Developing an e-learning strategy: BECTRA Matrix

This document was originally downloaded (July 2006) from the BECTA site at
http://matrix.becta.bit10.net/GMATRIX_4322107_24212722/1208931607896/rebrand/home/index.cfm?forcenew=yes
This unbranded text version is no longer available online.

An updated, online version of the tool (see under Learning and Skills) can be viewed for content: interaction requires a UK login
see http://matrix.becta.bit10.net/GMATRIX_4322107_24212722/1208931608552/rebrand/matrix/index.cfm?matrix=87&forcenew=yes

1. Vision and strategic planning

1.a Clarity of vision for development of e-learning within the organisation

Not yet started	Early stages	Developing	Established	Embedded
There is no clear vision for the development of e-learning within the organisation.	Senior staff have discussed the development of e-learning within the organisation but as yet have not reached a clear view as to the direction that this will take.	There is an awareness amongst senior managers of the direction in which the organisation will go to develop e-learning but the vision lacks detail.	Senior staff share a clear and detailed vision for how e-learning will develop in the next few years.	The vision for the development of e-learning relates clearly and closely to the organisation's overall mission and aims.

1.b Communicating the vision across the organisation

Not yet started	Early stages	Developing	Established	Embedded
No communication of the vision to staff or learners has taken place.	Staff and learners are still largely unaware of any organisational vision for the development of e-learning.	Communicating the vision to staff and learners has started, but as yet awareness of the vision is limited to a minority of staff.	Senior staff have taken appropriate opportunities to communicate the vision and as a result most staff and some learners are aware of it.	All staff and many learners are aware of the organisation's vision for the development of e-learning.

1.c ILT/e-learning strategy

Not yet started	Early stages	Developing	Established	Embedded
Work has not started on producing an ILT/e-learning strategy.	The ILT/e-learning strategy is still in draft form.	An ILT/e-learning strategy has been published but it is not yet a key driver of organisational change.	Staff across the organisation actively contribute to the process of implementing, updating and developing the ILT/e-learning strategy.	Aspects of the ILT/e-learning strategy are cross-referenced to other strategy and policy documents and is a key driver for change across the organisation.

1.d Relationship of ILT/e-learning strategy to other strategic plans

Not yet started	Early stages	Developing	Established	Embedded
There is no reference to ILT/e-learning in the organisation's other strategic plans.	There are a few mentions of ILT/e-learning in the organisation's other strategic plans.	There is some cross-referencing between the ILT/e-learning strategy and other strategic plans.	There is comprehensive and clear cross-referencing between the ILT/e-learning strategy and the organisation's other strategic plans.	The vision for the development of ILT/e-learning is embedded in all strategy documents, and clearly contributes to the organisation's overall vision and goals.

1.e Strategic management of ILT/e-learning

Not yet started	Early stages	Developing	Established	Embedded
There is no strategic management of the ILT/e-learning strategy.	Management of ILT/e-learning takes place only at a localised, team or departmental level.	There are some links between different departments, teams and curriculum areas in terms of the management of ILT/e-learning.	There is a strategic approach to the management of ILT/e-learning across the whole organisation.	The management of ILT/e-learning takes place within a robust strategic framework. There is strong leadership from the top and appropriate delegation of operational decision-making to middle/departmental managers.

1.f Coherence with local, regional and national strategic frameworks.

Not yet started	Early stages	Developing	Established	Embedded
There is no relationship between the strategic planning of e-learning and local, regional and national strategic priorities.	Local, regional and national strategic frameworks are referred to in the ILT/e-learning strategy but in practice these priorities have only a limited impact on the planning and delivery of e-learning.	There is an understanding of local, national and regional srategic frameworks in relation to e-learning and these are having some impact within the organisation.	Full consideration is given to local, regional and national strategic frameworks and to how these should impact on the development of e-learning.	Local, regional and national strategic frameworks are the starting point for both the vision and the development of e-learning within the organisation.

2. Teaching and learning

2.a Electronic availability of learning resources

Not yet started	Early stages	Developing	Established	Embedded
No learning resources are available electronically.	The availability of electronic learning reources is very limited, with many learners having no access to electronic resources to support their learning.	Learners on some courses are able to access resources in a digital format (CD-ROM, DVD, memory stick) or online.	The majority of curriculum areas have now made a significant proportion of their learning resources available electronically.	Resources for the vast majority of courses are available electronically both on- and off-site and are routinely accessed by most learners.

2.b Using the Internet for teaching and learning

Not yet started	Early stages	Developing	Established	Embedded
No use is made of the Internet for teaching and learning.	Only a few tutors make use of the Internet for teaching and learning, and such use depends largely on the initiative of the individual tutor.	Some courses and/or curriculum areas make significant use of the Internet in teaching and learning, but this is not yet widespread.	It is accepted practice across most of the organisation that the Internet is used whenever appropriate as a resource to enhance teaching and learning.	Programmes of learning are being redesigned to take account of the ways in which the Internet can be used to enhance teaching and learning.

2.c Electronic communication

Not yet started	Early stages	Developing	Established	Embedded
No use is made of electronic communication within the organisation.	E-mail is used on an ad hoc basis by a few tutors to communicate with each other or with learners.	A small number of courses/tutors use email and other electronic media such as bulletin boards and electronic discussion forums, where appropriate, as an integral part of teaching and learning.	Communication by e-mail and other electronic media is accepted practice between tutors and between tutors and learners	The use of e-mail and other means of electronic communication (e.g. discussion forums, text messaging, electronic submission of assignments) is transforming communication amongst tutors and with learners.

2.d Additional support for learners

Not yet started	Early stages	Developing	Established	Embedded
No provision in relation to technology is provided for disabled learners or other learners who require additional support.	There is limited awareness of issues concerning technology, inclusion and disability and of the legislation in this area; provision of appropriate technology for disabled learners and those with additional learning needs is on an ad hoc basis.	The organisation is building up a bank of specialist hardware and software to support those learners that need it.	Learners are able to access the technology that is appropriate to their needs across most or all of the curriculum.	There are systems in place to ensure a seamless link between the initial assessment of a learner's needs and the provision of on-going, appropriate technology to maximise her/his learning.

2.e Outreach and inclusion

Not yet started	Early stages	Developing	Established	Embedded
There is no ILT or e-learning related activity in this area of work.	Access to e-learning is largely limited to those learners that attend main sites.	The use of e-learning is being piloted in one or more outreach centres/projects.	The majority of outreach provision now makes use of e-learning when appropriate.	All staff and learners have good access to equipment, the Internet, the organisation's IT systems and e-learning expertise regardless of the venue they attend.

2.f Learning and teaching styles

Not yet started	Early stages	Developing	Established	Embedded
There is no awareness of or practice in the use of technology to enhance teaching and learning styles.	Where e-learning is taking place it is used in an ad hoc way that takes little account of its potential for catering for a variety of learning and teaching styles.	There is a pilot scheme in one or more curriculum areas to evaluate ways in which e-learning can be used to cater for a variety of learning and teaching styles.	There is established practice in several curriculum areas in the flexible use of e-learning to cater for a variety of learning and teaching styles.	Across the curriculum e-learning is being used in flexible ways to provide personalised learning experiences for learners.

2.g Development of learners' ILT skills

Not yet started	Early stages	Developing	Established	Embedded
There is no awareness of the role of learners' ICT skills in embedding ILT/e-learning.	Development of learners' ICT skills takes place on an ad hoc basis and is not an intrinsic part of their programme of learning.	Learners planning to take courses that use e-learning are informed regarding which ICT skills they will need, and they are given the opportunity to acquire these skills (e.g. through attending a separate short course or working online).	It is accepted across the organisation that good ICT skills are an invaluable aid to learning; learners are encouraged to develop these skills on an ongoing basis.	There are systems in place (e.g. through initial and on-going assessment) for all learners to be able to have their ICT skills recorded and to be given the opportunity to develop further their skills.

2.h Developing and broadening the curriculum

Not yet started	Early stages	Developing	Established	Embedded
E-learning is having no or very little significant effect on broadening the curricular offer to learners	E-learning is being used to put on a few additional courses that were not previously offered.	The curricular offer is gradually developing as a result of the introduction of e-learning.	The use of e-learning has led to significant developments across the curriculum in terms of the range of learning provision that is being offered.	The use e-learning is accepted across the organisation as a key means of developing and broadening the curricular offer, working in electronic partnership with other organisations when appropriate.

2.i   Using electronic means for recording progress and achievement

Not yet started	Early stages	Developing	Established	Embedded
Systems for recording progress and achievement, including the recording of achievement in non-accredited courses (RARPA) are entirely paper-based.	There is a pilot scheme in one or more curriculum areas to use electronic means to record progress and achievement (e.g. RARPA; e-portfolios)	Electronic means of recording progress and achievement are spreading across the organisation.	Across the organisation, electronic means of recording progress and achievement now have equal status with paper-based systems.	A variety of electronic means of recording progress and achievement are used comprehensively and whenever appropriate across the whole curriculum and this has resulted in a significant reduction in paper-based systems.

2.j   Re-engineering teaching and learning

Not yet started	Early stages	Developing	Established	Embedded
There is no use of e-learning within the organisation.	A few courses include some e-learning, but this has not led to a significant change in how the organisation offers and delivers programmes of learning.	The use of blended learning means that the organisation is now offering a small number of new courses using more flexible delivery methods.	As a result of the introduction of e-learning, the delivery of courses by the organisation is now significantly different to the manner in which they were delivered three years ago.	As a result of the implementation of ILT/e-learning, the organisation is now offering radically different learning provision, with far greater flexibility for both staff and learners.

3. Staff development

3.a Analysis and understanding of staff development needs

Not yet started	Early stages	Developing	Established	Embedded
There is no understanding of staff development needs in relation to ILT/e-learning.	Senior managers have only a general impression of the skills and knowledge that they and members of their staff need to acquire in relation to ILT/e-learning.	A training needs analysis has been planned or is currently being carried out across the organisation at all levels, and includes providers' staff where appropriate.	A training needs analysis has been undertaken that has led to increased understanding of staff development needs in relation to ILT/e-learning.	There is a comprehensive understanding of the ILT/e-learning development needs of all staff on an individualised basis; systems are in place to regularly review the needs of staff over time and to relate these needs to the organisation's staff development activities.

3.b Staff development programme and delivery

Not yet started	Early stages	Developing	Established	Embedded
There is no training or staff development in the use of e-learning.	Training and the support of staff in ILT/e-learning is provided on an ad hoc basis.	A number of courses and other interventions are available both in IT/ICT generally and e-learning in particular, and e-learning is being used in the delivery of some staff development (e.g. use of online resources as part of staff induction; improved use of PowerPoint in training sessions).	There is a comprehensive and ongoing programme of activities to develop the ILT/e-learning skills and knowledge of all staff (leaders, managers, part-time tutors, support and administrative staff and volunteers) that is fully integrated with the organisation's staff development strategy; staff share an expectation that e-learning will form part of their professional and personal development.	ILT and e-learning is used appropriately and in a variety of ways in the delivery of the majority of staff development programmes (e.g. good use of PowerPoint for both presentations and creating interactive learning resources; intranet or virtual learning environment used for making learning resources and/or staff development opportunities available to staff) and staff at all levels regularly update

their ILT/e-learning knowledge and skills.

3.c Making the best use of enthusiasts

Not yet started	Early stages	Developing	Established	Embedded
The organisation is not aware if it has any ILT/e-learning enthusiasts.	Enthusiasts/E-Guides/Champions are working in a limited way with other staff, but their activities are not co-ordinated and do not form part of the organisations's staff development strategy.	Enthusiasts/E-guides/Champions are having a positive effect in a number of curriculum areas, but systematic impact across the whole organisation is limited.	There are enthusiasts/E-guides/Champions at both manager and practitioner level who are working across the whole organisation according to an agreed action plan, and whose activities are integrated into the organisation's overall workforce development programme.	The work of enthusiasts/E-Guides/Champions is co-ordinated, properly resourced, integrated with the organisation's workforce development programme and accessible to all levels of staff, both full and part-time.

3.d Competence and confidence of teaching staff

Not yet started	Early stages	Developing	Established	Embedded
Tutors have little or no understanding of e-learning.	A small number of enthusiastic tutors has sufficient skills and knowledge to enable them to start incorporating some e-learning in their work.	E-learning competence and confidence are beginning to spread from a handful of enthusiasts to teaching staff more generally.	The level of skills and knowledge amongst tutors is always increasing, and a significant number of tutors across the whole organisation now has the competence and confidence to incorporate e-learning successfully in their work.	The vast majority of teaching staff have the skills, knowledge and confidence to incorporate e-learning successfully and appropriately in their work, and they are continuing to develop their understanding of e-learning.

3.e Competence and confidence of support staff

Not yet started	Early stages	Developing	Established	Embedded
Support staff have little or no understanding of e-learning.	Only a few support staff have sufficient understanding of e-learning to enable them to provide appropriate support to tutors and learners.	The number of support staff with an understanding of e-learning is steadily growing.	A significant number of support staff now has sufficient understanding of e-learning to enable them to provide appropriate support to tutors and learners.	The vast majority of support staff has enough competence and confidence in e-learning to enable them to provide appropriate support to tutors and learners on an on-going basis.

3.f Impact of staff development on the organisation

Not yet started	Early stages	Developing	Established	Embedded
There has been no staff development in ILT/e-learning or where it has occurred, it has had no quantifiable impact on teaching and learning.	Attitudes to ILT/e-learning are beginning to change, and there are a few anecdotal examples of how staff development interventions have had a positive impact on both teaching and learning and the organisation's business processes.	On-going monitoring of the impact of ILT/e-learning staff development activiites is being carried out; both teaching and learning practice and business processes across the organisation are beginning to change as a result of interventions.	Managers and team leaders across the curriculum are reporting that ILT/e-learning staff development activities are having a positive impact on practice across the organisation.	There is significant and quantifiable evidence that staff development interventions in ILT/e-learning have led to an improvement in the quality of teaching and learning, and on the management of the organisation's business.

4. Infrastructure and equipment

4.a Access to computers and other IT/ICT equipment

Not yet started	Early stages	Developing	Established	Embedded
There is no access to computer resources or IT/ICT equipment.	Access to computer resources and equipment is very patchy and ad-hoc and this is limiting the development of ILT and e-learning.	Some of the main learning centres have good access to computer and other equipment for some learners and staff but others do not.	Staff and learners are able to gain access to computer resources and other equipment at all centres including outreach locations.	Staff and learners have access to the appropriate computer resources and equipment required to carry out their work, at the location and time they need them.

4.b Internet connectivity

Not yet started	Early stages	Developing	Established	Embedded
There is no internet connectivity.	There is Internet connectivity for corporate and administrative purposes, but in less than 20% of teaching locations.	There is Internet connectivity for corporate and administrative purposes, and in 20% to 50% of teaching locations.	There is Internet connectivity, at a speed that meets the business, teaching and learning needs of the organisation, at all main centres, at most outreach sites and in the majority of other teaching locations.	Staff and learners are able to gain access to the Internet whenever they need it, at a speed that meets their business and teaching/learning needs and regardless of where they are located.

4.c Learning platform development

Not yet started	Early stages	Developing	Established	Embedded
There are no learning platform developments being planned.	The organisation does not have access to a virtual learning environment or other learning platform, although some individual staff or departments may have developed their own ad hoc arrangements for hosting learning resources.	The organisation is either in the process of acquiring access to a learning platform, or it has acquired access and is beginning to make use of the platform.	The organisation has access to an established learning platform that is being used in the delivery and support of some of its staff development and/or courses for learners. Where appropriate, links are being made with the organisation's management information system.	The organisation has access to a learning platform that is used comprehensively across the majority of its curriculum areas to enable delivery of learning, make learning resources available to tutors and learners, track progress, and communicate electronically between staff, learners, providers and other partner organisations.

4.d Technical support for staff and learners

Not yet started	Early stages	Developing	Established	Embedded
There is no technical support at all within the organisation.	There is technical support for corporate use of equipment and resources, but it is sporadic. There are no systematic procedures in place for access to support for teaching and learning purposes at the time and place where it is needed.	There is a system for providing technical support, either in-house or outsourced, but the level provided is not yet adequate for the growth of e-learning within the organisation..	The technical support provided has evolved to encompass the needs of staff and learners in relation to both the organisation's business and e-learning needs.	There is an efficient, well-organised and adequately resourced system of technical support that is responsive to the changing needs of staff and learners across the whole organisation.

5. Managing and implementing ILT and e-learning

5.a Implementing the ILT/e-learning strategy and action plan

Not yet started	Early stages	Developing	Established	Embedded
There is no ACL ILT/e-learning strategy or action plan.	The ACL ILT/e-learning strategy and action plan only exist on paper. There is little evidence of implementation.	Some parts of the strategy and action plan are being implemented but others are not.	The ILT/e-learning strategy is being put into practice, and the organisation is constantly reviewing e-learning progress alongside other relevant milestones.	The organisation has a well-established, successful and rigorous framework for ensuring strategy and policy implementation, and ILT/e-learning aspects are being implemented within this framework.

5.b Monitoring and reviewing implementation

Not yet started	Early stages	Developing	Established	Embedded
No monitoring or reviewing activity has taken place.	Implementation of the ILT/e-learning strategy has only rarely been monitored, reviewed or evaluated in any detail.	Some aspects of the strategy and action plan are monitored and reviewed, but this is not done in a sufficiently systematic way, makes no reference to other organisational strategies, and does not involve all stakeholders.	The ILT/e-learning strategy is regularly monitored, reviewed and evaluated in the context of the organisation's other policies, in line with the organisation's vision and goals and involving all its stakeholders.	The organisation has a well-established, successful and rigorous framework for monitoring and reviewing all its strategies and policies, and the monitoring and reviewing of ILT/e-learning occurs within this framework and takes into account local, regional and national priorities.

5.c Commitment throughout the organisation to the development of ILT/e-learning

Not yet started	Early stages	Developing	Established	Embedded
There is no evidence of commitment by staff to the development of ILT/e-learning.	Commitment to e-learning is limited to a small number of enthusiasts; the majority of staff are either unaware of what e-learning can offer or are hostile to the idea of incorporating e-learning into their area of work.	There is evidence that commitment to ILT and e-learning is growing within the organisation.	A large percentage of staff is committed to developing and using ILT and e-learning, and these committed staff are gradually changing the organisational culture in favour of ILT/e-learning.	The majority of the organisation's staff is fully engaged with ILT and e-learning on a regular basis within their area of work.

5.d Partnerships

Not yet started	Early stages	Developing	Established	Embedded
No relevant partnerships exist with regard to ILT and e-learning as yet.	There are some informal links between teams in relation to ILT/e-learning.	Links between organisations are being established with regard to ILT/e-learning and from these, a small number of ILT/e-learning partnership projects are beginning to occur.	The organisation is involved in several ongoing and successful partnerships involving ILT and e-learning.	There is a culture of active, collaborative working and of sharing resources and expertise with other organisations; this is having a positive impact on both the organisation's and local development of ILT/e-learning.

5.e Funding and sustainability

Not yet started	Early stages	Developing	Established	Embedded
There is no funding for ILT/e-learning activities	E-learning developments are funded on an ad hoc basis.	There is awareness amongst senior management of the need to make specific funding provision for e-learning.	The funding of ILT/e-learning is an integral part of the organisation's budgetary processes; there may be a separate allocation of funds for ILT/e-learning or explicit allocations for ILT/e-learning within devolved departmental budgets.	Innovative methods of funding ILT/e-learning developments are explored and exploited to supplement the organisation's own ILT/e-learning budget allocation; this might include using funding streams that are not specific to e-learning (e.g. external funding sources such as ESF, or internal budget heads such as staff development or regeneration).