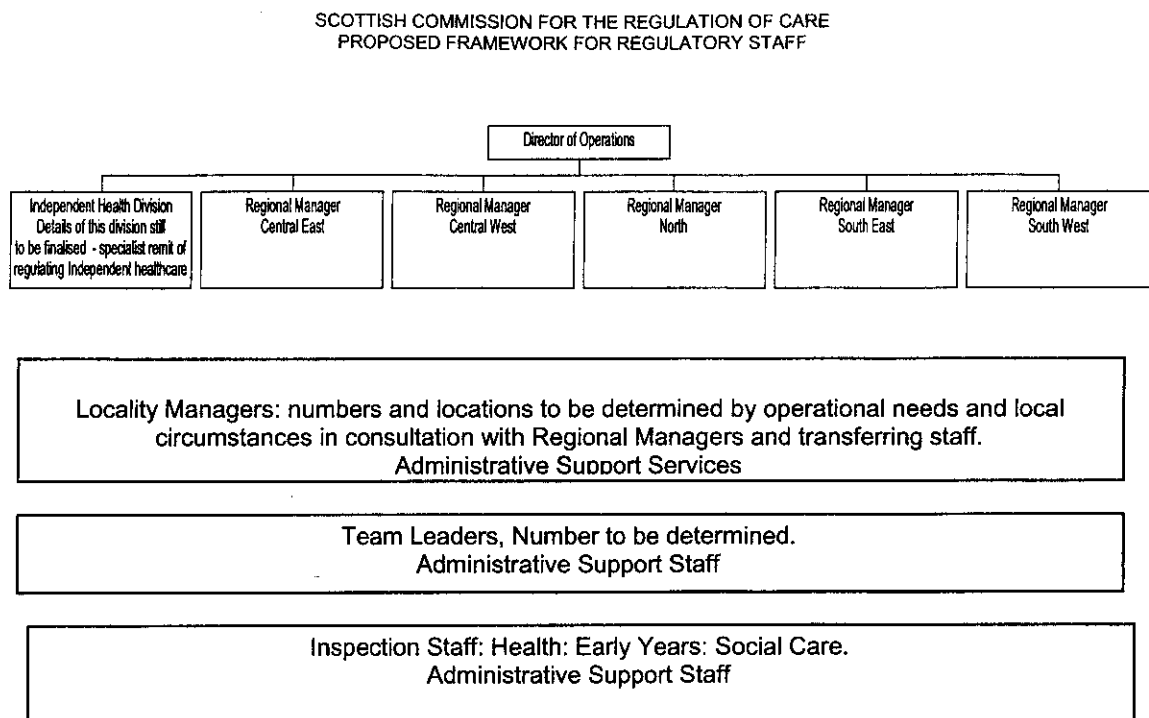## 2.英国（スコットランド）における査察者教育システムの新展開

1.制度変革の概要

本研究班では、研究初年度より英国(スコットランド)ロジアン・ヘルスの査察ユニット(Lothian Health Board Inspection Unit)とコンタクトをもち、英国における高齢者施設の査察システムを調査してきた。

しかし近年において、当地の高齢者施設ケア政策および規制当局の組織構造はおおきな転換期を迎えた。それは、従来の医療―福祉「縦断型」の施設ケア政策から、「一体型」あるいは「連続型」への転換である。具体的には、これまでヘルスケア部門として登録・規制がおこなわれてきたナーシングホーム・ケアと、福祉部門の一部として規制されてきたレジデンスホーム・ケアが、それぞれのサービスを、制度を基準に分離して提供していくのではなく、ひとりの高齢者の健康・社会状態の変化にそって一連で提供していくように改められたのである。

こうしたサービス提供の枠組み自体の改編にともなって、規制当局の組織も大幅に変更された。すなわち、従来から存在したヘルスと社会福祉の各委員会が、Scottish Commission for Care というひとつの組織に統合され、各コミュニティに地域の管理者を配置しながら、統一のとれたケア提供にかかる登録と規制の業務を実施することになった。この組織変革を規制担当者の配置のフレームに注目して示したのが図Ⅱ-1である。

図Ⅲ-1.新しいスコットランドの高齢者ケア管理組織図

SCOTTISH COMMISSION FOR THE REGULATION OF CARE
PROPOSED FRAMEWORK FOR REGULATORY STAFF

Director of Operations

| Independent Health Division Details of this division still to be finalised - specialist remit of regulating Independent healthcare | Regional Manager Central East | Regional Manager Central West | Regional Manager North | Regional Manager South East | Regional Manager South West |

Locality Managers: numbers and locations to be determined by operational needs and local circumstances in consultation with Regional Managers and transferring staff.
Administrative Support Services

Team Leaders, Number to be determined.
Administrative Support Staff

Inspection Staff: Health: Early Years: Social Care.
Administrative Support Staff

Lothian Health, Stephen Butcher 氏の提供

2.政策変化にともなう査察者の資質維持問題の背景

　こうした政策的な変革に際して、スコットランド当局がもっとも重要視した制度整備の
ひとつが、新しい制度のもとでのサービス評価の充実であったことは、英国における医療
社会福祉政策の展開からすれば、決して以外ではない。本研究班が実施した現地での査察
同行調査(内容は 2000 年度報告書参照のこと)でも、査察者の基本的な資質の高さは報告さ
れているが、しかし同時に、査察者の資質維持には大きな困難があることも示唆されてい
た。たとえばナーシングホームにおけるスタッフのレベルは総じて高いとはいえず、英国
における施設評価の実態は、実は施設スタッフへの教育啓蒙的要素が含まれていると感じ
られた。つまり評価者の質を高く維持することは、いわば英国の高齢者ケアの根幹にかか
わる問題であり、その資質を継続維持していくために、多大のコストと時間を要するので
ある。事実、イングランド・サリー州でのレジデンシャル・ホームの査察同行調査では、
査察官が新しい査察者の教育について、大学院レベルの水準が求められるのに対して、そ
の水準をクリアしている者は決して多くないことを危惧していた。

3.新しい査察者教育プログラムの試み

　このような現状を打破すべく、スコットランド当局は施設サービスの評価者(査察者)育成
および資質の維持向上のため、特に現任者を対象にした新しい教育プログラムの試みを開
始した。それは、インターネットを使った全査察者に対する学習プログラムである。

　Scottish Commission と Stirling University とが共同で開発研究をすすめている
Quality Management in the Provision of Care Services と名づけられたこのプログラムは、
その主要な部分が Web-based Module となっており、学習者はウエブ上のモジュールにし
たがって、コースワークをおこなっていく。コースワークの進捗状況は、インターネット
を通じて担当教官へのレポートや質問とそれへの応答というかたちでモニターされ、最終
的に一定の量のコースワークとスクーリングを実施し、最終レポートを一定水準以上で評
価された場合に、プログラムの履修が認められることになる。参考までに、エジンバラ地
区におけるスクーリングのプログラムを示す。このスクーリングは、現任教育という性質
をふまえて、４日間で終了するようになっており、実務者の参加がしやすいように工夫さ
れている。

　このプログラムの白眉は、教育内容が大学院修士レベルの内容をもつことと、現任査察
官が基本的には全員受講を義務付けられていることである。前者は、大学の研究者と実務
家（査察官）との共同作業によってプログラムが作成されていることによって、きわめて
ユニークで現実的な教育内容を提供することに貢献している。すなわち教育内容が単なる
理論や概念だけでなく、具体的な顧客（施設）とのマネジメント問題をも含んでいるので
ある。それゆえに、受講手段は弾力的かつ機能的で、日常の査察業務に支障をきたさず、
かつ受講者に一定水準のモチベーションと成果へのコンペンゼーションを与えるよう工夫
されている。

現在は、一部の査察官がモニターとしてこの開発に参加し、教育成果や履修上の問題点などをチェックし、2002年秋からの本格実施を目指している。

4.プログラムの具体的内容

　プログラムの基本構造や履修マニュアルを以下に示す。なお本資料はウェブ上で展開されているが、本資料を入手した時点では開発途上のパイロットコースであるため、第三者がアクセスできない状態にあったことを付記しておく(本報告書執筆時点でもウェブにはセキュリティがかかっている)。

　基本構造は4つの大きな単元からなり、各単元はおおむね3週間で履修するよう設定されている。したがって、このプログラムの最低履修期間は12週間(約3ヶ月)である。各単元は基本概念からはじまって、質の向上についての具体的な考え方や評価の視点、評価指標の用い方などへと展開していく。しかし単元それ自体は独立して学んでもよいような構造になっており(各単元ごとにサマリーとまとめがつく)、実務の状況による履修の変動要素を考慮していると考えられる。

　最後に、履修者のプログラムに対する感想は、「これまで断片的な知識として知っていたことや、経験的に捉えてきたっことが、段階的に整理されて提示されるのは、実践家にとっては自らの評価技術やセンスをチェックし、問題点をひろううえで非常に有益である」とのことであった。パイロットプログラムに参加していることを割り引いても、少なくとも履修者の学習意欲にある程度答えているといえる。

5.日本の施設評価への含意

　最後に、英国におけるこのような評価者教育プログラムの新展開が日本の評価政策に及ぼすインプリケーションについてふれておきたい。

　日本には(現存するさまざまな評価システム全般に妥当する問題として)「サービス評価学」が成立していないうえに、サービスの評価を理論的に提示し、その応用問題としての具体的なサービス評価を指導できる指導者も存在しない。たとえば医療においても、一般に査察(医療監視)は自治体の保健医療担当官が、マニュアルを片手におもに書類の審査に忙殺されている。また医療機能評価機構の場合は、サーベイヤーと呼ばれる評価者を募集する際、簡単なサーベイヤーの研修を義務付けているが、その内容がどのようなものであるかは公表されていない。英国でもこの事情はさほど違わないと思われるが、医療福祉サービス行政において利用者やサービス供給者と最も近い場所にある査察官の教育訓練を、大学院レベルで標準化しようとする試みは、保健医療福祉政策における評価の重要性をいかに英国が認識しているかを示すものといえる。日本ではすぐにマニュアル作りやプログラム開発が叫ばれるが、最も大事な点は、高齢者福祉サービスを評価するとはいったいどういうことかについて、社会的な合意形成が不可欠であり、日本でもこうした社会的合意を具体的に形成するための素材を提示すべき段階にきていると思われる。

Edinburgh Programme for SCRC Induction Training Residential Schools

Session	Monday	Tuesday	Wednesday	Thursday
AM 1		9.00 Task Groups. Follow up on the Act and Explanatory Notes 9.45 Private Study – Papers on Registration, Inspection and Enforcement 11.00 Coffee	9.00 Home Groups 9.30 Task Groups - Case Study Stage 3 (Enforcement) 11.00 Coffee	9.00 Home Groups. 1 Coping with change – in-put 2 What help do you need from your manager? 3 What help can you give others? 10.30 Coffee
AM 2	11.00 Registration begins 12.00 Lunch (Buffet)	11.00 Task Groups Case Study Stage 1 (Introduction and Registration) 12.45 Lunch	11.30 Tim Warren – Regulation of Care Project. In-put on Knowledge Systems for the Commission (1) 12.30 Lunch	11.00 Task Groups - Case Study Stage 4. Feedback to other groups Look for dis/agreements 12.45 Lunch
PM 1	1.30 Welcome Introduction to the Programme Domestic arrangements 2.0 In-put on Regulation of Care (Scotland) Act 2001 - Liz Lewis, Head of Regulation of Care Project 3.15 Coffee	1.45 Task Groups Case Study Stage 2 (Inspection) 3.30 Coffee	2.00 - 4.30 I.T. Workshop/ Tim Warren Knowledge Systems for the Commission (2) 3.15 Coffee (for those NOT at IT workshop)	1.45 Home Groups. 1 I want to be an Inspector who...... 2 Putting Principles into Practice 3 Evaluation. 4 Driving Mirror Exercise 3.00 Plenary – And it's farewell to all this....... Or And how was it for you............? 3.30 Coffee
PM 2	3.45 Home Groups. 1 Hopes/Fears 2 Ground Rules 3 IPW Links 5.00 Leisure Time	4.00 Home Group - Enforcement 5.00 Leisure Time	5.00 Leisure Time/Informal Meeting with Neil Davidson, Head of Implementation Group, Regulation of Care Project	
Evening	6.00 Exercise 7.00 Dinner 8.00 Informal Meeting with John Gallagher, Unison	6.00 Jacquie Roberts, C.E. of Commission 7.00 Dinner followed by informal time with Jacquie Roberts	7.00 Dinner 8.30 Soiree, picture/poem/postcard	

Quality Management in the Provision of Care Services.

Web-based Introductory Module.

Course Structure

(The first of the following numbers refers to the course Unit, the second to the Learning Step and the third is the subsection of the learning step. Each Learning Step approximates to one week's work online).

Unit 1, Learning, E-Learning, Quality and Perception.

Unit 1, Learning Step 1: Introduction to E-Learning and Using the Bulletin Board *(Week One)*

        1.1.1 Introduction and Overview
        1.1.2 Using a Hyperlink: What Makes a Successful Online Student?
        1.1.3 Contributing for the first time to the Course Bulletin Board.
        1.1.4 Responses to What Makes a Successful Online Student.
        1.1.5 Additional Resource, Tutorial on Using the Web.

Unit 1, Learning Step 2: The Process of Learning *(Week Two)*

        1.2.1 The Process of Learning
        1.2.2 A Model of Competence and Learning
        1.2.3 What you have learned about learning
        1.2.4 Introduction to Learning as an Organisational Process
        1.2.5 Reflection Exercise on Organisational Learning

Unit 1, Learning Step 3: Quality and Perception *(Week Three)*

        1.3.1 What is Quality?
        1.3.2 Systems Thinking: 3 Levels of Learning
        1.3.3 A Bird's Eye View of the Quality Issues: Expert Interview
        1.3.4 Perceptions of Quality.
        1.3.5 Case Study
        1.3.6 Mental Models.
        1.3.7 Argyris' Exercise on Mental Models.
        1.3.8 Summary of Unit 1 learning

Unit 2 Exploring Quality:

Unit 2, Learning Step 1: Summary and Introduction *(Week Four)*

       2.1.1 Overview of Unit Two
       2.1.2 Introduction to Unit Two
       2.1.3 Accessing the Draft Standards Website

Unit 2, Learning Step 2: Tools for the Reflective Practitioner: Systemic Thinking *(Week Four continued)*

       2.2.1 Introduction to Reflective Practice
       2.2.2 Linear, Circular and Systemic Thinking and Reflection Exercise
       2.2.3 Context, Process and Content

       (Week Five)

       2.2.4 The Difference that Makes a Difference
       2.2.5 Being an Observer as well as a Participant
       2.2.6 Management by Detached Involvement
       2.2.7 Either... Or... , Both... And... -a model for working with paradox
       2.2.8 Reflection Exercise on Working with Paradox and Contradiction
       2.2.9 Summary of Unit Two, Section Two

Unit 2, Learning Step 3: Exploring Quality with a Systems Perspective *(Week Six)*

       2.3.1 Introduction
       2.3.2 Motivation and Best Practice
       2.3.3 Quality, Effectiveness, Efficiency, Economy and McDonalds
       2.3.4 A Websearch on Weber
       2.3.5 Continuing our visit to McDonalds!
       2.3.6 Covey's Circle of Influence
       2.3.7 Reflecting on Rationalisation in Care Practice

Unit 3: Thinking Differently to make a Difference

Unit 3, Learning Step 1: Reflecting back on Units One and Two, connecting models and a way of thinking. *(Week Seven)*

       3.1.1 Refocusing on where the Module is going: Developing a way of thinking
       3.1.2 The value of making mistakes: using the course process for feedback
       3.1.3 Synergy: getting beyond individualised, fragmented thinking. Reconnecting with earlier models
       3.1.4 REFLECTION: Reviewing your experience of the process —risking "mistakes" on the web course as opportunities for learning.

Unit 3, Learning Step 2: The 3 Ps: Paradox, Paradigm and Proactivity *(Week Eight)*

3.2.1 Managing Paradox: the case study of Tom
3.2.2 Working Above the Line
3.2.3 Paradigm Shift
3.2.4 Making space for new thinking: Victor Frankl's breakthrough in Proactivity.
3.2.5 REFLECTION: Managing Meaning to develop capability

Unit 3, Learning Step 3: Working with Emotional Intelligence and the Winners Triangle. *(Week Nine)*

3.3.1 Emotional Intelligence
3.3.2 The Drama Triangle and the Winners Triangle
3.3.3 Four Cases of Short-circuiting paradox and working from within the Drama Triangle
3.3.4 REFLECTION on applications of the Drama and Winners Triangles in the care sector

Unit 4: Measuring in relation to Quality, (but) and differently.

Unit 4, Learning Step 1: Linking Process to Total Quality Management *(Week Ten)*

4.1.1 The both... and... of measuring content and noticing process + Exercise
4.1.2 Attempting to hold onto the whole picture: Total Quality Management
4.1.3 The concept of *Quality*, the Values underpinning Quality Assurance and Ethical Audit
4.1.4 "Flawed Indicators"
4.1.5 Methods of Performance Monitoring
4.1.6 Reflection Exercise: Specific Examples Of Quality Assurance And Quality Audit Measures

Unit 4, Learning Step 2: Developing Performance Indicators *(Week Eleven)*

4.2.1 Defining Performance Indicators: What and Why
4.2.2 Performance Monitoring in the Context of Corporate Planning
4.2.3 The Basis for Performance Monitoring
4.2.4 Developing SMART Objectives within a Balanced Scorecard
4.2.5 Reflection, Application of Learning: Writing your own P.I.s

Unit 4, Learning Step 3: Risk: Balancing Autonomy and Protection *(Week Twelve)*

4.3.1 Introduction to Risk: Balancing Autonomy and Protection
4.3.2 Definitions of Risk
4.3.3 Biases and frames for Risk
4.3.4 Acceptable Risk
4.3.5 Risk: Prediction and Exploration of New Frontiers
4.3.6 Three short Reflection Exercises on Risk and Building Quality
4.3.7 Drawing the Module to a Close

15/11/2001

WebCT User Guide for Quality Management in the Provision of Care Services
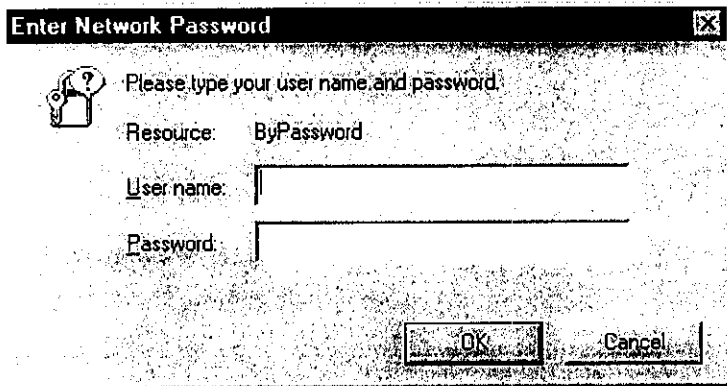
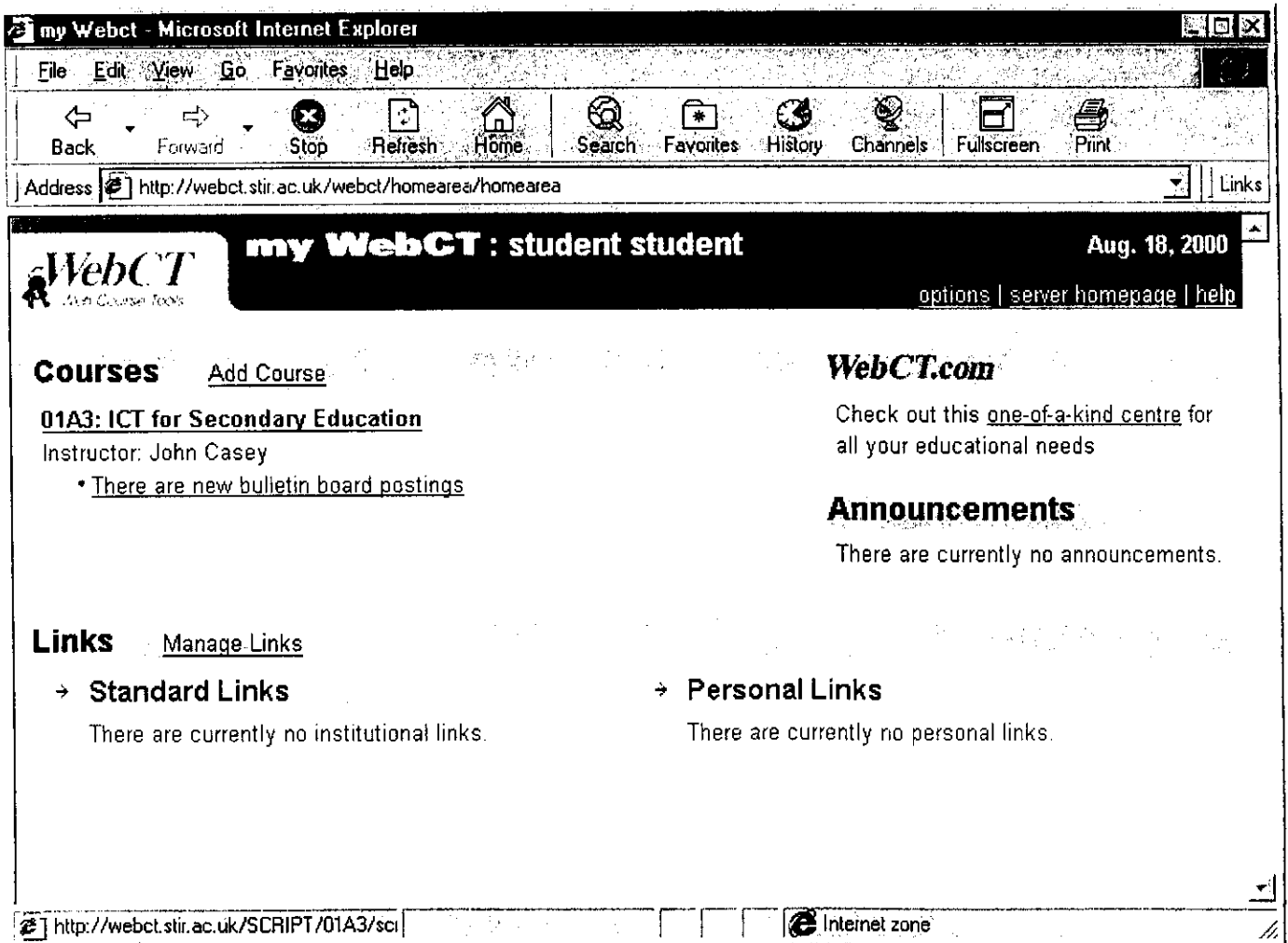## Contents

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WebCT User Guide

Connecting to WebCT

To use WebCT you must have a username and password. These will initially be the same as your University of Stirling username and password.

To access, WebCT enter http://webct.stir.ac.uk into the Address, or click on the IoE online link, or click this link! Having successfully navigated to WebCT, WebCT will request your username and password:

```
Enter Network Password                                    [X]

    (?)   Please type your user name and password.

          Resource:    ByPassword

          User name:   [                              ]

          Password:    [                              ]


                        [    OK    ]      [  Cancel  ]
```

After entering your username and password, WebCT will take you to a personalised page, myWebCT which lists all the course you are registered on

```
my Webct - Microsoft Internet Explorer                                    [_][□][X]

 File   Edit   View   Go   Favorites   Help

  <=        =>        (X)       [+]      (n)    |  (Q)      [*]       (G)       (Q)    |   [□]        (J)
 Back    Forward     Stop    Refresh   Home  | Search  Favorites  History  Channels | Fullscreen   Print

 Address  http://webct.stir.ac.uk/webct/homearea/homearea                        [▼]    Links
```

my WebCT : student student   Aug. 18, 2000

WebCT   options | server homepage | help

Courses   Add Course   _WebCT.com_

01A3: ICT for Secondary Education   Check out this one-of-a-kind centre for
Instructor: John Casey   all your educational needs
  • There are new bulletin board postings
                                                 Announcements

                                                 There are currently no announcements.

Links   Manage Links

  → **Standard Links**   → **Personal Links**

    There are currently no institutional links.   There are currently no personal links.

```
 http://webct.stir.ac.uk/SCRIPT/01A3/sci                         Internet zone
```

Simply click on the link to access the course.

file:///Internal%20HD%201/Desktop%20Folder/Robin%20temp/webctGuideRobinB/connect.htm (2 of 2) [25/3/2001 8:02:10 pm]

WebCT User Guide

The Homepage

The WebCT course website is organised around the Homepage. The homepage contains links to course notes, various pages of information and a number of tools.Here we list the icons that you are likely to find and the functions they represent.Not all homepages will look the same. Remember that if two icons look the same they may have different titles indicating different functions.

Welcome and Introduction

This link brings up a new window containing a welcome message and essential introductory information. This type of new window is what we shall refer to as a **Browse Window**. A browse window contains three navigation buttons along the top, **Close, Back** and **Forward**. The **Close** button will close the Browse Window, returning you to the page you were previously on. The **Back** and **Forward** buttons allow you to move backwards and forwards through the history of pages you have visited _within this window_. That is, if you have followed a link within this window, then clicking on Back will return you to the previous page, and then clicking on Forward will take you to the page you just came back from.

Course Notes

The Course Notes icon on the homepage links to the Course Notes Page. It is on the Course Notes Page that you will find links to the notes for each of the sessions of the course. These notes will not all be available right from the start of the course, instead links to the notes for a particular session will be added to the page just prior to the start of that session. The course notes for each session are organised into what is known as a **Path**. A Path is simply a series of pages of related content organised into, and accesible via, a table of contents.

Pre-Course Assignment

The Pre-Course Assignment Link brings up a **Browse Window** containing the pre-course assignment.

Bulletin Board

This is an area for online discussions. The Bulletin Board allows you to post messages, read messages posted by others, and optionally reply to them. The Bulletin Board is divided into a number of **Forums,** each of which is intended for discussions relating to a particular session or topic. When posting messages to the Bulletin Board it is important to ensure that they are being sent to the correct forum. Within each Forum related messages are ordered by their subject into what are known as **Threads**. That is, a series of postings on the same subject will form one Thread. When the Bulletin Board contains messages that you have not yet read, a green flash will appear on the bulletin board icon.

Private Mail

The Private Mail tool allows you to send private messages to other students on the course or to the course tutors. This email system is totally self contained within the course and does not rely on users having a traditional Internet Email account. When your private mailbox contains any unread messages, a green flash appears on the Private Mail icon.

Real-time Chat

The Real-time Chat tool allows you to have text based conversations with other students or the tutors on the course. The Chat tool connects to a number of **Chat Rooms**. If you 'enter' a chat room and type a message, then anyone else 'in' that room will see that message appear on their screen. In this way, the chat rooms allow you to participate in real-time, text based conversations.

Schedule

The Schedule icon links you to a calendar for the course. Important dates, such as the start dates for each of the sessions and the due dates for the assignments, are contained on this calendar. If the Schedule contains any information that you have not yet seen, then a green flash will appear on the Schedule Icon. Every time you view the calendar, any unread items will pop up in a small window so that you can read them. You can also add your own personal, private entries to the calendar - these will appear in an italic type face and will not be visible to other participants on the course.

Compile Notes

The Compile Notes tool lets you condense several or all of the pages on a path into one large page. This utility is useful should you wish to print out the course notes for a particular session.

Resume

The Resume tool takes you back to the last page of notes you accessed. This tool is useful for picking up where you left off the last time you accessed the course materials.

Information and Help

This icon links to another page which contains a number of links to useful information such as the course handbook and this user guide.

Resources, References and Links

As the title suggests this icon links to a page of study aids.

WebCT User Guide

The Course Notes Page

The Course Notes Page contains links to the course notes for each of the sessions of the course. These notes will not all be available from the start of the course. Instead, the notes for a particular session will be added to the Course Notes Page just prior to the start of that session. Clicking on an icon for the notes of a particular session will take you to a table of contents for those notes.
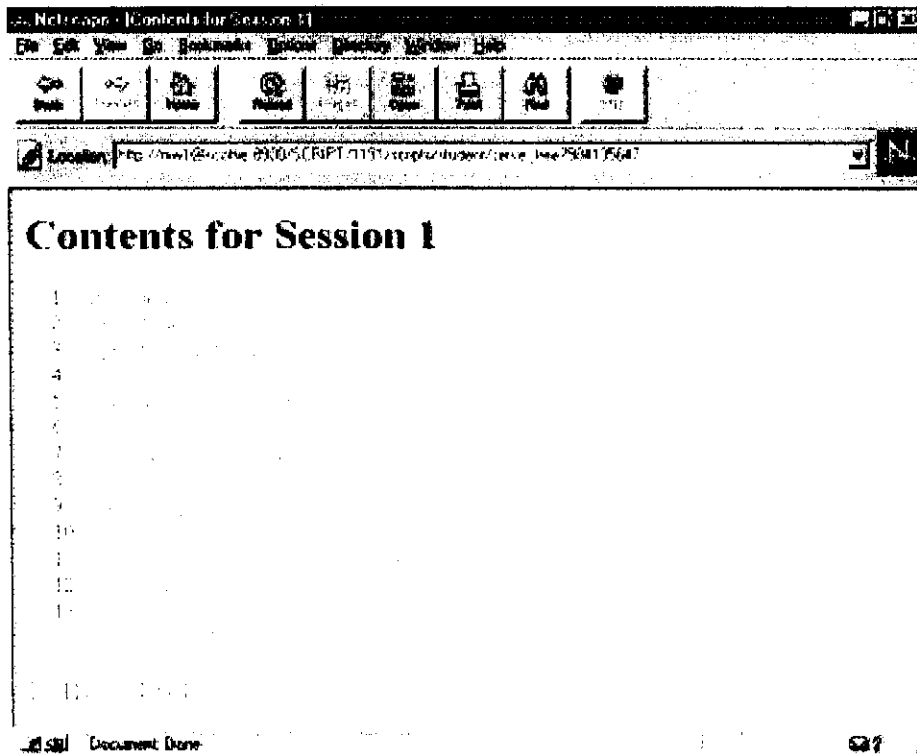

A view of a table of contents for the course notes of a particular session

From this table of contents you can access any of the pages of the notes by clicking on the title for that page. Alternatively, you can use the table of contents to view the first page in a sequence, and then use the **Navigation Block** associated with the individual pages to view subsequent or previous pages of content.
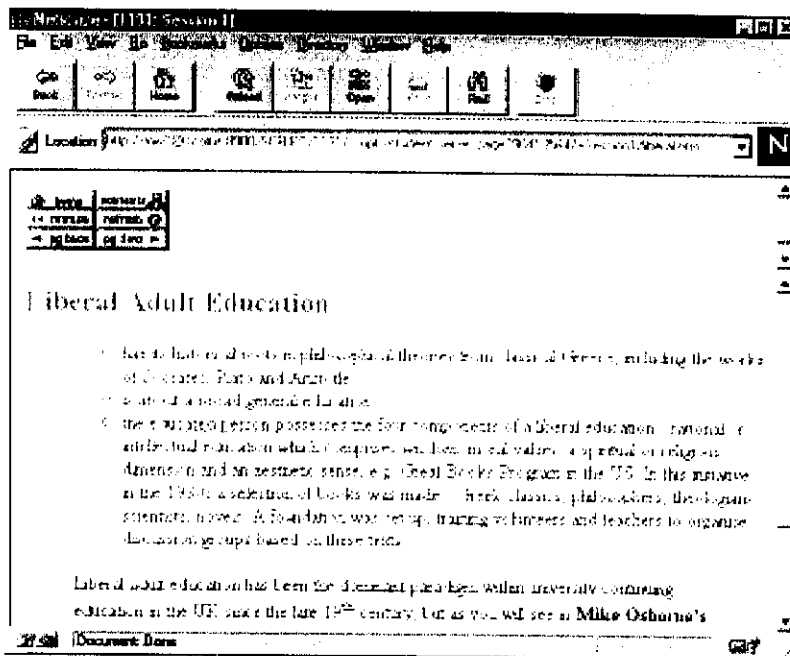
A view of a page of notes showing the Navigation Block in the top left corner.

The Navigation Block
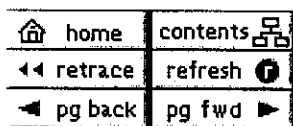
The Navigation Block allows you to move around the pages of course content for this session, as well as providing links back to the Course Homepage and to the Contents Page for this section of notes. It is divided into 6 sections:

- *Home*
  Clicking on this section will take you back to the WebCT course homepage

- *Contents*
  Clicking on this section will take you back to the table of contents for the section of course notes that you are currently viewing

- *Retrace*
  Clicking on this section will take you back through the series of pages that you have visited. It is vaguely similar to the Back button on the browser.

- *Refresh*
  This part of the navigation block is used to refresh the material in the lower section of the browser window. It is only used if a course tool is accessed from the page of material. We currently have no links to course tools from our content pages, therefore you will have no use for this part of the navigation block.

- *Pg back*
  Clicking on this section will move you backwards through the sequence of pages in this section of course notes. That is, if you are on page 3 of the notes, clicking on Pg back will take you to page 2.

- *Pg fwd*
  Clicking on this section of the navigation block will move you onto the next page in

the sequence of pages in this section of the course notes. That is, if you are on page 3 and you click on pg fwd, you will be taken to page 4.

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WebCT User Guide

The Bulletin Board

The Bulletin Board is an area in the course website where you can post messages. Everyone on the course has access to the Bulletin Board, and can read, and optionally reply to, the messages left there. The Bulletin Board is divided into sections known as Forums. Each Forum is intended to be used for particular areas of discussion.

There are 2 Default Forums on the Bulletin Board. These are:

- *Main*
  This is the main Bulletin Board forum for discussing general issues to do with the course (in this example, 1191).

○ *Notes*
  This is a default forum that appears in every courses' Bulletin Board. It is intended to be used for discussions relating to the course notes. However, we are dividing our discussions up in to different forums for each session, therefore **we will not be using this forum**.

In addition to these, other Forums may be added as and when they are needed. These will include:

- *Individual Forums for each of the sessions.*
  These are intended as areas for discussing the issues relating to each of the sessions within the course. These Forums will be named after the session for which they are intended to be used. E.g. A Forum will be added named **Session 1** which should be used for discussions arising out of the materials for the first session of the course. As is the case for the course notes page, the forums for particular sessions will not all be available from the start of the course, but will instead be added just prior to the start of each session.

- *Forums relating to particular tasks*
  When necessary, Forums will be added to enable discussions surrounding particular tasks. These may be accessible to all course participants, or they may be restricted to particular users when small group tasks are being undertaken.

- *Test Forum*
  At the start of the course, a Test Forum will be created to enable you to test the facilities of the bulletin board. Feel free to post test messages to this forum, and also try reading and replying to messages in order to get a feel for the Bulletin Board system. This forum will be removed shortly after the start of the course, so please ensure that you have had a go at using the system to ensure that you are familiar with it when you come to use it properly.

To get to the Bulletin Board simply click on the icon on the homepage. This will take you to the Bulletin Board interface. This interface is divided into 3 sections. The left section (or frame) contains the bulletin board functions and options menu, while in the top right is the message listing. Unread messages in the message listing are indicated by a yellow flash containing the word **NEW**. The bottom right frame is used to display the actual messages

and a small selection of screens for interacting with the Bulletin Board (e.g. for selecting which Forums you wish to view). By using the Options Menu, you can alter the layout of the Bulletin Board Interface (useful for small screens), but for the following descriptions it is assumed that the default layout has been left unchanged.

Note: *The Bulletin Board contains its' own help system and you are advised to refer to it when necessary. It can be accessed by clicking on the word Help near the top of the list of options in the left hand frame.*
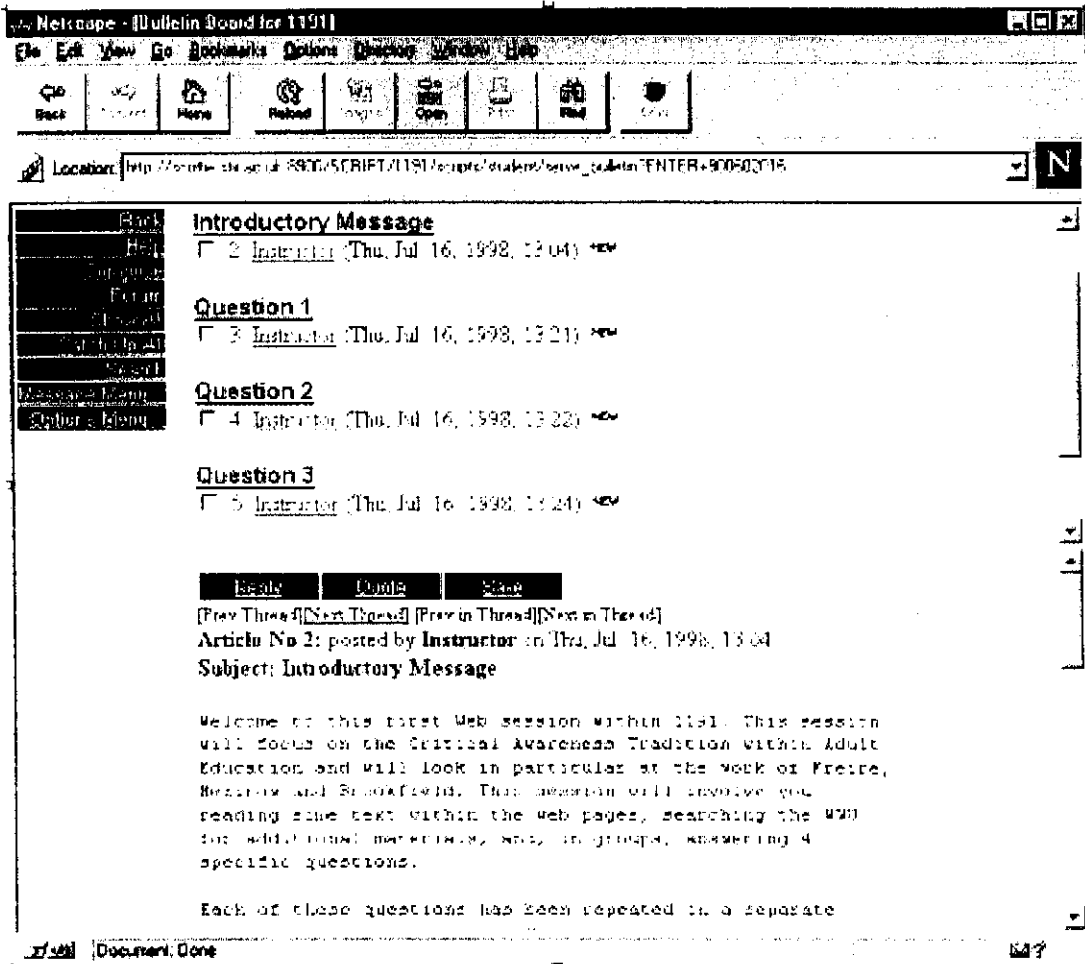

A view of the Bulletin Board Interface showing the list of options in the left hand frame, the message listing in the top right hand frame, and a message in the bottom right frame.

When accessing the Bulletin Board from the Homepage the default setting is for the Bulletin Board to show you all the unread messages from all of the Forums. However, accessing the Bulletin Board directly from a page within the course notes will take you straight to the forum associated with that session.

The Bulletin Board Functions and Options

The Bulletin Board functions and options are selected from the menu on the left hand side.

Back
Help
Compose
Forum
Show All
Catch Up All
Search
Message Menu...
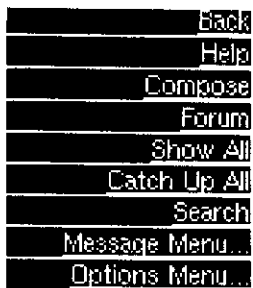
Options Menu... *The Bulletin Board Functions and Options Menu*

These buttons do the following:

○ *Back*
Returns you to the Course Homepage

○ *Help*
Brings up the Bulletin Boards online Help system

○ *Compose*
Brings up another web page in which you can compose your message for the Bulletin Board

○ *Forum*
Allows you to select which Forums messages are listed in the message listing frame (top right)

○ *Show All*
Clicking on this will bring up a listing, in the message listing frame, of all the messages (read and unread) that are contained within the currently selected Forum. After it has been clicked, it toggles to read Show Unread, which will allow you to view only those messages that you have not yet read.

○ *Catch Up All*
Clicking on this will cause the Bulletin Board to mark all your messages as 'read'. This should be used with care!

○ *Search*
Allows you to search the Bulletin Board for messages on specific topics, or containing references to keywords.

○ *Message Menu*
This is a collapsible menu which reveals a number of things that you can do to your messages.

○ *Options Menu*
This is a collapsible menu which reveals a number of options for configuring your access to the Bulletin Board.

Remember that further help and information can be found via the Bulletin Board online Help System.

Threads

Within each forum, related messages are organised into Threads. When you post a brand new message (by selecting Compose from the Bulletin Board menu) it starts a new Thread. When someone replies to that message, their reply is added to the thread, and all the messages in a thread are, by default, displayed together. Therefore a thread is like an