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careNET: Building ICT competences in the long-term care sector to enhance quality of life for older people and those at risk of exclusion

D3.4 Profiling Tool

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Abstract	

This document outlines the profiling tool for participants entering the CareNet programme. It interrogates their knowledge, attitudes and access to ICTs as well as their readiness to learn. The aim is to understand the baseline skills and motivations of the participants to help them organize their learning journey through the CareNet programme.

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Versioning and Contribution History

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Table of contents

License and copyright.....	2
Versioning and Contribution History	3
1. Executive Summary	5
2. Introduction	5
3. Profiling Tool	8
4 Individual section data handling and analysis	19
5 Overall analysis: action matrix	21
6 Conclusions.....	22
7 Addendum	24

1. Executive Summary

This document describes the CareNet profiling tool that is designed to provide information on the baseline digital competence of participant's enrolling on the CareNet programme and provide some indication of their knowledge and attitudes towards ICTs and learning. Results from the tool will be made available to the tutors and to the participants themselves. The aim is to understand the baseline skills and motivations of the participants to help organize their learning journey through the CareNet programme.

In this document we use Ferrari's (2012) definition of digital competence as:

A set of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socialising, consuming, and empowerment.

(Ferrari, A., 2012)

2. Introduction

This document details the profiling tool that has been designed to assess participant's competences as they enrol into the CareNet programme. It is designed in the form of a series of short questionnaires and a quiz. It is broken into five distinct sections: About you; Internet use; Computer and Internet self assessment; ICT quiz; Readiness to learn.

The aims of the questionnaire are fourfold, seeking to interrogate the participant's:

- Internet and computer skills;
- Current digital competence level;
- Confidence with ICTs and digital materials;
- Readiness and motivation for study.

The participants who enrol on the CareNet programme will have different backgrounds, educational experience and levels of formal and informal training. The use of a pre-entry course questionnaire is important for three reasons:

- Providing information for advisors and mentors to be able to assess gaps in knowledge and skills of participants and ensure that these do not become a barrier to success on the programmes;
- Recognising digitally advanced participants who may be given a badge to highlight their prior learning;
- Encouraging self-reflection and asking participants to consider what level they are at and prime them for the study commitment ahead of them.

To achieve this, the questionnaires gather information in the following areas:

- Limited personal background data;
- Internet and mobile phone use;
- Attitudes and confidence in relation to ICT use;
- Specific knowledge of ICT use and terminology;
- Readiness and motivation for study.

The outcomes of the above assessment will be used to provide a simple profile of each of the participants via the following rubric:

Digital skills profile:	Readiness to learn:
<input type="checkbox"/> Novice	<input type="checkbox"/> Unprepared
<input type="checkbox"/> Beginner	<input type="checkbox"/> Unconfident
<input type="checkbox"/> Intermediate	<input type="checkbox"/> Prepared
<input type="checkbox"/> Experienced	<input type="checkbox"/> Confident

This profile will help the course facilitators and mentors to:

- Direct participants to the induction course sections as needed by differentiating between low to high level prior skills;
- Prime participants for the study ahead and spotlight areas where they will need support to sustain themselves through the length of the programme.

Profiling tool delivery process:

The profiling tool is designed to be delivered **online** to allow automated analysis and reporting. It can be delivered in advance or during an induction session depending on time available.

Workflow:

- Participant complete Sections 1, 2, 3, 5 of the survey online before the induction session;
- Mentor/personal tutor receives the following reports;
- Personal profile of the participant based on the answers provided during the survey;
- A report that compares the participant's results in relation to the other participants on the course;
- At the induction session the participants complete Section 4 of the profiling tool;
- The participant also receives a copy of their results;
- Mentor discusses the results with the participant in the induction session and advocates/directs to pathway choices as appropriate;
- If the participant is already highly competent in the baseline skills areas then the mentor can decide to assign the participant as a potential mentor to others on the course and therefore the participant will receive a mentoring badge at the start of the course.
- The tutor/mentor can use the outcomes of the assessment to understand what the participants' needs are in terms of baseline training; however, the process will provide useful information in creating well-balanced groups that can work and learn together throughout the duration of the course.

Indicative timing

Sections 1 and 2	5-10 minutes
Section 3:	5-10 minutes
Section 4:	10 minutes
Section 5:	5-10 minutes
Total time for completion of all sections:	25-40 minutes

Data privacy

All data will be treated ethically and in line with the data handling policy as laid out in institutional guidelines.

3. Profiling Tool

Sections 1 to 3 of the survey can be completed online in advance of the induction section.

Section 1: About You

1.1 Your name:

1.2 Your gender?

Male

Female

1.2 Your age?

20-29

30-39

40-49

50-59

60-69

70-

1.3 Your country of residence?

1.4 What is your educational level? Please tick all that apply.

- No formal education
- Primary school
- Secondary school
- Upper secondary school/high school
- Vocational educational training (VET)
- University education

Section 2: Internet Use

Reference: Questions adapted from Eurostat ICT Household Survey 2011 and ICT Youth Survey IPTS

2.1 How often on average have you used the internet in the last 3 months?

- Every day or almost every day
- At least once a week (but not every day)
- At least once a month (but not every week)
- Less than once a month
- I have not used the Internet

2.2 Do you normally use a computer to access the internet - **not** including your mobile phone - in the following places?

	Yes	No
a. At home	<input type="checkbox"/>	<input type="checkbox"/>
b. At work	<input type="checkbox"/>	<input type="checkbox"/>
c. At university or other education centre	<input type="checkbox"/>	<input type="checkbox"/>
d. In an internet café/internet point	<input type="checkbox"/>	<input type="checkbox"/>
e. In a friend's house	<input type="checkbox"/>	<input type="checkbox"/>
f. In a relative's house	<input type="checkbox"/>	<input type="checkbox"/>
g. Public library	<input type="checkbox"/>	<input type="checkbox"/>
h. Community centre, club or association	<input type="checkbox"/>	<input type="checkbox"/>
i. Somewhere else	<input type="checkbox"/>	<input type="checkbox"/>

2.3 Do you use any of the following mobile devices to access the internet away from home or work? (Please select all that apply)

- Mobile Phone (or smart phone)

- Portable computer (e.g laptop)
- Handheld computer device (e.g. iPad tablet)
- Other device not listed above
- I don't access the internet via any mobile device away from home or work

2.4 How often on average have you used the internet to search for INFORMATION in the last 3 months?

	Every day or almost every day	At least once a week	At least once a month	Less than once a month	Never
a. Read or download online news, newspapers, and/or magazines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Look for information about education, training or course offers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Find information about goods and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.5 How often on average have you used the internet for COMMUNICATION purposes in the last 3 months?

	Every day or almost every day	At least once a week	At least once a month	Less than once a month	Never
a. Post messages to chat rooms, newsgroups or an online discussion forum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in social networking sites (eg. posting messages/photos on FaceBook)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Send or receive emails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Instant message chat	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e.g. Telephone over the internet/video calls (eg. Skype)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.6 How often on average have you used the internet for the following LEARNING/EDUCATION activities in the last 3 months?

	Every day or almost every day	At least once a week	At least once a month	Less than once a month	Never
a. Participate in an online course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Surf the Internet for learning/education purposes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Consult websites to obtain knowledge on a specific subject (eg. wikipedia)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.7 How often on average have used the internet for OTHER ON-LINE SERVICES in the last 3 months?

	Every day or almost every day	At least once a week	At least once a month	Less than once a month	Never
a. Using services related to travel or travel related accommodation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Selling goods or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Internet banking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Access to cultural sites? (e.g. libraries, culture centres, museums)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Buy or order goods or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Playing games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.8 Have you used the internet for the following activities in your PROFESSIONAL LIFE in the last 3 months?

	Every day or almost every day	At least once a week	At least once a month	Less than once a month	Never
a. Look for a job or send a job application	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| b. Market yourself to possible future employers (ex send a CV to a website) | <input type="checkbox"/> |
| c. Accomplish tasks related to your usual work or education activities | <input type="checkbox"/> |
| d. Participate in professional networking sites (ex creating user profile, posting message or other contributions to LinkedIn, Xing) | <input type="checkbox"/> |
| e. Find information about unemployment benefits and programs | <input type="checkbox"/> |
| f. Find information about training/apprenticeship courses | <input type="checkbox"/> |

2.9 Do you have access to a mobile phone?

- Yes (go to 2.10)
- No

2.10 Do you use your mobile phone for the following activities?

- | | Yes | No |
|---|--------------------------|--------------------------|
| a. Send/receive text messages (SMS) | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Send/receive image-messages (MMS) | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Send/receive emails | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Browse the internet | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Use a social networking such as FaceBook | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Take a picture | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Play/listening to music | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Record a video | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Play a game | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Use an application that you download and install | <input type="checkbox"/> | <input type="checkbox"/> |

Section 3: Computer and internet skills self-assessment

Instructions: Please indicate your confidence and experience in relation to the following skills and activities by putting a tick in the box where:

1	No Experience – I have never used/done this
2	Beginner – I can do this but I am just learning
3	Average – I can do this / perform this activity but I could learn more about it
4	Expert – I am experienced and confident in this performing this skill / activity

Area	Description	Confidence			
		1	2	3	4
1. General	I am comfortable using a computer				
	I am comfortable using a mobile phone				
	I know how to connect to wireless network				
	I am comfortable using a tablet device (e.g. iPad)				
	Score:				
2. Computer and mobile devices	I can copy or move a file or folder				
	I am able to use copy and paste tools to duplicate or move information within a document				
	I can use basic arithmetic formulas in a spread sheet				
	I know how to install a mobile app				
	Score:				
3. Internet general	I can navigate a web site				
	I can enter a URL (web address) into a web browser				
	I know how to make a book mark to revisit web sites				
	I can use search engine to find information (eg. Google)				
	I know some strategies that will help me evaluate information I find on the Internet				
Score:					
4. Internet specific	I can use the internet to make telephone calls				
	I am able to post messages to chat rooms,				

	news, newsgroups or an online discussion forum				
	I can use an online banking system				
	I can download an application from the Internet				
	Score:				
5. Email	I can create and answer email				
	I can enter an email address correctly and know what a proper email address looks like				
	I can send and download attachments in my email programme				
	I can manage my email e.g create different mail boxes, move email to different mailboxes				
	Score:				
Overall score:	All columns				

Section 4: A quiz to test current knowledge of ICTS in use and terminology:

Note: It is suggested that this part of the profiling will be administered during the first induction session. The preferred correct answer is highlighted in **yellow** and scores 1 point.

Instructions: Please answer all questions. In some cases more than one answer may be correct. Choose the one that you think is the best answer.

Questions:

Answers

1. What type of file would you commonly find for a picture?

A. JPEG

B. XLS

C. DOC

D. PPT

2. Which of the following is an example of formatting text?

A. Inserting a sound

clip

B. Setting margins

C. Creating a graph

D. Changing font

3. Which of these is an example of proper email etiquette

A. Do not include a subject in the email

B. Type in all capital letters

C. Use proper sentence structure and spelling

D. Forward jokes and chain letters

4. A presentation using Powerpoint may include all of the following items except:

A. Video tape

B. Text

C. Sound clip

D. Animation

5. If you need to respond to an email message you can send a/an:

A. Reply

B. Attachment

C. Carbon Copy

D. Blind Carbon Copy

6. A program that allows you to view pages on the internet is called:

A. URL

B. Browser

C. Search engine

D. Database

7. What type of program should you use to analyze a chunk of data?

A. Database

B. Spreadsheet

C. Multimedia presentation

D. Word processor

8. The difference between the access to digital tools for various ages, ethnic groups and income levels is called the:

A. Digital divide

B. Tech gap

- C. Digital bridge
D. Tech deficiency
9. Which of the following is not an example of file sharing?
- A. Emailing an attachment
B. Using Dropbox
C. Saving on the hard drive
D. Posting a file on a wiki
10. Which of the following is a free tool that allows you to collaborate and share documents?
- A. Google Docs
B. Yahoo
C. Internet Explorer
D. Skype
11. Web based applications for creating online learning sites are often Virtual Learning Environments (VLE). Which of the following sites is an example of a VLE?
- A. Evernote
B. Moodle
C. Google +
D. Twitter
12. Which of the following answers is the largest amount of information?
- A. 80 bytes
B. 80 megabytes
C. 80 gigabytes
D. 80 kilobytes
13. Which of the following is an example of a social network created for professionals?
- A. Twitter
B. LinkedIn
C. Facebook
D. Google+
14. If you wanted to create a chart with collected data which software would be the best choice?
- A. Microsoft Word
B. Microsoft Excel
C. Microsoft Access
D. Microsoft Powerpoint
15. If you wanted to use a videoconferencing site, such as Skype, what tool would you need?
- A. Flip camera
B. Smartboard
C. Webcam
D. Digital camera

16. If you wanted to create an online learning journal, which would be the best tool to use?

A. blog

B. wiki

C. website

D. word cloud

17. If you want to keep a record of the websites you use often you can use:

A. Bookmarks and favourites

B. Spreadsheet

C. Tags

D. Inbox

18. If you would like to share a document with someone securely what is the best way?

A. Scan and email it

B. Leave a hardcopy copy in the mailbox

C. Post it on Facebook

D. Post on a website

19. What should you do if you receive an email message with a link asking you to reset your online banking password?

A. Reply to the email asking for more information

B. Delete it immediately

C. Click on the link to check if it is real

D. Forward the email to your bank asking them to verify the message

20. What is a mobile app?

A. Another name for a smart phone

B. An online store

C. A software application that runs on a mobile phone or tablet device

D. An application to help you manage your mobile phone

NOTE: PROFICIENCY BADGE/S COULD BE AWARDED BASED ON THE QUESTIONS ANSWERED

Section 5: Readiness to learn questionnaire quiz:

Please complete the questionnaire below. The idea is to reflect on each of the themes (A, B and C of the questionnaire) and then select the score that matches your readiness to learn. Please score each of the questions as follows. Then on the final line total your score.

Very much like me	4
Somewhat like me	3
Not much like me	2
Not like me at all	1

Questions	Score			
	1	2	3	4
A. Self-directedness:				
1. I am good at setting goals and deadlines for myself.				
2. I have a really good reason for taking this programme.				
3. I finish the projects I start.				
4. I do not quit just because things get difficult.				
5. I can keep myself on track and on time.				
B. Learning preferences:				
1. I learn pretty easily.				
2. I can learn from things I hear, like lectures or audio recordings or podcasts.				
3. I have to read something to learn it best.				
4. I have developed a good way to solve problems I run into.				
5. I learn best by figuring things out for myself.				
6. I like to learn in a group, but I can learn on my own, too.				
7. I am willing to email or have discussions with people I may see only occasionally.				
C. Study Habits:				
1. I usually work in a place where I can read and work on assignments without distractions				
2. I can ignore distractions around me when I study.				
3. I am willing to spend 6-7 hours each week on this course.				
4. I can plan my work in advance so that I can turn in my assignments on time.				
5. I am willing to use email and other online tools to ask my classmates and instructors questions.				
6. I understand the importance of respecting and encouraging others who are working with me.				
Column totals:				
Your total score (add your column scores together):				

4 Individual section data handling and analysis

Section 1: Basic background data

Analysis: Background data only

Feedback: none required

Action: none required

Section 2: Internet use

Analysis: Examine questions and looks for a pattern of low, medium or high Internet use.

Feedback: None required unless it appears there may be problems in Internet access.

Action:

- Flag participant 'at risk' where experience is limited and where access to the Internet is severely constrained.
- Flag 'potential mentor' status where participant demonstrates substantial experience.

Section 3: Confidence assessment

Analysis: Look at each of the columns and mark each section by counting up the number of ticks in each column. Then at the end add up the overall confidence by examining in which column the most ticks fall.

Feedback: Confirm low or high confidence during the induction session

Action:

- Low confidence - direct to base pathway and pair with a class mentor/buddy who has high confidence.
- High confidence - direct to advanced pathway and assign to another weaker as a participant as mentor/buddy.

Note: Triangulate with results from the quiz section 4.

Section 4: Quiz

Analysis: Automated

Feedback: none required

Action:

- Triangulate with 'Internet and computer use' confidence test in section 3.

Scoring bands:

Band	Level
0-5	Novice
6-10	Beginner
11-15	Intermediate
16-20	Advanced

Section 5: example feedback to be used by mentor/advisor on the section relating to readiness to study:

Note: this feedback could be automated.

Scoring and Feedback (this is adapted from the Pennsylvania State University 'Online Learning Readiness' questionnaire):

Overall assessment:

Band	Level
18 - 30	Unprepared
31 -40	Unconfident
41-50	Prepared
51+	Confident

Specific feedback bands:

18 - 30 -- Are you ready? It looks like your time management skills and study habits need to be improved, this includes keeping yourself on track, meeting deadlines and working independently. If you feel that you have trouble learning new information, or are not comfortable with written communications and participation in online discussions, or are not used to solving problems on your own, you may need to concentrate on improving these areas. As a blended course this requires at least 7 hours of study per week and you need to be sure that you are able to commit to this.

31 - 40 -- Are you ready? It looks like you might work better when someone helps you to get organised. While this may work fine in a face-to-face class, a 'blended' class requires more independence in setting and following work goals and deadlines. You will have to pace yourself and figure out things on your own or with sometimes limited assistance from your tutor. As far as time management, you may want to develop a strategy for keeping yourself on track, such as keeping a written record of your tasks and allocating certain hours to work on each task. To become a successful learner you will want to keep on top of your learning skills, such as reading, listening, writing, and problem solving.

41 - 50 -- Are you ready? You seem to be fairly well-organized and learn fairly easily. That's good, but you have to remember that learning from a 'blended' course usually requires more time and effort, because you will often have to pace yourself and figure out things on your own or with limited support from the tutor. If you want to improve your organization skills, you may consider allocating certain hours to work on each individual task to stay on track, to work on the task first thing each morning or when you have identified a timeslot when you can work without disturbances. You can also keep a written record of your tasks and assignments. These strategies will help you keep up with your group. You will also have to communicate online in writing with the tutor and your classmates. You may need to work on your basic learning skills, such as reading, listening, writing, and problem solving.

51 - 60 -- Are you ready? You seem to be well-organized. Good organization and time management skills are very important for online learning, as you will have to work independently much of the time. You are prepared to pace yourself, figure out things on your own and communicate with people in writing. You generally seem to realize that taking a blended course can be more time consuming and requires more study discipline than a face-to-face class. If you feel that there are some areas where you may still need improvement and would like to learn how to be even more effective in your learning please discuss this with your tutor.

61+ -- Are you ready? You seem to realize that the programme will require a concerted effort and you are willing to spend the time. You have a perfect studying environment with minimum distractions. You finish all projects you start and are persistent in reaching your goals. You seem to learn easily, have good problem-solving skills and feel very comfortable using online communications and discussing course topics with people you have never seen. All these are important qualities for successful learning, and you seem to be fully prepared to take charge of your own learning process. The fact that you consistently do things in advance and keep track of all your assignments also bodes well for your success in the programme.

Action:

- Triangulate with results from other sections and advice where confidence in study or situation may be constrained by work/life conditions.

Reference:

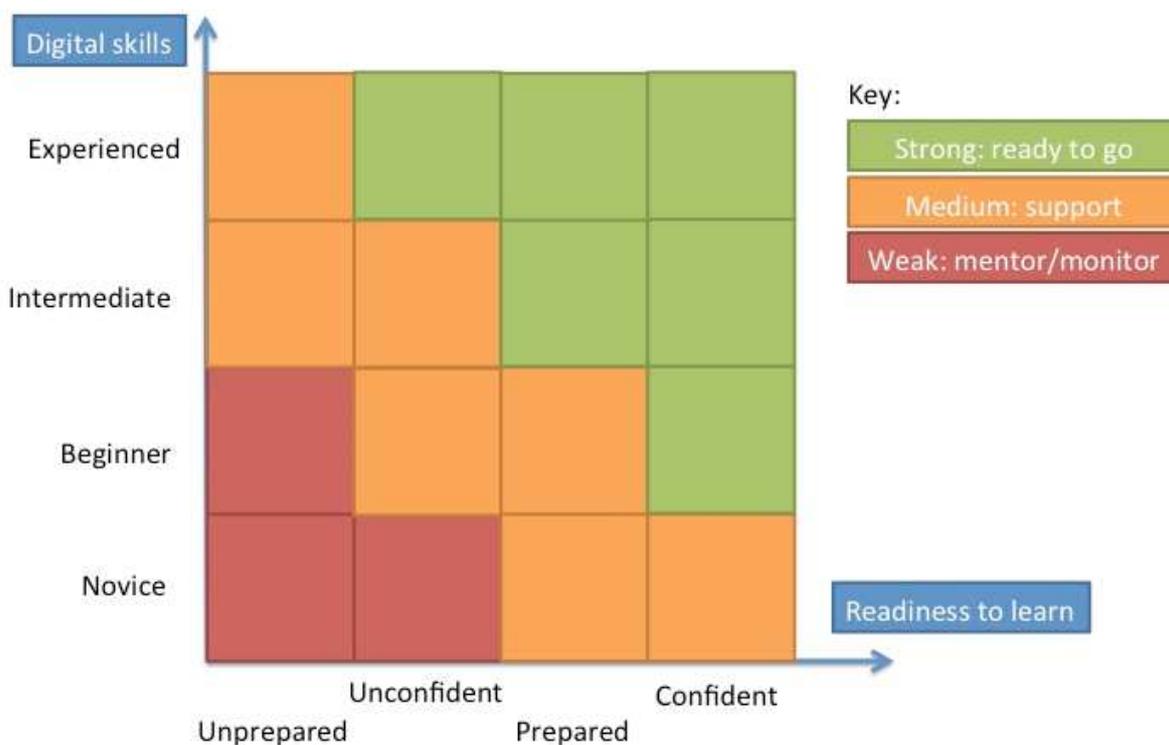
Banding and text drawn from the following readiness surveys:

5 Overall analysis: action matrix

From the results analysis above tick the appropriate boxes in each dimension below:

Digital skills profile:	Readiness to learn:
<input type="checkbox"/> Novice	<input type="checkbox"/> Unprepared
<input type="checkbox"/> Beginner	<input type="checkbox"/> Unconfident
<input type="checkbox"/> Intermediate	<input type="checkbox"/> Prepared
<input type="checkbox"/> Experienced	<input type="checkbox"/> Confident

On the following action matrix we are able to plot where each participant lies and use the key to identify those participants who are stronger and those who are likely to be weaker. The action matrix acts as an early warning system and is a quick visual tool to help course facilitators identify those participants who are likely to require extra support and interventions to ensure they engage fully and productively with the programme.



6 Conclusions

The profiling tool use a series of short questions and a quiz to provide course facilitators with insight into the baseline digital competences and readiness to study of the participants. It also provides the

participants themselves with a opportunity to reflect on what they bring to the programme and flags areas of weakness that they may need to work on.

The action matrix is particularly useful in quickly identifying those participants who are likely to require extra support other wise they are likely to be in danger of not successfully completing the CareNet programme. Finally, sections 3 and 5 of the profiling can be run at the end of the programme to assess its' impact on the confidence of the participants in the areas of ICTs and studying.

7 Addendum

SECTION TWO: additional guidance

Determining 'At risk' participants:

Section 2 is designed to give an approximate profile of Internet use and should provide a reasonable indication of those participants that have limited access to the Internet and can therefore be flagged as 'at risk' and may in need of extra support. These participants are in contrast to those who use the Internet virtually everyday and can potentially take a role as a guide/mentor to those deemed at risk.

Note: Please be aware that this instrument is newly constructed and so it will require some common sense judgment from the assessor.

Thus:

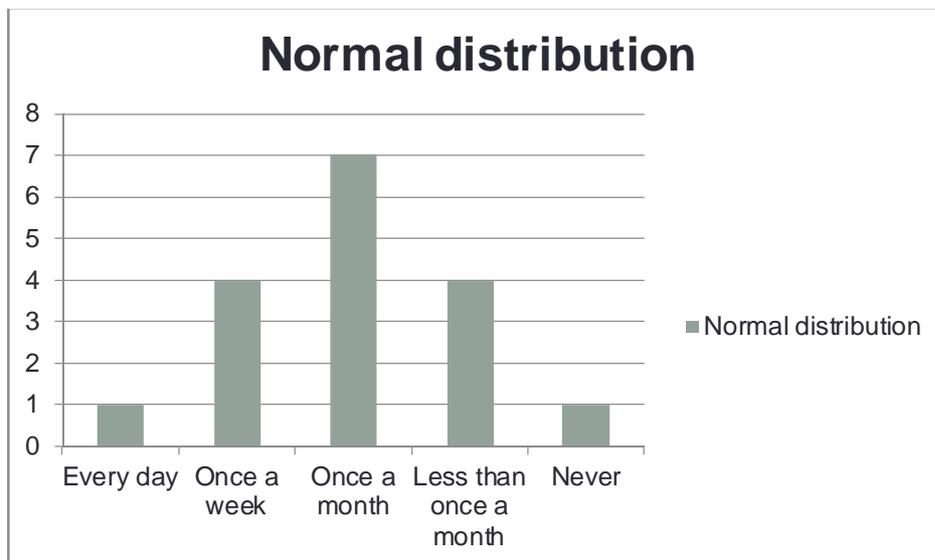
Question 2.1 should give an immediate signal of alarm if answered "Never" and there may also be indicative issues if a participant indicates "Less than once a month" as this would suggest someone with low digital skills or a problem with access to the Internet.

General guide:

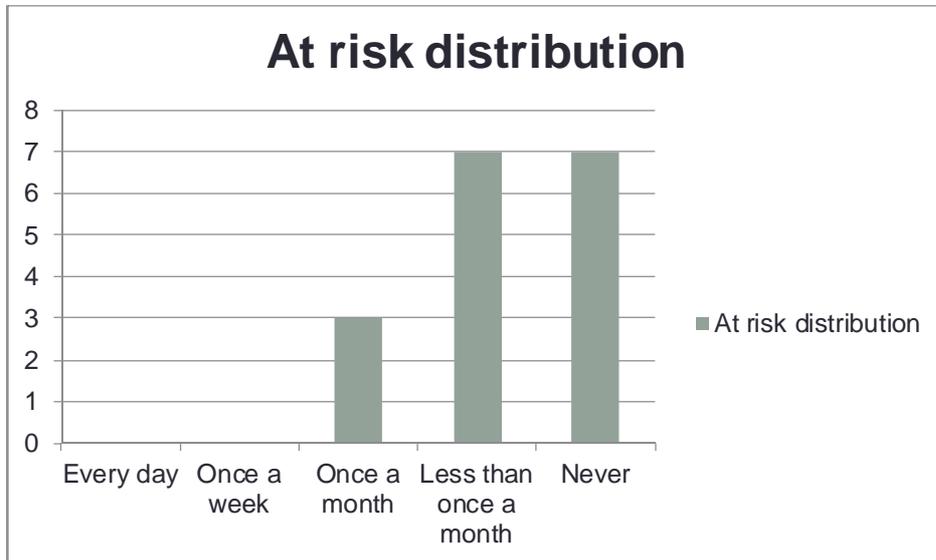
As a rule of thumb please use the following indicator. Concentrate on the responses to the four questions: 2.4; 2.5; 2.6; 2.7. Total up the responses under each of the categories (there are 17 indicators in total).

For most people we would expect a general spread of the responses, therefore the distribution should indicate the majority of responses lie in the "At least once a month" category. See the comparative guide distributions below:

1. A normal distribution of responses would approximate the following:

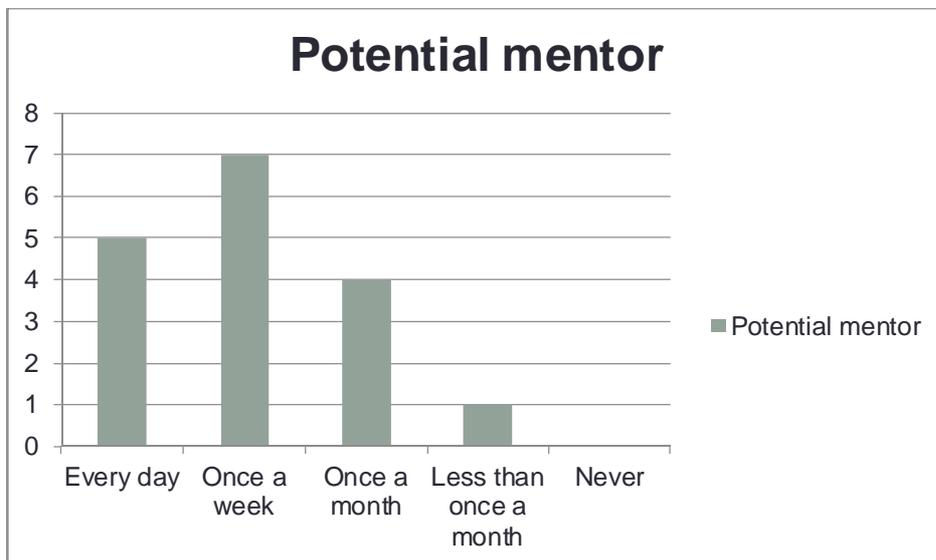


2. An 'At risk' distribution would approximate the following:



3. An experienced and therefore potential mentor distribution would approximate the following:

4.



SECTION THREE: additional guidance

The guidance already indicates how to gain an approximate indicator for a participant's experience by scoring each column to gain an overall mark. An example mark sheet might look like this:

Area	Description	Confidence			
		1	2	3	4
1. General	I am comfortable using a computer		x		
	I am comfortable using a mobile phone		x		
	I know how to connect to wireless network			x	
	I am comfortable using a tablet device (e.g. iPad)			x	
	Score:	0	2	2	0
2. Computer and mobile devices	I can copy or move a file or folder			x	
	I am able to use copy and paste tools to duplicate or move information within a document		x		
	I can use basic arithmetic formulas in a spread sheet	x			
	I know how to install a mobile app	x			
	Score:	2	1	1	0
3. Internet general	I can navigate a web site			x	
	I can enter a URL (web address) into a web browser			x	
	I know how to make a book mark to revisit web sites		x		
	I can use search engine to find information (eg. Google)		x		
	I know some strategies that will help me evaluate information I find on the Internet		x		
	Score:	0	3	2	0
4. Internet specific	I can use the internet to make telephone calls	x			
	I am able to post messages to chat rooms, news, newsgroups or an online discussion forum		x		
	I can use an online banking system		x		
	I can download an application from the Internet		x		
	Score:	1	3	0	0
5. Email	I can create and answer email			x	
	I can enter an email address correctly and know what a proper email address looks like			x	
	I can send and download attachments in my email programme		x		
	I can manage my email e.g create different mail boxes, move email to different mailboxes		x		
	Score:	0	2	2	0

Overall score calculation:

	Totalled Score:	3	11	7	0
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Which translates to:

3	No Experience – I have never used/done this
11	Beginner – I can do this but I am just learning
7	Average – I can do this / perform this activity but I could learn more about it
0	Expert – I am experienced and confident in this performing this skill / activity

Therefore this participant would be classed as a '**beginner to average**' level participant.