

Appendix A

Institutional Student C&IT Induction Profile

Name of Institution

Indicator Group 1: Strategic Response

Indicator 1a. Recognition of student C&IT literacy as an issue.

Question: Is C&IT literacy recognised as an issue?

yes	no
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Indicator 1b. Extent of strategic response.

Question: Is there a strategic response and if so how extensive is it?

EXTENT → LEVEL ↓	Complete document	Section in a document	Passage in a document	Mention in a document	No reference in documents
Institutional					
Faculty or service					
Departmental					
sub-departmental					
Individual					

Indicator 1c. Consistency of response.

Question: Is the strategic response consistent?

Consistent	variable	Inconsistent
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Indicator 1d. Generality/specificity of Response.

Question: How general or specific is the strategic response?

Permissive (general)	Parametric	Prescriptive (specific)
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Indicator 1e. Locus of responsibility for student C&IT induction strategy.

Question: Where is the locus of responsibility for student C&IT strategy?

Senior Manager	Committee	Organisational Unit
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Indicator Group 2: Concepts of C&IT Literacy

Indicator 2a. Key characteristics of C&IT Literacy.

Question: What are regarded as the main characteristics of C&IT literacy?

knowing about computers	knowing how to operate computers	using C&IT tools for study	mastering transferable skills	thinking with computers
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Indicator 2b. Relationship of C&IT Literacy to broader literacies.

Question: Is C&IT induction incorporated into a broader skills or “literacies” programme?

C&IT literacy is discrete	C&IT part of Information Literacy	C&IT is part of study skills	C&IT is part of Key skills	C&IT is part of graduateness
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Indicator Group 3. Justifications of student C&IT Induction

Indicator 3a. General justification of student C&IT Induction

Question: How are programmes of student C&IT induction justified?

academic	economic/vocational	cultural	policy	demand
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Indicator 3b. Practical necessity of student C&IT Induction.

Question: Why is student C&IT induction required in a particular institution?

variability of school provision	needs of mature students	needs of poorer students	needs of non-UK students	particular needs of higher education	particular needs of employment
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Indicator 3c. Level of C&IT literacy among entrants.

Question: How C&IT literate are entrants to a particular higher education institution?

high level of C&IT literacy	variable level of C&IT literacy	low level of C&IT literacy
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Indicator Group 4: Evolution of Provision

Indicator 4a. Origin of Provision

Question: How did student C&IT induction provision originate?

ad hoc development	departmental initiative	central policy
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Indicator 4b. Role of local Enthusiasts

Question: How important were individual enthusiasts at departmental or lower level in taking forward development of student C&IT induction?

high	medium	low
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Indicator 4c. Role of Champions

Question: How important were individual champions at senior level in taking forward development of student C&IT induction?

high	medium	low
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Indicator 4d. Role of External Bodies

Question: How important were external bodies in taking forward development of student C&IT induction?

high	medium	Low
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Indicator Group 5: Model of Provision

Indicator 5a. Character of Provision

Question: What is the character of student C&IT induction provision?

Non- intervention	voluntary	universal
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Indicator 5b. Curriculum Integration

Question: How is student C&IT induction provision integrated with the curriculum?

Academic integration	Semi- integrated	Free- standing	Semi- integrated	Skills integration
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Indicator Group 6: Locus of Provision

Indicator 6a. Locus of Control

Question: Where is the locus of control of provision?

Centralised control	Shared control	Devolved control
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Indicator 6b. Multiplicity of Providers

Question: Is provision offered by a single, or multiple, providers?

One provider	Few providers (2-5)	Many providers (6 or more)
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Indicator 6c. Availability of Programmes

Question: To whom are C&IT literacy programmes available?

Available to all students	Available to some students	Available to no students
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Indicator 6d. Extent of Compulsion

Question: Are programmes optional or compulsory?

Compulsory for all students	Compulsory for some students	Compulsory for no students
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Programme represented

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Note that indicators 7-12 should be completed for each programme considered relevant.

Indicator group 7: Programme Structure

Indicator 7a. Programme internal integration

Question: Is the programme structure fragmented or integrated?

fragmented	integrated
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Indicator 7b. Baseline Underpinning

Question: Is the structure built round a defined Baseline or set of benchmarks?

No baseline	Single level Baseline	Multi-level Baseline
Internal Baseline		
External Baseline		

Indicator 7d. Content Focus

Question: What is the content focus of the programme?

Application focus	Task focus	Skills focus	Curriculum focus	Group focus
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Indicator 7e. Outcome Focus

Question: Is the programme focused on student or graduate outcomes?

Student outcomes focus	Focus on both student and graduate outcomes	Graduate outcomes focus
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Indicator Group 8: Learning Model

Indicator 8a. Model of Student Learning

Question: What model of student learning has been adopted?

Knowledge focus	Practice focus	Learning focus
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Indicator Group 9: Programme Delivery

Indicator 9a. Form of Provision

Question: What form does provision take?

Taught class	Mixed provision	Self-teach
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Indicator 9b. Provenance of Materials

Question: Who provides courses and materials?

In-house	Consortium	Bought-in
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Indicator 9c. Location of Delivery

Question: Where does delivery take place?

Central clusters	Devolved clusters	Residences	Other location	Online
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Indicator 9d. Time of Delivery

Question: When does delivery take place?

daytime	evening	weekend	vacation
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Indicator 9e. Teaching Staff Used.

Question: Who teaches courses?

Internal staff	Student tutors	External tutors	Contracted out
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Indicator 9f. Student Recruitment to Courses

Question: How are students recruited to courses?

departmental	both	individual
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Indicator Group 10: Assessment, Accreditation, Certification

Indicator 10a. Assessment

Question: How is student C&IT induction assessed?

no assessment	internal assessment	external assessment	academic assessment
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Indicator 10b. Accreditation of Provision

Question: Is provision accredited?

yes	no
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Indicator 10c. Certification

Question: Is provision certificated?

yes	no
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Indicator Group 11. Funding and Support

Indicator 11a. Origin of Funding

Question: Who funds student C&IT induction provision?

centre	devolved unit	external agency	students
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Indicator 11b. Level of access to C&IT facilities among students

Question: What level of access do students have to C&IT facilities?

high	medium	low
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Indicator Group 12: Evaluation and Monitoring of Progress

Indicator 12a. Evaluation of courses

Question: How is student C&IT induction provision evaluated?

no evaluation	anecdotal evaluation	end-of-course questionnaire	structured evaluation
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Appendix B

Institutional Student C&IT Induction Profile

Name of Institution: **University of Glasgow**

Indicator Group 1: Strategic Response

Indicator 1a. Recognition of student IT literacy as an issue.

Question: Is IT literacy recognised as an issue?

yes	no
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Indicator 1b. Extent of strategic response.

Question: Is there a strategic response and if so how extensive is it?

EXTENT → LEVEL ↓	Complete document	Section in a document	Passage in a document	Mention in a document	No reference in documents
Institutional				yes	
Faculty or service			yes		
Departmental		yes			
sub-departmental					
Individual					

Indicator 1c. Consistency of response.

Question: Is the strategic response consistent?

Consistent	variable	Inconsistent
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Indicator 1d. Generality/specificity of Response.

Question: How general or specific is the strategic response?

Permissive (general)	Parametric	Prescriptive (specific)
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Indicator 1e. Locus of responsibility for student IT induction strategy.

Question: Where is the locus of responsibility for student IT strategy?

Senior Manager	Committee	Organisational Unit
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Indicator Group 2: Concepts of IT Literacy

Indicator 2a. Key characteristics of IT Literacy.

Question: What are regarded as the main characteristics of IT literacy?

knowing about computers	knowing how to operate computers		mastering transferable skills	thinking with computers
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Indicator 2b. Relationship of IT Literacy to broader literacies.

Question: Is IT induction incorporated into a broader skills or “literacies” programme?

IT literacy is discrete	IT part of Information Literacy	IT is part of study skills	IT is part of Key skills	IT is part of graduateness
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Indicator Group 3. Justifications of student IT Induction

Indicator 3a. General justification of student IT Induction

Question: How are programmes of student IT induction justified?

academic	economic/vocational	cultural	policy	demand
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Indicator 3b. Practical necessity of student IT Induction.

Question: Why is student IT induction required in a particular institution?

variability of school provision	needs of mature students	needs of poorer students	needs of non-UK students	particular needs of higher education	particular needs of employment
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Indicator 3c. Level of IT literacy among entrants.

Question: How IT literate are entrants to a particular higher education institution?

high level of IT literacy	variable level of IT literacy	low level of IT literacy
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Indicator Group 4: Evolution of Provision

Indicator 4a. Origin of Provision

Question: How did student IT induction provision originate?

ad hoc development	departmental initiative	central policy
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Indicator 4b. Role of local Enthusiasts

Question: How important were individual enthusiasts at departmental or lower level in taking forward development of student IT induction?

high	medium	low
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Indicator 4c. Role of Champions

Question: How important were individual champions at senior level in taking forward development of student IT induction?

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Indicator 4d. Role of External Bodies

Question: How important were external bodies in taking forward development of student IT induction?

high	medium	low
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Indicator Group 5: Model of Provision

Indicator 5a. Character of Provision

Question: What is the character of student IT induction provision?

Non- intervention	voluntary	
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Indicator 5b. Curriculum Integration

Question: How is student IT induction provision integrated with the curriculum?

Academic integration	Semi- integrated	Free- standing	Semi- integrated	Skills integration
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Indicator Group 6: Locus of Provision

Indicator 6a. Locus of Control

Question: Where is the locus of control of provision?

Centralised control	Shared control	Devolved control
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Indicator 6b. Multiplicity of Providers

Question: Is provision offered by a single, or multiple, providers?

One provider	Few providers (2-5)	Many providers (6 or more)
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Indicator 6c. Availability of Programmes

Question: To whom are IT literacy programmes available?

Available to all students	Available to some students	Available to no students
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Indicator 6d. Extent of Compulsion

Question: Are programmes optional or compulsory?

Compulsory for all students	Compulsory for some students	Compulsory for no students
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Programme represented: Glasgow University IT Induction Programme

Note that indicators 7-12 should be completed for each programme considered relevant.

Indicator group 7: Programme Structure

Indicator 7a. Programme internal integration

Question: Is the programme structure fragmented or integrated?

fragmented	
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Indicator 7b. Baseline Underpinning

Question: Is the structure built round a defined Baseline or set of benchmarks?

No baseline	Single level Baseline	Multi-level Baseline
Internal Baseline	yes	
External Baseline		

Indicator 7d. Content Focus

Question: What is the content focus of the programme?

Application focus	Task focus	Skills focus	Curriculum focus	Group focus
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Indicator 7e. Outcome Focus

Question: Is the programme focused on student or graduate outcomes?

Student outcomes focus	Focus on both student and graduate outcomes	Graduate outcomes focus
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Indicator Group 8: Learning Model

Indicator 8a. Model of Student Learning

Question: What model of student learning has been adopted?

Knowledge focus		Learning focus
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Indicator Group 9: Programme Delivery

Indicator 9a. Form of Provision

Question: What form does provision take?

Taught class		Self-teach
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Indicator 9b. Provenance of Materials

Question: Who provides courses and materials?

In-house	Consortium	Bought-in
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Indicator 9c. Location of Delivery

Question: Where does delivery take place?

Central clusters	Devolved clusters	Residences	Other location	Online
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Indicator 9d. Time of Delivery

Question: When does delivery take place?

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Indicator 9e. Teaching Staff Used.

Question: Who teaches courses?

Internal staff	Student tutors	External tutors	Contracted out
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Indicator 9f. Student Recruitment to Courses

Question: How are students recruited to courses?

departmental	both	individual
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Indicator Group 10: Assessment, Accreditation, Certification

Indicator 10a. Assessment

Question: How is student IT induction assessed?

no assessment		external assessment	academic assessment
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Indicator 10b. Accreditation of Provision

Question: Is provision accredited?

yes	no
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Indicator 10c. Certification

Question: Is provision certificated?

yes	no
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Indicator Group 11. Funding and Support

Indicator 11a. Origin of Funding

Question: Who funds student IT induction provision?

centre	devolved unit	external agency	students
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Indicator 11b. Level of access to IT facilities among students

Question: What level of access do students have to IT facilities?

high	medium	low
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Indicator Group 12: Evaluation and Monitoring of Progress

Indicator 12a. Evaluation of courses

Question: How is student IT induction provision evaluated?

no evaluation	anecdotal evaluation	end-of-course questionnaire	
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