

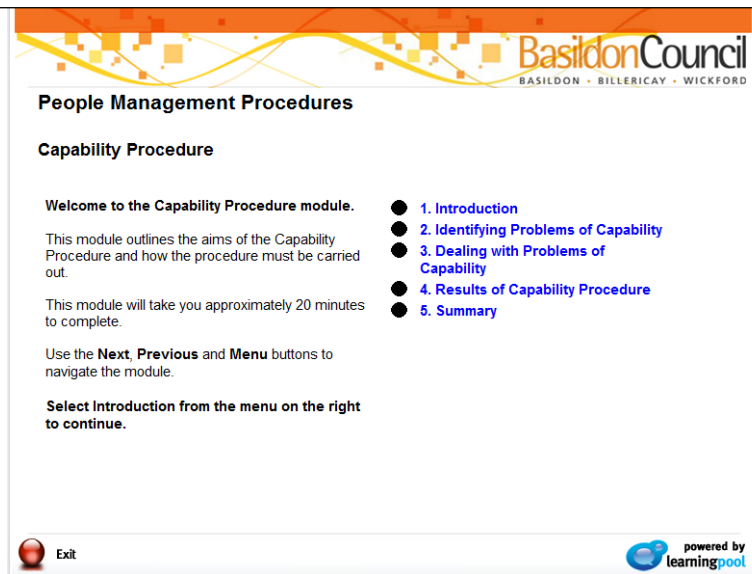


## EPPING FOREST DISTRICT COUNCIL – E-LEARNING PROTOCOLS

**For consistency across all modules – please apply the following standards:**

	<b>Epping</b>	<b>Essex Strategic HR Partnership</b>
Consistency	All e-learning modules will follow these protocols	
Quality	All e-learning modules will be signed off by both the content expert/sponsor and the Council's Learning and Development Manager, prior to launch.	Unique to each Council
Piloting	All e-learning modules will be piloted with a test group of staff prior to launch.	Unique to each Council
Platform	All e-learning modules will be placed and accessed on the Council's Dynamic Learning Environment call I-Train	Unique to each Council
Font	Arial 11 regular	same
Banner	<p>As example </p> <p><b>To be rebranded for EFDC with 'Our People' Learning &amp; Development Logo</b></p>	Unique to each Council
Buttons	<p>Yellow </p>	Unique to each Council
Font screen	<p>Every module is to have similar introductory wording protocols as shown here:</p> <p><b>Welcome to the .....module</b></p> <p>This module outlines...</p> <p>This module will take you approximately.....</p> <p>Use the <b>Next</b>, <b>Previous</b> and <b>Menu</b> buttons.....</p> <p><b>Select ...from the menu.....</b></p>	same

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Module objectives	These need including for each module, and should begin:  After completing this module you will be able to  [then list the objectives using spaced bullet points]	Same
Images	Assign suitable 'text alternative for image tag' – for all images	same
Sound	Sound is not to be used at EFDC, due to lack of consistency with hardware.	Unique to each Council
Video	Video is not to be used at EFDC, due to lack of consistency with hardware.	Unique to each Council
Assessment/tests	Will be completed separately to the e-learning module.	same
Pass rate standards For all final tests	80%	same
Number of retakes of final test allowed	If 80% not achieved first time, 2 further attempts are allowed. If 80% still not achieved learner will be referred to course sponsor.	same
Evaluation	All e-learning courses developed will have an associated evaluation form which will be	same

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	completed before the assessment.											
End of every page	<p>Include an instruction (in bold) at the end of every page, informing the learner where to navigate next. For example:</p> <p><b>Click the arrow on the bottom RIGHT to continue.</b></p>	Same										
All instructions to learners	<p>All instructions to the learner need to be in <b>bold</b> (after a line space).</p> <p>Examples for instructions:</p>	same										
	<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Multiple Choice (M/C) question</td> <td><b>Select the correct option then click OK.</b></td> </tr> <tr> <td>Select from list</td> <td><b>Select the correct options then click OK. (note 'options')</b></td> </tr> <tr> <td>Hot text</td> <td> <b>Click each heading to learn more.</b>  <b>OR</b>  <b>Click the list items for.....</b>                      (The instruction will vary depending on what they are clicking on and why – but a similar approach to these examples should be followed). For example in a summary section: <b>Click on each of the headings for a summary of the main points covered in the module.</b> </td> </tr> <tr> <td>Clickable graphic</td> <td> <b>Click the photographs for ....</b>  <b>OR</b>  <b>Click the hot areas of the graphic for .....</b>  <b>OR</b>  <b>Click the graphic for...</b>                      (The instruction will vary depending on what they are clicking on and why - but a similar approach to these examples should be followed).                 </td> </tr> <tr> <td>Open input screens</td> <td> <b>Write some thoughts in the space provided. Then click the arrow on the bottom RIGHT to go to the next page for feedback.</b>  <b>OR</b>  <b>Jot down some notes on .....in the space provided. Then click the arrow on the bottom RIGHT to go to the next page for feedback.</b>                      (The instruction will vary depending on what they are clicking on and why - but a similar approach to these examples should be followed).                 </td> </tr> </table>		Multiple Choice (M/C) question	<b>Select the correct option then click OK.</b>	Select from list	<b>Select the correct options then click OK. (note 'options')</b>	Hot text	<b>Click each heading to learn more.</b> <b>OR</b> <b>Click the list items for.....</b> (The instruction will vary depending on what they are clicking on and why – but a similar approach to these examples should be followed). For example in a summary section: <b>Click on each of the headings for a summary of the main points covered in the module.</b>	Clickable graphic	<b>Click the photographs for ....</b> <b>OR</b> <b>Click the hot areas of the graphic for .....</b> <b>OR</b> <b>Click the graphic for...</b> (The instruction will vary depending on what they are clicking on and why - but a similar approach to these examples should be followed).	Open input screens	<b>Write some thoughts in the space provided. Then click the arrow on the bottom RIGHT to go to the next page for feedback.</b> <b>OR</b> <b>Jot down some notes on .....in the space provided. Then click the arrow on the bottom RIGHT to go to the next page for feedback.</b> (The instruction will vary depending on what they are clicking on and why - but a similar approach to these examples should be followed).
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	Open input feedback	Listed below are ..... Compare these to your comments.													
<b>Initial</b> feedback for question screens	<p><b>For Feedback on M/C questions:</b></p> <table border="1"> <tr> <td>Correct</td> <td>That's right.</td> </tr> <tr> <td>If the learner is having a second attempt</td> <td>That's not it, please try again.</td> </tr> <tr> <td>Incorrect</td> <td>That's not it.</td> </tr> </table> <p><b>For Feedback on Select from list questions:</b></p> <table border="1"> <tr> <td>Correct</td> <td>That's right.</td> </tr> <tr> <td>On second attempt (which is auto for this template)</td> <td>That's not it, please try again. Remember to uncheck any options you wish to change before you click <b>OK</b>.</td> </tr> <tr> <td>Incorrect</td> <td>That's not it.</td> </tr> </table>		Correct	That's right.	If the learner is having a second attempt	That's not it, please try again.	Incorrect	That's not it.	Correct	That's right.	On second attempt (which is auto for this template)	That's not it, please try again. Remember to uncheck any options you wish to change before you click <b>OK</b> .	Incorrect	That's not it.	<b>same</b>
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If the learner is having a second attempt	That's not it, please try again.														
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Incorrect	That's not it.														
Links	<p>If a page of links is included. Word as follows:</p> <p>Here is a list of documents related to this module. You can download them from our Intranet.</p> <p>[list the documents in normal font]</p> <p><b>Download from:</b> list the string url in normal font</p>		same												
Next steps page in a 'Summary' section	<p>Follow this <b>example</b> for the wording for this screen:</p> <p><b>Next steps</b></p>		same												

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	<p>Well done! You have completed Part 1 of this mod</p> <p>You now need to complete Part 2, a short evaluati</p> <p>After that, you must complete Part 3, the Assessm</p> <p>There are x questions for you to answer. You need questions right in order to pass this assessment. C</p>	
End of section	Include a final instruction at the end of each section (sometimes in the last bit of clickable display text) to: <b>Click Menu on the bottom LEFT to continue.</b>	same
End of 'final' section	At the end of the final section, include a final instruction to: <b>Click Menu on the bottom LEFT to continue. Then click the Exit button to leave this module. You then need to click on the Module title on the Orange bar (after 'My Home Page'). You will then be able to access the Evaluation Form.</b>	same

### Common terms

How the council is referred to in the main	<p>The full term is used:</p> <p>Epping Forest District Council</p>
How staff/employees are referred to in the main	<p>Council employees</p> <p>OR</p> <p>...employees....</p>
When making more of a specific point to the learners and colleagues	<p>...an individual ...</p> <p>..the individual ...</p> <p>An Epping Forest District Council colleague</p>
How managers are referred to in the main	<p>..the Manager...</p> <p>Managers</p> <p>A Manager for Epping Forest District Council</p> <p>...of their staff.</p>
How customers are referred to	Our customers