

E-Readiness in the Social Care Sector for SCIE

Final report

January 2010

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Executive Summary

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In 2006 the Social Care Institute for Excellence (SCIE) commissioned Ipsos MORI to undertake a research programme with the following objectives:

To establish whether the social care sector in England was ready to maximise the use of e-learning in terms of technical and organisational infrastructure and in terms of the availability of e-learning content for social care

To provide an assessment of the capacity of the social care sector as a whole to use and produce e-learning, in particular in Internet-based learning, and to exploit its full potential in pursuit of improved services for users and carers

To cover these objectives Ipsos MORI ran a four-strand research programme focussing on the following key components of investigation:

- **Literature Review:** A review of the literature surrounding e-readiness and e-learning in the social care sector;
- **Social Care sector Employers:** A survey of social care sector employers. These employers were mainly in management positions, with three in five working in the private sector, a quarter were in the voluntary sector, and one in seven were from local authorities;
- **Social Care Sector Employees:** A survey of social care sector staff of those employers who took part; and
- **Qualitative research with Social Care Staff:** A series of case study focus groups among social care staff to assess the practical enablers of, and barriers to, e-learning.

In 2006, the results of our literature review and surveys led us to conclude that, on the whole, social care employers were not ready for e-learning, the reasons being more cultural in nature rather than technological.

Employers

In 2006, most employers felt that e-learning was effective in general. However, they were less confident when it came to e-learning's effectiveness for their organisation, where opinions were fairly split. Usage of e-learning at the time was low with three quarters of employers (75%) estimating that less than 10% of their organisational training made use of e-learning, while two-thirds reported that none of their training used e-learning.

Only a quarter of trainers made any use of e-assisted training either very or fairly often in 2006. Moreover, only two in five employers were positive about the use of e-learning for training their staff.

However, employers were looking to make more use of e-learning, with more than two in five saying that they would like to see at least 40% of their training making use of e-learning.

In 2009, this picture has changed in some ways and remained the same in others. Employers are significantly happier with current levels of work-related knowledge and skills among their staff, and significantly more satisfied with amount and quality of training they receive.

There has been a marked increase in the number of organisations with intranets and in the number offering access to the Internet at work. Despite this, these are still not seen as the most effective vehicles for delivering training; for this, employers still turn to face-to-face training.

But e-learning is still seen as a viable addition to the training roster and positive drivers of e-learning continue to be that it is seen as flexible time-wise for employees, and cost-effective and time-effective for the employer offering it.

Perceptions of their readiness

More employers than ever are offering e-learning opportunities and feel that e-learning is an effective training method. That being said, most are still not convinced it's effective for *their* staff primarily because they believe their employees lack the knowledge and confidence in ICT, may not be interested, or will be intimidated.

While they understand that their employees are likely to be accessing the Internet and specific websites for social care-related information and e-learning study programmes, they do not believe that their employees are engaging in this activity as much as they are themselves.

It may be for this reason that employers are now far more confident in their own ability to find social care learning and training resources on the Internet, and far more confident in their ability to help others use e-learning tools in the workplace. In fact, a strong majority now incorporate electronic resources and aspects of e-learning into training to make it more efficient and effective, and most believe it is useful in delivering training.

When it comes to ICT resourcing, the picture has changed very little since 2006. Most employers continue to have between 1-20 computers at work and fewer than half provide access to 75%+ staff (although this ranges dramatically depending on the type of organisation).

Support and information systems are seen as just as important as hardware and software investment. Better knowledge of where to access e-assisted training software is seen as a key issue that, if increased, would allow them to make better use of electronic resources to deliver training. That being said, employers are still looking for more hardware and better quality

software – both seen as necessary to enable their organisations to make better use of electronic resources.

Employees

In 2006, many employers believed that their staff did not have the necessary skills and motivation for e-learning. They also underestimated their employees' access to ICT resources and were less likely than their staff to see the advantages of using ICT. Employees, on the other hand, were keener than employers to see more e-enabled training – with two-thirds of them interested in receiving training and learning via a computer or through the Internet.

The current situation sees employers and employees in virtually the same situation although employers' attitudes have changed somewhat, as described in the previous section.

As found in 2006, employees of care providing organisations have access to, and use a wide variety of, ICT resources both at home and at work, and use them regularly – those with access to a computer use it at least once a week if not every day.

Around half of those with Internet at home use it to look for news and information, and the same proportion use the Internet to pick up advice or information about any issues they may have (a third use it to pick up information about how to work more efficiently).

A strong majority believe they have the necessary skills to use a mobile phone for basic tasks, the Internet, and a computer although only two-thirds of them have access to a computer at work and a third of those without access would like to be able to use a computer at work.

Attitude to training

All employees agree that it is important that people are regularly trained to do their job better. However, a sizeable proportion also agree that training could be done more efficiently and isn't always as relevant as it should be.

Most employees agree that their employer gives them enough support and encourages them to undertake training or to learn. When it comes to doing so using information technology, however, perceptions of employer support and encouragement drops to under half. This is virtually unchanged since 2006.

Around half of employees have received 'on-the-job' training or internal training with a colleague although most would prefer group training in a small group if given the choice. Less than half of

those who have received training report that the trainer uses a computer all the time and that it is always or sometimes helpful.

Interest in receiving training or accessing learning resources via a computer or the Internet is relatively high and nearly two-thirds would be willing to undertake Internet-based training at home.

Conclusions and recommendations

There is clearly still an untapped potential for the Internet as an information source and a training platform in social care.

Social care employers, however, still do not appear to feel e-ready and doubt their staff's readiness. Social care employees, on the other hand, are confident in their own skills, see the merit in using ICT in a blended training situation, and appear willing to undertake Internet-based training at home. If e-learning is to occupy a key position within the sector's learning and training map, employers should be encouraged to continue to increase access to ICT at work and be willing to encourage and support this type of training and learning with their employees.

Based on the results of the two surveys, the following recommendations can still be made:

- Disseminate and promote the research findings so that the applicability of e-learning to the sector can be boosted and the image of the 'e-resistant social carer' can be challenged.
- Encourage the provision to employers of clear information on available funding sources so that they may increase their ICT hardware and software offering.
- Encourage the provision to employers of clear information on where to find e-learning and e-training resources.
- Encourage the promotion to employers of home-based e-learning as an enhancement to their staff's training, provided that staff are offered the support and time in which to do it.

Background and Methodology

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In 2006 the Social Care Institute for Excellence (SCIE) commissioned Ipsos MORI to undertake a research programme with the following objectives:

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In 2006, the results of our literature review and surveys led us to conclude that, on the whole, social care employers were not ready for e-learning, the reasons being more cultural in nature rather than technological.

The original research also identified an imbalance within the social care sector in regards to employers' lower perceptions of staff attitudes towards e-learning, as well as the actual e-readiness of social care staff: employers within the sector were shown not to be e-ready and they doubted their staff's readiness. However, the research also showed that social care employees felt they were largely e-ready, and had the desire and skills to benefit from e-learning. The report indicated that employers should be supported and encouraged to increase access to ICT for e-learning, whilst using the results of the research as evidence about the already existing level of their staff's e-readiness and experiences in ICT.

In order to understand any key changes since the SCIE work in 2006 and investigate the *current* position of e-readiness in the social care sector, Ipsos MORI was commissioned to duplicate the 2006 research as closely as possible, carrying out a literature review refresh, a survey of social care employers, and a survey of their employees.

The employer survey

For the employer survey, 2,000 social care organisations were sent personalised letters inviting them to take part in a web-based survey.

Those who did not respond to the initial invitation were sent reminder letters which included a paper version of the questionnaire along with a pre-paid business return envelope. Those organisations that did not participate in the online or paper surveys were then contacted via telephone and given the opportunity to take part.

Type of organisation in sample	Number included in study	Total number returned unopened	Total number completed
Care homes for over 65s	720	3	187
Domiciliary care providers	600	60	186
Social services departments	400	18	86
Nursing care homes	280	0	86
TOTAL	2,000	81	545

The survey was in the field from 21 September to 20 November 2009. A total of 545 surveys were completed – 64 were completed online, 164 paper questionnaires were returned and 317 interviews were conducted via telephone.

Type of organisation	Total	Online	Postal	Telephone
Private care provider	322	28	100	194
Local council	112	19	28	65
Charitable/voluntary sector care provider	77	14	25	38
Public sector care organisation (not Local Authority)	17	1	2	14
Personal (user) employer	5	1	1	3
Other	12	1	8	3
TOTAL	545	64	164	317

The employee survey

The employee survey was designed in the same way as the 2006 research – participating employers were asked at the end of their survey if they would be happy for their organisation to take part in the employee survey. Those who agreed were given the option of either having a link emailed to them to forward onto 10 randomly selected employees or having 10 hard copies sent to their office for distribution to a random selection of staff.

Of the 545 employers who took part in the employer survey, 280 agreed to distributing questionnaires among their employees. Most requested hard copy questionnaire packs (which included a copy of the questionnaire and a pre-paid return envelope) however a quarter requested an email to forward.

Type of organisation sampled	Yes	Requested email	Requested hard copy
Care homes for over 65s	106	12	89
Domiciliary care providers	98	27	70
Social services departments	30	16	11
Nursing care homes	46	6	40
TOTAL	280	61	210

Assuming that all 280 employers distributed 10 copies of the questionnaire each, a maximum of 2,800 surveys were distributed. The survey was in the field from 23 November 2009 to 8 January 2010. A total of 248 surveys were completed and returned from 63 unique employers.

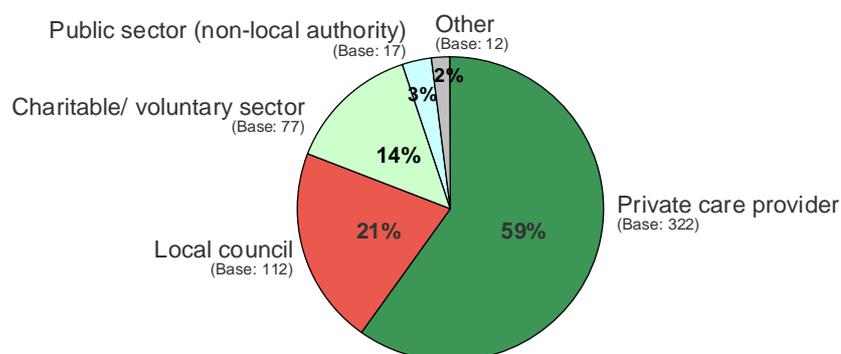
Type of organisation	Maximum distributed	Number returned	From number of unique employers
Care homes for over 65s	1,060	77	21
Domiciliary care providers	980	71	15
Social services departments	300	21	20
Nursing care homes	460	63	7
TOTAL	2,800	248	63

Respondent profiles

Employers

Of the 545 employers who took part in this research, the majority of them work for private care providers (59%) and one in five works for a local council (21%). A further one in seven works for a charitable/voluntary sector care provider (14%) and the remainder work for non-local authority public sector organisations or another type of care provider (5% total).

The Employer Survey



- 545 Respondents
- Online and paper questionnaire methodology
- Supplemented with telephone interviews

This profile is similar to that achieved in 2006 when six in ten worked for private care providers (60%), one in seven worked for a local council (14%), and one quarter worked for a charitable/voluntary sector care provider (23%). The remaining two per cent worked for a non-local authority public sector organisations or another type of care provider.

Three in ten employers who responded to the current survey work in London or the South East (29%) and a quarter works in the East and West Midlands (23%). This is broadly in line with employers in the previous research.

	2009 %	2006 %
London	9	7
South East	20	23
East of England	8	8
South West	12	19
West Midlands	11	9
East Midlands	12	8
North East	6	6
Yorkshire and Humberside	10	8
North West	10	13

In terms of their role within the organisation, one in five respondents say that they run the organisation (19%), while seven out of ten are managers (70%). Among nursing care home respondents, four in five are managers (80%).

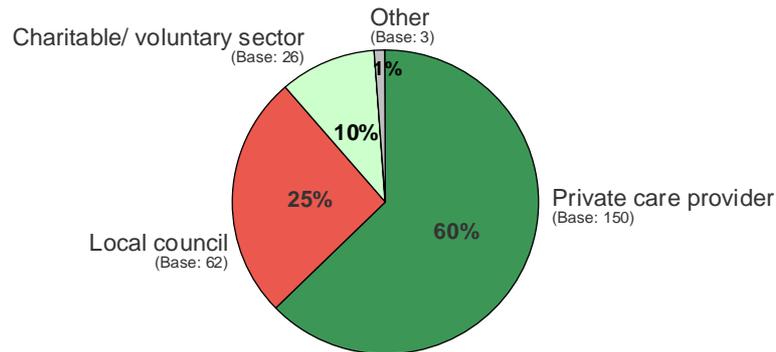
More than half of respondents have been in their current job for over five years (55%), around a quarter have been in their post for two to five years (24%), and one in ten has been in their current job for less than a year (11%).

Three-quarters of employer respondents (75%) tend to work in one fixed location while a quarter (23%) works in a number of locations (in the field or in domestic settings). Private care providers are more likely to work in one fixed location (82%) compared with local council providers (60%), who are more likely than others to work in a number of locations (38%, compared to 17% of private care providers).

Employees

The overall profile of employees who took part reflects that of the employers. Of the 248 employees who took part, the majority of them work for private care providers (60%) and one in four works for a local council (25%). A further one in ten works for a charitable/voluntary sector care provider (10%) and the remainder work for another type of care provider (1%).

The Employee Survey



- 248 respondents
- Online and paper questionnaire methodology
- Supplemented with telephone interviews

Ipsos MORI

Source: Ipsos MORI 

This profile is similar to that achieved in 2006 when just over half worked for private care providers (54%), just under one third worked for a local council (30%), and one in seven worked for a charitable/voluntary sector care provider (14%). The remaining one per cent worked for another type of care provider.

A quarter of employees who responded to the current survey work in London or the South East (26%) and a quarter works in the East and West Midlands (25%). This is broadly in line with employees in the previous research.

	2009 %	2006 %
London	10	5
South East	16	18
East of England	8	10
South West	10	16
West Midlands	16	8
East Midlands	9	9
North East	3	11
Yorkshire and Humberside	13	10
North West	13	12

In terms of their role within the organisation, a quarter of respondents are frontline workers in their organisation (26%), while one in seven are managers (15%) and another one in ten are either personal assistants (12%) or support/maintain the organisation (10%). Three in ten would describe the work they do in some other way (31%). This has changed somewhat from the profile in 2006 when four in ten were frontline workers (38%), a quarter were managers (23%), and one in five worked to support/maintain the organisation (18%).

More than a third of employees have been in their current job for over five years (37%), just over a quarter have been in their post for two to five years (27%), and one in ten have been in their current job for less than a year (10%). This is virtually the same as we found in 2006.

Three-quarters of employee respondents continue to work in one fixed location (73%) while a quarter (25%) works in a number of locations (in the field or in domestic settings).

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David Henderson

The Employer Survey

The Employer Survey

Current perceptions of e-readiness

Current levels of work-related knowledge and skills

When asked about both their management staff's and operational staff's current levels of work-related knowledge and skills, employers in the social care sector are satisfied with their employees' knowledge and skills. Almost all employers (94%) say they are satisfied, including half who are 'very satisfied' with both their management staff's knowledge and skills (51%) and that of their operational staff (47%). The proportion who are 'very satisfied' with their operational staff's knowledge and skills has increased significantly since the 2006 survey when fewer than three in ten were 'very satisfied' (28%).



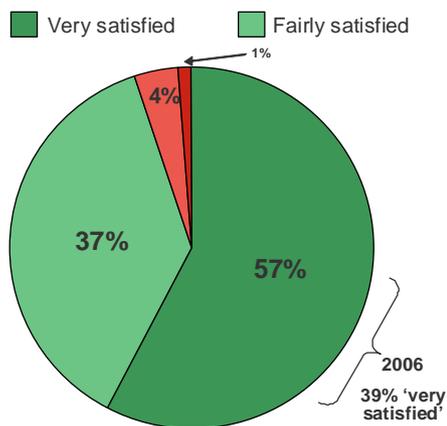
Those employers from local councils tend to be less satisfied with their management or operational staff's levels of work-related knowledge and skills compared with those from private or charitable/voluntary care providers (83% of those from local councils are satisfied with management staff and 85% are satisfied with operational staff, compared with around 97% of those from private or charitable/voluntary care providers satisfied with both).

Amount and quality of training

Satisfaction with the amount and quality of training is also at a similar level, with the majority of employers being 'satisfied' (94% and 95% respectively). Notably, the number of employers reporting that they are 'very satisfied' with the amount and quality of training has increased significantly since 2006, with 57% now saying they are 'very satisfied' with the amount of training (up from 39%), and 62% 'very satisfied' with the quality of training (up from 43%). There is very little difference between types of social care providers despite slightly lower levels of satisfaction among local council employers with the level of work-related knowledge and skills among their management and operational staff.

Satisfaction with staff training

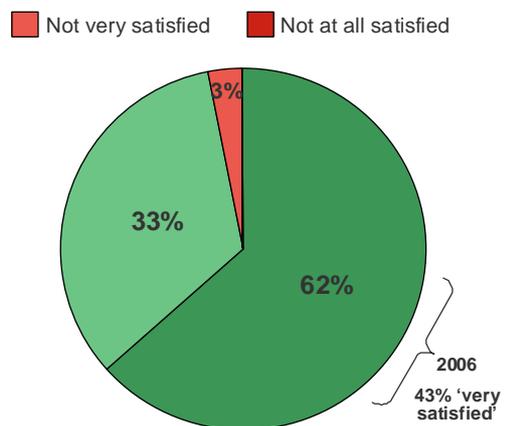
Q In general, how satisfied are you with the amount of training your staff have received?



Base: All respondents (545)

Ipsos MORI

Q In general, how satisfied are you with the quality of training your staff have received?



Source: Ipsos MORI



Training methods and resources

As seen in the 2006 survey and literature review many employers in the social care sector provide traditional face-to-face learning as their key method for training staff. However, since 2006 the accessibility of the Internet (and increase in the number of employers with workplace intranets – currently 49% up from 22%) has increased and made e-learning opportunities easier to implement. Despite this, the Internet, intranet, and mobile phones are still not seen as the most effective ways to deliver training.

In fact, nearly all employers say that their staff have access to face-to-face *internal* training (95%), and feel that this is the most effective method for improving work-related knowledge and skills (91%). Face-to-face *external* training is seen as the second most effective method for

training staff, with 88% of employers providing access to this for their staff and 76% believing it to be one of the most effective training methods. Just under nine in ten employers report that their staff have access to internal training by a colleague (88%), but only half of them feel it is an effective method for delivering work-related knowledge and skills (55%).

Training via paper-based resources is currently offered to staff by just over eight in ten employers (84%) but is only seen as an effective learning route by around one in six of them (17%). The use of these types of training materials has dropped significantly from 28% in 2006 to 17% now.

Importantly for e-learning accessibility, the proportion of employers who offer access to work-based Internet is now at three in five responding organisations (60%, up from 39% in 2006).

Local councils are more likely than other organisations to offer work-based Internet (84% compared with around half of private or charitable/voluntary care providers). Organisations that provide e-learning are also more likely than those who do not to offer access to the Internet at work (73% compared with 41% respectively). Like in 2006, the larger the organisation, the more computers, the more likely they are to give their employees access to the Internet at work.

Despite increasing ICT resource, however, only one in six employers (14%) say that the Internet at work is an effective way to train their staff. This increases to one in five among employers who provide e-learning (20%, compared with 6% of those who do not) and is their fourth most effective method of delivering work-related knowledge and skills.

Table 1: Access to, use of, and effectiveness of various learning sources

QA: Which of the following methods/resources for improving work-related knowledge and skills do your staff currently have access to?

QB: Which two or three methods do you feel are the most effective to deliver work-related knowledge and skills?

	QA	QB
	%	%
Face-to-face internal training	95	91
Face-to-face external training	88	76
Internal training by a colleague	88	55
Books/magazines/leaflets/manuals at their place of work	84	17
Internet at work	60	14
Internet at home	52	3
Intranet (i.e. internal organisational website) at work	49	10
Television at work	34	3
Mobile phone	31	1

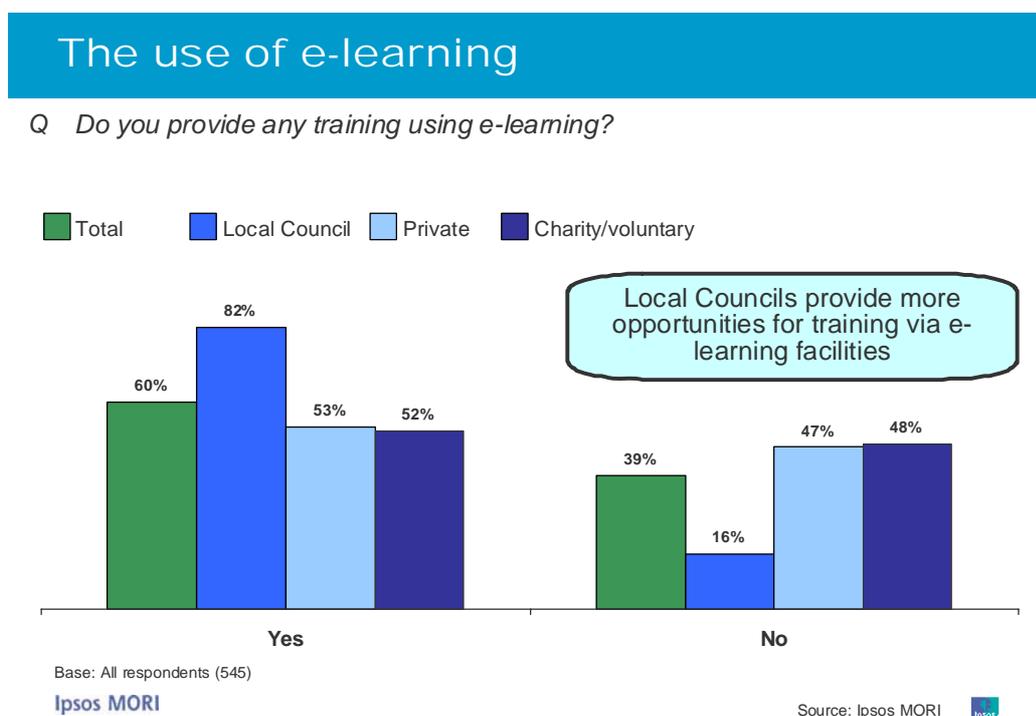
Source: Ipsos MORI

Overall, it is clear that employers are more comfortable with traditional face-to-face approaches to learning and training. This suggests that e-learning will have to be used as part of a mixed methodology approach if it is to gain a significant foothold in the sector.

Current use of e-learning

As well as having a measure of whether e-learning is available to staff in the social care sector, it is also useful to have an indication of how much it is currently used.

When it comes to training using e-learning, six in ten employers (60%) say that their organisation uses e-learning techniques for staff training. This ranges from 52% among charity/voluntary organisations and 53% in the private sector, to 82% in local authorities. This is a notable increase across the sector from the use of e-learning techniques in 2006 when just under half of organisations (47%) indicated they use e-learning for training their staff.



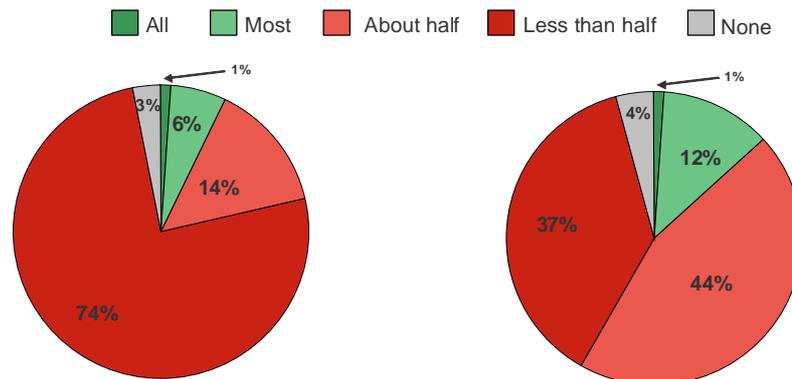
For employers who use e-learning for training their staff, the majority use this technique for less than half of their training (74%). Around one in six (14%) use e-learning for about half of their training requirements, and only seven per cent use e-learning for most or all of their training. While local councils are more likely to provide some training using e-learning, they are less likely to provide more than half of their training this way – only 5% report that more than half of their training is delivered this way compared with private and charitable/voluntary care providers – 28% and 24% of whom deliver more than half of their training using e-learning.

When asked the proportion of training they would like to deliver using e-learning techniques, just over four in ten organisations stated they would like to deliver about half of their training this way (44%) – indicating that there is room for organisations that currently use e-learning techniques to expand its usage within their organisation.

Training via e-learning

Q Approximately how much of your training is currently delivered using e-learning?

Q And what proportion would you like to see delivered using e-learning?



Base: All providing training use e-learning (325)

Ipsos MORI

Source: Ipsos MORI

Effectiveness of e-learning

When specifically asked if they felt that e-learning in itself was an effective approach to training, employers are much more likely to rate e-learning now compared with three years ago. Eight in ten respondents (81%) now feel it is effective, up significantly from 59% in 2006. By contrast, fewer than one in five (16%) say e-learning is not very or not at all effective. When it comes to delivering training to *their* staff, however, employers are slightly less enthusiastic – 71% feel e-learning is an effective way to deliver training (up from 41% in 2006) and 23% feel it is not very or not at all effective.¹

Compared with employers in private or charitable/voluntary sectors, those in local authorities are less likely to rate e-learning as an effective way of delivering training generally, or to their staff – two-thirds feel it is effective generally (67% compared with 85% and 90%) and only half feel it is effective for their staff (53% compared with 79% and 80%).

¹ Due to slight changes in the questionnaire, comparison of 2006 and 2009 results for this question should be made with caution.

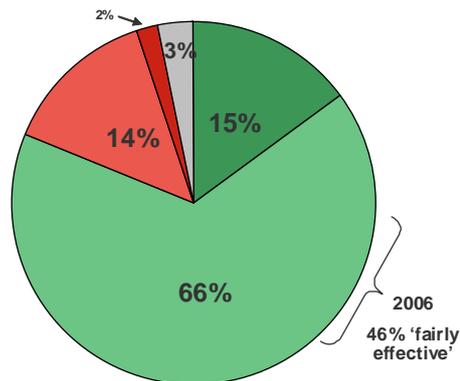
In 2006, just over a third of respondents (34%) did not have a view on the effectiveness of e-learning in general. This finding has changed significantly since then, with only three per cent offering no opinion on the effectiveness of e-learning in delivering training now.

Effectiveness of delivering e-learning

Q *In general, how effective, if at all, do you feel e-learning is in delivering training?*

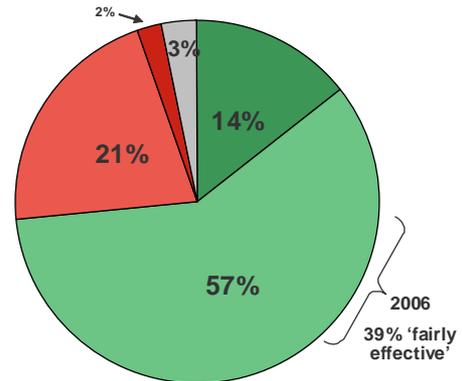
Q *In general, how effective, if at all, do you feel e-learning is in delivering training to your staff?*

■ Very effective
 ■ Fairly effective
 ■ Not very effective
 ■ Not at all effective
 ■ Don't know



Base: All providing training use e-learning (325)

Ipsos MORI



Source: Ipsos MORI



Driving favourability

As in 2006, the three main positive drivers for those who use e-learning and feel it is effective are that e-learning is:

- Flexible time-wise for employees;
- Cost-effective for the employer; and
- Time-effective for the employer.

And for those who feel it is effective...

Q Why do you say you feel e-learning is an effective way to deliver training to your staff?



Base: All who feel e-learning is an effective way to deliver training (233)

Ipsos MORI

Source: Ipsos MORI



These three factors – flexibility, cost and time – far and away continue to be the most significant drivers for a positive attitude towards e-learning. Knowing that there is good quality e-learning available and having the resources to utilise it are the next most cited factors, but cost, time and flexibility are e-learning's major selling points.

A similar picture emerges among the respondents who do *not* currently use e-learning but feel that it *could* be effective. Time-flexibility, cost-effectiveness and time-effectiveness all come through as the main reasons for thinking that such an approach could benefit their organisation (85%, 76% and 71% respectively).

Conversely, the inhibitors to effective e-learning are much more widely spread than the drivers of it. For those who use e-learning but feel it is *not* effective, concern around their staff is paramount, but these concerns are spread across a number of factors, from lack of knowledge and confidence (62%) to time intensiveness (44%).

So why is e-learning less effective for some?

Q *And why do you think that e-learning is not a very effective way to deliver training to your staff?*



*All answers above 20% shown

Base: All who feel e-learning is not an effective way to deliver training (77)

Ipsos MORI

Source: Ipsos MORI



For those who don't currently use e-learning and do not believe it is an effective way to deliver training, lack of resources and budget become the main stated barriers to the uptake of e-learning. Seven in ten (71%) mention not having adequate resources and three in five (59%) do not feel their organisation has the necessary budget to invest in the ICT needed.

And not effective for others?

Q *And why do you think that e-learning would not be a very effective way to deliver training?*



*All answers above 30% shown

Base: All who think e-learning would not be an effective way to deliver training (79)

Ipsos MORI

Source: Ipsos MORI



Activities at work

While we do not have data from 2006 on the number of employers who accessed the Internet for social care related information, more than eight in ten have done so in the last six months (83%) and the same proportion have accessed a website specific to social care. That being said, only one in eight have contributed to an interactive social care-related programme on the web (13%).

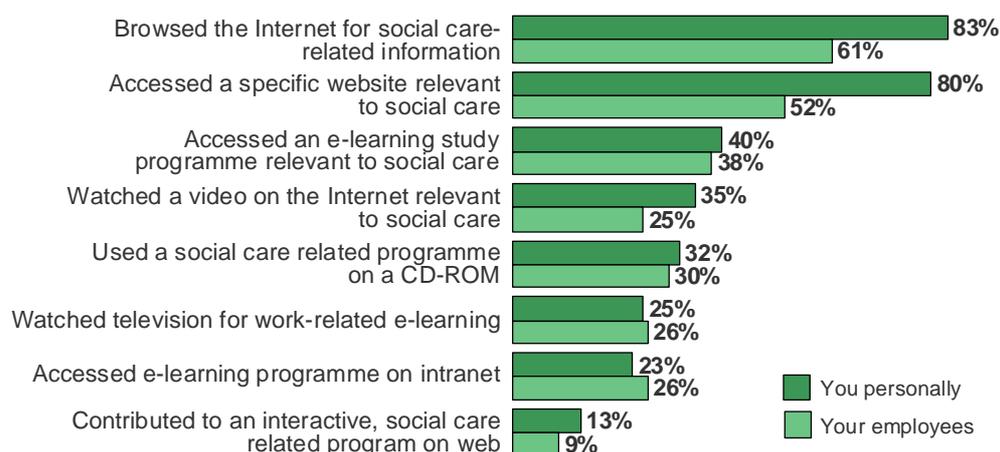
Four in ten have accessed social care-related e-learning programme information and a quarter have either watched television for work-related e-learning or accessed an e-learning programme on their intranet (25% and 23% respectively). Very few have used a mobile phone for work-related e-learning (not shown below; 3%).

When it comes to social care resources, one third have watched a video on the Internet (35%), or used a related programme on a CD-ROM (32%).

Those employers who provide e-learning are more likely than those who do not to have done the majority of these activities at work (with the exception of having contributed to an interactive programme on the web, watched television and used a mobile for work).

Activities at work

Q Which of these, if any, have you personally / do you think your employees have done at work in the last six months?



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI



When asked about what their employees have done at work in the last six months, according to employers, the same general pattern emerges – most have browsed the Internet for social care related information or accessed a specific website relevant to social care. Employers, however, assume their employees have accessed an e-learning programme on the intranet and watched

television for work-related e-learning more than they themselves have. Local council employers are more likely than other social care organisations to believe their staff have accessed an e-learning study programme relevant to social care in the last six months (58% compared with 40% of private care providers, for example).

For those employers whose employees have accessed an e-learning study programme on their intranet, approximately four in ten currently store their scores and monitor their progress using an online system (38%). More than half either do not monitor progress (49%) or don't know if they do (4%).

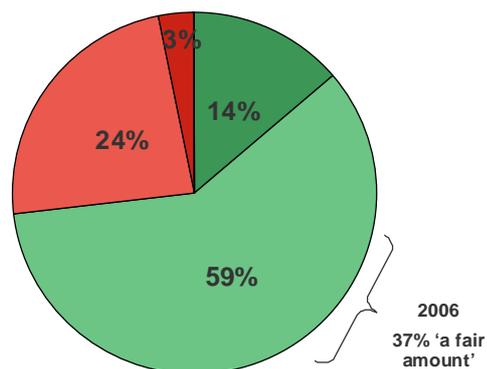
Using the Internet to access social care training resources

Based on the fact that eight in ten employers have browsed the Internet or accessed a specific website relevant to social care, it is perhaps unsurprising that nearly three-quarters of them now say they know a fair amount or a great deal about where to find social care learning and training resources on the web (up from less than half – 47% in 2006). This is even higher among those who currently provide e-learning (80% know a fair amount or a great deal, compared with 64% of those who do not provide e-learning).

Where to find resources on the Internet

Q How much would you say you know about where to find social care learning and training resources on the Internet?

■ A great deal
 ■ A fair amount
 ■ Not very much
 ■ Nothing at all



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI

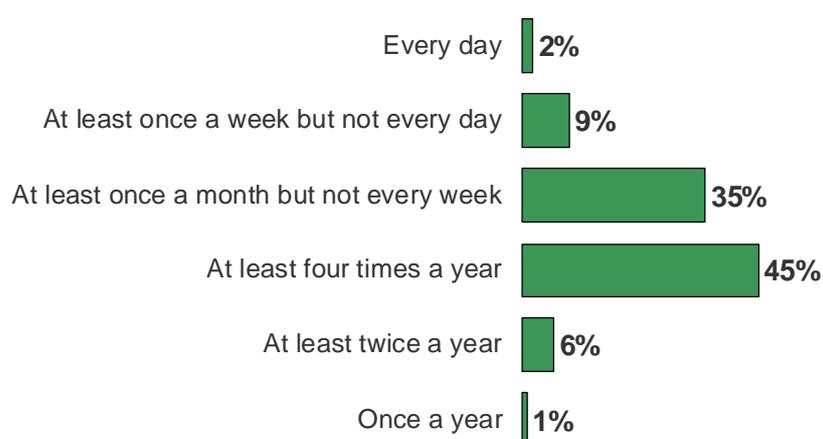


Training

When asked how often they receive training, nearly half of employers report receiving training at least once a quarter (45%). A third receives training at least once a month (35%), and another one in ten receives training at least once a week if not every day (11%). Fewer than one in ten receives training twice a year or less often (7%).

Frequency of training

Q How often, if at all, do you receive training?



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI

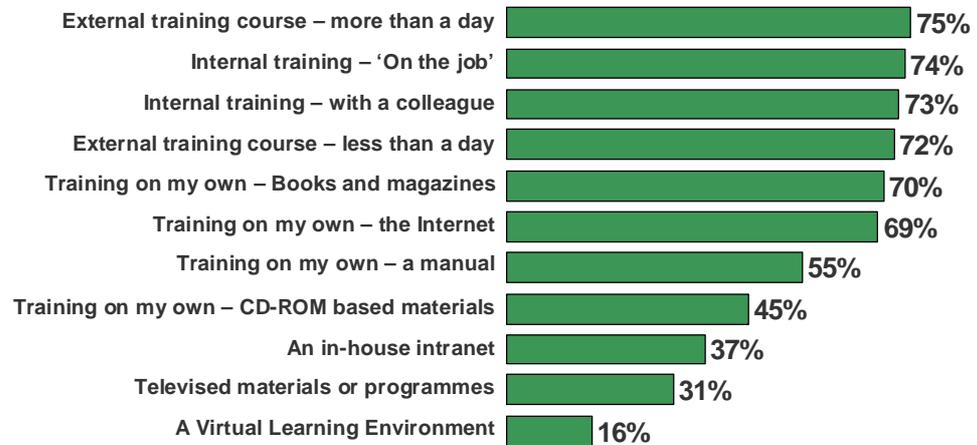


As evidence of blended learning (whether deliberate or not) and how the Internet is becoming a part of a broader training programme, three-quarters of those who have received training report that it was external training which lasted longer than a day (75%), and internal training either 'on the job' or with a colleague (74% and 73% respectively). Around seven in ten have received external training which lasted less than a day (72%), or have trained on their own using books or magazines (70%) or the Internet (69%). Charitable/voluntary care providers are less likely to have taken part in internal training (75%, compared with 91% of private care providers and 92% of local councils).

Around half have trained on their own using a manual (55%) or CD-ROM based materials (45%), and a further third has used an in-house intranet (37%), televised materials or programmes (31%). Only one in six have trained using a Virtual Learning Environment (16%).

Type of training received

Q When you have received training, what type of training have you received?



Base: All who have received training (538)

Ipsos MORI

Source: Ipsos MORI



e-learning training

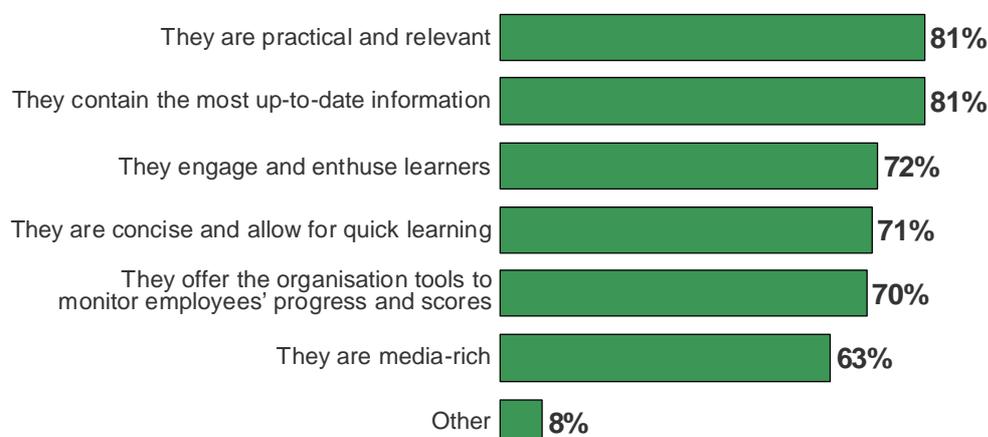
When employers were asked about the essential characteristics of an e-learning training session, eight in ten felt that e-learning sessions should be practical and relevant, and they should contain the most up-to-date information (81% each). Seven in ten also believe that they should be concise and allow for quick learning (71%).

A similar proportion feel that e-learning training should be engaging and enthuse learners (72%), although only two-thirds feel it is essential that they be media-rich (63%).

Unrelated to the impact on employees, seven in ten employers feel that an essential characteristic of e-learning training is that it offers the organisation tools to monitor progress and scores (70%).

Characteristics essential for e-learning training

Q Which, if any, of the following characteristics do you consider essential in e-learning training sessions?



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI



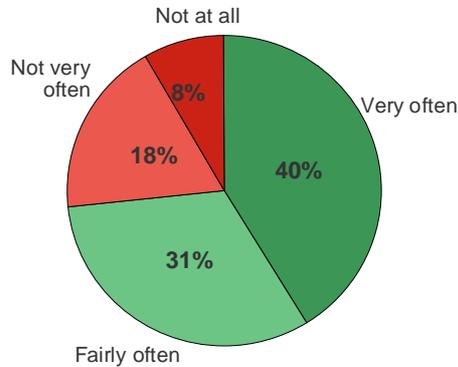
Combining e-learning with traditional training

In the literature review, the concept of blended learning is discussed as a simple way to incorporate aspects of e-learning and electronic resources into training to make it more efficient and effective. When asked to what extent this currently happens, nearly three-quarters of employers report that they use electronic resources as part of their face-to-face training 'often' (40% very often and 31% fairly often). One in five does not use electronic resources very often (18%) and eight per cent do not use them at all. Local council employers are more likely to incorporate electronic resources as part of their face-to-face training (83% use if 'often' compared with 66% of private care providers, for example).

Despite the fact that only seven in ten use electronic resources in their face-to-face training, nine in ten believe it is useful in delivering that training (48% very useful and 41% fairly useful). Perhaps unsurprisingly, those who already provide e-learning are more likely than those who do not to feel electronic resources are useful (95% compared with 82%).

Using electronic resources in training

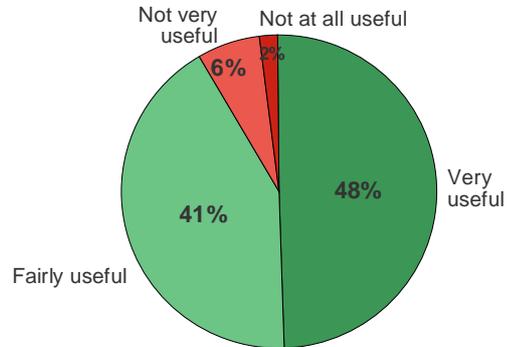
Q Regarding face-to-face training, how often, if at all, do trainers in your organisation use electronic resources as part of this training?



Base: All respondents (545)

Ipsos MORI

Q How useful, if at all, are electronic resources in delivering training?



Source: Ipsos MORI

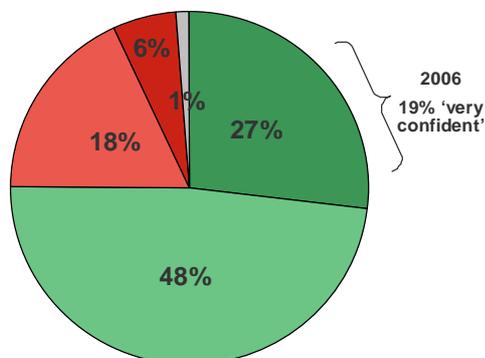


When it comes to their own confidence in helping others to use e-learning tools, three-quarters of employers are confident in their abilities – 27% are very confident and 48% are fairly confident. This is up significantly from the six in ten who felt the same way in 2006; most markedly, the number of employers who are ‘very confident’ has increased from 19% to 27% in that time. Not surprisingly, those who already provide e-learning are more confident in their ability to help others in their organisation compared with those who do not currently provide e-learning (82% confident compared with 66%).

Confidence in helping others use e-learning tools

Q How confident are you in your own ability to help others in your organisation use e-learning tools?

Very confident Fairly confident Not very confident Not at all confident Don't know



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI



ICT resources

Current level of resourcing

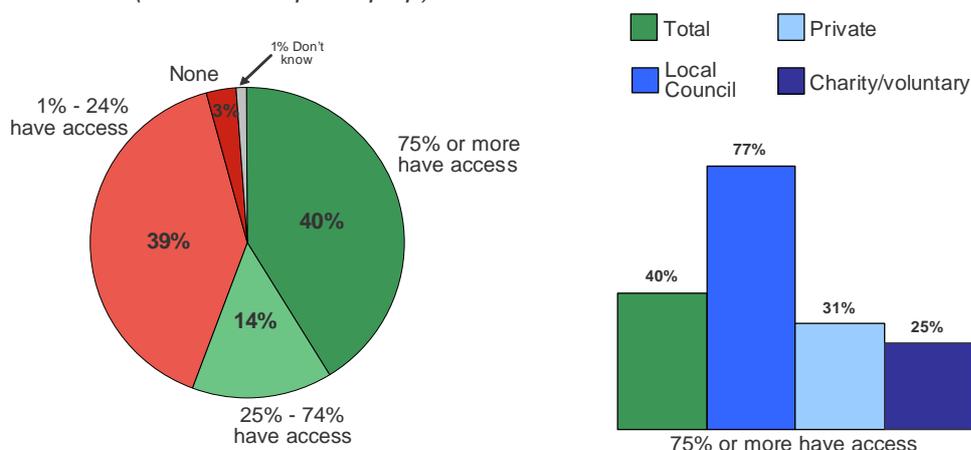
Eight in ten employers report that their place of work has between one and 20 computers (81%). Approximately one in ten reports having between 20 and 100 computers at their place of work (8%) and the same proportion have 100 computers or more (8%). These numbers have not changed significantly since 2006 although the number of employers reporting more than 20 computers in their place of work has increased slightly. Local council employers are more likely to have more computers at their place of work – only a quarter report having between one and ten computers (25%) but three in ten have more than 100 (29%). This compares to private and charitable/voluntary care providers who are more likely to have between one and ten computers (87% and 71% respectively).

Whether you provide e-learning or not is linked with the number of computers available. Those with more computers are more likely to provide e-learning and those with fewer computers are less likely to provide e-learning.

In one third of cases, all of the staff have access to a computer while at work (33%). In four in ten organisations, at least 75% of the staff have access to a computer at work and in the same number of organisations only up to 25% have access. Like in 2006, this ranges dramatically depending on the type of organisation with local council staff more likely to have access to a computer compared with those working for a private care provider or charitable/voluntary sector care provider. The same is true of employers who provide e-learning – their staff are more likely to have access to a computer at work.

Access to ICT resources

Q What proportion of your staff would you say have access to a computer at work (either desktop or laptop)?



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI



Importantly, more than three-quarters of employers report that 'most' or 'all' of the computers on site give their users access to the Internet (77%). More than three-quarters of the computers have broadband access (77%) while five per cent are dial-up and nine per cent 'don't know'. Again, computers provided by local councils are more likely to give their users Internet access compared with private care providers (84% compared with 59%).

With respect to other training tools, more than three-quarters of employers report that their place of work has a television (77%), four in ten have a projector (40%), and three in ten have an interactive whiteboard (30%).

Four in ten provide mobile phones for their employees (42%), however, only 12% of those who provide mobile phones provide a device with access to the Internet. Local council employers are more likely to provide their employees with a mobile phone (79%) although only three per cent of those phones have access to the Internet.

Despite an increasing awareness and acceptance of e-learning training, it would appear that investment in technical resources remains vital if e-learning is to continue to grow as a sector-wide tool.

Enabling better use of ICT resources to deliver training

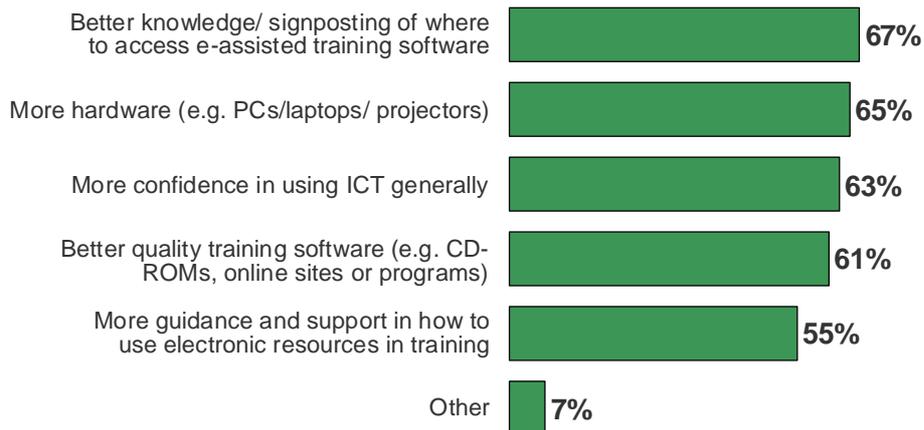
Support and information systems are believed to be just as important as hardware and software investment in enabling better use of ICT resources to deliver training. Better knowledge of where to access e-assisted training software is seen as a key issue that, if increased, would allow employers to make better use of electronic resources to deliver training (67%). A smaller but still significant proportion site more confidence in using ICT generally (63%).

Employers continue to also report that more hardware (65% - unchanged since 2006) and better quality software (61%) are necessary to enabling their organisations to make better use of electronic resources.

Private and charitable/voluntary care providers are more likely to feel that more hardware is the most important thing that would enable their organisation to make better use of electronic resources to deliver training. This is followed by better knowledge of where to access e-assisted training software and more confidence using ICT, generally. Due perhaps to their existing ICT resources, local council employers are more likely to believe that better knowledge of where to access e-assisted training software, and better quality training software are key to allowing their organisation to make better use of ICT.

Making better use of electronic resources

Q Which of the following, if any, would enable you or your organisation to make better use electronic resources to deliver training?



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI



Funding the provision of e-learning materials

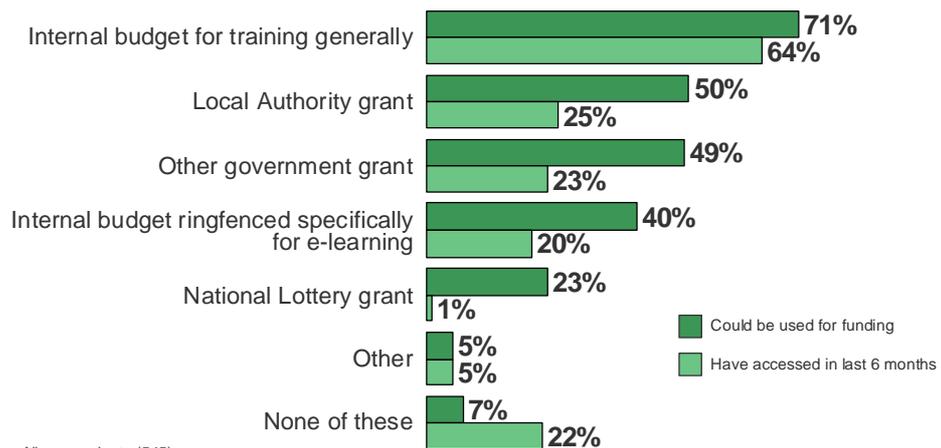
The majority of employers are aware of a variety of funding streams that could be used to fund e-learning materials – seven in ten are aware of internal budget available for training generally (71%, although only 40% are aware of internal budget ring-fenced specifically for e-learning) and around half are aware of Local Authority grants and other government grants (50% and 49%). One quarter of employers is aware of National Lottery grant funds (23%).

Around two-thirds have accessed internal training budgets in the last six months, a quarter has accessed Local Authority and other government grants, and one in five has accessed internal ring-fenced budgets to fund the provision of e-learning materials for their employees.

Funding streams

Q Which of the following funding streams, if any, could be used to fund the provision of e-learning materials for your employees?

Q And which of these, if any, have you accessed in the last six months?



Base: All respondents (545)

Ipsos MORI

Source: Ipsos MORI



The Employee Survey

The Employee Survey

Access to ICT resources

As found in 2006, employees of care providing organisations have access to, and use, a wide variety of ICT resources. Six in ten employees have access to a computer at home (61%), half have access to a personal mobile phone (52%), and slightly fewer have access to a computer at work (46%). Those in managerial roles are more likely than those in other positions to have access to a computer at work (70% compared with 45% of frontline staff, for example).

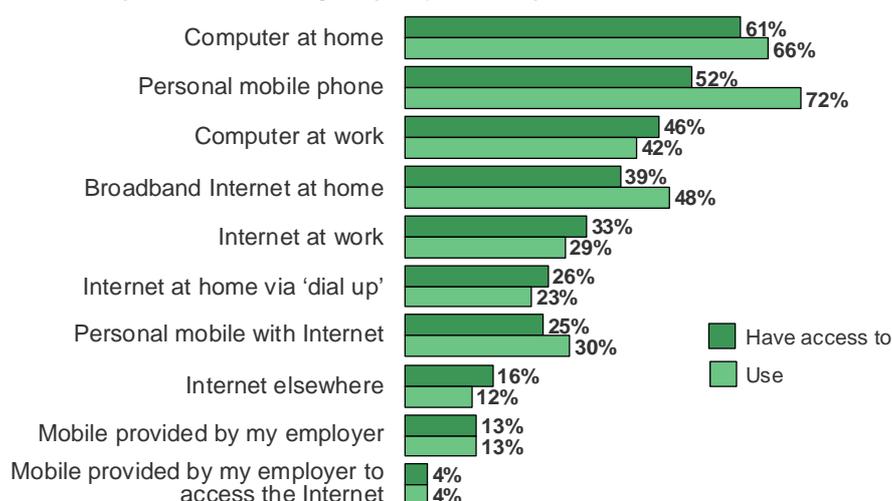
Four in ten have access to broadband Internet at home (39%) and a third has access to Internet at work (33%). A quarter also reports having access to the Internet at home via 'dial up' (26%) or a personal mobile with Internet access (25%), and one in eight have access to the Internet elsewhere (16%). Those working in local councils are more likely than those working elsewhere to have access to the Internet at work (55% compared to 27% of those working in private care organisations) and are subsequently also more likely to use the Internet at work.

Relatively few employees have a mobile phone provided by their employer (13%) and even fewer have a mobile provided by their employer with access to the Internet (4%).

Roughly the same pattern emerges when asked whether they use these same ICT resources.

Personal access to a variety of ICT resources

Q Which, if any, of the following do you personally have access to/use?



Base: All respondents (248)

Ipsos MORI

Source: Ipsos MORI



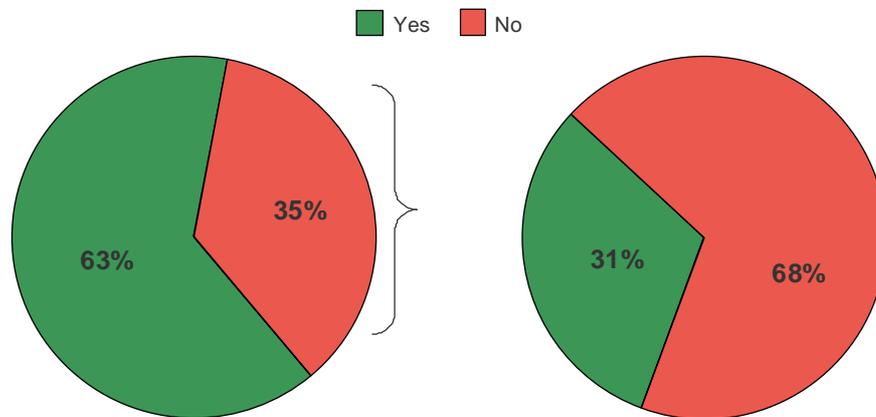
When asked directly whether they have access to a computer at work, however, nearly two-thirds of employees report that they do have access to a computer while at work (63%). Of the third who do not, only a third say that they *would like* to have access to a computer at work (31%).

Private care organisation employees are less likely than those in local councils to have access to a computer at work (45% do not compared with 10%), although a third of those would like access.

Access to computers at work

Q Do you have access to a computer at work?

Q Would you like to have access to a computer at work?



Base: All respondents (545) and all those without access to a computer at work (88)

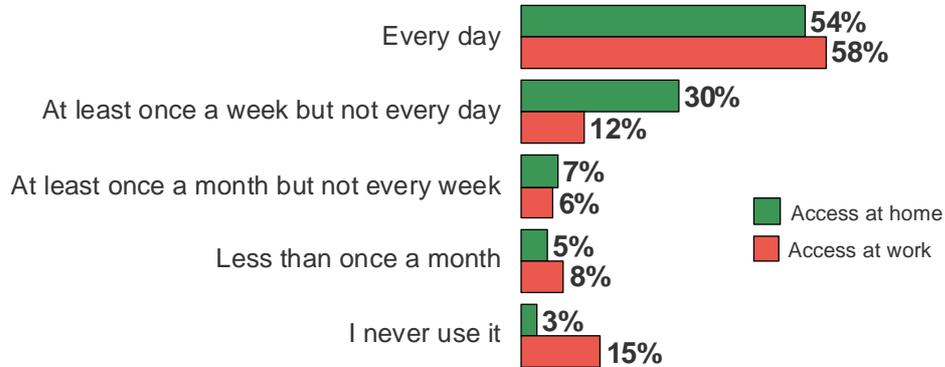
Ipsos MORI

Source: Ipsos MORI

Whether they have access to a computer at home or at work, most employees use it at least once a week if not every day (84%) while those who use a computer at work every day are more likely to use it every day or not at all (58% use it every day and 15% never use it).

Frequency of computer use

Q If you have a computer at home/at work, how often do you use it?



Base: All who have access to a computer at home (152) and all who have access to a computer at work (155)

Ipsos MORI

Source: Ipsos MORI

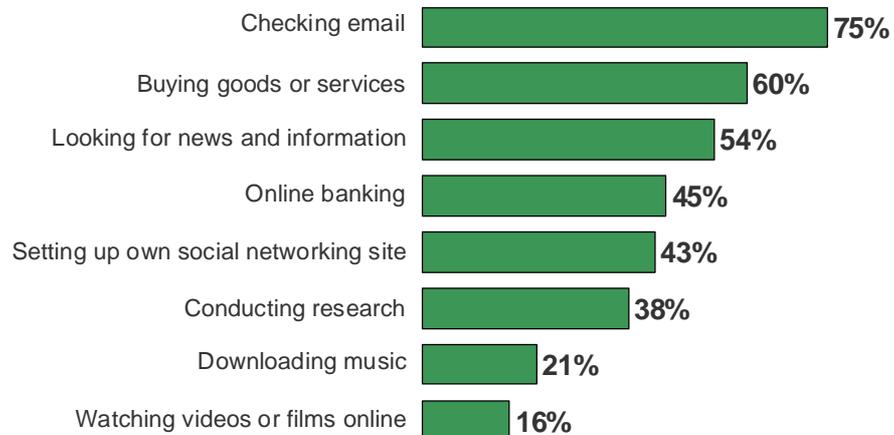


Using the Internet at home

Among those with access to the Internet at home, three-quarters of employees use it to check email (75%) while six in ten use it to buy goods or services (60%). Half look for news and information on the Internet (54%), and just over four in ten use it for online banking (45%) and setting up their own social networking site (43%). Slightly fewer use the Internet to conduct research (38%), and one in five downloads music (21%) or watches videos/films online (16%).

Uses for Internet at home

Q If you have access to the Internet at home, which, if any, of the following activities do you use it for?



*All answers above 10% shown

Base: All respondents (248)

Ipsos MORI

Source: Ipsos MORI



Getting advice or information

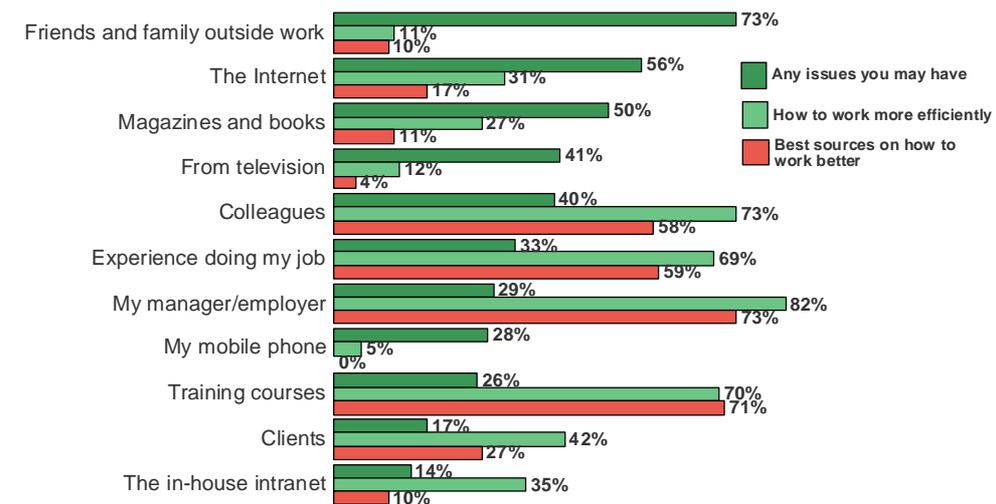
In addition to the uses mentioned above, over half of employees surveyed use the Internet more generally to pick up advice or information about issues they may have (56%). This is second only to friends and family outside of work (73%), and is closely followed by magazines and books (50%). Four in ten get advice or information from television (41%) and colleagues (40%).

When it comes to getting advice or information about how to work more efficiently, on the other hand, employees are more inclined to look to their employers (82%), colleagues (73%), training courses (70%) or draw on their own experience doing their job (69%).

Seven in ten believe that their employer and training courses offer the best source of advice or information on how to work better (73% and 71% respectively).

Picking up advice or information

Q In your day-to-day life, where do you generally pick up advice or information about any issues you may have/how to work more efficiently?



Base: All respondents (248)

Ipsos MORI

Source: Ipsos MORI



ICT skills

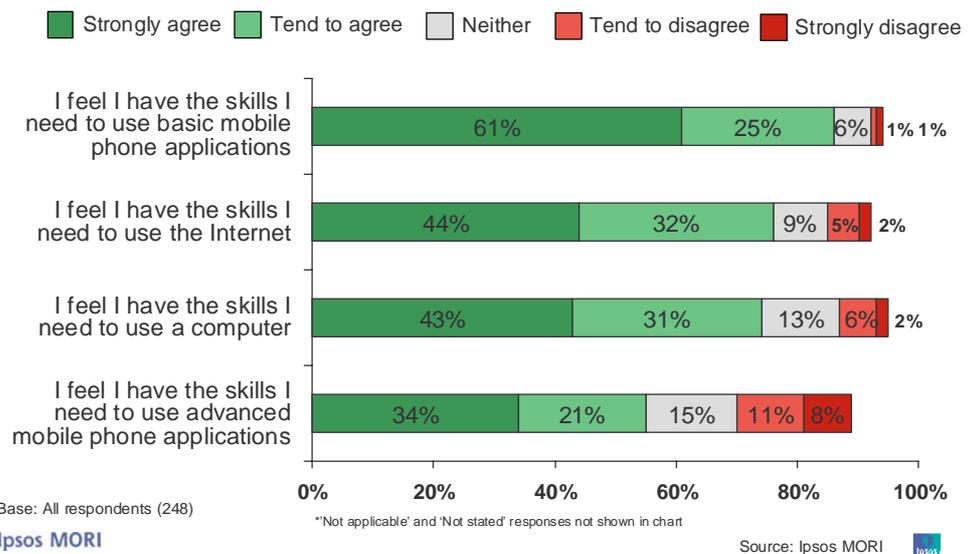
The majority of employees who took part in the survey agree that they have the skills they need to use basic mobile phone applications such as calling or texting (61% strongly agree and 25% tend to agree); and half agree they have the skills to use more advanced mobile phone applications such as surfing the web, checking emails, watching videos or playing games (55%).

Three-quarters feel they have the skills to use the Internet and the same proportion agree they have the skills to use a computer (76% and 74% respectively). Those working in local councils are more likely than their counterparts working elsewhere to agree that they have the skills they

need to use a computer and the Internet (94% agree compared with seven in ten employees in private care organisations and half of those working for charitable/voluntary care providers). Those with access to a computer at work are also more likely to agree that they have the skills they need to use a computer and the Internet (around eight in ten agree compared to two-thirds of those without access to a computer at work).

ICT skills

Q To what extent do you agree or disagree with the following statements?



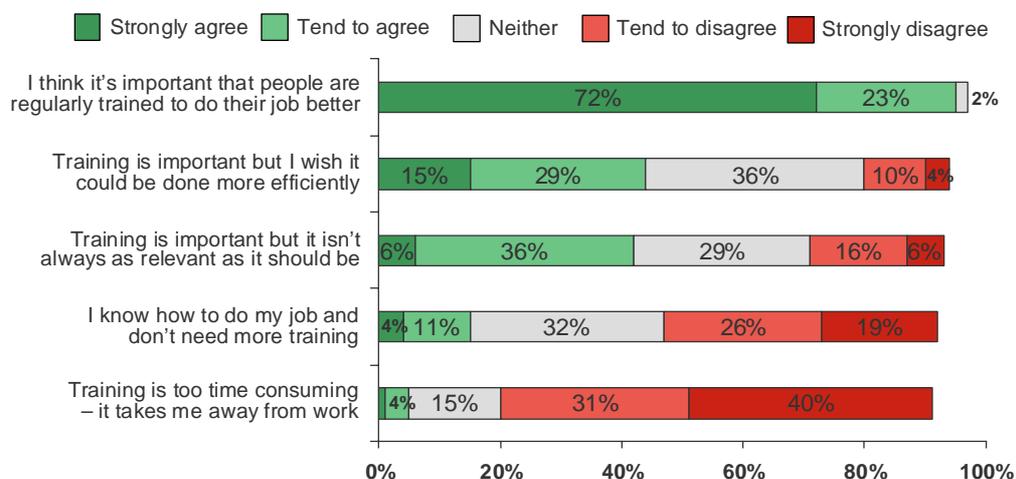
Training

Overall attitude to training

All employees agree that it is important that people are regularly trained to do their job better (95%), however, just over four in ten also agree that training could be done more efficiently (44%) and isn't always as relevant as it should be (42%). Only five per cent of employees agree that training is too time consuming and takes them away from work.

Attitudes towards training

Q To what extent do you agree or disagree with the following statements?



Base: All respondents (248)

Ipsos MORI

Source: Ipsos MORI



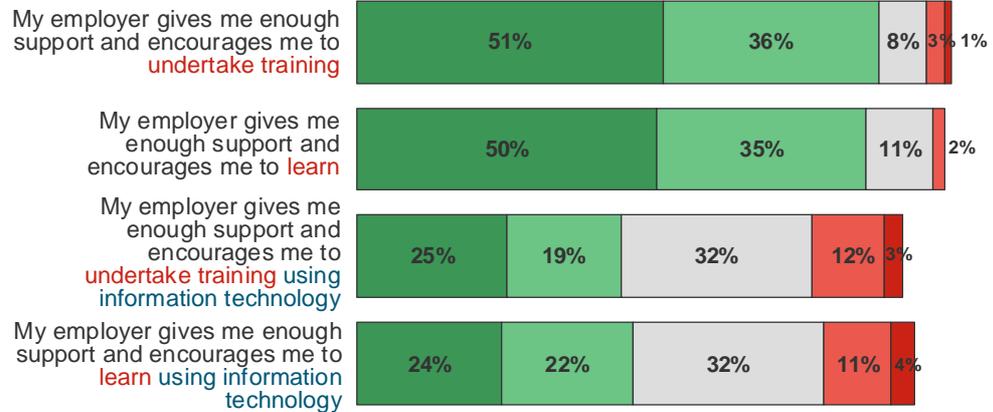
Impressions of employer attitudes to training and learning

When asked about whether their employer gives them enough support and encourages them to undertake training or to learn, nearly nine in ten agree that their employer encourages them to do both (87% and 85% respectively). When it comes to undertake training or learn using information technology, on the other hand, perceptions of employer support and encouragement drops to under half (44% and 46% respectively) although a third neither agrees nor disagrees with the statements. This is virtually unchanged since 2006 and does not appear to differ depending on the type of organisation.

Employer attitudes to learning and training

Q To what extent do you agree or disagree with the following statements?

Strongly agree Tend to agree Neither Tend to disagree Strongly disagree



Base: All respondents (248)

Ipsos MORI

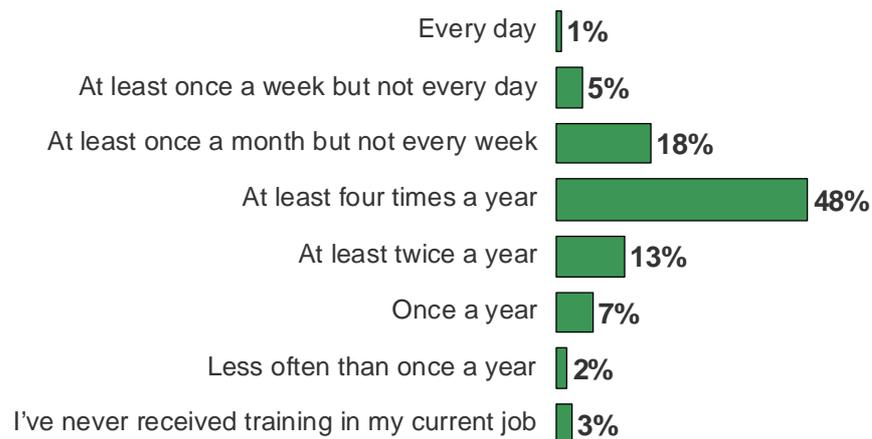
Source: Ipsos MORI



When asked how often they receive training, half of employees surveyed report that they receive training at least once a quarter (48%), and another one in five receives training at least once a month (18%). Approximately one in ten receives training at least twice a year (13%) or once a year (7%).

Frequency of training

Q How often, if at all, do you receive training?



Base: All respondents (248)

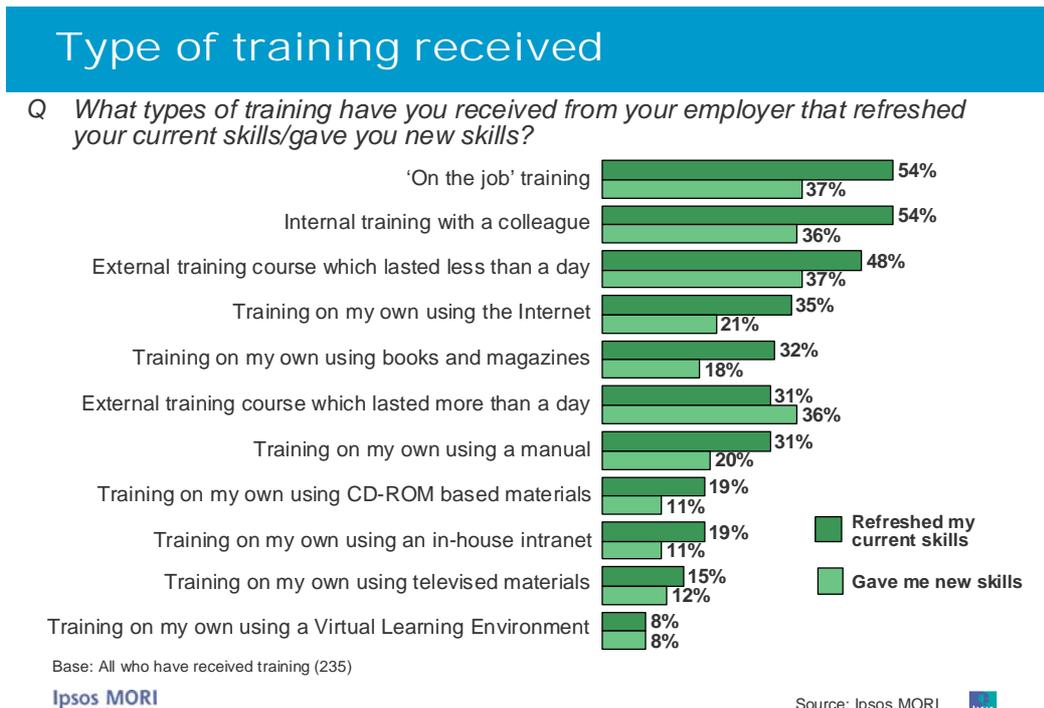
Ipsos MORI

Source: Ipsos MORI



Types of training

Half of employees report that the 'on the job' training and internal training with a colleague they receive has served to refresh their current skills (54% each). Slightly fewer say the same of external training which lasted less than a day (48%). Around a third of employees have trained on their own using the Internet, books and magazines, or a manual to refresh their current skills (35%, 32% and 31% respectively).

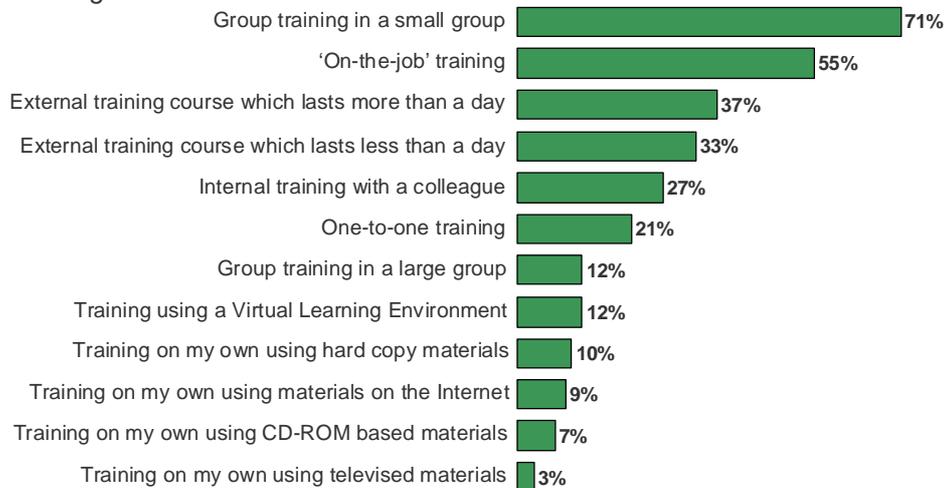


Just under four in ten employees report that they have received 'on the job' training, training with a colleague, and external training courses (of varying lengths) which gave them new skills. In contrast, only one in five feels that the training they completed on their own using the Internet, books and magazines, or a manual gave them new skills.

Despite being provided with 'on-the-job' and internal training, most employees would prefer group training in a small group when given the choice (71%). This is distantly followed by 'on-the-job' training mentioned by half (55%). Approximately a third would prefer an external training course (of varying lengths) and slightly fewer would prefer internal training with a colleague or one-to-one training (27% and 21% respectively).

Preferred type of training

Q Whether you have received training or not, what would your preferred type of training be?



Base: All respondents (248)

Ipsos MORI

Source: Ipsos MORI



Using ICT to deliver training

Four in ten of those who have received training report that the trainer uses a computer all the time and it is always or sometimes helpful (38%). A quarter says that the trainer sometimes uses a computer when delivering training and it is always or sometimes helpful (25%). Of the quarter who say the trainer has not used a computer, one in ten feels it would be helpful (9%) while another 14% feel it isn't necessary.

Employees in local councils are more likely than those in private care organisations to have had a trainer who used a computer to help them deliver the training (82% compared with 55% respectively).

Usefulness of computers in training

Q When you have been trained by your current employer, has the trainer ever used a computer to help them deliver the training?



Base: All who have received training (235)

Ipsos MORI

Source: Ipsos MORI



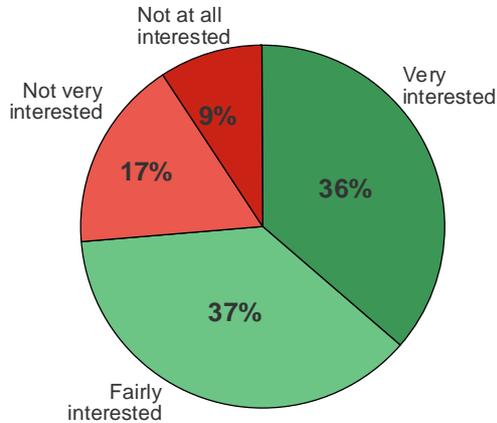
Potential uptake of training and learning via the Internet

Interest in receiving training or accessing learning resources via a computer or the Internet is relatively high with approximately three-quarters of employees saying they would be interested (73% and 76% respectively). Three-quarters of employees are also likely to take part in this type of training if it was offered (77%).

Employees in local councils are more likely than those in charitable/voluntary organisations to be interested in receiving training in this way (84% compared with 54% respectively). Not surprisingly, they are also more likely to take part in such training if it was offered (87%) although seven in ten of those working in charitable/voluntary organisations would also take part if training via a computer or the Internet was offered (69%).

Interest in computer or Internet-based training

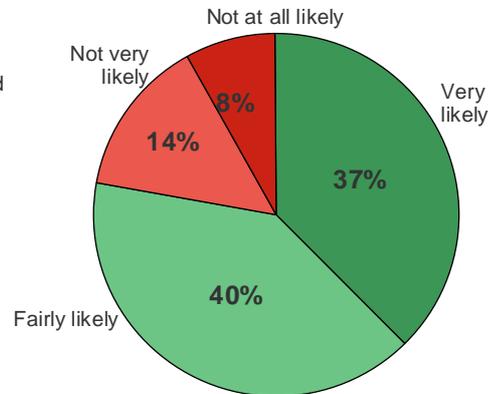
Q How interested would you be in receiving training via a computer or the Internet?



Base: All respondents (248)

Ipsos MORI

Q How likely is it that you would take part in training via a computer or the Internet if it was offered?

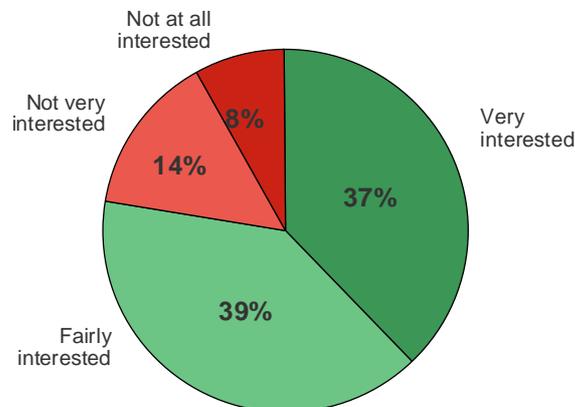


Source: Ipsos MORI



Interest in accessing learning resources via computer or Internet

Q How interested would you be in accessing learning resources via a computer or the Internet?



Base: All respondents (248)

Ipsos MORI

Source: Ipsos MORI



Internet-based training at home

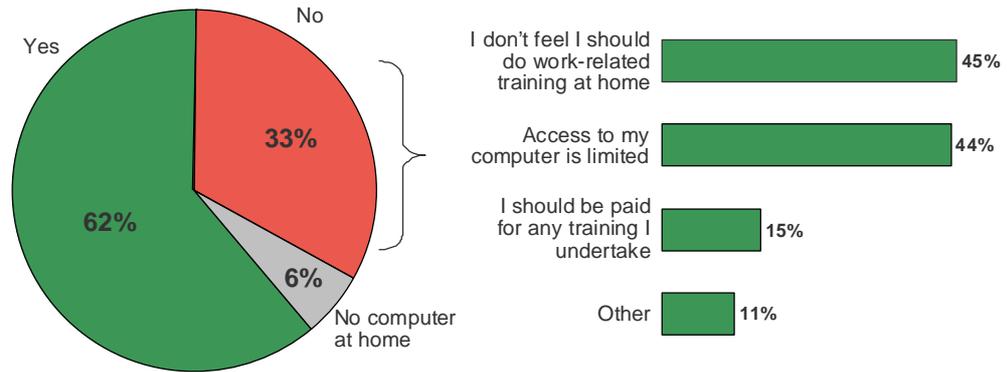
Among those with a computer at home, just over six in ten would be willing to undertake Internet-based training at home (62%). Of the third unwilling to do so, half feel they shouldn't be doing work-related training at home while the same proportion would not be willing due to limited access to their computer at home (which is used by other family members). Only one in

seven would be unwilling because they believe they should be paid for any training they undertake.

Attitude towards Internet-based training at home

Q *If you have a computer at home, would you be willing to undertake Internet-based training at home?*

Q *Why would you not be willing to undertake Internet-based training at home?*



Base: All those with a computer at home (243) and all those who are not willing to undertake Internet-based training at home (75)

Ipsos MORI

Source: Ipsos MORI 

Appendices

Appendix 1: Literature review update

The social care sector

According to the 2008 Skills for Care Annual Workforce Report, there are approximately 35,000 social care establishments in England employing around 1.39 million people (1.31 directly employed and 78,000 not directly employed). While this number has increased considerably from the 2004 estimate due to improved data and the inclusion of personal assistants, it should be noted that there is a degree of double counting as some workers have more than one job in social care.

Nearly six in ten are micro-sized (1-10 employees), three in ten are small (11-49 employees), just over one in ten are medium (50-199 employees) and one per cent are large (200+ employees).

The social care workforce is highly dispersed and involves various employer groups, such as NHS, local authorities, private and voluntary organisations with varying responsibilities in terms of numbers and type of staff employed to provide care. The organisations employing the majority of the social care workforce are either private care providers or run by voluntary care providing organisations (71%). The proportion of employees in care establishments run by local authorities account for only 16% of the wider social care sector. Only 4% of the social care workforce is employed through NHS-run care establishments and 8% are run via Direct Payment recipients employing their own staff.

Who are Care Workers?

In general terms, the social carers profile developed by Ipsos MORI in 2005 has been confirmed by recent research. According to the 2007 National Survey of Care Workers, care workers are about 3.4% of the working English population. The 2007 Annual Survey of Hours and Earnings (ASHE) reported that 'care assistants and home carers' in the UK as a whole had a gross hourly pay rate of £7.53 per hour (ranging from £5.66 to £11.00 with an average of £8.07).

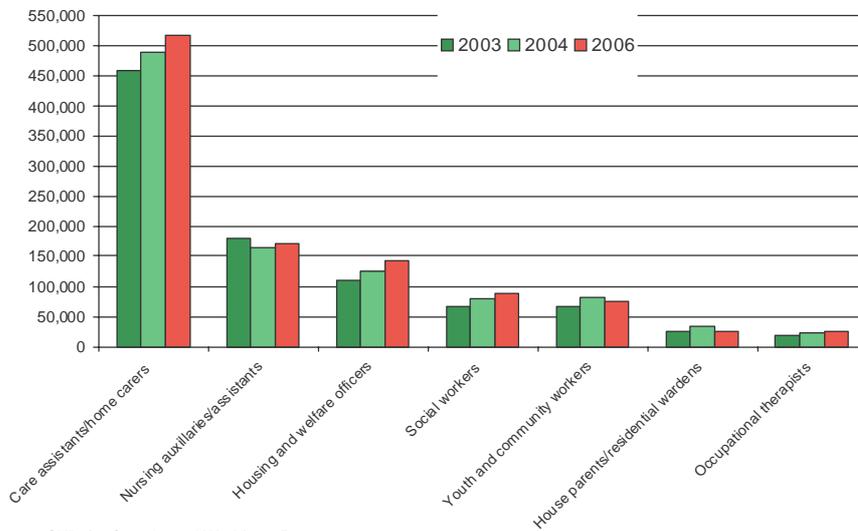
Generally, the majority of the social care workforce are women (85-90%), and most updated data suggest they are mostly working full time (63%). However, a third of the workers were working less than 30 hours a week.

With respect to age, care workers, who make up the largest part of the workforce, have an even distribution across all age groups – a third of care workers are between the ages of 16-34 years old (35%), just under half are between the ages of 35 and 54 (46%) and the remaining one in five are aged 55+ (19%). When it comes to social workers, however, the Labour Force Survey suggests they are getting younger (possibly due to the appearance of students employed on placements and secondments) – 30% are aged 16-34 (up from 17% in 2003), 57% are between the ages of 35-54 (down from 68% in 2003), and 15% are aged 55+ (down from 13% in 2003).

According to the 2007 National Survey of Care workers, most care workers (95%) are native English speakers.

The following data is taken from the 2006 Labour Force Survey which estimates the make-up of the social care workforce in England in 2006. While the LFS is not based on official sources of employment information, it does provide a useful indication of the relative size of each occupational category and to what extent they have changed since 2003.

Social Care Workforce 2003-2006



Source: Skills for Care Annual Workforce Report, 2008

Ipsos MORI

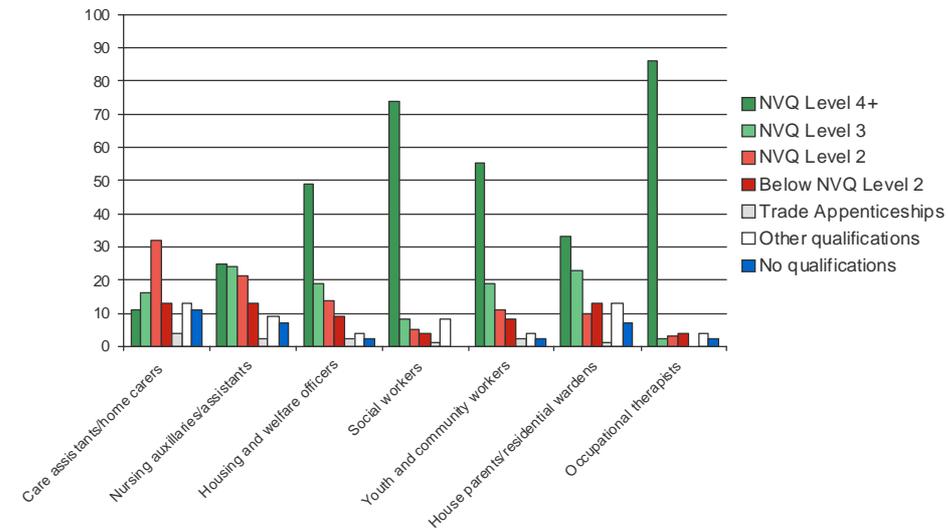


Qualifications in the Social Care Workforce

The training attitudes of the social care workforce are important to understand because they will identify potential opportunities for training that e-learning may be able to address.

Again, data from the 2006 Labour Force Survey suggests that most care workers have some sort of qualification or education certificate, care workers have most commonly achieved at least a level 2 qualification. It also shows, however, that 37% of those working as care assistants and home carers do not hold a qualification NVQ Level 2, and 11% have no qualifications.

Qualifications of Social Care Workforce



Source: Skills for Care Annual Workforce Report, 2008

Ipsos MORI



e-learning

SCIE define e-learning as the “*use of information and communication technologies to provide, support or enhance learning.*” E-learning can be delivered through any electronic media and in the social care sector, can be facilitated through the following channels:

- PC-based Internet access
- PC or workstation but without Internet access such as through the use of training software (CD Roms/DVDs)
- Digital TV- based interactive learning
- Streamed video
- Web casts
- emailing
- Mobile telephones
- Lap-tops
- Kiosks
- Personal Digital Assistant (PDAs)
- Motion Picture 3 (MP3)
- Web cam – teledetection
- Smart card use
- Games consoles

E-learning draws on interactive technologies and exploits them to enhance learning experiences. However, it is unlikely that e-learning will totally replace face-to-face interactions as not everyone responds to the teaching/learning environment in the same way. The potential is great but in practice caution and good preparation is required.

E-learning tools seek to provide:

Anytime learning – 24/7

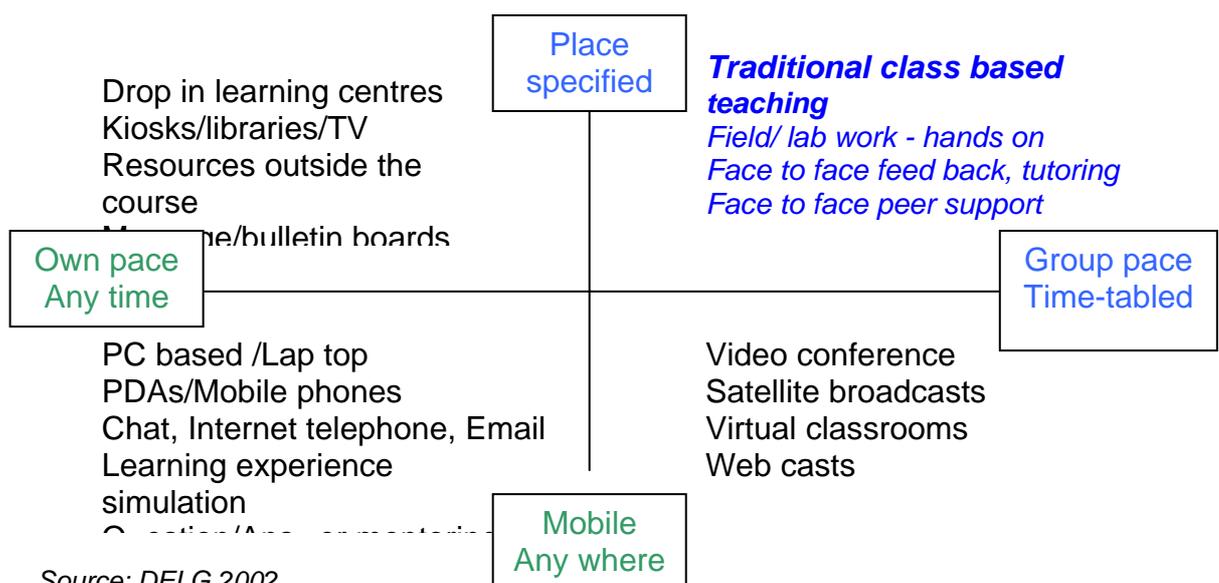
- Deliver coursework to remote users
- Provide links to resources outside the course
- Enable question and answering mentoring
- Provide bulletin boards and email

Anyplace learning – mobile real-time

- Virtual classrooms
- Learning experience simulation
- Chat rooms
- Audio/video conferencing
- Internet telephone
- Two way live satellite broadcasts of lectures
- Avoid overcrowding and travelling time

Blended learning

When e-learning training tools are represented as a spectrum of options we can fit them with more traditional learning methods, and when combined with other options they give a blended learning approach with informal and formal learning approaches.



Traditional methods should not be replaced, but will move towards *blended learning* approaches that enhance adult learning in the following ways (Helios 2007):

- “Provide a means to learn collaboratively and across and within multi-professional and inter-professional organisations”.
- Provide a means for practitioners to share experiences with one another “to be in productive dialogue with each other and especially users/carers”.

- Facilitates the experience of care and compassion thus enabling soft skills to be acknowledged and valued within the learning and teaching environment. “Good learning also comes from local encounters and critical examination of how things work”.
- “Supports both individual learners and group/network approaches” and thus combines both formal and informal learning opportunities.
- Increases course flexibility and relevance to a variety of key learner groups (especially those with limited Internet/IT skills such as, older women, disabled, ethnic minorities, those with learning difficulties) “taking learning to the disconnected and excluded”.
- Increases participation of practitioners in the improvement and development of courses “enabling practitioners to develop and customise materials based on reusable learning objects or using simple tools”.
- Is “tied in with existing training and learning pathways”, but with an emphasis on understanding how e-learning facilitates work-based learning, specialised training, carer support, vocational training and continual professional development.

Such enhancements to learning through technology should not simply be viewed as ‘add-ons’ to traditional methods. In order to take full advantage of the merits of e-learning, a ‘re-conceptualisation’ of training is required (Thorpe 2005).

The choice of the media depends on the level of engagement required and the desired learning result. For example, whether someone is required to: remember new information, perform a procedure, evaluate evidence and make a decision at the right time, know the accepted way to behave and do it, or/and perform a given task. Delivery also needs to be adapted to work with the ways adults learn best.

The best blend to choose depends upon learner needs and organisational goals, which need to be matched with the combination of media that deliver the most effective training. Typical blended courses have between 30-80% of the content delivered online (or through other e-channels) and enable active engagement between learner and the material.

The benefits of e-learning

The research literature identifies the following key benefits of e-learning:

Benefits to E-learners

- Flexibility: enabling learners to fulfil their learning ambitions at a time, place and pace that suits them;
- Breaking down physical separation between home, workplace and place of learning;
- Blurring the boundaries between formal and informal learning; less intimidating for older learners;
- Individualised learning: an experience open to all regardless of distance or special needs;
- Personalised learning support: choosing which course to take, tracking progress;
- Sense of community can be strengthened through online shared experiences;

- Collaborative learning: chat rooms, peer group support and open debates with fellow students;
- Learning is interactive: content is visual, and fun to engage with and particularly appeals to younger learners;
- Build confidence: people can overcome fear of making public errors, through self assessment and personal feedback;
- Build links: bridge isolated individuals with like minded or experienced individuals;
- Access to expertise and resources irrespective of distance;
- Making learning more accessible to disenfranchised learners (special needs learners find it easier to learn from a computer screen than in a classroom setting); and
- Avoid travelling and allow more comfortable and personalised places for training (especially for people with moving impairments or special needs).

Benefits to Organisations Providing E-learning

- Reaching new learners;
- Meeting effectively the learning needs of key groups of learners;
- Enhancing the value of all components of the learning value chain, including diagnostics, curriculum delivery, communication, tutor and peer support and assessment;
- Engaging staff: promotes a sense of involvement and ownership;
- Achieve training quality at scale;
- Improved workforce effectiveness;
- Reduced training costs;
- Improved workforce retention;
- Improved execution of goals;
- Reduced cost of operational processes;
- Improved external image of competence (indicated by improved share price for companies);
- Improved functionality (indicated by increased revenue for businesses);
- Avoid overcrowded facilities;
- Update and enhance the value offered by the organisations; and
- Increase Strategic Partnerships through online cooperation with other organisations.

Although these benefits were readily identified in the literature there was a common note of caution which states that learners have to be *e-enabled* and there were significant groups that may never be included such as.

- People who could not afford broadband or access to a computer;

- People with disabilities who could not use conventional IT equipment;
- Minority ethnic communities who did not specify English as their first language;
- People with special education needs;
- People in rural communities without Broadband connection;
- Small organisations without IT access/facilities;
- Organisations without adequate buildings to house IT equipment;
- Managers/trainers without personal computers; and
- Those who fear technology.

In addition, self-motivation and self-discipline are required to achieve acceptable outcomes. These are general concerns of access that affect e-learning, rather than a comment on how social care sector learners are responding to e-learning. Generally there is a lack of social sector specific data in this area. Where data is sector specific it refers to e-learning experiences of business. The next section draws on key documents to assess the readiness of social care learners.

Are Carers Ready for E-Learning?

Some authors consider teaching online more difficult than teaching face-to-face courses because students need more discipline to succeed in online courses. In addition, many faculties have yet to accept the value of online instruction (Allen and Seaman 2007). In this section we will review the significance of the make-up of the social care workforce by examining the interest in training and e-readiness to learn. According to Hargittai and Hinant (Hargittai & Hinant, 2008) levels of education and skills are especially important in understanding online experience and performance. Where data is available we do this by looking at the qualifications and training routes taken by the social care workforce. This will allow us to obtain a deeper understanding of where inequalities may lie. It is now important to move from the simple classification of users and nonusers to a more detailed description of the types of uses carers may be able to perform. We will take a slightly different approach for unpaid carers, looking at e-channel access as an indication of e-readiness.

Benefits of e-learning for social carers

If e-learning is to be accepted more widely it is important to reflect on the benefits to the social care workforce and unpaid carers. One of the major criticisms of e-learning is that it is incompatible with social care – soft skills are associated with social care workers who rely on face-to-face contact and emotional response (SCIE 2005, Helios 2007²). However, there is substantial evidence to suggest the contrary.

Below is a summary list of some of the areas where communication technology in particular can enhance learning within the social care workforce:

- Building personal identification as a member of a particular care group or community – networking and sharing experiences;

² This report, 2007 also confirms the general perception of e-learning as a channel which cannot apply the soft skills required by carers.

- Professional knowledge/expertise sharing – close to the realities of the workplace;
- Working together as groups or communities to solve problems;
- Social support through email/group contacts;
- Getting questions answered and building awareness of practice outside immediate contacts; and
- Having access to new information and new experience in forms that are engaging and also prompt reflection (Thorpe 2005).

Organisational readiness to deliver e-learning

Although the literature is rich in terms of e-learning strategies in the health and social care sector, many fall short in terms of evaluating the e-learning experience of social care employers using e-learning as part of a training delivery package (NHS 2003, NHS 2003a, NHSU, NHS 2004, NHS 2004a). Where there are discussions they very often focus on the e-learning experiences of social workers or training organisations delivering the social work degree (Barnett-Queen 2001, Huff & Sherry 2001, Johns 2003, Rafferty & Waldman 2003, ICCA 2004, Dunn 2004). However, as we have seen above, the larger proportion of the social care workforce consists of care assistants, who mostly work in the private sector (Skills for Carers 2007) and are more likely to undergo work-based training or study vocational training.

The current economic conditions and social context in which the organization and carers find themselves are increasingly being considered in the latest publications on e-learning and programme development. Although research has confirmed that Social Care Organisations had the required IT facilities to supply e-learning tools (SISCo project 2007), the economic downturn that started in 2008 is now having an impact in all sectors, and analysts forecast a slow economic recovery. While this may mean a delay in the acquisition of IT infrastructure, e-learning could offer a solution to use surplus staff time and to bring several benefits to organisations. In addition, decreasing IT costs could be seen as a good opportunity to add value and innovation to the sector.

From an e-learning perspective, broadly speaking organisations can be categorised as either employers or educators. Some of the key stakeholder groups include:

- Social care employers and managers (statutory, voluntary and private sector) – who will be the principal ‘purchasers’ of workforce training for their staff, and who will themselves have both learner and educator roles
- Social care education and training providers – who include Higher and Further Education institutions as well as statutory, voluntary and private vocational training providers
- Health sector learning and workforce training organisations – some have specific social care remit, all have a requirement for multi-professional and inter-professional training

E-learning Drivers

Rather than just present the external drivers identified in the literature as a list, we have categorised them under the components of e-learning readiness to see where the greatest external pressure is focused. We have also identified those factors driving e-learning up take within organisations; these are termed enablers. We see drivers as being the external force (macro) driving trends in e-learning and enablers are organisational forces (micro) that “turn on”

the e-learning light. Enablers are equivalent to the organisational and personal drivers and hence why these two categories are not identified here.

1. Situational

Drivers

- Regulatory requirement for all care workers to be enrolled for intermediate vocational qualifications (NVQ 2) and to complete them in 3 years (Eborall 2004)
- Topss Standards for induction and formation (Topss 2000, Bernard 2004, Dunn 2004)
- Introduction of pre qualifying awards – life long learning programme to ensure social workers continually update their skills, academic and practical ones (Eborall 2004).
- Funding provision for training in the independent sector (McClimont and Grove 2004)
- Provision for training given in work time (NHSU)
- Diverse and dispersed workforce (NHSU).
- Free Training and IT support given by the public sector, i.e. myguide services, RNIB Cymru project, Greenwich Online (Communities and Local Government 2008).

Enablers

- Limited time, resources and the opportunity cost of not implementing e-learning (Forum 2003)
- Positive employer attitude to e-learning. For example, e-learning is seen to reduce the time spent off the job or it is seen to be very effective for developing certain skills and enabling staff to access updated information (Inglis 2000, Bonk 2002)
- An e-learning strategy in place (part of policy) that has implementation funding (Banks & Powell 2002, Helios 2005, Gill 2005)
- E-learning awards – incentives for achievement and innovation (Banks & Powell 2002, Helios 2005)

2. Content Suitability

Drivers

- Top quality content development and learning management systems (Forum 2003, NHSU database, LSDA 2004, Helios 2005).
- Identification of best practice (Forum 2003)
- Copyright and licensing costs – use of open source software (NHS 2004a, Helios 2005)

Enablers

- Virtual learning environment as a main delivery platform (Banks & Powell 2002)
- Integration of multimedia resource development unit, distance learning unit and staff development unit – thereby enabling an organisation to support staff in curriculum development and change management (Banks & Powell 2002)

3. Technological

Drivers

- Better technology available at accessible prices (Forum 2003)
- Learn Direct and UK online provide community-based Internet and PC access (DELG 2002)
- Broadband availability and diminishing costs (Ofcom 2005)
- Digital TV availability: proposed government switch from analogue to digital stream distribution (Ofcom 2005)
- National programme for IT that lays out the procurement approach for the NHS and individual NHS trusts (DOH 2003)
- Pilots schemes that provide lap tops and mobile technology or mobile computer labs as part of an overall e-learning strategy and ICT skills development programme for hard to reach groups (MORI 2004)

Enablers

- Positive staff attitudes towards ICT for example social workers hold positive views about using IT to support their work (Barnett-Queen 2001, RHC 2004)

4. Learning Styles

Drivers

- Customer demand driven care (NHSU)

Enablers

- Ability to customise and up-date content (Forum 2003)
- Growing preference for e-learning: The learners that persisted with e-learning and experienced success with the online mode were more likely to prefer this mode of delivery. Most said the study had become easier with time (Brennan et al 2003).
- In the area of skills-based learning, a number of examples have been found which indicate that gaming successfully engages and motivates learners in non-traditional learner groups, or where achievement has been impeded for a range of different reasons, including lack of basic and key skills (LSRC 2006). The use of some of the games tend to suggest that the age of the learner is not a significant obstacle for use, and that older learners can also adapt well to games-based learning. However, perceptions still persist that games are for young white males, and while in the context of leisure computer games this might still seem a reasonable proposition, in the context of educational games this is not observable.
- Evidence collected by the Helios thematic Report on e-learning (2007) shows that group learning and focus on ICT as a communication device have been more effective than individual e-learning to enhance learning opportunities.

5. Instructional and Network

Drivers

- Availability of computerised care record service or national care record service as part of a Europe wide e-Health strategy (Wilson et al 2004)
- E-government initiatives and partnerships (Birch 2003, SCIE 2005)
- Local Authorities with lifelong learning specialities, partnerships with academic and vocational training providers (SCIE 2005).
- E-learning is embedded in further education colleges (national learning network (LSDA 2004)

Enablers

- Coordinated ICT purchasing policies (NHSU)
- Peer support mechanisms and collaborative groups enabling social interaction electronically (Sullivan 2002, RHC 2004, Helios 2005)

Barriers to E-Learning

Barriers to e-learning are well documented in the literature. As we saw in the previous sections e-learning readiness is influenced from various perspectives – the learner characteristics (professional and personal), the training opportunities and distance learning experiences of the social care organisation the learner works for, and the e-channel readiness of the learner and her employer. The barriers identified in these bodies of literature have been integrated and summarised again under the seven components of e-readiness. Many of the barriers cut across business, education and social care.

1. Situational Barriers

E-learning under-valued

- Not enough championing of e-learning in social care. Vision and leadership is lacking, managers do not engage with e-learning because they do not understand it, and therefore they do not promote it (NHSU, Bonk 2002, Forum 2003, LSDA 2004). Similarly educational leaders are not yet fully engaged in exploiting e-learning and e-systems in their instructions, many need more IT support to enable them to do so (DfES 2003)
- Managers undervalue training and it is not supported by organisational policy therefore adequate resources are not allocated and not enough funds are given to it. Where training is available the professional staff are perceived to receive more opportunities (MORI 2003, Gill 2005)
- The costs of developing and implementing e-learning are high, and funding is inadequate but in some cases the value obtained for the investment is questionable (Bonk 2002, Forum 2003). With this regard, investment in IT facilities and programmes developing face serious restriction, especially in large organisations, due the current economic crisis and a budget cuts.
- Lack of incentives for carers such as public recognition, credits towards a degree or certification, increased job security, additional salary, promotion (Bonk 2002) Social work

staff need to experience some 'wins' relating to IT use in their work to remain committed (RHC 2004).

Lack of time allocated

- Time management difficulties were experienced by learners and instructors, Learners lacked the skills to fit learning around life priorities and schedules conflicted. Learners did not have the time to use the web, indeed both e-study took longer to do and instructors took longer to deliver online courses than expected. (Inglis 2000, Bonk 2002, Forum 2003, Brennan et al 2003, Horder 2005).
- Special, uninterrupted time is not allocated by management for training which stops some staff taking up valued opportunities (MORI 2003, Gill 2005)

Limited learner support

- Learners lack skills such as; basic IT skills, problem solving capacity, skills on how to use the web but there is also a lack of support for technical problems, and assistance with courseware development (Bonk 2002, RHC 2004, MORI 2004, NHSU, Gill 2005)
- Generally IT support for learners is limited, although most e-learners want assistance with their IT problems and access this either by telephone or through a point person where its provided, unfortunately not all tutors have the necessary IT skills, or the time to develop them (DfES 2003, Brennan et al 2002, Inglis 2000)

2. Content Suitability Barriers

Lack of educator skills

- There is a real lack of e-learning expertise. Organisations have difficulty in recruiting experts therefore the trainers lacked the necessary skill set. For example many were not well prepared in the social care subjects taught and others did not have enough IT skills and consequently content delivery was inadequate. Trainers/tutors need skills that facilitate interaction, participation and mutual learning/training. (Inglis 2000, Daelen et al 2003, ICCA 2004, Juntunen & Heikkinen 2004, Gill 2005, Helios 2005)

Poor content development

- The digital teaching and learning resources market is under developed. There are not enough partnerships between business and education to achieve effective, innovative and sustainable e-learning resources. However where there is innovation course developers have tended to be over enthusiastic and out-pace learners (DfES 2003, Brennan et al 2003).
- Development costs for content were higher than expected and yet the quality of e-learning content is still poor. Also, the mode of delivery is problematic as it requires more moderation from tutors and greater interactivity, consequently e-learning is not giving the desired results (Bonk 2002, Daelen et al 2003, Forum 2003, Helios 2005)
- Website performance can turn people off. The most common difficulties encountered were; poor search capabilities, inappropriate or incomplete information, difficulty in navigation, difficulty in finding the course and concerns about security and/or privacy (NOIE 2003)

- There is not enough relevant up to date content available. The quality of content was poor as was its delivery, in particular vocational courses were not sufficiently flexible to be useful (Gill 2005, NHSU)

Lack of resource access

- Too much information has been duplicated, but resources are still not accessible to all learners because either they do not know what the Internet is, what courses are available, or the language used makes the subject difficult to understand (NHSU, MORI 2003, NOIE 2003, ONS 2004 & 2008, Gill 2005)
- There is a lack of specialist course material as most providers offer generic material on CD ROM only in English and do not consider specialised users. (Inglis 2000, Bonk 2002)
- The e-resources that are available are not used enough, resources are not kept in easily accessible libraries available to all staff, and staff are not directed to courses (Daelen et al 2003, Inglis 2000)

Poor learner assessment systems

- There is no systematic mapping of learning needs and skills gaps for the social care workforce, therefore training does not match learner needs. If assessments were done at all they were ad hoc mostly focusing on ICT skills, but they still did not show the benefit of learning as improved care for people (Daelen et al 2003, Eborall 2004, NHSU, Gill 2005, Helios 2005)
- Learners want their assessment to capture the new skills and capabilities they are acquiring through using e-learning, however there is a lack of quality feedback, and a the lack of contact with learners resulted in learner tracking difficulties (DfES 2003, Brennan et al 2003, Gill 2005)

3. Technological Barriers

Low hardware penetration

- There is not a co-ordinated technology strategy for e-learning, ICT access and use in the social care sector and the status of ICT initiatives is not known, neither are the IT system improvements required to support e-learning in the various care providers (MORI 2003a, Dunn 2004, Eborall 2004, NHSU, RHC 2004, Gill 2005).
- There was a lack of hardware in organisations to e-enable all learners; the high cost of technology was prohibitive for many small organisations and individuals, general technology failures for learners without home access to a PC was common, they also found the e-learning experience to be slow, difficult and inconvenient (Bonk 2002, Brennan et al 2003, Horder 2005).

Lack of Internet connection

- The many private and voluntary care organisations are not yet connected with broadband. Yet bandwidth was a major technological obstacle but without it web access and reliability were questionable with learners experiencing too many dropped connections. Those learners using a shared phone/Internet line experienced the worst problems regarding Internet slowness and IT failure (Inglis 2000, Bonk 2002, Brennan et al 2003, Gill 2005)
- Although adults are twice as likely to participate in learning if they have Internet access, obtaining a broadband connection was a major barrier for those in very rural areas and

those that could not afford it (DfES 2003, DfES 2004, Communities and Local Government 2008). Prices have come down but the personal cost of e-learning (home computer, printer package and connection) is still too high for some learners (DfES 2004)

Incompatibility

- Organisations suffered from having outdated or inadequate software as well as a shortage of equipment and software to display all the web pages and interactive programmes (e.g. video cards, sound cards) – these factors when combined with different IT infrastructure inhibited the ability of organisations to collaborate (Bonk 2002, DfES 2004, Brennan et al 2003)

4. Learning Style Barriers

Learning style

- Learners preferred certain styles; face to face, learning by doing, in ways that did not remind them of school, also soft and creative skills. These aspects of learning style were not seen as being compatible with e-learning. (Inglis 2000, Daelen et al 2003, Helios 2005)
- Learner styles are not being assessed, but there is a preference for face to face learning, as many do not like the learning style of e-learning. However with bad organisation and poor trainer communication skills in groups too large not all face to face learning was considered effective as learners were often overloaded with too much verbal information. (MORI 2003, Gill 2005)
- Learner styles and preference do not match the demands of the technology; those preferring face to face found online learning frustrating, confusing and slow or they lacked the required motivation and missed interaction with peers (Brennan et al 2003). At the moment the lack of interaction between teachers and learners achievable online is a disadvantage but there are other possibilities. However not enough attention is paid to the new ways of learning opened up by e-learning - changes are technology lead (Inglis 2000, Brennan et al 2003, DfES 2003, Horder 2005)

Trainer attitudes

- Where training is already ineffective for social care subjects because delivery is poor, e-learning is not seen as improving matters. Several vocational trainers were felt to have a bad attitudes, they were unwilling to listen, talked down to learners, and in terms of relating to employers some did not inform them the training went or assessors cancelled appointments and visited infrequently (Gill 2005)
- Teachers preferred a blended approach as learners expressed a dislike for fully online learning. This may have caused the poor turn-around times in teachers responding to enquiries, which made for an unsatisfactory experience for learners. In general e-learning had slow uptake rates (Brennan et al 2003)

5. Instructional and Network Barriers

Organisational networks

- IT systems and learning resources do not “fit”. Regional partnerships need to be identified and assessed for their e-learning delivery capacity as some of those for vocational courses were found to lack communication between the college, learner and employer (Bonk 2002, NHSU, Dunn 2004, Gill 2005)

- Multi site organisations lack coordination in networking, collaborating, sharing e-learning systems and not using portal arrangements. This can have financial consequences for example licensing fees for e-learning software, wastage (Inglis 2000, Price Waterhouse Coopers 2001, Brennan et al 2003)
- There is very little cross sectional collaboration in supporting learners as they move through the education system and on through life. Also there was a lack of organisational partnerships between public and private sector (Inglis 2000, Banks & Powell 2002)

Lack of learning communities

- There was a general lack of learning communities established or designed as networked learning was not embedded in courses for, in particular, small organisations that tend not to network beyond their organisational borders. (Daelen et al 2003, DfES 2003)
- Some organisations are not willing to collaborate in a learning community. Consequently learners have been isolated, even those working in shared communities, professional specialisations, or those with specific learning needs (MORI 2003, RHC 2004)

Poor knowledge sharing process

- Where there are pockets of excellence in e-learning they are often isolated and the benefits are not shared because there is a lack of common standards that would ensure that e-learning software is both shareable and affordable. However there are also not enough skills to facilitate knowledge sharing in large networked communities. (NHSU, DfES 2003, Helios 2005)

Inaccessibility

- Awareness of e-learning is limited, benefits are not universal, and training is accessible to the more professional groups rather than administrative or manual workers. However simply increasing the learning community does not address accessibility (MORI 2003, DfES 2003). The larger the e-learning community the less accessible it becomes to a broader audience and the more difficult it is to manage (Helios 2005)

6. Organisational Barriers

Culture

- In practice there may be a strong culture in social care organisations that resists training and e-learning. For example in most small, medium enterprises there was no learning culture; in the NHS there is a culture of complacency and resistance to training delivery and to e-learning; in higher education tutors and lecturers, were reluctant to provide e-learning. In addition social care organisations themselves have not embedded e-learning into planning, funding and managing to the same extent (Inglis 2000, Daelen et al 2003, Bonk 2002, NHSU, MORI 2003, Juntunen & Heikkinen 2004, Gill 2005, Horder 2005)
- Training is in general often seen as a non-core business process, and so may be marginalised, particularly when budgets are pressured. E-learning should help to raise the return on investment in training (Helios Report 2007). However, among certain groups and organisations, online courses are less valued than traditional face-to-face courses (Allen and Seaman 2007)

Learning environment

- Trainers lack incentives for e-learning involvement within social care organisations. Often they are not skilled enough in ICT which creates negative learning environments. When these go hand in hand with bad physical environments, social carers do not come away with a positive e-learning experience (NHSU, Gill 2005)
- There is too little training or rewards for instructors / tutors who wish to adopt or develop e-learning. These incentives can be more courses, qualifications, career promotion and access to technology. Without them turnover tends to be high which can have a negative effect on the learning environment being created (Bonk 2002, Banks & Powell 2002, DfES 2003)
- Physical Space needs to be re-allocated and used differently in terms of class size, layout and structure if e-learning is to be embedded (ICCA 2004)

Learning links

- E-learning is not embedded in normal work processes so that often trainers and courses do not make links to the learners workplace and the carer role consequently learners are not able to apply new knowledge to their work situation (Topss 2000, Banks & Powell 2002, Gill 2005)

7. Personnel Barriers

Lack of motivation

- Sustaining learner motivation is a problem whether because they procrastinate or lose interest and drop out of e-learning courses. The reasons for procrastination or reluctance to engage in e-learning may in some cases lie in the lack of a clear view of the benefits of e-learning, particularly since it might require a considerable investment of time and effort for those who are not digitally included. Similarly, self directed learners who know what they need to learn have an advantage in large scale e-learning communities (Bonk 2002, Brennan et al 2003, Helios 2005)
- Health and social care staff and carers were found to be apathetic towards training. Even those who started on the vocational training programmes lost interest (MORI 2003, Gill 2005)

Self awareness

- Experienced or self aware social care workers do not always want or need paper qualifications. For example, often older workers value experience more, or if they do e-learn, they acquire what they need to know and then drop out. However some workers (nurses) felt they were being forced into studying something they did not value (Bonk 2002, MORI 2003, Gill 2005)

Language and culture

- The dominant language of the Internet is English; similarly much of the e-learning content is available in American English or British English. However for nearly 60% of the social care work English may not their first language (Eborall 2004, Helios 2005)
- Unpaid carers may not feel the Internet or computers have anything for them and therefore stay away. Some people find the Internet is lacking in specialist information, information that is clearly understood by those of limited literacy, opportunities to create

content and interact with it so that it is culturally appropriate (Owen et al 2003, Helios 2005)

Confidence and fear

- There is a distinct generation gap in terms of who chooses to take up e-learning. Often there was a resistance to technology which may have been rooted in how confident learner felt in using it (Bonk 2002). People can be daunted by the complexity of finding information, the uncertainty about the cost of using services, also a loss of control associated with not understanding how to find information or not knowing how to use the technology (NOIE 2003)
- Techno fear is a barrier to e-channel engagement – older people, all age groups including industry leaders, managers, employers, and education leaders - this may be due to a lack of self-esteem, lack of skills confidence and Internet experience. It may also be rooted in bad experiences with education or new technology (DfES 2004, MORI 2004)
- Carers may not be able to identify the root cause of their discomfort with using the Internet but simply feel that 'they do not want to use it' (MORI 2004). NHS Staff were afraid of management expectations and the over-emphasis on formal qualifications (junior nurses) (MORI 2003)
- Hargittai and Shafer have found that although there is little difference between the sexes in terms of actual online ability, women's self-assessment of their skills is considerably lower, and this often discourages them from using ICT. Since carers are disproportionately female, this may present a particular barrier that requires encouragement and online practice for those women who lack confidence about e-learning (2006).

The barriers to e-learning are extensive. At worst they combine issues around technology access, attitudes and culture with in some cases the realities of fitting learning into a privately run care organisation that has limited resources.

Ways Forward

There are several strategies for larger care providers to overcome the barriers to e-learning, but it is not clear to what extent they are able to implement them and what level of success they have had. In terms of private care organisations even less is understood. This varying maturity of e-learning in social care organisations means that many of the suggestions of ways forward have been drawn from the experiences with e-learning of several sectors. Projects that have won awards for best practice and may be relevant to the social care context are provided as examples as are innovations relevant to social care e-learning. Again, the seven components of e-readiness have been used as a framework for discussion. Looking at previous experiences, it is still relevant to stress the importance of consultation of stakeholders and end users not only in the piloting phase but also in the design of e-Learning experiences, in order to understand expectations and concerns before it is too late to change the system (Helios Report 2007, Dunn and Braddell 2007).

Improving learner assessments

- Supporting Induction in Social Care Pilot project on the use of websites to encourage the development of basic skills amongst the adult social care workforce. (Dunn and Braddell 2007).

- E-learning should be both personalised and 'humanised'. This incorporates aspects such as game-based learning, interaction with other learners, and building a sense of community. (Helios 2007)
- Using games to promote learning has been found to motivate learners, raise self-confidence, and also raise retention of learners within the programme in question (Learning and Skills Research Centre 2006)
- Multinational providers are slowly creating a process of consolidation around parallel process and learning devices. This should allow more dialogue among existing e-learners and facilitate common platforms to virtual cooperation (Helios Report 2007). Similarly, the same report warns about the possible creation of uniform process that could eliminate valuable alternatives
- Computing skills and technology (CST) programmes. The IT industry has gradually developed a framework to encourage employers to provide their staff with computers for use in the home. The Digital Inclusion Technology Group (DITG) and Computing, Skills and Technology (CST) programmes work to encourage the spread of computing skills, with the support of the Government and the private sector. CST programmes were started in the autumn of 2008, and cover around 80,000 staff in a number of companies (Delivering Digital Inclusion, HMG 2008)
- RNIB Cymru's Accessible Technology in Communities (ATIC). The ATIC project is funded by the Welsh Assembly Government's Communities @ One initiative, and aims to improve access to IT for blind and partially sighted people across Wales. The project has involved providing special accessibility training packages to organisations, training volunteers to provide support, and establish the Accessible Technology Information Line, which advises blind or partially sighted people, and organisation, on access to IT technology
- The Internet Made Easy project of the Northern Ireland Government aimed to promote use of computers and the Internet, and involved sending an "Internet Made Easy" CD to every household in Northern Ireland, in 2006. In addition to providing IT skills, the programme also aimed to promote the everyday benefits of technology

Innovations in e-Learning in Social Care - SISCo

Funded by SCIE and also supported by Skills for Care and SEEDA, in 2007 the SISCo project launched a regional development project for the social care sector in the South East of England. The project uses the Skills for Care Common Induction Standards to demonstrate the relevance of basic skills to safety and quality in the social care sector, from an employer's perspective. The project recognises the employer's high appraisal of staff's ability to interact effectively with clients and colleagues, and helps managers take constructive action on basic skills. It aims to use web-based tools to support basic skills development in the adult social care workforce.

The use of web technology to deliver support for managers to address basic skills issues appears to have been well-received and successful. Interviews positively commented on SISCo's clarity and simplicity, even for those with little experience of ICT. Respondents remarked favourably about the introductory facilitation and support offered to users during the pilot, and the earlier partnership approach to development of SISCo tools. Some respondents said that without facilitation they would have lacked the confidence with ICT to trial SISCo. In addition, others said that the facilitation had motivated them to make the time to trial the website and its tools (SISCo 2007, page 35). More generally, the assistance provided were considered very important and useful in introducing the programme and led to greater understanding. Other positive attributes of SISCo mentioned in the evaluation included:

- the help provided to meet employers' regulatory demands;
- the fact that its resources are provided free of charge;
- the staff became more aware and accepting of the communication skills that are required for care work;
- the aid in improving organisational communication: "it opens the dialogue with staff about training" (SISCo project 2007, page 27); and
- the overall development of individuals.

Summary and Conclusions

This last section draws together the key findings in this update of e-learning literature in relation to the social care sector.

Following on from a look at an updated profile of the social care sector, e-learning was identified in very broad terms to ensure it was inclusive of advances in technology to e-enable various groups of people. The conclusion was that e-learning can be seen as the use of any information communication technology in any training module.

Relevant to the social care sector was the concern that technology should be a learning tool that can, at its best, respond flexibly to time and place limitations that learners may encounter. However, there may be those learners that are not interested in engaging with technology and so it cannot be the sole mode of delivery.

To be truly effective, e-learning requires an investment of resources so that e-channels can enhance the required learning, even when it comes to soft skills. Although the literature does acknowledge the many benefits of e-learning there is still an amount of scepticism about the use of e-learning for soft skills enhancement and this remains a challenge for e-learning champions to meet.

We then looked at the factors driving e-learning in social care both externally and those that enable organisations to respond positively to these factors. Most of these drivers were policy lead and are yet to be demand driven by the learners themselves, although where e-learning can be blended with face-to-face approaches and increase the flexibility of voluntary qualification training (NVQs), it will probably be received well by learners.

The overall barriers were presented as drawn from business, health and social care, and educational experiences with both e-learning and training in general. It is not known how extensive these barriers are or their comparative severity in each of the sectors, such as government, private and voluntary/charity organisations. It was suggested that the most difficult barriers for e-learning will probably come from changing organisational culture and learning environments rather than addressing technology.

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Appendix 2: Employer questionnaire

E-learning in social care: research on behalf of the Social Care Institute for Excellence (SCIE)

Welcome to the SCIE survey on e-learning. This survey builds on previous work from 2006 and SCIE has asked Ipsos MORI, an independent survey agency, to carry out this survey. Your answers will be kept completely confidential. Only the anonymised overall results will be passed to SCIE.

Thank you for taking the time to answer these questions. The answers you give are completely confidential.

Please provide your User Name and Password to participate in the survey.

A. CURRENT SITUATION

Q1 How satisfied are you with your management staff's current levels of work-related knowledge and skills?

Very satisfied
Fairly satisfied
Not very satisfied
Not at all satisfied

Q2 How satisfied are you with your operational staff's current levels of work-related knowledge and skills?

Very satisfied
Fairly satisfied
Not very satisfied
Not at all satisfied

Q3 Which of the following methods/resources for improving work-related knowledge and skills do your staff currently have access to?

Please X all the boxes that apply

Face-to-face external training (where employees have to leave their place of work)
Face-to-face internal training (whether provided by a qualified training provider)
Internal training by a colleague
Books/ magazines/ leaflets/ manuals
Intranet (i.e. internal organisational website) at work
The Internet at work
The Internet at home
Television at work
Mobile phone

None of these

Q4 And which two or three methods do you feel are the most effective to deliver work-related knowledge and skills?

Please X the 2 or 3 most effective methods

Face-to-face external training (where employees have to leave their place of work)
Face-to-face internal training (whether provided by a qualified training provider)
Internal training by a colleague
Books/ magazines/ leaflets/ manuals

Intranet (i.e. internal organisational website) at work
The Internet at work
The Internet at home
Television at work
Mobile phone

None of these

Q5 In general, how satisfied are you with the amount of training your staff have received?

Very satisfied
Fairly satisfied
Not very satisfied
Not at all satisfied

Q6 How satisfied are you with the quality of training your staff have received?

Very satisfied
Fairly satisfied
Not very satisfied
Not at all satisfied

Q7 As far as you know, what proportion of your induction training for staff is delivered in-house and what proportion do you have to buy-in from an external provider?

We deliver all induction training in-house
We deliver most induction training in-house
About half and half
We buy-in most of our induction training
We buy-in all of our induction training
Don't know

B. E-LEARNING IN YOUR ORGANISATION

Q8 Do you provide any training using e-learning?

By e-learning we mean using computers/laptops, the Internet, TV, CD-ROMs or mobile phones for training

Yes
No.....Please go to Q16

Q9 Approximately how much of your training is currently delivered using e-learning?

All of our training
Most of our training
About half of our training
Less than half of our training
None of our training

Q10 And what proportion of training would you like to see delivered using e-learning?

All of our training
Most of our training
About half of our training
Less than half of our training
None of our training

Q11 In general, how effective do you think e-learning is in delivering training?

Very effective

Fairly effective
Not very effective
Not at all effective

Q12 And how effective do you think e-learning is in delivering training to your staff?

Very effective
Fairly effective
Not very effective.....Please go to Q14
Not at all effective.....Please go to Q14

Q13 Why do think e-learning is an effective way to deliver training to your staff?

Please X all the boxes that apply - Once you have answered please go to Q15

It is cost-effective for me as an employer
It is more time effective for me as an employer (for example, than employees having to go for external training)
It is flexible timewise for employees (they can learn in their own time)

My organisation invests in the ICT needed to deliver e-learning
We have adequate resources (in terms of hardware) to deliver e-learning (e.g. employees have access to computers)

Employees have the knowledge and confidence in ICT to make use of e-learning
Employees will be more excited by e-learning than more traditional learning methods

Good quality e-learning, training and information resources are currently available (in terms of software, such as programs, on-line programs, CD-ROMs, websites, etc.)

Other (please specify)

Q14 And why do you think that e-learning is not a very effective way to deliver training to your staff?

Please X all the boxes that apply

It is expensive for me as an employer
My organisation does not have the budget necessary to invest in the ICT needed to deliver e-learning
My organisation is not interested in investing in ICT necessary to deliver e-learning
It is too time intensive for me as an employer to organise/ manage
It is too time intensive for my employees
We do not have adequate resources to deliver e-learning (e.g. employees do not have access to computers)
Employees do not have the knowledge and confidence in ICT to make use of e-learning
Employees will be intimidated by e-learning more than by traditional learning methods
Employees may not be interested in e-learning
Good quality e-learning, training and information resources are not currently available (in terms of software, such as programs, on-line programs, CD-ROMs, websites, etc.)
My employees need a lot of support that I can't provide
Other (please specify)

Q15 In the next two years or so do you intend to make use of mobile phones (either phones distributed to employees or their own personal phones) to support learning in your organisation?

Yes
No
Don't know

The following questions are only for those who do not currently provide any training using e-learning. If you do use e-learning, please go to Q19

Q16 If you don't currently provide training using e-learning how effective, if at all, do you think e-learning could be in training and educating your staff?

- Very effective
- Fairly effective
- Not very effective.....Please go to Q18
- Not at all effective.....Please go to Q18

Q17 And why do you think that e-learning could be an effective way to deliver training?

Please X all the boxes that apply - Once you have answered please go to Q15

- It is cost effective for me as an employer
- My organisation invests in the ICT needed to deliver e-learning
- It is more time effective for me as an employer (for example, than employees having to go for external training)
- It is flexible timewise for employees (they can learn in their own time)
- We have adequate resources (in terms of hardware) to deliver e-learning (e.g. employees have access to computers)
- Employees have the knowledge and confidence in ICT to make use of e-learning
- Employees will be more excited by e-learning than more traditional learning methods
- Good quality e-learning, training and information resources are currently available (in terms of software, such as programs, on-line programs, CD-ROMs, websites, etc.)
- Other (please specify)

Q18 And why do you think that e-learning would not be a very effective way to deliver training?

Please X all the boxes that apply

- It is not cost-effective for me as an employer
- My organisation does not have the budget necessary to invest in the ICT needed to deliver e-learning
- My organisation is not interested in investing in ICT necessary to deliver e-learning
- It is too time intensive for me as an employer to organise/ manage
- It is too time intensive for my employees
- We do not have adequate resources to deliver e-learning (e.g. employees do not have access to computers)
- Employees do not have the knowledge and confidence in ICT to make use of e-learning
- Employees will be intimidated by e-learning more than by traditional learning methods
- Employees may not be interested in e-learning
- Good quality e-learning, training and information resources are not currently available (in terms of software, such as programs, on-line programs, CD-ROMs, websites, etc.)
- My employees need a lot of support that I can't provide
- Other (please specify)

Q19 Which, if any, of the following characteristics do you consider essential in e-learning training sessions?

Please X all the boxes that apply

- They are practical and relevant
- They contain the most up-to-date information
- They are media-rich (i.e. they use video, audio, animation, etc)
- They engage and enthuse learners
- They are concise and allow for quick learning
- They offer the organisation tools to monitor employees' progress and scores
- Other (please specify)

C. YOUR TRAINING

Q20 How often, if at all, do you receive training?

- Every day
- At least once a week but not every day
- At least once a month but not every week
- At least four times a year
- At least twice a year
- Once a year
- Less often than once a year
- I've never received training in my current job.....[Please go to Q22](#)

Q21 When you have received training what type of training have you received?

Please X all the boxes that apply

External training courses:

- An external course which lasted more than a day
- An external course which lasted less than a day

Internal training:

- Internal training with a colleague
- 'On-the-job' or 'hands-on' training

Training on my own using:

- Books or magazines
- A manual
- The Internet
- An in-house intranet (by 'intranet' we mean a private network within an organisation available to its employees only)
- CD-ROM-based materials
- A Virtual Learning Environment (a place on the Internet where learners and tutors can communicate and share knowledge)
- Televised materials or programmes

Haven't received any training

Q22 Which of these, if any, have you personally done at work in the last six months?

Please X all the boxes that apply

- Accessed an e-learning study programme relevant to social care
- Accessed an e-learning study programme relevant to social care on your organisation's intranet
- Browsed the Internet for social care-related information
- Watched a video on the Internet relevant to social care
- Accessed a specific website relevant to social care
- Contributed to an interactive, social care-related program on the web
- Used a social care related programme on a CD-ROM
- Used a mobile phone for work-related e-learning
- Watched television for work-related e-learning

None of these

Q23 And which of these, if any, do you think your employees have done at work in the last six months?

Please X all the boxes that apply

Accessed an e-learning study programme relevant to social care.....[Please go to Q24](#)

Accessed an e-learning study programme relevant to social care on your organisation's intranet.....[Please go to Q24](#)

Browsed the Internet for social care-related information

Watched a video on the Internet relevant to social care

Accessed a specific website relevant to social care

Contributed to an interactive, social care-related program on the web

Used a social care related programme on a CD-ROM

Used a mobile phone for work-related e-learning

Watched television for work-related e-learning

None of these

Q24 If your employees have accessed an e-learning study programme relevant to social care, do you currently store their scores and monitor their progress using an online system?

Yes

No

Q25 Are you personally involved in training social care staff?

Yes

No

Q26 How confident are you in your own ability to help others in your organisation use e-learning tools?

Very confident

Fairly confident

Not very confident

Not at all confident

Q27 How much would you say you know about where to find social care learning and training resources on the Internet?

A great deal

A fair amount

Not very much

Nothing at all

D. BLENDED DELIVERY OF FACE-TO-FACE TRAINING (mixing traditional training methods with electronic resources)

Q28 Regarding face-to-face training, how often, if at all, do trainers in your organisation use electronic resources as part of this training?

By electronic resources we mean resources such as: PowerPoint slides, a CD-ROM, digital TV or web pages.

Very often

Fairly often

Not very often

Not at all

Q29 How useful, if at all, are electronic resources in delivering training?

Very useful

Fairly useful

Not very useful

Not at all useful

Q30 Which of the following, if any, would enable you or your organisation to make better use of electronic resources to deliver training?

Please X all the boxes that apply

- Better quality training software (e.g. CD-ROMs, online sites or programs)
- Better knowledge/ signposting of where to access e-assisted training software
- More hardware (e.g. PCs/ laptops/ projectors)
- More guidance or support in how to use electronic resources in training
- More confidence in using ICT generally
- Other (please specify)

E. ICT RESOURCES

Q31 Approximately how many computers do you have at your place of work (either desktop or laptop)?

- 1 – 10
- 11 – 20
- 21- 50
- 51 – 100
- More than 100
- There are no computers at work.....[Please go to Q35](#)

Q32 And what proportion of you staff would you say have access to a computer at work (either desktop or laptop)?

- 100%
- 75% - 99%
- 50% - 74%
- 25% - 49%
- 10% - 24%
- 1% - 9%

None

Q33 And what proportion of these computers give their users Internet access?

- All of them
- Most of them
- About half of them
- Not very many of them
- None of them.....[Please go to Q35](#)

Q34 Are these computers broadband or dial-up?

- Broadband
- Dial-up
- Don't know

Q35 Do you have any of the following at your place of work?

Please X all the boxes that apply

- A television
- An interactive whiteboard
- A projector (computer projector, not an overhead)

None of these

Q36 Do you provide any of your employees with a mobile phone?

- Yes, all of them
- Yes, some of them
- No..Please go to Q38

Q37 And what proportion of these mobile phones have internet access?

- All of them
- Most of them
- About half of them
- Not very many of them
- None of them

F. FUNDING

Q38 Which of the following funding streams, if any, could be used to fund the provision of e-learning materials for your employees (such as CD-ROMs or online courses)?

Please X all the boxes that apply

- Local Authority grant
- Other government grant
- National Lottery grant
- Internal budget ringfenced specifically for e-learning
- Internal budget for training generally
- Other (please specify)
- None of these

Q39 And which of these, if any, have you accessed in the last six months?

Please X all the boxes that apply

- Local Authority grant
- Other government grant
- National Lottery grant
- Internal budget ringfenced specifically for e-learning
- Internal budget for training generally
- Other (please specify)
- None of these

G. SOME QUESTIONS ABOUT YOU

The following questions will help us to see how experiences vary between different groups of the population. All your answers will be completely confidential.

Q40 Which part of the country do you work in?

- London
- South East
- East of England
- South West
- West Midlands
- East Midlands
- North East
- Yorkshire and Humberside
- North West
- Don't know/not sure

Q41 What sort of organisation do you work for?

A local council
A public sector care organisation which is not a Local Authority
A private care provider
A charitable/voluntary sector care provider
A personal (user) employer
Other (please write in)

Q42 What sort of work do you do?

Run the organisation
Managerial work
Frontline staff
Support/maintain the organisation
Personal assistant
Other (please write in)

Q43 Which of the following best describes your job title?

Director
Assistant Director
Manager
Officer
Other (please specify)

Q44 Approximately how many people work at your place of work?

1-10
11-20
21-50
51-100
More than 100

Q45 And how many staff, if any, report directly to you?

None
1
2-5
6-10
11-20
21-50
More than 50

Q46 Do you tend to work . . .

In one fixed location (e.g. an office or a care home)
In a number of locations (e.g. in the field or in domestic settings)

Q47 Is your work . . .

Full-time paid work (30 hours or more each week)
Part-time paid work (under 30 hours each week)
Volunteer
Sessional
Other

Q48 How long have you been in your current job with your current employer?

Less than six months

- Between six months and a year
- Between one and two years
- Between two and five years
- Between five and ten years
- Over ten years

Thank you for taking part in this important research.

We are also interested in obtaining the views of frontline staff working in social care through either an online survey or a hard copy of the survey. But we'll need your help.

Would you be happy for your organisation to take part in the Employee Survey?

- Yes
- No

Would you prefer your employees to take part in an online survey, delivered via an email (forwarded on by you or someone else in your organisation) or would you prefer to distribute 10 hard copies to a random selection of employees?

Online survey sent via email by me or someone else in my organisation.

I understand that Ipsos MORI will draft the email and send it directly to me to forward on to as many employees as I like. Please enter your email address below.

<BOX FOR EMAIL ADDRESS ENTRY> 'Email address:.....'

10 hard copies to distribute to a random selection of my employees.

I understand that Ipsos MORI will send me 10 hard copies of the survey with pre-paid return envelopes for me to distribute to 10 randomly selected employees.

Appendix 3: Employee questionnaire

E-learning in social care: research on behalf of the Social Care Institute for Excellence (SCIE)

Welcome to the SCIE survey on e-learning. This survey builds on previous work from 2006 and SCIE has asked Ipsos MORI, an independent survey agency, to carry out this survey. SCIE are the body which aims to develop and promote good practice across the social care sector. Your answers will be kept completely confidential. Only the anonymised overall results will be passed to SCIE.

Thank you for taking the time to answer these questions. The answers you give are completely confidential. Because of this, we would like you to be as honest as possible when filling in the questionnaire. As a thank you for taking part, all completed questionnaires will be entered into a prize draw for a digital camera.

Please provide your User Name and Password to participate in the survey.

A. YOUR WORK

Q1 Which part of the country do you work in?

London
South East
East of England
South West
West Midlands
East Midlands
North East
Yorkshire and Humberside
North West

Q2 What sort of organisation do you work for?

A local council/public sector care provider
A private care provider
A charitable/voluntary sector care provider
An individual service user
Other (please write in)

Q3 What sort of work do you do?

Run the organisation
Managerial work
Frontline work
Support/maintain the organisation
Personal assistant
Other (please write in)

Q4 Do you tend to work . . .

In one fixed location (e.g. an office or a care home)
In a number of locations (e.g. in the field or in domestic settings)

Q5 Is your work . . .

Full-time paid work (30 hours or more each week)
Part-time paid work (under 30 hours each week)
Volunteer

Sessional
Other

Q6 How long have you been in your current job with your current employer?

Less than six months
Between six months and a year
Between one and two years
Between two and five years
Between five and ten years
Over ten years

B. USE OF INFORMATION TECHNOLOGY

Q7 Which, if any, of the following do you personally have access to/use?

Please X all the boxes that apply

	Have access to	Use
Computer at home		
Computer at work		
Internet at home via 'dial up' modem		
Broadband Internet at home via a high-speed, always-on connection (e.g. via ADSL or cable modem)		
Internet at work		
Internet elsewhere (e.g. at an Internet café or at friends/family)		
Personal mobile phone		
Personal mobile phone with access to the Internet		
Mobile phone provided by my employer		
Mobile phone provided by my employer to access the Internet		
None of these		

Q8 If you have a computer at home, how often do you use it?

I use it every day
I use it at least once a week but not every day
I use it at least once a month but not every week
I use it less than once a month
I never use it

I don't have a computer at home

Q9 If you have access to the Internet at home, which, if any, of the following activities do you use it for?

Please X all the boxes that apply

Buying goods or services
Checking email
Online banking

Looking for news and information
Reading wikis or blogs
Watching videos or films online
Conducting research
Downloading music

Setting up your own social networking site (facebook, myspace, bebo, etc)
Contributing to a wiki
Contributing to an online discussion board
Posting a comment on a site
Blogging
Twitter

I don't have access to the Internet at home

Q10 Do you have access to a computer at work?

Yes.....[Please go to Q12](#)
No.....[Please go to Q11](#)

Q11 Would you like to have access to a computer at work?

Yes.....[Please go to Q14](#)
No.....[Please go to Q14](#)

Q12 If you have access to a computer at work, how often do you use it?

I use it every day.....[Please go to Q14](#)
I use it at least once a week but not every day.....[Please go to Q14](#)
I use it at least once a month but not every week[Please go to Q14](#)
I use it less than once a month.....[Please go to Q14](#)
I never use it.....[Please go to Q13](#)

Q13 If you don't use a computer at work, why don't you use it?

It gets in the way of my work
It makes everything 'faceless' and bureaucratic
It's too time-consuming
It can be too complicated to use
It's too old/slow
I haven't had any training on how to use it
Other (please specify)

Q14 To what extent do you agree or disagree with the following statements?

[I feel I have the skills I need to use a computer](#)
[I feel I have the skills I need to use the Internet](#)
[I feel I have the skills I need to use basic mobile phone applications \(e.g. calling, texting\)](#)
[I feel I have the skills I need to use advanced mobile phone applications \(e.g. surfing the web, checking emails, watching videos, playing games\)](#)

Strongly agree
Tend to agree
Neither agree nor disagree
Tend to disagree
Strongly disagree
Not applicable

C. TRAINING

We would like to get an idea of the sort of training you may undertake in your work. By training, we mean that your employer either sends you on a course, brings a trainer to your organisation or that there is an in-house training programme where you are trained by colleagues.

Q15 How often, if at all, do you receive training?

- Every day
- At least once a week but not every day
- At least once a month but not every week
- At least four times a year
- At least twice a year
- Once a year
- Less often than once a year
- I've never received training in my current job.....Please go to Q18

Q16 What types of training have you received from your employer?

Please first find the type of training you received and then indicate whether it refreshed your current skills or gave you new skills (or both)

	Refreshed my current skills	Gave me new skills
--	--------------------------------	-----------------------

External training courses:

- An external course which lasted more than a day
- An external course which lasted less than a day

Internal training:

- Internal training with a colleague
- 'On-the-job' or 'hands-on' training

Training on my own using:

- Books or magazines
- A manual
- The Internet
- An in-house intranet (by 'intranet' we mean a private network within an organisation available to its employees only)
- CD-ROM-based materials
- A Virtual Learning Environment (a place on the Internet where learners and tutors can communicate and share knowledge)
- Televised materials or programmes

Don't know/ can't remember any training

Q17 When you have been trained by your current employer, has the trainer ever used a computer to help them deliver the training (e.g. for a PowerPoint slide show or to demonstrate a website)?

- Yes – all the time and it is always helpful
- Yes – all the time and it is sometimes helpful
- Yes – all the time and it is never helpful

- Yes – sometimes and it is always helpful
- Yes – sometimes and it is sometimes helpful

Yes – sometimes and it is never helpful

No – but it would be helpful if they did

No – and it is not needed

Don't know/not sure

Q18 To what extent do you agree or disagree with the following statements?

I know how to do my job and don't need more training

I think it's important that people are regularly trained to do their job better

Training is too time-consuming – it takes me away from my work

Training is important but I wish it could be done more efficiently

Training is important but it isn't always as relevant as it should be

Strongly agree

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Q19 Whether you have received training or not, what would your preferred type of training be?

Please X up to 3 types of training you would prefer

An external course which lasts more than a day

An external course which lasts less than a day

Group training in a small group

Group training in a large group

One-to-one training (i.e. just me and a trainer)

Internal training with a colleague

'On-the-job' or 'hands-on' training

Training on my own using hard copy materials (e.g. books, magazines, manuals)

Training on my own using CD-ROM-based materials

Training on my own using materials on the Internet

Training on my own watching televised materials or programmes

Training on my own using a mobile phone

Training using a Virtual Learning Environment (a place on the Internet where learners and tutors can communicate and share knowledge)

Other (please write in)

Q20 To what extent do you agree or disagree with the following statements?

My employer gives me enough support and encourages me to undertake training

My employer gives me enough support and encourages me to undertake training using information technology

Strongly agree

Tend to agree

Neither agree nor disagree

Tend to disagree

Strongly disagree

Q21 How interested would you be in receiving training via a computer or the Internet?

- Very interested
- Fairly interested
- Not very interested
- Not at all interested

Q22 How likely is it that you would take part in training via a computer or the Internet if it was offered?

- Very likely
- Fairly likely
- Not very likely
- Not at all likely

D. LEARNING

Training is a formal way of learning. There are many other ways to learn apart from formal training. This section asks about other ways in which you can learn to do things better.

Q23 In your day-to-day life, where do you generally pick up advice or information about any issues you may have?

And where would you go for advice or information about how to work more efficiently?

Please choose all the sources that apply in each column

In my day-to-day life For work

- Colleagues
- My manager/employer
- Clients
- Friends and family outside work

- Experience doing my job
- Training courses
- Magazines and books, etc.
- The Internet
- The in-house (organisational) intranet
- From TV
- My mobile phone

- Other (please write in)

Q24 Which, if any, of the following do you think are the best sources of advice and information on how to work better?

Please choose up to 3 sources

- Colleagues
- My manager/employer
- Clients
- Friends and family outside work

- Experience doing my job
- Training courses
- Magazines and books, etc.
- The Internet
- The in-house (organisational) intranet

From TV
My mobile phone

Other (please write in)

Q25 To what extent do you agree or disagree with the following statements?

**My employer gives me enough support and encourages me to learn
My employer gives me enough support and encourages me to learn using information
technology**

Strongly agree
Tend to agree
Neither agree nor disagree
Tend to disagree
Strongly disagree

Q26 How interested would you be in accessing learning resources via a computer or the Internet?

Very interested
Fairly interested
Not very interested
Not at all interested

Q27 If you have a computer at home, would you be willing to undertake Internet-based training on your personal computer at home?

Yes.....[Please go to Section E](#)
No.....[Please go to Q28](#)

I don't have a computer at home.....[Please go to Section E](#)

Q28 Why would you not be willing to undertake Internet-based training on your personal computer at home?

I don't feel I should do work-related training at home
I should be paid by my employer for any training I undertake
My computer at home is used by other family members so access is limited
I don't have access to the Internet at home
Other (please specify)

E. Some questions about you

The following questions will help us to see how experiences vary between different groups of the population. All your answers will be completely confidential.

Q29 Are you male or female?

Male
Female

Q30 How old are you?

16-24
25-34
35-44
45-54
55-64
65+

Q31 What, if any, is your highest educational or professional qualification?

GCSE/O-Level/CSE
Vocational qualifications (e.g. NVQ1 or 2)
A-Level or equivalent
Bachelor Degree or equivalent
Masters/PhD or equivalent
Other

No formal qualifications

Thank you for filling in this questionnaire. As a thank you for participating in the research we are running a **prize draw for a digital camera**. If you would like to be included in the prize draw then please enter a **contact telephone number/ or email address** into the box below. Please note these details will only be used to notify you if you have been successful in the prize draw and will not be collected with your responses or passed on to any other third party:

**THANK YOU FOR YOUR TIME.
PLEASE RETURN THIS QUESTIONNAIRE IN THE REPLY PAID ENVELOPE PROVIDED**