

Embedding programmes into institutional culture

1. We believe that participants on EFFECTS/ELT programmes should not be asked to uncritically adopt local learning technology policies or accept the available learning technology infrastructure. As innovators, they are valuable sources of information and influence about how policy and infrastructure should develop.
2. Institutional accreditation of staff/educational development programmes is valuable in drawing down resources for support of participants, providing internal quality assurance, and raising the scholarship of curriculum development. It is most successful as part of a postgraduate certificate, diploma or Masters in an education-related subject. However, accreditation is seen as a means rather than an end in itself.
3. It is worth exploring mechanisms for tying in the CPD requirements of ELT with institutional resources for embedding learning technologies. For example:
 - Learning and Teaching Strategy resources could be made available to support curriculum development projects within the context of ELT;
 - bids to internal development funds can be viewed more favourably if bidders have undertaken or intend to undertake appropriate CPD;
 - an ELT workshop could be used to help participants develop credible bids for funding;
 - ELT materials could guide staff through accessing institutional resources (especially support staff);
 - teaching fellowships or sabbaticals could be awarded with an eye to whether participants will use the additional time for a specific curriculum development project.
4. Where possible, EFFECTS/ELT programme objectives should be aligned with the objectives of the institution's Learning and Teaching Strategy. Other strategies from which funding and/or support can be secured for learning technology-related CPD include the Human Resources Strategy and the Information Strategy.
5. Learning technologies are relevant to other issues that may be high on the institutional agenda, such as employability skills, widening participation, working with regional partners and transition from FE to HE. Developers should be strategic about linking ELT programmes and participants with these other agendas.
6. The ELT learning outcomes can also be used as a framework for supporting individuals and groups of staff through small-scale development projects, without being explicitly identified as professional development. Most members of the EFFECTS team feel, however, that the learning cycle, learning outcomes and developmental philosophy should be made clear, even if individuals decide to use the framework in a purely instrumental way.