

# Exploring the processes of embedding educational innovation in HE institutions

## Transferability Study

### INSTITUTIONAL REVIEW

**TELRI Project**  
Centre for Academic Practice  
University of Warwick

<b>NAME of INSTITUTION:</b>	
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<b>NAME:</b>	
<b>DESIGNATION/ROLE:</b>	

<b>DATE:</b>	
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## AIMS OF THE INSTITUTIONAL REVIEW OF TRANSFERABILITY

This review tool offers an institution a picture of its organisational structures and working practices in relation to innovation. The questions explore the institution's ability to respond to educational innovation, including those involving ICT, and its capacity to evaluate development and embed successful practices across the University. In so doing, the review aims to assist the process of implementation, evaluation and further planning of institutional learning and teaching and related strategies. A framework of four sections has been developed that support critical reflection of a range of relevant structures and processes.

In order to obtain a useful profile and possibly stimulate debate about learning and teaching developments in your institution, we recommend that you include in the review process the perspectives of staff representing a range of roles in teaching and learning across the University. It is unlikely that all of the suggested representatives in your institution would be able to complete the entire questionnaire and we would like to ensure that any time committed is targeted at the most appropriate areas. We have therefore indicated the specific sections that should be considered by individuals in each of these roles and who should complete as many questions as they feel able. We believe, however, that those involved can benefit from the opportunity to see these within the overall framework of the review process and therefore wish to avoid separating any sections from the body of the review tool. Naturally, we welcome input on questions other than those indicated for your role group.

We suggest you make arrangements to incorporate the views of the following:

<b>Role and number of representative undertaking review</b>	<b>Sections to be completed</b>			
• At least three staff in educational development or learning and teaching support units: Including the Director, at least one central developer, and one departmental adviser if appropriate	1	2	3	4
• One e-learning manager	1	2	3	4
• At least one IT/library director	1	2	3	4
• At least one relevant senior manager	1		3	
• At least one relevant senior administrator.	1		3	
• At least two heads of schools/departments		2	3	
• One external project officer (if appropriate)			3	4

It is important that institutions undertake the review in a way that meets local needs. At the same time, there is a need to ensure the validity of the data in terms of a comparative review between the seven universities involved in this transferability project. It would therefore be helpful if any significant deviation from the questions offered here, or additional areas that you may wish to incorporate, could be dealt with in the follow-up structured interviews with key staff that will take place face-to-face or by telephone within the next few months. Feel free to indicate in the top right box on each question where you feel interviews could work to best advantage.

### SUPPORTING THE REVIEW PROCESS

In the first instance, a discussion list [telri-institutions@jiscmail.ac.uk](mailto:telri-institutions@jiscmail.ac.uk) is available to facilitate any sharing of ideas as the project work proceeds. We hope that you will find it useful to exchange experiences during the review process and analysis of learning and teaching strategies, particularly regarding your engagement with educational innovation, development projects, evaluation and the embedding of successful outcomes in teaching and learning processes.

Secondly, we recommend that you contact us at the earliest opportunity should you have any queries or problems regarding the review, the questionnaire or the process of collating viewpoints from representatives of your University.

# Review framework

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## SECTION 1: ORGANISATION & DIRECTION

<b>1. Institutional information</b>		
<b>Number of academic departments</b>		
Number of distributed sites (if appropriate)		
Total number of academic teaching staff		
Total number of students		
Total number of academic-related staff		
<b>Number of staff deployed on:</b>	<i>supporting/developing teaching &amp; learning</i>	<i>supporting/developing e-learning (specifically)</i>
Permanent contract		
Short term contract ( <i>local funding/strategy</i> )		
Secondments		
Project staff ( <i>externally funded</i> )		
Other ( <i>please specify</i> )		

<b>2. Responsibilities</b>						
<b>1. Indicate with a mark in the relevant box how responsibility is distributed within your institution for the following aspects of teaching and learning development.</b>						
	<i>Decision making &amp; resourcing</i>	<i>Planning &amp; co-ordinating</i>	<i>Staff development</i>	<i>Research, development &amp; evaluation</i>	<i>Web/tools development</i>	
VC/PVC						
Senior administrator						
Academic policy committee						
IT policy committee						
L&T strategy group/committee						
Staff development committee						
L&T support unit						
e-learning groups						
<i>L&amp;T based</i>						
<i>IT based</i>						
<i>Library based</i>						
IT department or IT/Library service						
Departments/schools						
Course teams						
Other significant body ( <i>please specify</i> )						

**2. Joint or overlapping responsibility may promote or limit effective development.**

**(i) List beneficial overlaps and explain their usefulness**

**(ii) List constraining overlaps and explain their limitations**

**3. Strategic educational goals**

**What are the institution's main teaching and learning objectives over the next few years and how are these identified?** *(For example, these might be represented as key strands or themes in your institutional LTA strategy.)*

**4. E-Learning**

**Do you feel that e-learning development requires a different set of structures and processes to those in place for teaching and learning development? If so, please explain.**

5. Current strategies and linkages					
(a) Please indicate the extent to which you feel the following are true for your institution:					
	True	Largely true	Partly true	Emergent	Not true
The institution is successful in attracting external funding (other than TQEF strategy funding) to develop learning and teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bids for external funding for teaching and learning development are strategically targeted	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning and teaching strategy & planning is integrated or closely linked with:					
<i>Academic policy</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Academic staff development</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>IT policy</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Quality assurance processes</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Other area of significance (please specify)</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution has an established accredited academic teaching programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>That has a significant ICT component</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>That is mandatory for all probationary teaching staff</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>That is a recognised route to ILT membership</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching and learning initiatives in the institution are led by:					
<i>Learning and teaching strategy</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>IT strategy</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>ICT network infrastructure provision</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Requirements from government/HEFCE</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Requirements identified by faculty/dept boards</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Requirements identified by academic teaching staff</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Senior management vision</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Educational research &amp; evaluation</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Other, please specify</i> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(b) What approach do you take to the development of generic learning and teaching courses or materials for use University-wide and how might this differ for web-based versions?**  
For example, study skills.

**6. Targets and monitoring**

**(a) How are development plans for institutional strategies and their implementation devised and activities assigned across support departments?**

## SECTION 2: RESPONDING TO INNOVATION

7. National profile			
<b>(a) Please indicate the extent to which you feel that the following situations are true within your institution.</b>			
	True	Emergent	Not true
Institution is a nationally recognised centre of excellence for educational research and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institution is a nationally recognised centre of excellence for e-learning research and development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L&T/e-learning innovators publish their work:			
<i>Within the institution publications</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Within subject specific publications</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Within pedagogic research publications</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L&T/e-learning innovators occupy senior positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The institution regularly leads internally focused initiatives or projects in L&T/e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>(b) External involvement. Please tick all those that apply.</b>			
<input type="radio"/> Institution <i>leads</i> at least one national e-learning educational development project <input type="radio"/> Institution is a <i>partner</i> in at least one national e-learning educational development project <input type="radio"/> Institution hosts at least one national educational information gateway or electronic library <input type="radio"/> Institution is involved in at least one European or international development  <input type="radio"/> Institution is a member of following national organisations relating to teaching and learning development <input type="radio"/> Association for Learning Technology (ALT) <input type="radio"/> Staff and Educational Development Association (SEDA) <input type="radio"/> Other: .....  <input type="radio"/> The institution makes use of the national learning and teaching support network (LTSN): <input type="radio"/> Subject Centres <input type="radio"/> Generic Centre  <input type="radio"/> There are more than 20 individual members of the Institute for Learning and Teaching in H			
<b>(c) Describe the broad impact you feel these initiatives and involvements have had on developing and supporting local practices in your institution.</b>			

**(d) Do you feel the institution is actively seeking further involvement in an externally funded teaching and learning development project as: *Please tick all those that apply.***

- Lead site to a single institution project?
- Lead site to a collaborative project?
- Partner in another institution's project?
- Institutional level project?
- Departmental led project?
- Small scale project (less than £200k)?
- Larger scale project (more than £200k)?

**8. Promoting innovation**

**(a) In your professional experience, what broad proportion of academic staff do you consider:**

	All	Most	Some	Few	None
Understand the importance of ICT and its useful role in teaching and learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are interested in developing their own teaching?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are interested in developing their department's teaching practices?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have valid reasons for not wishing to engage with teaching development and/or e-learning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(b) What mechanisms do you use to promote participation in a project or initiative (local or external) across the institution or within relevant departments?**

**(c) What mechanisms do you use to disseminate outcomes and good practice from projects and initiatives (local or external) across the institution or to relevant departments?**

(d) To what extent do you feel that e-learning is leading to increased interest and changes in teaching styles, cultures and practices?

**9. Rewarding innovation and excellence**

(a) How is innovation in teaching and learning explicitly encouraged and rewarded by the institution and/or by departments?

(b) What is the nature of any central scheme for recognising and rewarding excellence in teaching?

**(c) Which of the above do you feel are most effective in engaging academic staff to explore and pilot new approaches in teaching and learning?**

**(d) What additional rewards and incentives do you feel might be effective?**



**(d) In what ways do you feel the knowledge from evaluating new practices informs decision-making in the University, and where do you consider there to be potential areas for improvement in this process?**

**(e) Have you been involved in any previous profiling or audit of relevance to this review?**

*If so, please indicate which tools you have used/been involved in using:*

- A study, review or tool developed in-house
- TALENT profiling matrix
- JCALT institutional audit
- Other, please specify

**(f) Have you been involved in any form of risk assessment or SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for learning and teaching or e-learning strategies?**

*If so, please indicate when these were done, why and by whom (for contact purposes).*

## 11. Stakeholder influences

**(a) Please indicate the extent to which you feel the following are influential in developing e-learning practice across the institution.**

	Very influential	Fairly influential	Neutral	Not very influential	Not influential
PVC/Dean for teaching and learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Head of LTA development (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Head of IT services (or equivalent)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e-learning manager(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Directors/managers of external projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student union/SSLC	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chair of LTA strategy group or committee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Heads of department (generally speaking)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others ( <i>please specify and respond for each</i> )					
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(b) Who would you say have been the key movers and shakers in your institution in embedding new teaching and learning practices and how do you account for this?**

**(c) How have these people/factors continued to exert influence within the institution?**

**(d) What broad measures does the institution currently take to retain the expertise of those that are successfully developing teaching and learning (including e-learning) and how do you feel these might be strengthened?**

**(e) What other stakeholders or influencing factors do you feel have stood out as key drivers of effective new practices?**

(f) What influencing factors do you consider to have acted as barriers to take up of effective new practices in the institution?

## 12. Communication and networking

(a) How do central support services currently report to strategy committee on issues concerning:

(i) teaching and learning

(ii) e-learning?

(b) Which services/units do you feel collaborate well on planning and development in teaching and learning (including e-learning) and how do you account for this?

**(c) Can you provide any examples of how collaboration between central teaching and learning services has assisted embedding of new approaches or how a lack of it has constrained this?**

**(d) To what extent do you feel that embedding e-learning practices might require a distinct or separate model of teaching and learning development and the management of change?**

**(e) In what ways are staff involved in learning and teaching encouraged to share and develop expertise?**

(i) Within the institution?

(ii) With other institutions and organisations?

## SECTION 4: SUPPORT FOR EMBEDDING

13. Engaging staff and departments						
<b>(a) Please indicate the extent to which you feel your institution is successful in each of the following:</b>						
	Highly	Fairly	Neutral	Limited	Not at all	
Having good educational leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Securing commitment and input from senior managers (VC/registry, Heads of support services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Engaging and securing commitment from Chairs/Heads of Departments/Schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Engaging academic staff (as individuals: champions/enthusiasts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Understanding different disciplinary or departmental contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Having clear steps and goals to implementing new approaches to teaching and learning practice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Establishing an adequate ICT infrastructure to support e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Providing adequate staffing and resources to support demand to develop teaching and learning/e-learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Having effective methods of evaluation to measure success in quality enhancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>(b) To what extent do you feel the following approaches to developing staff assist in changing teaching and learning practice across the institution?</b>						
	Great increase	Some increase	Neutral	Limited increase	No increase	Not provided
Assistance at subject level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance at departmental level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assistance at institutional level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central funding programme for teaching development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accredited academic development programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accredited e-learning/teaching development programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic secondments to undertake development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informal staff & course development support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To groups/cohorts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To individuals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access by staff to a range of e-learning tools and support for developing skills in their use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental strategies for use of e-learning for curriculum planning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(c) What combinations of support activities listed in (b) do you consider complement each other best in terms of effective engagement of:**

(i) Lecturers

(ii) Departments

**(d) How do you currently engage schools/departments with central university initiatives or generic approaches and what approaches do you consider to be most effective?**

**(e) In what ways do departments/schools support learning and teaching or e-learning development directly and how do you feel this differs in its effectiveness from the support provided centrally?**

(f) What do you feel are currently the main constraining factors in departments' capacity to embed successful outcomes from teaching and learning development?

#### 14. Impact on institutional practices

(a) In what areas of learning, teaching and assessment do you feel there has been the greatest strategic impact of the introduction of ICT in your institution?

(b) What innovations and initiatives to enhance teaching and learning do you feel have the greatest legacy across the institution and how do you account for this?

(c) Is there any congruence between the impact of an innovation or initiative (local or external) and the context of its introduction within the institution at a particular time?  
(You might wish to draw on examples from past strategies and projects to describe the relationship.)

<b>(d) To what extent do you feel the following have been important in transferring the outcomes of an initiative or innovation more widely across the institution?</b>					
	Very important	Fairly important	Neutral	Not very important	Not at all important
Policy driven approach	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional learning and teaching strategy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Departmental interest in the area	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Central unit for development and support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close internal communications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High local profile for teaching and learning innovation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Others please specify below</i>					
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>(e) Specifically with regard to e-learning development, to what extent do you feel the following factors influence embedding of effective new e-learning practices?</b>					
	Very positive	Fairly positive	Neutral	Fairly negative	Very negative
Learning and teaching strategies that allow for a variety of interests and interpretations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commitment of senior managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Timing of introduction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptability of ICT tools to local needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplinary/departmental focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separating e-learning development from teaching and learning development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presence of a central learning and teaching support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presence of a specialised e-learning team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sufficiency of ICT infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Range of expertise of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IT training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic development programme specifically focused on e-learning/ e-tutoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Others please specify below</i>					
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**(f) What broad organisational and management changes do you feel would lead to more effective embedding of e-learning in HE institutions?**

(i) Changes within your institution

(ii) Changes within departments in your institution

(iii) Change within national bodies and services

(iv) Changes in funding mechanisms

# COMMENTS FORM FOR FOLLOW UP APPROACHES

**DO YOU HAVE ADDITIONAL AREAS, QUESTIONS OR ISSUES THAT YOU FEEL THIS SET OF QUESTIONS HAS NOT ADDRESSED?**

*Please offer these on a separate sheet appended to this form.*

**WHAT SECTIONS OR QUESTIONS WOULD YOU SPECIFICALLY FIND USEFUL TO REFLECT ON IN MORE DETAIL AND DISCUSS WITH:**

(a) the project team?

(b) partner institutional representatives?

It is intended that the Review Questionnaire will be completed by a range of stakeholder representatives nominated by the institution with follow-up interviews, as outlined in the Introduction at the front of this document.

**WHAT FOLLOW-UP APPROACHES DO YOU FEEL WOULD LEAD TO THE REVIEW QUESTIONS BEING MOST EFFECTIVELY DISCUSSED IN YOUR INSTITUTION?**

*Please indicate preferences below by marking the circles by pen (if posting) or typing an X alongside (if submitting by email).*

	Best	Good	Neutral	Poor	Worst
<b>1. Undertake interviews with stakeholder representatives involved in this review?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F2F individually by the project team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By telephone individually by the project team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
F2F as a group convened internally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By email discussion convened internally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>2. Follow up areas in this review internally by those nominated in each institution as the main co-ordinator for the project?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>3. Arrange a single institutional focus group session with the group of stakeholders involved in this review?</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Whole day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Half day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Two hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**4. Other approach (please specify or contact the project director to discuss)**

## Project team details

### Main project contact

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**Transferability project web site:** <http://www.telri.ac.uk/Transfer/>