



## **ITIL Learning Technology Assessment Standards**

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## **Accreditation Of Learning Technologies Courseware**

Courseware Developers are increasingly looking to Learning Technologies to provide a greater proportion of the skills transfer required for individuals to achieve certification standard in preparation for either formal exams or other forms of measurement and assessment. The use of Learning Technologies can be within four distinct roles:-

- Full (stand-alone) skills transfer – i.e. not part of a blended solution; or either or both
- Pre course preparation – in order to ensure course participants are at a similar standards; and/or
- Post course consolidation – either post course exercises to develop practical skills or pre-exam preparation; and
- Skills development in either a blended or stand-alone environment may be either mentored or un-mentored.

Learning Technologies can take many forms and under this heading we include:-

- e-Learning – includes CBT and other forms of distance learning (i.e. it could be delivered using internet, intranet, CD-ROM, or DVD, to a client device which could include mobile phones as well as PCs, Lap-tops, Tablets and network PCs;
- Performance Support - is defined as an integrated electronic environment that is available to and easily accessible by each employee and is structured to provide immediate, individualised on-line access to the full range of information, software, guidance, advice and assistance, data, images, tools, and assessment and monitoring systems to permit job performance with minimal support and intervention by other ;
- Virtual Labs – use virtualisation technology to provide a “sandbox” environment to enable learners to practice their skills within a safe environment;
- Simulations - provide a simulated environment in which skills can be learned and practiced;
- Collaboration Programs (i.e. a recursive process by which people work together ) and Social Networking (i.e. the process of establishing interconnected Internet communities (or personal networks) help people to work collaboratively on common goals) ;
- Enterprise Content Management – include the technologies, strategies, methods and tools used to capture, manage, store, preserve and deliver content related to an organisation and its processes; and
- e-assessment – such as the use of IT to assess a learners knowledge and skills.

These standards apply to submissions of course materials for accreditation involving both stand-alone and blended solutions and should be suitable anywhere along the asynchronous and synchronous spectrum (from fully Asynchronous to Synchronous).

The standards apply equally in either situation, apart from the assessment of whether the materials are comprehensive (from a media perspective) which will depend on the role the Learning Technologies material is performing in the overall skills transfer process.

All Learning Technology solutions (as defined on page 2) will also be subject to the standard mandatory courseware requirements and assessment process employed by Examination Institutes in the assessment of classroom based courseware products, as defined by the Examination Institute within their QMS and assessment criteria.

### **Interpretation**

This document defines the standards to be applied to the courseware from the perspective of the use of the Learning Technologies media.

All EIs should decide how best to apply these standards in line with their own assessment and accreditation processes, however all elements of the standards documented herein must be covered.

### **Standards Assessed**

The following areas are assessed as part of the evaluation process:-

1. Courseware Content and Quality
2. Simulations and Exercises
3. Measurement and Assessment
4. Technical Support
5. Course Completion Evaluation
6. Documentation and Materials
7. Mentoring

## PART 1 COURSEWARE CONTENT AND QUALITY

The content of the courseware needs to provide complete coverage of the certification objectives with the exam, and the courseware should meet high quality standards.

### 1.1 Content

- The course content must be in line with the exam and cover all areas of the applicable syllabus.
- The course materials should contain clear objectives, in relation to the applicable syllabus.

### 1.2 Overall Assessment

Within the overall assessment, it should be verified that:-

- The content is accessible to and appropriate for the target audience as specified in the applicable syllabus,
- The content does not violate existing copyright,
- The content is consistent in style and layout,
- The provider has clearly identified the role(s) that courseware play(s) in the skills transfer process, and also that the structure deployed will provide the learner with a rich learning experience, and
- The learning lifecycle has been applied; i.e. that prior learning is recognised, the skills transfer process is sound, the post course support provided, and the performance support capability of the programme.

### 1.3 Interactivity Standards

In order to achieve best practice standards of interactivity, the product should engage the learner and:-

- Provide opportunities for the learner to reflect review and digest the material,
- Provide feedback that is comprehensive helpful and related to the learners answers, and  
*[It is recommended that the above elements happen at least once per module in a comprehensive manner at the end of each module]*
- Ensure that the course is stimulating throughout and effective, use intuitive navigation, and place the learner in control.

## 1.4 Navigation

The product should provide navigation facilities, including:-

- Breaking information into meaningful chunks with back to top buttons,
- Providing sufficient opportunity to navigate between content, help, and function facilities,
- Include a facility to play pause stop restart any audio or video from current screen, and
- Include a table of contents.

## 1.4 Media Quality

- The product should be of a high media quality, to support animation, video and audio facilities.
- Animation should provide a useful function and not be distracting.

## 1.5 Technical Quality

- The product should be of a high technical quality, to be able to run effectively on standard computer configurations.

## PART 2 SIMULATIONS AND EXERCISES

Simulations can provide a valuable contribution to developing practical skills as they provide an environment in which learners can assemble learning points and develop technique. Performance Support provides learners with learning points in “bite sized chunks at the moment of need.

### 2.1 Simulations and Exercises (as applicable)

To be realistic, simulations should be scenario-based and should develop the learner’s skills by aggregating the steps involved in order to complete the scenario. Best practice simulations should:-

- Be based on realistic scenarios which are meaningful to the learner,
- Include a full range of *show me, shadow me, leave it to me* \* functionality,
- Provide effective feedback at the end of each scenario, and
- Cover all of the relevant certification objectives.

*\*This is an accepted structure for high quality simulations; “show” provides skills transfer; “shadow” lets the learner try in a protected environment and “leave” lets the learner put all the steps together correctly.*

## **PART 3 MEASUREMENT AND ASSESSMENT (M&A)**

Courseware should incorporate M&A features in order to provide realistic feedback to the learner; as well as progress monitoring.

### **3.1 Progress Monitoring**

Progress monitoring provides support to the learner by providing reassurance in terms of understanding the learning points and objectives covered. Progress monitoring should include:-

- Comprehensive testing at the end of each section of the course, and
- A full evaluation of the skills gain with references to the pertinent areas of the syllabus, learning materials and publication guidance.

### **3.2 Assessment on Completion**

On completion of the course there should be an end-of-course readiness assessment that provides:-

- A full evaluation against the exam objectives, and
- Comprehensive feedback, including an appropriate rationale and on follow-up requirement. This may be based on performance.

## **PART 4 TECHNICAL SUPPORT**

It is important that technical support is provided for the product, in case any issues are experienced with the learning technology or the content.

### **4.1 Learning Technology Solutions**

- Courseware Providers must demonstrate the capacity and will to support any issues that the client experiences, including clearly defined incident response times.

## **PART 5 COURSE COMPLETION ACTIVITIES**

There are a number of actions that are required at the end of the course in order to ensure that the learner has successfully completed the course.

### **5.1 Post Course Evaluation**

- A process for the collection of both learner and sponsor feedback is required.

## **PART 6 DOCUMENTATION AND MATERIALS**

The documentation and support materials should be comprehensive, clear and unambiguous.

### **6.1 Technical Documentation**

Technical documentation provides the technical specification and set-up requirements. The materials should provide clear:-

- Installation and instructions and set-up requirements, and
- Instructions as to what actions the client should take if problems are encountered.

## PART 7 MENTORING

It is expected that a mentoring service be offered with most of the courseware solutions submitted. Mentoring has a number of benefits including the availability of a Subject Matter Expert (SME) to advise the learner, provide additional resources if required and to minimise the probability of “drop-outs”.

### 7.1 Mentoring Process

- As a minimum, the courseware provider must provide a mechanism through which all learners can raise queries.
- The access to this mechanism with clearly defined response times should be made clear to the learners.
- The courseware provider must ensure that a mentor/SME is available to provide responses to subject matter content related queries.
- The mentor/SME must hold the appropriate technical certification, as defined within the ITIL Scheme Trainer Criteria, for the module being delivered.

It is also recommended (but not mandatory) that the mentoring process should (as applicable to the learning approach i.e. asynchronous or synchronous):-

- Be proactive and comprehensive,
- Include exercises/ projects that are based on realistic scenarios,
- Be clearly defined, fully assessed and provide comprehensive feedback to the learner,
- Be strongly recommended to the learner, but able to be used at the discretion of the learner, if/as and when required, and
- Ensure that mentoring staff are:-
  - Competent to fulfil the role,
  - Hold an appropriate mentoring/ facilitation certification,
  - Undertake CPD,
  - Consistent between each other,
  - Evaluated through the EoC questionnaire, and
  - Assessed on a regular basis that is both structured and objective.