learning E-maturity Attribute	Relevant Questions	Score attributed
Leadership and vision	<p>B1 Does organisation have a written strategy covering how intend to:</p> <ul style="list-style-type: none"> use ICT to manage and administer work-based learning more efficiently Access, develop and use ICT based work-based learning resources train staff to support and deliver e-learning ensure your use of technology is financially sustainable ensure learners and staff receive appropriate technical support ensure technology related learning environments are safe and secure <p>B2 To what extent agree or disagree that the senior management team has the appropriate knowledge and skills to make effective use of technology to support work-based learning</p> <p>B3 Which (of 5) statements best describes your senior management team's approach to the management and use of ICT and e-learning</p> <p>TOTAL</p>	<p>1 point for each aspect covered by ICT or wider written strategy (max 6pts)</p> <p>Strongly agree 4pts → Strongly disagree 1 pt.</p> <p>e. The SMT has a strategic commitment to the integration of technology within every aspect of the organisation and for external links (5 pts) → a. The SMT delegates any decisions relating to technology to individuals, who can then experiment freely (1 pt)</p> <p>15 Points</p>
Human resources	<p>E3a To what extent do you agree or disagree Tutors exploit technology consistently to offer engaging and effective learning</p> <p>E1 % of tutors, assessors and verifiers that are competent or advanced in general use of ICT</p> <p>E2 % of tutors, assessors and verifiers that are competent or advanced in using ICT in classroom or for remote learning</p> <p>TOTAL</p>	<p>Strongly agree 4pts → Strongly disagree 1 pt.</p> <p>% of tutors/assessors competent/advanced / 10 (Max 10 pts)</p> <p>% of tutors/assessors competent/advanced / 10 (Max 10 pts)</p> <p>24 Points</p>
Technology	<p>C4 How satisfied that your work-based learners have access to the appropriate technology they need</p> <p>C5 How satisfied that your staff have access to the appropriate technology they need</p> <p>C1 Range of ICT equipment used</p>	<p>Very satisfied 5pts → Very Unsatisfied 1pt</p> <p>Very satisfied 5pts → Very Unsatisfied 1pt</p> <p>1 pt for each type of equipment used eg</p>

work-based learning E-maturity Attribute	Relevant Questions	Score attributed
	C2 Range of ICT infrastructure used TOTAL	laptops, digital cameras (Max 9pts) 1 pt for each type of infrastructure eg remotely accessible network, technical support (Max 6 pts) 25 Points
Learning resources	D1 Use of computer based learning resources D2 % of learning programmes delivered where computer based learning resources used D3 % of programme areas delivered where computer based learning resources used TOTAL	Use computer based learning resources (5 pts) Do not use (0pts) % of programmes delivered using learning resources / 20 (Max 5pts) % of areas delivered using learning resources / 20 (Max 5pts) 15
Learner support	C7 Number of work-based learning programmes or courses include: <ul style="list-style-type: none"> e-mail between learner and tutor Un-moderated learner online discussion groups Online personal learning space allowing learners to learn when and where they choose C6 use of ICT to register learners, provide tutor support, support collaboration, help learners monitor progress, support learners progress TOTAL	For each Use in all programmes 3pts Use in most programmes 2 pts Use in some programmes 1 pt Use in none 0 pts Max 9 pts 1 point for each use (Max 5pts) 18 Points
Learning and teaching	C6 Use of ICT to assess initial skills, assess training needs of employers, help tutors develop paper materials, help tutors develop electronic materials, support staff collaboration, monitor learners progress, assess for certification. C7 Number of work-based learning programmes or courses include: <ul style="list-style-type: none"> Tutor moderated learner online discussion groups Onscreen Key Skill Test Online testing Online evidence management for NVQs TOTAL	1 point for each use (Max 7pts) For each Use in all programmes 3pts Use in most programmes 2 pts Use in some programmes 1 pt Use in none 0 pts Max 12 pts 19 Points

In order to ensure no individual attribute was given too much weight we normalised each attributes score to a total of 20. The scores for each attribute were then totalled to make a total e-maturity score.

As a result we scored each provider out of a total score of 120 and assigned a level of e-maturity using the E-maturity framework for education labels.

- Over 100 points – Innovative;
- 80-100 points – Embedded;
- 60-80 points – Transformative;
- 40-60 points – Co-ordinated;
- Under 40 points – Localised.