

## Flexible Delivery

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Accessing JISC and Higher Education Academy resources to support flexible delivery  
A briefing paper for managers and practitioners

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## Preface

The approach to quality and standards in Scotland is enhancement-led and learner-centred. It was developed through a partnership of the Scottish Funding Council (SFC), Universities Scotland, the National Union of Students in Scotland (NUS Scotland) and the Quality Assurance Agency for Higher Education (QAA) Scotland. The Higher Education Academy has also joined that partnership. The Enhancement Themes are a key element of a five-part framework which has been designed to provide an integrated approach to quality assurance and enhancement, supporting learners and staff at all levels in enhancing higher education in Scotland drawing on developing, innovative practice within the UK and internationally.

The five elements of the framework are:

- a comprehensive programme of subject-level reviews undertaken by the higher education institutions themselves; guidance on internal reviews is published by SFC ([www.sfc.ac.uk](http://www.sfc.ac.uk))
- enhancement-led institutional review (ELIR) run by QAA Scotland ([www.qaa.ac.uk/reviews/ELIR](http://www.qaa.ac.uk/reviews/ELIR))
- improved forms of public information about quality; guidance on the information to be published by higher education institutions is provided by SFC ([www.sfc.ac.uk](http://www.sfc.ac.uk))
- a greater voice for students in institutional quality systems, supported by a national development service - student participation in quality scotland (sparqs) ([www.sparqs.org.uk](http://www.sparqs.org.uk))
- a national programme of Enhancement Themes aimed at developing and sharing good practice to enhance the student learning experience, which are facilitated by QAA Scotland ([www.enhancementthemes.ac.uk](http://www.enhancementthemes.ac.uk)).

The topics for the Themes are identified through consultation with the sector and implemented by steering committees whose members are drawn from the sector and the student body. The steering committees have the task of developing a programme of development activities, which draw upon national and international good practice. Publications emerging from each Theme are intended to provide important reference points for higher education institutions in the ongoing strategic enhancement of their teaching and learning provision. Full details of each Theme, its steering committee, the range of research and development activities, and the outcomes are published on the Enhancement Themes website ([www.enhancementthemes.ac.uk](http://www.enhancementthemes.ac.uk)).

To further support the implementation and embedding of a quality enhancement culture within the sector, including taking forward the outcomes of the various Enhancement Themes, a new overarching committee has been established, chaired by Professor Kenneth Miller (Vice-Principal, University of Strathclyde). It has the important dual role of supporting the overall approach of the enhancement themes, including the five-year rolling plan, and of supporting institutional enhancement strategies and management of quality. We very much hope that the new committee, working with the individual topic-based Themes' steering committees, will provide a powerful vehicle for the progression of the enhancement-led approach to quality and standards in Scottish higher education.



Norman Sharp, Director, QAA Scotland



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# Introduction

## The Flexible Delivery Enhancement Theme

Following its establishment in 2004, the Quality Enhancement Themes Steering Committee for Flexible Delivery has sought to implement a programme of work which would address the growing challenge faced by higher education (HE) institutions to develop and adapt their provision to allow greater flexibility for today's large and diverse student body, as part of the wider implementation of a learner-centred approach.

To this end, the Steering Committee adopted the broadest possible interpretation of Flexible Delivery, to encompass not only modes of study but also methods of delivery, together with underpinning support and infrastructure. Accordingly, its programme of work has sought to encapsulate a vision of a learner-centred model of pedagogy and learner support, appropriate to the needs of the individual learner, located within a high quality learning environment, and supported by efficient and effective business and administrative processes. This work was informed by exemplars of good practice in HE institutions worldwide, reflecting changing practice in learning and teaching to promote flexibility, and by the outcomes of a series of workshops involving a number of international experts together with UK and Scottish practitioners.

As a practical means of ensuring that the breadth of the Enhancement Theme was reflected in the scope of its development projects, the Committee formulated a typology of flexible delivery, which comprised the following key operational areas: flexible admissions; credit, recognition of prior informal learning (RPL), accreditation of prior experiential learning (APEL); flexible programmes; student support, advice and guidance; continuing professional development (CPD); and collaborative partnerships. This typology provided a framework to support the planning and implementation of a number of projects addressing different practical applications of flexible delivery, the outputs from which would provide a suite of tools to inform and support institutions, practitioners and learners, in taking forward strategic development and practical implementation.

## **Accessing JISC and Higher Education Academy resources to support flexible delivery: a briefing paper for managers and practitioners**

This is one of a series of publications from the Flexible Delivery Enhancement Theme. It represents the outcomes from one of six development projects supported by the Steering Committee.

The outputs from this project fall into two strands: the first addressing the practical needs of practitioners, focusing on teaching and learning, and more specifically on pedagogy, and the second, addressing the needs of senior managers, focusing on the management of the learning process, looking at institutional and organisational issues, and more specifically strategic policy development.

This guide has been developed as a navigational aid for managers and practitioners to the on-line resource, where materials have been catalogued in a typology relevant to the Flexible Delivery Enhancement Theme and the Scottish context.

### **Other publications from this Theme**

Other publications from this Theme will address different dimensions of flexible delivery, including flexible entry and flexible programmes, building on the development of the Scottish Credit and Qualifications Framework national guidelines for credit transfer and RPL, the strategic planning and implementation of flexible programmes, with a particular focus on blended learning, as well as a survey of virtual learning environment (VLE) usage in the Scottish HE sector.

## Contributors

### Project Advisory Board

Project Director: Professor Roy Leitch, Chief Executive Officer, Interactive University

Project Manager: Dr Wendy Nightingale, Director of Learning Technology, Interactive University

Professor Terry Mayes, Chair, Enhancement Theme Steering Committee for Flexible Delivery

Ms Lou McGill, Programme Manager: Scottish Funding Council (SFC) e-learning transformation projects

### Project Development

Consultants: Glenaffric Ltd: Dr Jane Plenderleith, Ms Veronica Adamson, Directors.

Glenaffric Ltd is an independent e-learning consultancy based in the Highlands of Scotland. The company was established in 2000 and is building a reputation nationally for quality and innovation in the e-learning market.

### Project Review

Ms Carole Higgison, Adviser on e-learning, University of Bradford

This resource has been developed to assist the Scottish HE sector in accessing relevant sources of information, tools and materials from Joint Information Systems Committee (JISC) development programmes and the Higher Education Academy that support flexible delivery.

A demonstration on-line resource has been developed in Drupal and is available at <http://www.glenaffric.co.uk/gcms>

JISC development projects and other resources have been identified and tagged. The tags have been applied to relevant resources using del.icio.us:

<http://del.icio.us/flexible-delivery/>

Discussions are proceeding with JISC InfoNet with a view to JISC taking over the future hosting and maintenance of the 'Accessing JISC and HEA resources to support flexible delivery' on-line resource. Work is expected to commence in October 2006 with a view to the resource being uploaded to the JISC InfoNet website in December 2006, followed by a launch in January 2007. During March/April 2007 it is expected that the content would be broadened for the wider UK education community. Evaluation and monitoring of use and content would also be included. There are a number of advantages to this approach. These include consistency with existing JISC development outputs and an opportunity to make the Flexible Delivery typology and structure for assessing resources available to a wider community of users across the UK further and higher education sectors. Updates on progress with the transfer of the resource will be given via the Enhancement Themes website, <http://www.enhancementthemes.ac.uk/>

## Background

### Quality enhancement

Institutions in the HE sector face a growing challenge to develop and adapt their provision to support mass HE in the twenty-first century, and to allow greater flexibility for today's large and diverse student body. Moreover, the fast pace of change in the external environment - technological, political, social and economic - has an increasing impact on the structure and role of HE.

Following its establishment in 2004, the Quality Enhancement Themes Steering Committee for Flexible Delivery has sought to implement a programme of work which would help institutions address these challenges and the needs of a mass HE system, to meet demands from students for a more learner-centred approach, and to improve the efficiency and effectiveness of the Scottish HE sector in taking forward the learner-centred agenda.

### Flexible Delivery: the vision

The Flexible Delivery Enhancement Theme affords a major opportunity to initiate a significant cultural change within the Scottish HE sector, bringing together relevant development initiatives in the sector, and drawing on the best national and international good practice.

The Theme of Flexible Delivery, as interpreted by the Steering Committee, encompasses modes of study and methods of delivery, together with underpinning support and infrastructure. Accordingly, the programme of work for this Theme has sought to encapsulate a vision of a learner-centred model of pedagogy and learner support that is appropriate to the needs of the individual learner, located within a high quality learning environment, and supported by efficient and effective business and administrative processes. Flexible delivery allows HE institutions to adapt their provision to support mass HE and to allow greater flexibility for today's large and diverse student body, as part of the wider implementation of a learner-centred approach.

Institutions can enable students to make more informed choices about their learning experience, with particular regard to pathways through programmes, modes of study and methods of delivery. They can also support the creation of a more flexible learning environment by exploring different organisational models and delivery methods. Such a shift requires a number of strategic changes over time, which are dependent on technological developments, organisational change and the re-engineering of business processes.

The aim of this briefing paper and the resources it introduces is to assist institutions in enhancing flexible delivery within the context of their unique missions by providing a vision of flexible learning and tools for a learning environment that addresses the diverse needs of different types of learners. The focus throughout is on three key areas of pedagogy, learner support and infrastructure.

This resource has been compiled specifically to raise awareness of current initiatives to develop e-learning and blended learning, to provide information on effective practice in the use of e-learning tools, and to promote the development and application of e-learning tools to support effective practice. This work is informed by case studies of good practice in HE institutions worldwide, technological projects being undertaken by JISC and the SFC, and changing practice in learning and teaching to promote flexible delivery.

### **Flexible delivery: support for institutions**

In autumn 2004, the Steering Committee initiated a detailed survey of the institutional perspective on flexible delivery in Scottish HE, the outcomes of which formed the basis of a report published early in 2005. The aim of the survey was to help set the parameters for flexible delivery in the sector by exploring the institutional strategic context, the key drivers and issues for institutions implementing flexible provision, and to outline current and future developments in flexible delivery across the sector.

A series of workshops addressing the key institutional development priorities for flexible delivery took place in spring 2005, drawing on international and UK expertise, as well as innovative practice within the Scottish HE sector itself. A typology for flexible delivery was then developed as a practical means of organising the wide-ranging outcomes from the workshop series, and to ensure that the breadth of the theme was reflected in the scope of its development projects.

In this project, the typology has been developed as a framework to classify existing resources and development initiatives to assist institutions in the use of e-learning to support flexible delivery. Materials and resources from previous and ongoing development initiatives have been identified and drawn from a number of sources in support of the key elements.

The JISC e-Learning Programme provides resources in support of an improved technical framework, the development of tools for e-learning, regional and subject-based collaboration, pedagogical approaches, and experimentation with new technologies. Other key sources of tools and support are the JISC Managed Learning Environments (MLEs) for Lifelong Learning Programme and the eXchange for Learning Programme (X4L). Resources are also drawn from initiatives in other strands of the Enhancement Themes work, the SFC e-Learning Transformation programmes, and the work of the Higher Education Academy and its network of Subject Centres.

## About the flexible delivery resource

The on-line resource has links to relevant projects, reports, outputs and other artefacts in support of the various elements of flexible delivery.

Materials and resources have been organised according to the key elements of the typology, based on a mapping of keywords and concepts. The additional tag 'Scottish' has been added to help identify resources and outputs that have been developed specifically in the HE and further education (FE) sector in Scotland.

For each key element the screen displays a 'cloud' of relevant keywords and concepts. Clicking on any of the keywords accesses a further web page with links to relevant development programmes. Clicking on these links leads directly to these programme pages and resources.

The resource has a number of features to help users to identify the most useful materials through the large volume of potentially valuable development outputs. The size of the keyword in the 'cloud' is directly proportionate to the number of projects and other links currently tagged with that concept, so users can tell at a glance the extent to which a relevant concept for flexible delivery has been the focus of development work to date.

### Internal and external drivers

The economic rationale for developing flexible delivery as a more resource-efficient means of providing a high-quality learning experience to a larger and more diverse student population in an increasingly competitive market is coupled with the social rationale for increasing accessibility and widening participation to learning. This has resulted in the identification of flexible delivery, underpinned by the application of technology, as a key strategic priority for the sector.

Key drivers for the development of flexible delivery include the following.

- **Increased student numbers and diversity** can lead to high administrative loads for teaching and support staff. Flexible delivery tools and methods provide an opportunity to reduce this load without undermining academic standards.
- **Increased part-time study** is necessary in order to provide learners with opportunities for continuing their education on a sustainable lifelong basis without leaving employment, and flexible access for learners with a diverse range of needs and caring responsibilities.
- **Competition in the market place** within and across national boundaries. Quality and flexibility are major factors in the choice of an institution for students. The changing market for HE requires institutions to attract more overseas, postgraduate and students from under-represented groups, and greater flexibility can facilitate increased recruitment in these areas. Creating local and international collaborative partnerships for the joint delivery of programmes is one means of increasing institutional competitiveness. This requires a sharing of resources that flexible delivery is designed to support.

- **CPD** is a major growth area. There is increasing demand for professional provision that is flexible, on-line and/or work-based, reflective and informed by practice-based research. Meeting this demand will support the development of links between institutions and industry, professional and statutory bodies, and other agencies.
- **Retention and progression issues** can be improved by pre-entry guidance and more on-line information to enable better decision-making by students choosing a course or programme of study. Appropriate course choice is one of the key factors underlying student retention. The streamlining of application and enrolment processes through the use of technology, and the provision of on-line information enables staff to spend more time with students in need of support and guidance.
- **Diagnostic tools** in terms of information, study, and information technology skills enable support and training in these areas to be targeted more appropriately. More flexible approaches to induction increase the accessibility of this form of support and guidance to part-time and off-campus students.
- **Learner-centred approaches** through greater choice and flexibility of study pathways have led to an increasing emphasis on encouraging students to take responsibility for their own learning. This is supported by developments in personal development planning (PDP). The focus of the learning process has shifted from that of the course content to that of the learner. As a result learners are encouraged to have greater interactivity within the teaching and learning process, which is reflected in flexible delivery approaches.
- **Learner expectations** place pressure on institutions to enhance their capacity in terms of the electronic environment; the provision of more flexible entry routes; RPL and APEL; articulation routes; distance and on-line delivery; e-learning and blended learning; as well as part-time delivery.
- **Technological development** has enabled more opportunities to provide qualifications at a distance and through e-learning on a local, regional, national and global basis. More efficient technological processes and developments in e-pedagogy have enabled institutions to embrace fully the opportunities presented by flexible delivery.
- **Efficiency and costs** of the administration of learning can be improved by on-line application, enrolment and registration; integrated student records systems; on-line programme information; and resources that remove time constraints and avoid duplication of effort on administrative tasks. Asynchronous discussion can support increased personal interaction between staff and students at times convenient to all concerned, thus leading to increased productivity and effectiveness.

Much of the development work in the sector has been collaborative in nature, and a significant volume of resources is available on collaboration both as a developmental process and as a driver for flexible delivery. Resources also include tools, processes and materials in support of facilitating progression, collaborative teaching, content development, digital curation, research materials, repositories and resource sharing.

## Provisos, constraints and boundary conditions

Institutions have identified support needs in respect of the internal and external conditions that impact on the strategic planning and implementation of flexible delivery. These include:

- the need for a robust **internal and external infrastructure**, including connectivity, networking and interoperability issues
- support for **policy development**, governance and leadership in a context of cultural change
- maintaining and enhancing the **quality of the learner experience** and the integrity of academic provision.

There are many examples of initiatives exploring infrastructure issues for flexible delivery. JISC has undertaken a large programme of work on the development of MLEs. This involves the development of tools and processes for systems interoperability and data transfer across a wide educational landscape including schools, FE, HE, employers and professional bodies. Recent initiatives are concerned with the development of personal learning environments in support of flexible, lifelong learning. Resources are also available to support the development and use of digital repositories for interoperable content.

Key reports and resources are also available in support of policy and institutional governance issues for flexible delivery, including legal issues relating to learner records management and inter-institutional repository development.

## Outcomes and consequences

Consultation with the sector has confirmed that in the context of Scottish HE, flexible delivery:

- encourages **learner-centred approaches** and choices, promotes learner autonomy and independent learning
- helps to develop **metacognition** and deep learning
- encourages **active engagement** of learners in the process of learning and its outcomes
- enhances the development of **employability skills**, particularly in information management, e-literacy, resource-based and discovery learning
- helps to improve **retention and progression**
- promotes **peer and practitioner collaboration**
- improves **productivity** and the efficient use of organisational resources
- opens **new markets** for institutions.

Major development initiatives are concerned with understanding and developing effective practice in e-learning, including the implementation of e-learning in conjunction with established practice to maximise the benefits of flexible delivery to learners, academic staff and institutions. These include the work of the JISC e-Learning and Pedagogy strand on effective and innovative practice in e-learning and learning design.

Work on PDP processes and the use of e-portfolios is an important development focus. This includes a reference model of e-portfolio for lifelong learning, which seeks to identify the key generic institutional services with which e-portfolios will interact. Distributed e-Learning Tools projects are developing applications of e-portfolio systems in institutional, departmental and subject contexts.

Active engagement of learners and the development of metacognition are an important focus of much of the JISC Resource Discovery Network developments.

The MLEs for Lifelong Learning programme developed insights and approaches to widening participation and promoting inclusion, improving retention and progress, and promoting effective peer and practitioner collaboration in support of learner progression and employability.

## Collaborative partnerships

The strategic context for flexible delivery through collaborative partnerships encompasses the need for:

- **flexibility across institutions**, including developments in support of multidisciplinary team working, interdisciplinarity within programmes across faculties and schools, and collaboration between academic, technical, administrative and library staff
- support for **external collaborative initiatives** on a regional, national and global level, including joint delivery, with particular emphasis on vocational areas such as teacher education and social work, student exchanges and work placements
- **articulation between FE and HE institutions**, with seamless transition across sectors, courses and levels
- opportunities to offer a **range of specialisms** and access a broader resource in terms of funding, expertise and markets through collaboration.

Development projects have produced useful resources on approaches to successful multi-institutional partnership, the development and delivery of joint provision, cross-sectoral transition and FE/HE articulation. The development of applications, systems and infrastructure to support multi-institutional provision is a major theme across the JISC e-Learning Programme. The X4L programme has produced staff development resources in support of multidisciplinary developments, and promoting flexible delivery across multi-institutional contexts.

Resources for the development of collaborative partnerships for flexible delivery include approaches to understanding cultural differences and communication issues as well as technical interoperability. A number of initiatives have developed systems and tools in support of cross-institutional PDP and e-portfolios for FE/HE articulation and work-based learning.

### **Flexible entry, including admissions, credit transfer and RPL**

Institutions are increasingly interested in the use of technology to support flexible approaches to admissions processes, entry and enrolment. These include:

- **a range of admission routes** including articulation agreements and bridging programmes, enrolment on a module by module basis, and the development of flexible entry processes through RPL, providing greater choice and flexibility regarding learning pathways thus facilitating recruitment from learner groups with lower participation rates
- **on-line pre-entry guidance** allows advisors and support staff to spend more time on students most in need of support and guidance, supported by enhanced on-line course information
- **on-line application processes**, which enable students to track the progress of their application more easily and receive more rapid feedback, linked to the provision of improved information and advice to students regarding course choice
- **on-line induction processes** for distance learners as well as part-time, remote and other flexible learners
- **on-line electronic timetabling** facilitating module choice and selection supported by software systems to assist with the selection of course combinations that satisfy timetable and regulation requirements
- **integrated student records/information systems**, enabling on-line matriculation/enrolment and registration, the automatic creation of VLE and library accounts from student records, and improved student tracking and learning management
- **student portals** allow learners to access a range of services, providing more autonomy over learning materials and processes, including students being able to access their own records and learning materials.

There are a number of relevant tools and resources in support of on-line admissions processes and student portals delivering a range of individualised services to the student desktop.

Relevant development resources include the work of a Course Information Group aiming to produce a generic course description specification for the UK HE sector, and tools and resources in support of the use of learner information contained in a web-based personal statement as part of a more flexible HE admissions process.

## Curriculum-based content for flexible delivery

Flexible delivery presents opportunities for enhancing the quality of learning and teaching across all areas of HE provision, including undergraduate taught courses, postgraduate taught and research-based provision, and the academic research community.

The Higher Education Academy provides a range of generic pedagogic resources relating to flexible delivery. It also supports a Subject Network of 24 Subject Centres. These are a mix of single-site and consortium-based centres located within relevant subject departments and hosted by HE institutions. Originally set up in 2000 as part of the Learning and Teaching Support Network, the centres have made a considerable impact over the last five years. Each centre engages in a wide variety of activities to support practitioners, subject departments and discipline communities.

Materials and resources in support of curriculum-based flexible delivery have been organised in terms of these Higher Education Academy subject groupings as follows:

Art, design and media	Bioscience	Built environment	Business, management, accountancy and finance
Economics	Education	Engineering	English
Geography, earth and environmental sciences	Health sciences and practice	History, classics and archaeology	Hospitality, leisure, sport and tourism
Information and computer sciences	Languages, linguistics and area studies	Law	Materials
Maths, statistics and operational research	Medicine, dentistry and veterinary medicine	Dance, drama and music	Philosophical and religious studies
Physical sciences	Psychology	Sociology, anthropology and politics	Social policy and social work

Relevant resources include content development projects working in specific subject areas, collaborative initiatives through the JISC X4L programme, and flexible delivery initiatives focusing on the application of e-learning in particular subject or curriculum specialisms. A large number of high-quality on-line content resources have been developed through JISC work on digitisation and digital curation, including some significant archiving initiatives for teaching and research.

### Assessment for flexible delivery

Flexible delivery opens opportunities for the use of a variety of assessment methods to meet the needs of a diverse student body, including a shift from a summative examination system to continuous, diagnostic and formative means of assessment.

Flexible assessment methods include on-line assessments, group assessments, peer assessments and presentations, off-campus examination and invigilation arrangements, and individualised assessment procedures for students with special needs.

Greater administrative support than is often currently available is needed for a wider range of assessment options. The wider range of assessment options also has implications for programme management and external assessment.

Assessment for flexible delivery may involve:

- **formative assessment through VLEs** including the use of learning journals, discussion fora, dialoguing between staff and students and between students and tutors, shared feedback, and submission of assignments and drafts
- **alignment of assessment with learning** and pedagogical approaches
- increased use of **peer and collaborative assessment**
- development of systems to integrate the **uploading of assessment results** from VLEs to the central registry of module assessment results
- raised awareness of preventing and detecting **plagiarism**, particularly in relation to e-learning
- **automated self-assessment tools** for summative assessment, for example, multiple choice questionnaires, more use of electronic resources in assessments and electronic submission of course work, including e-portfolios, self-assessment quizzes and embedded resource discovery skills
- robust approaches to **quality assurance** of the assessment process in terms of monitoring turnaround, assessing standards and feedback quality
- significant **staff training and support** in on-line assessment techniques.

Materials and resources include an advanced on-line assessment management system available free of charge to all UK FE and HE institutions, a reference model for assessment systems and an e-assessment glossary. Initiatives in e-assessment are increasingly concerned with the development of tools and processes to help institutions to transform their thinking about, and practices of, assessment in HE.

### **Approaches for flexible delivery**

Approaches for flexible delivery encompass a number of key variables, including modes and pathways; context and location; pace and style of different learners; and the ways in which learning is organised, including the development of learning contracts and work-based learning agreements.

Good practice in flexible delivery highlights that good learning is based on reciprocity, authenticity and credibility between learners and tutors, independent of the mode of engagement. In the same vein, good teaching sets ground rules, provides alternative modes of participation, exemplifies models of engagement and gives access to the experience of the instructor. Good practice therefore encourages student-tutor contact, student-student cooperation and active learning. It provides prompt feedback, demonstrates and communicates high expectations, and respects diverse talents and ways of learning. Good design for flexible learning therefore includes multiple pathways, caters for multiple learning and teaching styles and preferences, multiple levels of discourse, modes and systems of meaning. It is robust, visually appropriate, rich and complex, and personalised to the needs and context of the individual learner.

Resources in support of approaches for flexible delivery include JISC publications on effective and innovative practice in e-learning and the Higher Education Academy guides on e-learning. These publications help practitioners to use appropriate technologies to facilitate effective learning by identifying objectives, recognising the needs of learners, selecting suitable approaches, and striking an appropriate balance between e-learning and other modes of delivery.

Other relevant resources include tools and approaches for blended learning and work-based learning, including staff development packs and e-portfolio products designed for specific vocational contexts.

Presentation materials for QAA seminars on flexible delivery also provide useful sources of information and insight into approaches for flexible delivery and learning design.

## Further information

Further information about the QAA Enhancement Themes initiatives is available from the Enhancement Themes website, [www.enhancementthemes.ac.uk](http://www.enhancementthemes.ac.uk)

The following resources may also be of interest:

- Enhancement Theme Workshops, [www.enhancementthemes.ac.uk/defaultpage121c0GreenSub.aspx?pageID=229](http://www.enhancementthemes.ac.uk/defaultpage121c0GreenSub.aspx?pageID=229)
- SFC e-Learning Transformation, [www.jisc.ac.uk/elearning\\_sfc.html](http://www.jisc.ac.uk/elearning_sfc.html)
- JISC MLEs for Lifelong Learning Programme, [www.jisc.ac.uk/elearningfocus/mle/and](http://www.jisc.ac.uk/elearningfocus/mle/and) [www.jisc.ac.uk/mle\\_lifelonglearning\\_info.html](http://www.jisc.ac.uk/mle_lifelonglearning_info.html)
- JISC e-Learning Programme, [www.jisc.ac.uk/programme\\_elearning.html](http://www.jisc.ac.uk/programme_elearning.html)
- JISC Digital Libraries in the Classroom Programme, [www.jisc.ac.uk/index.cfm?name=programme\\_dlitc](http://www.jisc.ac.uk/index.cfm?name=programme_dlitc)
- JISC Digital Preservation and Records Management Programme, [www.jisc.ac.uk/index.cfm?name=programme\\_preservation](http://www.jisc.ac.uk/index.cfm?name=programme_preservation)
- JISC Digital Repositories Programme, [www.jisc.ac.uk/index.cfm?name=programme\\_digital\\_repositories](http://www.jisc.ac.uk/index.cfm?name=programme_digital_repositories)
- JISC Digitisation Programme, [www.jisc.ac.uk/index.cfm?name=programme\\_digitisation](http://www.jisc.ac.uk/index.cfm?name=programme_digitisation)
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- JISC Distributed e-Learning Subject Centre Projects, [www.heacademy.ac.uk/1877.htm](http://www.heacademy.ac.uk/1877.htm)
- JISC eXchange for Learning Programme (X4L), [www.jisc.ac.uk/index.cfm?name=programme\\_x4l](http://www.jisc.ac.uk/index.cfm?name=programme_x4l)
- JISC Focus on Access to Institutional Resources Programme (FAIR), [www.jisc.ac.uk/index.cfm?name=programme\\_fair](http://www.jisc.ac.uk/index.cfm?name=programme_fair)
- JISC Infonet e-Learning Toolkit, [www.jiscinfonet.ac.uk/InfoKits/implementing-elearning](http://www.jiscinfonet.ac.uk/InfoKits/implementing-elearning)
- JISC Resource Discovery Network, [www.rdn.ac.uk](http://www.rdn.ac.uk)
- Higher Education Academy Subject Network, [www.heacademy.ac.uk/SubjectNetwork.htm](http://www.heacademy.ac.uk/SubjectNetwork.htm)

# Appendix - Typology for flexible delivery diagram

