

	Activity/Theme	5 Localised	4 Coordinated	3 Transformative	2 Embedded	1 Innovative
<b>Leadership and Management</b>	Strategic Management of ILT	A corporate ILT strategy is not developed but some staff, or departments, are integrating ILT into their work.	An ILT strategy is in place which refers to the overarching college mission. Some use of ILT is specified.	The ILT strategy is used as the source of all ILT action-planning and for evaluation of its implementation in the curriculum and business processes. The ILT strategy is regularly reviewed and updated.	Management ensures that ILT is used effectively across the curriculum and for management and business processes.	<p>Significant strategic commitment to the integration of ILT in learning and other business processes.</p> <p>Monitoring and development processes fully integrated into organisational management.</p> <p>Innovative methods of funding to encourage ILT developments are explored and exploited.</p> <p>Staff routinely manage and seek improvements in their own ILT skills – using responsive organisational support systems.</p> <p>Learning resources are always integrated into course materials for direct use by learners.</p>
	Operational Management of ILT	ILT use takes place mainly in isolation, with little coordination across the organisation. Funding of IT is left to individual management units on an ad hoc basis.	A coordinated approach to ILT development is encouraged and supported by managers. Management coordinates developments in ILT practice in the curriculum. Procurement of ICT is centrally coordinated.	Management takes account of current applications of ILT in education. They promote the development of differentiated learning programmes through ILT and create plans for all ILT staff development needs. A significant proportion of the budget is dedicated to ILT staff development.	Management monitors and evaluates ILT integration across the curriculum. Appropriate support is provided to promote good practice and innovation.	
	Curriculum development	ILT use within the curriculum is limited to early adopters operating mainly in isolation.	Use of ILT in curriculum development and programme design is planned. Some targets set for the use of ILT in key areas of the curriculum.	Curriculum design clearly linked to the ILT strategy and external priorities. Opportunities created for students to develop a wide range of e-learning skills	ILT curriculum development integrated with other areas of college development, and opportunities taken to make full use of new and emerging learning technologies	
	Staff development	Training for individuals' personal and professional development in relation to ILT is provided on an ad hoc basis.	A coordinated approach is taken to generic ILT training. There is provision of some additional training to support the integration of ILT in the curriculum and in wider business processes.	Curriculum and MIS-focused ILT training is provided for most staff in line with an organisation-wide plan. Training needs analysis is used to inform planning in response to changing teaching and learning styles.	ILT is integrated routinely into all areas of the work of the college. Staff take responsibility for reviewing and responding to their own ILT staff development needs.	
	Learning Resources Management	Learning resources are managed without reference to ILT. Budgets are ad hoc.	A senior member of staff has overall responsibility for development and deployment of learning resources across the whole organisation.	Learning and ILT resource provision is regularly reviewed and their use is integrated into the curriculum. Access management is used to make them available to all users.	Learning resources are clearly signposted and available in a range of formats on and off campus to provide support for a variety of needs and learning styles.	

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<b>Leadership and Management</b>	ILT Support Systems	Technical support is sporadic and unreliable. No systematic communication procedures are in place. Support for the curriculum use of ILT is ad hoc.	Centrally managed and coordinated technical support. Acceptable use policies and other support procedures are clearly defined. Teaching staff have access to specialist support to assist them in using ILT effectively in the curriculum.	Non-academic support staff are available at a suitable level to support student learning and staff development activities. A team is in place to support teaching staff in the pedagogical use and development of e-learning.	Technical and learning support roles encompass developmental and advisory activities – as well as routine activities. Teaching staff have regular access to all of the support systems necessary for the effective execution of their roles.	Efficient, client-driven resources deployment.
	Physical resources	Individual departments procure and control their own ILT resources. Wide variations in provision of equipment exist.	Provision of ILT facilities is centrally funded and coordinated and relates to curriculum and other business processes. Full inventory of hardware and software resources is maintained.	Provision of physical resources for ILT is on a planned basis and takes account of internal structures and relative demands of the organisation.	ILT resources are appropriately deployed to enable flexible and independent learning. Development and maintenance of resources including new technologies to support curriculum and business processes is planned. Software licences and permissions are actively managed.	
	Record-keeping	Individuals or departments use ILT for short-term record-keeping on an ad hoc basis. MIS is used for some administrative purposes.	A coordinated and centralised approach to record-keeping is implemented across the organisation. Data is largely entered by administrative staff. Teaching staff make some use of ILT or MIS in handling course administration and curriculum data.	Academic and managerial staff have direct access to a centralised MIS. Data from MIS is used by some staff to support planning and decision-making in the curriculum and in business processes.	Academic and managerial staff routinely access a centralised MIS directly. All staff use MIS appropriately to generate learner, curriculum and financial data to support course management and other business decisions.	Diagnostic assessment and guidance on demand. MIS data on curriculum and student data informs and drives business planning.
	ILT quality improvement	Evaluation of the effectiveness of ILT in supporting the curriculum and business planning are ad hoc and mainly in response to external pressure.	A coordinated approach is taken to evaluating the use of ILT to support curriculum and business planning. (e.g. curriculum targets in schemes of work, SERs, key performance indicators)	Well-defined ILT quality assurance process in place to support curriculum and business processes and feeds into corporate management of quality issues. Internal and external evaluations of the use of ILT across the organisation are used to inform planning.	Real-time MIS data is accessed regularly by all staff and is used routinely to improve quality and to inform curriculum and business planning across the organisation.	
	External links	Informal links by individuals or departments are used to gain access to the expertise of commercial, industrial, academic and other organisations.	Support and advice from the community and other external agencies, (eg in curriculum review and business development) is sought on a formal basis.	The organisation's links with external agencies are centrally coordinated. Links are regularly reviewed for mutual benefit.	Contact with relevant agencies influences the development of the organisation's actions on the educational use of ILT.	

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<b>Achievements and standards</b>	Learner achievement	Some teaching staff exploit learners' basic ICT skills but with little attempt to integrate ILT into the learning and assessment process.	Curriculum areas provide contexts for the development of ICT skills and their assessment. Generic skills are developed through ICT courses for some learners.	Staff diagnose and report on the levels of learner ICT skills and devise appropriate learning situations which reflect and allow further development of these skills.	Learners' competence in the use of ILT is appropriate in the context of their learning situations and is checked and regularly re-evaluated.	
<b>Quality of provision for learning</b>	Teaching and learning	Individual teachers and learners explore the potential of ILT in an ad hoc way.	ILT is used by many staff to support and enhance existing teaching and learning practices across the organisation.	ILT-based approaches to a variety of teaching and learning styles, are incorporated into curriculum, planning and practice.	Suitable uses of ILT are routinely incorporated into teaching and learning strategies. ILT is used to encourage and support higher order forms of learning. Good practice in the use of ILT for teaching and learning is routinely captured and shared.	Students work collaboratively with teachers to set and achieve their own learning targets.  Learners take responsibility for seeking solutions to their own ILT development needs
	Assessment	Some use is made of ILT in the formative assessment of learner achievement and progress by a few teachers. Outcomes are stored and accessed locally.	Staff use shared electronic tools and records to track learner progress and achievement.	A range of ILT assessment strategies is used to enhance formative and summative assessment. Outcomes of assessment are used by staff to inform teaching strategies and improve learning.	Student achievement and progress is mapped to learning goals and recorded by electronic means that are regularly used by the students and teachers to plan and adjust learning.	ILT used to provide flexible individualised learning.  ILT is used to make a distinctive and measurable contribution to assessment and monitoring of students progress.
	Learning experiences	Learners have some access to local ILT resources and the Internet to support learning,	ILT is used in a relevant and interesting way to find and present information and to enhance the learning experience. Learners have access to sets of shared learning resources.	Learners can access learning resources remotely, ILT is used effectively by all to meet individual learner needs. Interactive learning resources and communication tools are used to support different learning styles	Learning programmes are supported and enhanced by a wide range of technologies and resources which challenge and inspire learners. Learners can assess their own progress on-line, electronically submit assessments and receive individual feedback.	