



Quality Guidelines for Learning Strategy and Innovation

The development of strategies, policies and models in which e-learning contributes to organisational, community and territorial learning is key to how learning entities function. Guidelines for partnership building in e-learning, creating and maintaining learning/knowledge companies, creating cultures for innovation can all be thought of in terms of building learning communities.

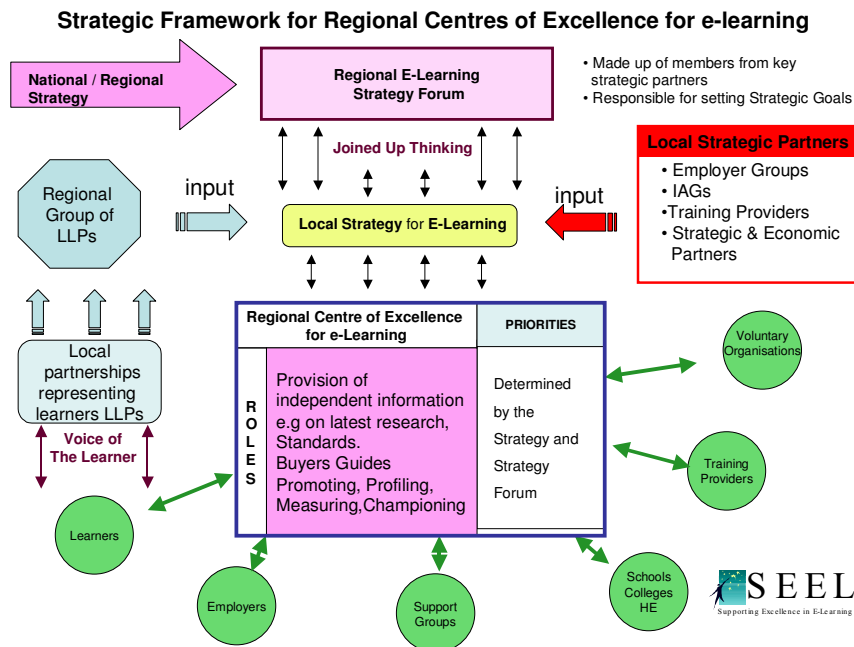
These guidelines are based on a series of indicators that should be used both as success indicators and quality assurance measures for new learning region initiatives. They should also be used to improve collaboration and commonality in learning region vision among the stakeholders

Introduction

These guidelines which have been produced from the SEEL project (2003/4) recognise both current best practice and anticipate future practice. They provide through a two stage approach indicators and guidelines that impact on quality issues for the different stakeholders within a region and that will influence regional policy. There are also examples of resources that you can refer to for help.

Using these guidelines provides the various stakeholders within a region with the key actions and advice on how to go about this to:

- Develop strategies; policies and models in which e-learning contributes to organisational, community and territorial learning and which support partnership building for e-learning across the region.
- Support learning/knowledge companies and cultures for innovation.
- Use guidelines that are based on best practice globally, and which can be supplemented with regional requirements. By adopting a ‘menu’ approach to select what is appropriate for your organisation/region and adding bespoke guidelines.
- Consider the needs of partner stakeholders within the strategic framework model for Regional Centres of Excellence for e-learning in a systematic way



- Develop an operational plan in which the resources to support the strategy within the region are identified.

Benefits of using these Guidelines

The benefits of following these actions and adopting these guidelines are generally relevant to each region and to individual stakeholders but variations will occur depending upon where the region and its stakeholders are currently in their development. Both therefore need to recognise this when using these. Notwithstanding this the importance of these guidelines to the region as a whole can be summarised as follows: They can analyse the impact of quality policies in e-learning at local and regional levels in order to measure their influence on local and regional development – employment, innovation and the development of regional competence.

The primary importance for individual stakeholder groups can be summarised as follows although this should not preclude involvement in other areas:

Stakeholder	Key Issues -see page 4						
	1	2	3	4	5	6	7
Local Learning Partnerships	X	X	X	X	X	X	X
Learners					X		
Employers		X	X		X	X	
Support Groups			X		X	X	
Schools/Colleges/HE		X	X	X	X	X	
Training Providers		X	X	X	X	X	
Voluntary Community Groups	X	X	X	X	X	X	
Employer Groups	X		X	X	X	X	
Information/Advice & Guidance			X	X	X	X	
Strategic and Economic Partners	X	X	X	X	X	X	X

Note: The numbers 1 to 7 refer to the issues listed on page 4

These are the stakeholder groups that you should consult with if you are involved in a particular key issue.

How to use these Guidelines

This is a two stage approach.:

- Firstly review the Issues Section – these are the key high level areas that you need to address. Identify in Part 1 of the guidelines the ones that are relevant to your role within the region (there may be some that are just not appropriate) and whether you are, or should be carrying out these activities.
- Secondly use Part 2 of the guidelines to review and or develop your involvement in those areas where you feel you are or should be involved, or where even if you are not involved you feel that you can contribute to the policy making process. Look at each of the indicators that support the issues and underpin the Steps in the Process and note against each one how you will achieve this and who in your organisation will be involved.
- Use the reference sources at the end of each section if you need help in answering parts 1 and 2. You can also use these references sources to benchmark your current actions to see if there is room for improvement in areas where you are already using .All the reference sources referred to are available online from the Knowledge Pool on Learning Quality available through any VCP- based virtual community with the following URL:
<http://minerva.euproject.net/services/link/displaycat.cfm?CatIdd=613>

This two stage approach is designed to support a process of self-assessment in order to help you to identify strategies and actions that will help improve your region's performance and its vision for quality in e-Learning

Issues

The E-learning region quality guide is divided into 7 areas. You can even at this stage indicate areas which are relevant to you and which you should focus on:

1. **Strategic issues** –develop a clear and agreed strategy
2. **Technical infrastructure** –work to the boundaries of a common and supported technical infrastructure
3. **Building a successful learning community**- build an integrated community that supports each other and which shares a common goal
4. **Regional initiatives** - develop regional initiatives that reflect the region and makes it stand out above the other regions
5. **Integrating and demonstrating innovation** -in learning- use innovative solutions in the community and in learning where it adds value
6. **Dissemination of key information**- focus on providing information on only those issues that are key to the community and to the success of learning
7. **Key outputs and outcomes**- concentrate on relevant outputs and outcomes

Guidelines

Strategic Consideration

Summary

Develop a clear and agreed strategy. Go through the basics of strategic planning. You need to determine the philosophies, principles, and beliefs of the region, and to establish where the region is now and where it needs to go, and how to get there. Put your efforts into what actions are needed to fill the gaps, taking into consideration any constraints that there may be in moving forward. These should all form part of the detailed strategic plan.

Part 1

Your involvement in this particular issue depends upon whether or not you consider these to be relevant/appropriate to your role in the region

Indicators	Do you do this now? (y/n)	Should you do this? (y/n)
Identify and list different stakeholders to build a creditable strategy		
Document the approach and policy within the region		
Document the link between learning regions		
Reflect locally based strategies within the regional strategy		
Encourage stakeholders to promote the network and to establish new partnerships		
Use the SEEL benchmarking tool to determine where my region is in relation to other learning regions		
Provide adequate funding to support learning in the region- who is paying; who is making the decisions and who is benefiting		

Part 2

To review and /or develop your involvement in this area consider the following. Use the reference sources to help you decide how you will do this and who will be able to help you. Also speak to other stakeholders in your own region and in other regions for advice

Indicators	How will you do this?	Who will you involve?
Can I identify and list different stakeholders to build a credible strategy?		
Have I documented our approach and policy within the region?		
Have I documented the link between learning regions?		
Have we reflected locally based strategies within the regional strategy?		
How do I encourage stakeholders to promote the network and to establish new partnerships?		
Do I use the SEEL benchmarking tool to determine where my region is in relation to other learning regions?		
Can we provide adequate funding to support learning in the region- who is paying; who is making the decisions and who is benefiting?		

Reference Sources:

SEEL Benchmarking Tool (available online at URL :www.seelnet.org)
 Learning Cities/Towns
 Learning Regions
 Work Based Learning

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<http://minerva.euproject.net/services/link/displaycat.cfm?CatIdd=613>

Under each of these main headings are many reference sources to select from

Technical Infrastructure

Summary

Work to the boundaries of a common and supported technical infrastructure. It is critical that all stakeholders who probably have different local area networks; standards of hardware and varying levels of IT skills can use and access the available offers. This also forms part of the operational plan

Part 1

Your involvement in this particular issue depends upon whether or not you consider these to be relevant/appropriate to your role in the region

Indicators	Do you do this now? (y/n)	Should you do this? (y/n)
Establish common technical standards across the region to provide integration between different local networks		
Provide acceptable connectivity and capacity to allow access to all stakeholders		
Adopt user friendly systems and processes		
Provide technical support for both hardware and software		
Provide ongoing maintenance and implementation support		

Part 2

To review and /or develop your involvement in this area consider the following. Use the reference sources to help you decide how you will do this and who will be able to help you. Also speak to other stakeholders in your own region and in other regions for advice

Indicators	How will you do this?	Who will you involve?
Can we establish common technical standards (e.g. SCORM) across the region to provide integration between different local networks?		
Can acceptable connectivity and capacity to provide access to all stakeholders be created?		
Can we adopt user friendly systems and processes?		
Can we provide technical support for both hardware and software?		
Can we provide ongoing maintenance and implementation support?		

Reference Sources:
 Digital Rights/IPR – intellectual property rights
 Information Technology Literacy
 Portals and Platforms
 Standards in Education/Learning

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Building a successful learning community

Summary

Build an integrated community that supports each other and which shares a common goal, by bringing together key parties into focus groups. Also being aware of other non learning initiatives that are happening in the region and which may support your own initiative. This also forms part of the operational plan.

Part 1

Your involvement in this particular issue depends upon whether or not you consider these to be relevant/appropriate to your role in the region

Indicators	Do you do this now? (y/n)	Should you do this? (y/n)
Establish a workable network with common thinking between stakeholders		
Create regional groups		
Develop local partnerships in e-learning		
Build relationships between local and regional levels		
Create and maintain learning/knowledge companies		
Create cultures of innovation		

Part 2

To review and /or develop your involvement in this area consider the following. Use the reference sources to help you decide how you will do this and who will be able to help you. Also speak to other stakeholders in your own region and in other regions for advice

Indicators	How will you do this?	Who will you involve?
Can I establish a workable network with common thinking between stakeholders?		
Have we created regional groups?		
How do I develop local partnerships in e-learning?		
Can I build relationships between local and regional levels?		
Can I create and maintain learning/knowledge companies?		
How do I create cultures of innovation?		

<p>Reference Sources: Cooperative/collaborative learning Learning Cities/Towns Learning Communities Learning Models Learning Networks Learning Regions</p>

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Regional Initiatives

Summary

Develop regional initiatives that reflect the region and make it stand out above other regions. Again this is part of the operational plan.

Part 1

Your involvement in this particular issue depends upon whether or not you consider these to be relevant/appropriate to your role in the region

Indicators	Do you do this now? (y/n)	Should you do this? (y/n)
Carry out surveys to identify regional requirements		
Provide adequate processes that are relevant to the region		
Organise regional and local awards		
Incorporate regional variations to the learning requirements		
Promote products and services		

Part 2

To review and /or develop your involvement in this area consider the following. Use the reference sources to help you decide how you will do this and who will be able to help you. Also speak to other stakeholders in your own region and in other regions for advice

Indicators	How will you do this?	Who will you involve?
Can I carry out surveys to identify regional requirements?		
Can I provide adequate processes that are relevant to the region?		
Can I organise regional and local awards?		
How do handle regional variations to the learning requirements?		
How can I promote products and services?		

Reference Sources:

Cooperative/collaborative learning

Learning Regions
Quality Assessments

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Integrating and Demonstrating Innovation

Summary

Use innovative solutions in the community and in learning where it adds value. This should form part of the review, monitoring and updating process, including revisiting the benchmarking process

Part 1

Your involvement in this particular issue depends upon whether or not you consider these to be relevant/appropriate to your role in the region

Indicators	Do you do this now? (y/n)	Should you do this? (y/n)
Identify initiatives to promote innovation (i.e. competitions; awards, exemplars of good practice)		
Produce case studies of innovative approaches for stakeholders		
Ensure innovative approaches to recruiting new learners		
Establish how the socially excluded groups are treated		
Demonstrate sound benchmarking processes to compare and contrast with other regions		
Investigate new ways of enhancing the learning experience		

Part 2

To review and /or develop your involvement in this area consider the following. Use the reference sources to help you decide how you will do this and who will be able to help you. Also speak to other stakeholders in your own region and in other regions for advice

Indicators	How will you do this?	Who will you involve?
Do I identify initiatives to promote innovation (i.e. competitions; awards, exemplars of good practice)?		
Can I produce case studies of innovative approaches for stakeholders?		
How do I ensure innovative approaches to recruiting new learners?		
Can I establish how the socially excluded groups are treated?		
How do I demonstrate sound benchmarking processes to compare and contrast with other regions?		
Do I investigate new ways of enhancing the learning experience?		

Reference Sources:

Disability support/online support/ online learning
 Inclusion and diversity Accommodation
 Benchmarking Learning Services
 Learning Regions
 Learner Provider Assessment

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Dissemination of key information

Summary

Focus on providing information on only those issues that are key to the community and to the success of learning.

Part 1

Your involvement in this particular issue depends upon whether or not you consider these to be relevant/appropriate to your role in the region

Indicators	Do you do this now? (y/n)	Should you do this? (y/n)
Agree copyright and licensing issues		
Provide tools that contribute to the dissemination and collection of information on demand		
Profile measure and champion success		
Provide independent information (e.g. latest research)		
Provide information on learning		
Provide information on the cost/comparisons of learning		
Produce a buyers` guide		

Part 2

To review and /or develop your involvement in this area consider the following. Use the reference sources to help you decide how you will do this and who will be able to help you. Also speak to other stakeholders in your own region and in other regions for advice

Indicators	How will you do this?	Who will you involve?
Have we agreed copyright and licensing issues?		
Can we provide tools that contribute to the dissemination and collection of information on demand?		
How do we profile measure and champion success?		
How do we provide independent information (e.g. latest research)?		
Can I provide information on learning?		
Can I provide information on the cost/comparisons of learning?		
Can we produce a buyers` guide?		

Reference Sources:

Digital Rights/IPR-Intellectual property rights
 Cooperative/collaborative learning
 Learning Communities
 Quality Assessment
 Standards in Education/Learning

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Key out puts and outcomes

Summary

Concentrate on relevant and meaningful outputs and outcomes

Part 1

Your involvement in this particular issue depends upon whether or not you consider these to be relevant/appropriate to your role in the region

Indicators	Do you do this now? (y/n)	Should you do this? (y/n)
Produce results and effects within the education and training field as well as outside (e.g. social exclusion, ICT)		
Calculate the percentage of learning delivered by e-learning in the region		
Calculate the percentage of all students in education and training that are included in e-learning		
Establish the percentage of learners that fail to complete learning modules		
Calculate the percentage of providers who are accredited		
Determine the percentage of products that are delivered which are developed against quality criteria		
Identify the percentage increase in access to the disadvantaged groups		

Part 2

To review and /or develop your involvement in this area consider the following. Use the reference sources to help you decide how you will do this and who will be able to help you. Also speak to other stakeholders in your own region and in other regions for advice

Indicators	How will you do this?	Who will you involve?
Can I produce results and effects within the education and training field as well as outside (e.g. social exclusion, ICT)?		
Can I calculate the percentage of learning delivered by e-learning in the region?		
Can I calculate the percentage of all students in education and training that are included in e-learning?		
Can I establish the percentage of learners that fail to complete learning modules?		
Can I calculate the percentage of providers who are accredited?		
How can we determine the percentage of products that are delivered which are developed against quality criteria?		
Can we identify the percentage increase in access to the disadvantaged groups?		

Reference Sources:

Quality Assessments
Standards in Education/Learning
Benchmarking Learning Services
Learner Provider Assessments

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