

APPLICATION GUIDES

For Leaders and Managers to Lead the Effective Use of Technology in the Lifelong Learning Sector in Wales

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Skills for Learning Professionals

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Section A:

Introduction

What is an application guide?

An application guide aims to form a bridge between a set of professional standards and the implementation of a specific area of work. This particular application guide applies the 'National Occupational Standards (NOS) for Management and Leadership 2008'¹ to the effective use of technology by leaders and managers in the lifelong learning sector in Wales. A companion application guide for using technology to support learning for teachers, tutors and trainers in the lifelong learning sector in Wales has also been produced. The 'NOS for Management and Leadership' describes the skills, behaviours, outcomes, knowledge and understanding for all leaders and managers, which, in the lifelong learning sector, means managing and supporting teaching and learning and associated business processes. These standards are listed in six areas, these are:

Area A: Managing self and personal skills

Area B: Providing direction

Area C: Facilitating change

Area D: Working with people

Area E: Using resources

Area F: Achieving results

Who is the application guide for?

The application guide will be used in many ways by a wide range of people, for example:

Leaders and managers may use it to support their continuing professional development (CPD); they can use the standards to:

- identify and evaluate their skills
- identify their personal professional development needs

- identify the skills they will need in future settings or roles
- assess, in teams, their collective range of knowledge and skills and identify gaps that need to be filled.

Leaders and managers (employers, staff development and human resource managers, governors and supervisory boards) can use it to aid business planning and workforce management; they can use the standards to:

- support selection and recruitment to management positions
- aid appraisal, workforce development and succession planning
- disseminate and transfer good practice
- support strategic planning and decisions about resource allocation
- support self assessment and promote quality improvement.

The application guide can also be used by people who are engaged in writing and delivering teaching qualifications, particularly with close reference to the 'NOS for Management and Leadership'.

The application guide is not intended to be seen in isolation from the generic management and leadership standards or to encourage duplication of processes. Where organisations already use the standards for any of the above purposes, they can use this guide to ensure their processes consider the implications and potential use of technology. Exploiting technology within managing and leading does not replace working face to face but requires additional skills. Managers and leaders need to make judgements about how to communicate, for what purpose and to use technology to support communications.

¹http://www.management-standards.org/content_1.aspx?id=10:1917

The wider context for the application guide

This section looks at the context in which the guide has been developed.

The Lifelong Learning UK 'Sector Skills Agreement for the Lifelong Learning sector Wales'² has identified that skills and knowledge relating to learning delivery, including pedagogy and information and learning technology (ILT), are some of the most important skills needed across the lifelong learning sector. It is also critical that the lifelong learning workforce is able to keep up with the pace of change in ILT, particularly to meet the skills targets for Wales.

The Further Education National Training Organisation (FENTO) published ILT standards in 2002. Lifelong Learning UK revised the standards in 2005 and re-named them 'e-learning standards'³. They were presented as national benchmarks for the educational application of ICT in the lifelong learning sector, with the acknowledgement that the standards would continue to evolve as ILT was embedded into the curriculum. These standards, which gave greater prominence to the concept of e-learning than the previous version, aimed to provide a framework within which to identify the competences and knowledge necessary to perform effectively, supported by the use of the new technology.

The publication 'New overarching professional standards for teachers, tutors and trainers in the lifelong sector in Wales'⁴ was published by Lifelong Learning UK in 2008. It is because the standards are overarching, Lifelong Learning UK felt it appropriate to produce application guides to interpret and expand on the standards in a number of areas, such as for literacy and numeracy. The use of technology was identified as a further appropriate area, and an application guide to using technology to support learning for teachers, tutors and trainers in the lifelong learning sector in Wales has been produced.

The 'Technology strategy for further education, skills and regeneration: Implementation plan for 2008–2011'⁵ published by the British Educational Communications and Technology Agency (Becta), included, as key action 2, a review of professional standards and the development of new e-learning and technology elements. The effective use of technology in teaching and learning is increasingly comment upon by Estyn, and examination boards are increasingly using technology in assessment regimes.

Developments in technology affect all aspects of education and training provision and have an impact on learners, teachers, learning and business support practitioners and those with management roles.

²http://www.lluk.org/documents/sector_skills_agreement_stage_5_wales.pdf

³http://www.lluk.org/documents/e_learning.pdf

⁴http://www.lluk.org/documents/02_Bilingual_TTT_Standards.pdf

⁵<http://feandskills.becta.org.uk/display.cfm?resID=36018>

Strategy should be based on leadership from the top, and led throughout the whole organisation. In interviews with leaders of key national organisations, Becta elicited the following observations:

- Leaders do not always need to be technology experts but they do need to understand the overview and know where to go for reliable advice and expertise
- Leaders need to develop a vision of how the use of technology will change their organisations
- Leaders drive change at all levels
- Leaders should be role models; they need to signal that everyone, including themselves, can develop new skills and that technology matters
- Leaders need to acknowledge the demands on their staff to keep up-to-date with new technologies and support them through continuing professional development (CPD).

Upgrading the skills of managers is fundamental to the UK Government's aim to raise UK productivity and competitiveness. This was also noted in 'The Leitch review of skills'⁶ (2006), which emphasised the need to raise achievements at all levels of skills. The Management Standards Centre (MSC) developed a set of National Occupational Standards (NOS) for management and leadership in May 2004. In 2008, the MSC revised and updated these standards, including the incorporation of units from Lifelong Learning UK and the Employment National Training Organisation (ENTO), bringing the number of units to 74.

The NOS describe the levels of performance expected in employment for a range of management and leadership functions and activities. It is because the standards are overarching, Lifelong Learning UK felt it appropriate to produce an application guide to interpret and expand on these standards to take into account a number of important strategic developments in e-learning and technology.

⁶http://www.hm-treasury.gov.uk/d/leitch_finalreport051206.pdf

These developments should be seen against the background of wider Welsh Assembly Government (WAG) policy. In 2003, 'An e-learning Strategy for Wales'⁷ was published. The strategy looks to identify and address the changes in technology taking place, and ways to transform access to learning by way of technology. It recognises that the way in which individuals learn is important and that traditional learning strategies can be complemented with technology. 'Transforming Schools with ICT'⁸ was produced by the schools ICT strategy working group for the WAG in 2008. This looks at the current use of ICT in schools and how ICT can inform an effective pedagogy in Wales. Reaching Higher (2002)⁹ is the strategy for Higher Education (HE) in Wales to 2010. The use of ICT for careers advice is advocated in the strategy and it is also recognised that e-learning can enable a broad geographical spread of HE across Wales, particularly as an aid to distance learning.

The 'Skills Pledge' was introduced in 2007 to ensure that all employees are skilled, competent and able to make a full contribution to the success of their organisation¹⁰. The mission and purpose of the Further Education (FE) sector in Wales was reviewed (the Webb review, 2007¹¹), making reference to the fact that ICT skills are highly valued by employers. The WAG responded to the Leitch and Webb reviews through their skills and employment strategy, 'Skills That Work for Wales'¹², published by the Department for Children, Education, Lifelong Learning and Skills (DCELLS) in 2008. The document recognises the contribution of adult learning, particularly in engaging the hardest-to-reach, and also recognises the recent technological changes that place demands on peoples' skills.

Following the 'Skills That Work for Wales' strategy, the WAG has published a series of themed policy documents. In March 2009, following consultation, the strategy for young people not in education, employment or training was published¹³. The policy for adult community learning closed for consultation in December 2008¹⁴. This policy recognises the role that e-learning can play in enhancing adult community learning and states that an e-learning strategy for the adult community learning sector will be developed.



⁷<http://tinyurl.com/dblyua>

⁸<http://tinyurl.com/cs8qjp>

⁹http://wales.gov.uk/topics/educationandskills/policy_strategy_and_planning/feandhe/reaching/?lang=en

¹⁰<http://www.investorsinpeople.co.uk/About/Pages/SkillsPledge.aspx>

¹¹<http://wales.gov.uk/topics/educationandskills/educationandskillsnews/webbreview/?lang=en>

¹²<http://wales.gov.uk/docrepos/40382/4038232/403829/Consultations/1901302/skills-for-wales-cons-e.pdf?lang=en>

¹³<http://wales.gov.uk/about/cabinet/cabinetstatements/2009/neets/?lang=en>

¹⁴<http://new.wales.gov.uk/consultations/closedconsultations/education/adultcommunitylearning/?lang=en>

Organisation of the application guide

The next section of this guide contains the main information on the application of the standards to the effective use of technology by leaders and managers. The section is split into each of the six areas in the standards. You may find it helpful to refer to the standards when working through this section. You may also find it useful to refer to Lifelong Learning UK's 'Application Guide to Using Technology to Support Learning for Teachers, Tutors and Trainers in the Lifelong Learning Sector in Wales', as there are examples of the specific use of technologies to support learning.

The National Occupational Standards (NOS) for Management and Leadership contain 74 units within the six standards. This guide focuses on ten of these units, which are those that have been identified by stakeholders as critical to or most widely applicable to the range of management and leadership roles across the lifelong learning sector. These are:

- A2 Manage your own resources and professional development**
- B6 Provide leadership in your area of responsibility**
- B8 Ensure compliance with legal, regulatory, ethical and social requirements**
- B9 Develop the culture of your organisation**
- B11 Promote equality of opportunity, diversity and inclusion in your area of responsibility**
- C5 Plan change**
- D7 Provide learning opportunities for colleagues**
- E4 Promote the use of technology within your organisation**
- F9 Build your organisation's understanding of its market and customers**
- F10 Develop a customer focused organisation.**

Technology can be applied to the other units; the application guide can act as a model and stimulus for users wanting to examine further units that might be particularly relevant to their roles or organisations. It is because the standards apply to a wide range of management roles, not all the units referred to in the application guide are relevant to all levels of management.

In the tables that follow, each area and associated unit is listed in the left hand column. You can find the standard statements relating to each unit listed as an appendix at the end of the guide. The standard statements are derived from the 'outcomes of effective performance' section of the units in the NOS.

For each statement, elements have been identified. These explain how leaders and managers can locate technology in their role and responsibilities. Elements explain the specific application of the use of technology for each outcome. Some of the statements from the standards will have one associated element, others may have more, and some may have none. The elements are also listed in the appendix at the end of the guide.

In the right hand column of the tables, you will find application statements. These are an extension of the standard and element statements, and provide guidance on the associated content of each element. In the bottom of the tables, tips are listed. These give suggestions for ideas to explore, questions to consider and actions to take. The tips are simply illustrations of how to implement the elements and their application, and are not prescriptive of what you should be doing.

Example of a unit, application and tips

Area A: Managing self and personal skills	Application
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>A2 Manage your own resources and professional development (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Identify your own skills in technology, including where there are gaps and what you need to improve on • Identify your organisation's developmental needs and vision in relation to technology.
<p>Tips:</p>	
<ul style="list-style-type: none"> • When you're trying out something new, why not discuss this with colleagues so that they can give you feedback or encouragement • Be proactive; seek out other managers and leaders who are actively using technology • Ask yourself/find out which new technology skills will really make an impact on how well you do your job. 	

The following websites are suggested for an introduction to the topic of technology for teaching and learning:

http://moodle.rsc-wales.ac.uk/file.php/105/intro_to_e-learning_april09.ppt

<http://moodle.rsc-wales.ac.uk/elearninginteaching>

<http://telcymru.jiscinvolve.org/>

<http://www.jisc.ac.uk/media/documents/publications/effectivepracticeelearning.pdf>

Remember – technology develops fast, so you should always seek further up-to-date examples and information.

Throughout the document you will find quotes, useful hints and links¹⁵ which can be found in the supporting information section at the end of each unit.

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Section B:

Units, applications and tips

Area A: Managing self and personal skills	Application
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>A2 Manage your own resources and professional development (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Identify your own skills in technology, including where there are gaps and what you need to improve on • Identify your organisation's developmental needs and vision in relation to technology • Inspire others within your organisation through your use of technology and/or your own personal development of understanding and skills • Ask others around you for help in developing your understanding and skills about technology.

Tips:

- When you're trying out something new, why not discuss this with colleagues so that they can give you feedback or encouragement
- Be proactive; seek out other managers and leaders who are actively using technology
- Ask yourself/find out which new technology skills will really make an impact on how well you do your job
- Ensure your appraisal includes a discussion of your technology skills and knowledge
- Identify a colleague who might act as a role model in their use of technology
- Consider what software you can use to help you
- Remember that learning any new skill, including technology skills, requires practice, so make sure you include hands-on experience
- If your organisation has a [virtual learning environment \(VLE\)](#), take every opportunity to use it.

Supporting information:

- This unit is about managing your own personal development. Unit D7 – Provide learning opportunities for colleagues – complements this unit
- The Skills Framework for the Information Age (SFIA) can help you to define the skills needed to lead and manage technological change, see: <http://www.sfia.org.uk>
- The e-skills passport allows users to analyse skills gaps and plan their learning, see: <http://www.e-skillspassport.com>
- Your VLE may enable you to create professional online surveys quickly and easily. A commercial supplier of such a tool may also be used for example Survey Monkey: <http://www.surveymonkey.com>.



“Leadership in IT is a bit different from general management issues where leaders usually have a considerable amount of knowledge. But with IT, leaders are not so informed or in their comfort zones because of the pace of change. In general management, you have to have a vision of what the end point is; with IT, you approve the general direction but you don’t know where it’s going to end; you don’t know what it might lead to.”

John Stone, Chief Executive, Learning and Skills Network

Area B: Providing direction	Application
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>B6 Provide leadership in your area of responsibility (click to appendix for standard statements and technology elements).</p> <p>B8 Ensure compliance with legal, regulatory, ethical and social requirements (click to appendix for standard statements and technology elements).</p> <p>B9 Develop the culture of your organisation (click to appendix for standard statements and technology elements).</p> <p>B11 Promote equality of opportunity and diversity in your area of responsibility (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Make clear the reasons why technology is an important part of the vision and objectives of the organisation • Use technology wherever appropriate to communicate the vision, objectives and plans of your area of work and your organisation • Use a supportive and inclusive leadership style, being aware that technological change is challenging for some colleagues • Allow colleagues space and time to experiment and use technology creatively • Monitor the latest requirements relating to safeguarding learners online, data protection and the prevention of software theft and provide appropriate training opportunities to staff • Be a role model for others through your values, attitude towards technology and use of it • In reviewing policies and procedures, check whether they support or undermine the technology culture you are striving to promote • Ensure technology is used in an inclusive way, which promotes equality of opportunity • Use technology to support you in monitoring, reviewing and reporting on progress in diversity issues.

Tips:

- Practice what you preach – use email, texting, **blogs** or webcams to get your message out to colleagues and to receive feedback
- Technological change can be overwhelming – remind yourself how it feels when you change your mobile phone
- Share good practice by posting teaching and learning sessions that have successfully used technology on your **virtual learning environment (VLE)** or organisation's website
- Give each team member a slot at team meetings where they can present how to do something innovative with technology
- Use a **podcast** or **vodcast** to communicate with learners and colleagues the subject of online safeguarding
- Useful resources for staff training on data protection can be accessed from the Information Commissioners Office (ICO)
- Do your person specifications reference a willingness to use new technologies?
- Remember – technology is used by people of all ages.

Supporting information:

- The Internet Watch Foundation (IWF) provides a hotline for reporting illegal internet content including child abuse and obscene or racist material, go to: <http://www.iwf.org.uk>
- The website of the ICO contains many useful resources, including training DVDs for staff and information aimed at young people who use online networking sites: <http://www.ico.gov.uk/>
- In 2008 the British Educational Communications and Technology Agency (Becta) published, Safeguarding children in a digital world: Developing an Local Safeguarding Children Boards (LSCB) e-safety strategy. It can be downloaded at: <http://publications.becta.org.uk>. Useful material in the annexes can be adapted for use in your organisation
- You can find the JISC Plagiarism Advice service at: <http://www.plagiarismadvice.org/wp/index.php>
- The Office for National Statistics website (<http://www.neighbourhood.statistics.gov.uk>) provides data that can help you build up a profile of your local community
- An adult learning provider refers to the use of technology in all job descriptions and provides induction sessions for new staff on using technology. These help to get the message across that embracing technology is part of the organisation's culture
- The providers who make most progress with using technology are those where the manager is prepared to take responsibility for making things happen
- A voluntary sector learning provider distributes a one page, illustrated email newsletter where hyperlinks point to more in-depth articles. This format allows readers to customise style and content such as font size, using accessibility features, and creates opportunities for 'minority interest' material that would not find space in a printed newsletter
- An adult learning provider has an equality and diversity group that includes technology change in its brief
- Before buying **assistive technologies**, talk to a specialist adviser and explore potential solutions with the learner or staff member concerned. If possible, allow them to try several solutions and choose what works best for them. RSC Wales may be able to demonstrate equipment.



Area C: Facilitating change	Application
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>C5 Plan change (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Consider how changes in the use of technology will impact on people's jobs, and in turn how this will impact on the learner • Identify both the barriers and opportunities to using technology in your organisation or your area of responsibility • Plan holistic convergence and integration of IT systems where appropriate • Contingency planning is particularly important when introducing technological change; new technologies emerge, and you may need to change your plans • Think about the timescales involved in planning for technological change and communicate this to staff – 'quick wins' will help staff to have more confidence with the plan • Make real use of learner and staff involvement, and how technology can help with this, especially in creating plans and getting feedback • Identify likely training needs and continuing professional development (CPD).

Tips:

- What is it that actually needs changing? Be clear about what needs changing and why, avoid change for change's sake
- Look ahead for technological change that may impact on your organisation
- Listen to learners of all ages about their technological expectations
- Will some locations need better connectivity? Will you have enough money to do this?
- Consider different types of software to help with the planning process, such as online shared documents or planning software
- Why not find a provider which is also trying to improve its use of technology and review each other's progress? You could also collaborate, share resources or work in partnership with them
- Invite a tutor and a learner to meet a company representative who is demonstrating a new piece of equipment that you might buy – they can help you avoid pitfalls
- Identify technology to get feedback, perhaps through a [wiki](#) or [blog](#); or construct your own online survey using a tool such as your [virtual learning environment \(VLE\)](#), Moodle or Survey Monkey
- An internet search will uncover many tools to help with training needs analysis. Additionally, it may be appropriate to use skills audit tools e.g. from the British Educational Communications and Technology Agency (Becta) website: <http://www.generatorfeandskills.com/> to monitor progress in the use of technology and identify areas that require attention.

Supporting information:

- Becta has developed a technology improvement tool called Generator: <http://www.generatorfeandskills.com/>. Generator enables you to review your deployment of technology across the whole organisation – for the benefit of learners, employers and management
- A small provider cannot, at present, afford data projection for one of its computer rooms. So, as a quick win, it plans to install inexpensive software that enables learners to see what is on the tutor's PC on their own screens. Longer term plans include an interactive whiteboard for the room
- When planning to set up a VLE a provider planned not only all the technical aspects, but also how to persuade everyone to use it.

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Area D: Working with people	Application
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>D7 Provide learning opportunities for colleagues (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Give all staff the opportunity to show their potential • Encourage staff to think about how using technology can improve their learners' experiences • Make specific reference to the use of technology in your review or appraisal processes • Encourage staff to self audit their own skills to identify where they can help other colleagues, giving them opportunities to share their expertise • Ensure continuing professional development (CPD) is able to be personalised through the use of technology • Manage the diversity of opinion and needs of staff and learners, particularly those who may not have a fixed base or may need adaptive technologies because of a disability.

Tips:

- Use your own website, intranet and/or **virtual learning environment (VLE)** to share examples of good practice
- Have you thought about using multimedia where possible?
- Electronic communication, for instance via email, can be effective. Email encourages a two-way, structured process in which both parties have time to consider their responses
- RSC Wales can provide information on programmes and courses to meet the needs of teachers and trainers
- Don't forget to make use of the internet – it provides a wealth of information about different countries and cultures
- Consider the use of mentors/champions in your organisation
- Understand the concerns of staff with concerns about the use of technology
- Do staff have technology considered as part of their CPD and development plans?
- The best way to learn about technology is to use it to do real meaningful things that form a natural part of a job
- Exploit technology to provide remote support where needed, for example via mobile phones or the internet
- Does your website/VLE have an area where colleagues can find answers to frequently asked questions (FAQs) or seek assistance?
- Encourage colleagues to become active members of online networks, discussions, forums and other forms of communication
- Consult your information and learning technology (ILT)/e-learning manager.

Supporting information:

- RSC Wales: www.rsc-wales.ac.uk
- A provider invited its subcontractors to try out new equipment it had purchased. The event was successful because of its hands-on approach
- One provider has rucksacks that tutors take to adult classes. These contain useful items such as a laptop, projector, camera and whiteboard emulator. The ease of collecting the resources has encouraged tutors to practise using them
- A work based provider in a rural area provided hospitality assessors with laptops, even though staff were reluctant to use them. They learnt to use them in stages, starting with a slideshow for prospective learners and their employers, moving on to using them during initial assessment and then to provide Key Skills learning activities for apprentices.



Area E: Using resources	Application
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>E4 Promote the use of technology within your organisation (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Focus on teaching and learning, but don't forget other key processes where you use technology, such as recruitment and progress tracking • Showcase the use of technology in action wherever appropriate • Ensure your technology strategy ties in with your business plan and quality improvement plan • Continue to have regular discussions about implementation of your technology plan and how it is progressing • Your implementation plan should contain measurable milestones or targets • Encourage colleagues to include contingency arrangements in their schemes of work and session plans • Measure progress and identify areas of further development • Regularly evaluate the effectiveness of the use of technology and develop innovative ways of evaluating its use.

Tips:

- Consider the technology that already exists in your organisation and whether it is being used to its full advantage
- Create a [blog](#) that all staff can access, where they can post success stories and pitfalls (including tips on how to avoid them)
- Talk to other providers and RSC Wales
- Make maximum use of your website, intranet and/or [virtual learning environment \(VLE\)](#) as tools for collaboration and consultation. They are not just about pushing information out – they should pull it in as well
- Avoid doing too much too quickly
- Consult with end users when developing and implementing your technology strategy
- Listen to learners of all ages about their ownership and use of technology
- Think in terms of short, medium and long term goals
- Do you need an information and learning technology (ILT) strategy group?
- Consider how to make best use of team meetings and staff development days – these could be ideal for raising awareness of your technology strategy
- Blogs and video diaries can help learners to express their needs
- Take a look beyond the world of the lifelong learning sector – many businesses use technology to support the development of their staff
- Use the results of Estyn inspections as a tool for monitoring your overall performance
- Have contingency plans, particularly focussed on the technologies that are most likely to fail, such as unstable internet access or a poor mobile phone signal – ask colleagues “what would you do if the technology wasn't available?”
- Consult your ILT/e-learning manager.

Supporting information:

- The 'networked learning' area of the National College for School website has some useful research lesson study tools which you can adapt to help you explore whether your use of technology meets the needs of your learners. Research lesson study also provides a framework for peer support when trying out new technologies:
<http://www.ncsl.org.uk/networked-index.htm>
- The British Educational Communications and Technology Agency (Becta) has developed a technology improvement tool: <http://www.generatorfeandskills.com/> which enables you to review your deployment of technology across the whole organisation – for the benefit of learners, employers and management
- One provider devoted a whole day to looking at where their organisation was in relation to the use of technology, with a wide cross section of staff from across the organisation participating. A voting kit was used to reach consensus on each question considered.

Area F: Achieving results	Application
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>F9 Build your organisation's understanding of its market and customers (click to appendix for standard statements and technology elements).</p> <p>F10 Develop a customer focused organisation (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Consider what your organisation's current and future needs are with regard to technology, including potential learners • Develop a research strategy using the internet and technology to find out more about your customers • Use technology to deliver programmes in ways that make them attractive and accessible to groups and individuals who are not participating • Ensure any teaching and learning policy has a clear statement about developing the use of information and learning technology (ILT) • Ensure that the learner's voice informs your strategy • Establish collaborative partnerships with organisations who have an expertise in the use of technology • Self assessment processes should include evaluation of how effectively you use technology to enhance your services to learners.

Tips:

- What kind of technology do your learners expect to find in use when they join one of your programmes? If you don't know what they expect, use a **voting kit** or online survey to help you find out
- A good starting point for internet research on the demographics of potential learners is the Neighbourhood Statistics website: <http://www.neighbourhood.statistics.gov>
- Is there a digital divide in the communities you serve? What implications does this have for the way you market and deliver your programmes? Try a virtual focus group to enter into dialogue with your learners and potential learners
- If people from certain locations or groups are conspicuous by their absence, how might you use technology to make learning more accessible for them? Consider Techtis
- Do you know if your website is effective – either as a marketing method or as a working tool for staff and learners? There are a number of free website analysis tools that can help you to find out
- Develop the skills of staff to effectively communicate across a range of media technologies where perhaps eye contact or body language is missing
- Online questionnaires are not the only way of asking your learners/customers to help you identify improvements – they can also use **blogs**, video diaries and discussion forums to work with you to improve their experience.

Supporting information:

- The annual British Education and Training Technology (BETT) show is a good place to see the latest technologies for education, but go with an idea of what you want to look into, or you will feel overwhelmed: www.bettshow.com
- The British Educational Communications and Technology Agency (Becta) website includes information on emerging technologies. You can download emerging technologies for learning at: <http://publications.becta.org.uk>
- Managing Information Across Partners (MIAP): <http://www.miap.gov.uk>
- An adult learner signed up for a landscape design course and was surprised and disappointed when she found that computers were not used during the course. Nobody thought to ask the learners whether they expected to use landscape design software.

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Section C:

Glossary, acronyms and abbreviations

Glossary	
Application guide	A document which interprets and expands on the standards in relation to a particular subject area for a specific category of staff in the lifelong learning sector.
Application and illustration	Statements which shows an extension of the standards and elements and provides guidance on the content of each element.
Assistive technology	Assistive technology provides enhancements to technology which enables people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing. More information at: http://moodle.rsc-wales.ac.uk/accessibility/ . Also see links in 'Assistive technology' on page 29.
Blended learning	Learning that involves a 'blend' of methodologies, e.g. using an interactive whiteboard and paper based tools in a classroom setting, or making use of both text books and online resources.
Blog (and micro-blog)	Short for web log, this is a personal online journal that is frequently updated: http://www.youtube.com/watch?v=NN2I1pWXjXI . Micro-blogs follow the same format but are limited to only a small amount of text e.g. Twitter.
Digital divide	The gap between those people who have access to information technology and those with limited or no access: http://en.wikipedia.org/wiki/digitaldivide .
Distance learning	Learning that involves little or no 'face-to-face' teaching. This type of learning was typified by correspondence courses in the past, but now usually involves a large online component.
Element	An area of knowledge, understanding and practice which details the specific application of the standard in a particular area.
e-assessment	Assessment that involves technology in some way, for example, on-screen testing.
e-ILP	Electronic individual learning plan see: http://en.wikipedia.org/wiki/Individual_Learning_Plan .
e-learning	'electronic learning'; the use of electronic technology to support, enhance or deliver learning.
e-portfolio	A collection of electronic evidence assembled and managed by a user, see: http://www.jisc.ac.uk/publications/documents/effectivepracticeportfolios.asp .
Estyn	The inspection service for education and training in Wales.
ICT	Information and communication technologies; the combination of computing and communication technologies (including computer networks and telephone systems) that connects and enables systems e.g. the internet.
ILT	Information and learning technology, see 'e-learning' above.
Instant messaging	A message – generally text – sent in real time via network e.g. mobile phone or online.

Glossary	
Interactive whiteboard	A whiteboard with interactive options – allows annotation of projected text, images etc. Most of the interactive functionality is due to the software rather than the board. Examples include Smart and Promethean. Useful resources are often available from manufacturers' websites.
Management information system (MIS)	Software to integrate institutional data such as attendance and achievement. May also integrate with other software systems such as a virtual learning environment (VLE).
Mind-mapping	Use of software to produce diagrams ('mind-maps' or 'spider diagrams') to summarise large quantities of data, see: http://en.wikipedia.org/wiki/List_of_Mind_Mapping_software .
Mobile technologies	The use of mobile, generally handheld devices for teaching and learning. For example; text messages for updates and reminders, phones/digital cameras to photograph project work, voice recordings on digital recorders/phones, digital timers/phones for experiments and satellite navigation devices for navigation/map work. Such technologies are also useful where there is limited access to PCs. A case study from Wales may be viewed at: http://mlearn.pembrokeshire.ac.uk/files/final_report.pdf . See also list of appropriate websites on page 26.
MP3/MP4	An audio/video file format.
Netiquette	Term referring to the correct ways of working online, see: http://www.bbc.co.uk/webwise/askbruce/articles/boards/netiquette_1.shtml .
Open source software/resources	Software or online resources that are freely downloadable and editable.
Pedagogic planners	Online pedagogic planners help plan courses and lessons with access to additional materials such as lists of educational technology. Examples include Phoebe and the London Pedagogic Planner (LPP).
Plagiarism-detecting software	Software that searches through scripts and compares with other online text, thus identifying possible plagiarism e.g. 'Turnitin' and Google search function.
Podcast	A pre-recorded audio program that's posted to a website and is made available for download see: http://www.youtube.com/watch?v=le3qPEeaRiM
RSS feeds	Allow subscriptions to updates from websites, see: http://www.youtube.com/watch?v=0klgLSxGsU .
Social bookmarking	Social bookmarking is a method for internet users to store, organise, search, manage and share bookmarks of web pages, see: http://en.wikipedia.org/wiki/Social_bookmarking . A good example of a social bookmarking site is 'delicious': http://delicious.com .

Glossary	
Social networking	Online communication methods that may involve a range of media, see: http://www.youtube.com/watch?v=6a_KF7TYKVc .
Standard	A statement which describes the skills, knowledge and understanding needed to undertake a particular task or job to a nationally recognised level of competence.
Teacher	For the purposes of this document, the term teacher has been used generically to represent teachers, tutors, trainers, lecturers and instructors in the sector.
Text wall	A website that receives and displays text messages from mobile devices. This allows feedback from learners to questions, discussions etc, and may be used in a similar way to voting systems.
Virtual learning environment (VLE)	A software system designed to facilitate teachers in the management of educational courses for their learners e.g. Moodle or Blackboard, see: http://en.wikipedia.org/wiki/Virtual_learning_environment .
Virtual worlds	These are websites where individuals can assume the identity of specific characters (avatars) and interact with others. 'Second Life' is an example which is free to use. This technology is widely used for games (e.g. World of Warcraft), but also has significant educational potential, see: http://www.jisc.ac.uk/publications/publications/seriousvirtualworldsreport.aspx .
Vodcast	A 'video podcast' – a pre-recorded video file that is posted to a website and made available for download.
VOIP	'Voice over internet protocol'; an online system allowing synchronous audio and video communication, using a microphone and web-cam e.g. Skype, which is currently free.
Voting technologies	A system involving PC, transmitter, and handsets that allow teachers to pose questions and obtain responses from all learners in an active, anonymous way. Also known as 'audience response systems', 'clickers' see: http://www.elearning.ac.uk/innoprac/practitioner/strathclyde.html .
Web 2.0	A second generation of websites focussing on contact, collaboration, and other social activities. Includes applications such as blogs, wikis and social bookmarking.
Wiki	A website that allows permitted users to edit content in a collaborative way: http://www.youtube.com/watch?v=-dnL00TdmLY .
Wikipedia	A wiki that can be edited by any user to create an 'online encyclopaedia'. Note that whilst there is much useful information on the site, there is no guarantee of reliability and information should always be checked: http://www.wikipedia.org/ .

Acronyms and abbreviations	
ACL	Adult community learning
AO	Awarding organisation
Becta	British Educational Communications and Technology Agency
CPD	Continuing professional development
DCELLS	Department of Children, Education, Lifelong Learning and Skills
ENTO	Employment National Training Organisation
FE	Further education
FENTO	Further Education National Training Organisation
HE	Higher education
ICT	Information and communication technologies
ILP	Individual learning plan
JISC	Joint Information Systems Committee
MIS	Management information system
MSC	Management Standards Centre
NGfL	National Grid for Learning
NOS	National Occupational Standards
RSC	Regional Support Centre (JISC)
SSC	Sector Skills Council
VLE	Virtual learning environment
WBL	Work based learning

Section D:

Online information support

Useful websites	
NGfL Cymru	http://www.ngfl-cymru.org.uk
JISC	http://www.jisc.ac.uk
RSC Wales	http://www.rsc-wales.ac.uk
NIACE Dysgu Cymru	http://www.niacedc.org.uk/
Lifelong Learning UK	http://www.lluk.org
Becta	http://www.becta.org.uk
TEL Cymru	http://telcymru.jiscinvolve.org
fforwm	http://www.fforwm.ac.uk
Office for National Statistics	http://www.neighbourhood.statistics.gov.uk
Information Commissioners Office (ICO)	http://www.ico.gov.uk

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

A selection of online tools and resources	
Audacity® (for recording and editing audio)	http://audacity.sourceforge.net
BBC Education	http://www.bbc.co.uk/learning
BBC Learning for Adults	http://www.bbc.co.uk/learning/subjects/adult_learning.shtml
Blogs 2 Teach	http://www.blogs2teach.net
Britkid	http://www.britkid.org
CamStudio (for production of 'how to' guides using PC content/applications)	http://www.camstudio.org
Centre for Learning and Performance includes Directory of e-learning tools	http://www.c4lpt.co.uk/index.html
Excellence Gateway	http://excellence.qia.org.uk
Fast Tomato	http://www.fasttomato.com
Ferl: Teaching and Learning Resource Bank	http://www.excellencegateway.org.uk/page.aspx?o=nav-resources
Flickr (photo upload and viewing)	http://www.flickr.com
Gathering the Jewels (images of Welsh culture)	http://www.gtj.org.uk
Generator	http://www.generatorfeandskills.com
Gold Dust (teacher training support)	http://excellence.qia.org.uk/GoldDust
Hot Potatoes™ (interactive quizzes)	http://www.halfbakedsoftware.com/hot_pot.php
Internet Detective (tutorial on internet searching)	http://www.vts.intute.ac.uk/detective/
Intute (subject specific resources and free internet tutorials)	http://www.intute.ac.uk http://www.vts.intute.ac.uk
JISC Collections Catalogue of Online Resources	http://www.jisc-collections.ac.uk/
KnowUK and NewsUK	http://library.wales.org/reference-resources/knowuk-newsuk/
Learning Technologies	http://www.learningtechnologies.ac.uk
Learning and Skills Improvement Service	http://ecpd.bdplearning.com/ecpd/index.php

A selection of online tools and resources	
Moodle	http://moodle.org/
NLN Materials	http://www.nln.ac.uk/materials
Staff Development E-learning Centre (SDELc)	http://www.sdelc.co.uk
Survey Monkey	http://www.surveymonkey.com/
TeacherTube (many subject specific videos)	http://www.teachertube.com/index.php
UK Adult Basic Skills Resource Centre	http://www.skillsworkshop.org
Videojug (a range of 'how to' videos)	http://www.videojug.com
Virtual Training Suite of Internet Tutorials	http://www.vts.intute.ac.uk/
Webquest UK	http://www.webquestuk.org.uk/webquestuk_library.htm http://webquest.org/search/index.php
Wikibooks	http://wikibooks.org
Wikispaces	http://www.wikispaces.com
Wink (screen capture application)	http://www.debugmode.com/wink
Xerte (content creation with accessibility features)	http://www.nottingham.ac.uk/xerte
YouTube	http://www.youtube.com

Assistive technology	
AbilityNet	http://www.abilitynet.org.uk
AccessApps	http://www.scottish-rscs.org.uk/access/?page_id=217
SimDis	http://www.techdis.ac.uk/simdis
TechDis	http://www.techdis.ac.uk
TechDis Accessibility Essentials	http://www.techdis.ac.uk/index.php?p=3_20
TechDis: aspects of accessibility legislation	http://www.techdis.ac.uk/resources/sites/staffpacks/Staff%20Packs/Accessible%20Learning/Intro%20to%20Legislation.xml
HiSoftware	http://www.contentquality.com
I am Dyslexic	http://www.iamdyslexic.com
Deafsign	http://www.deafsign.com/ds/index.cfm

Mobile technologies	
M-learning	http://www.m-learning.org
Mobile technologies – the handheld choice	http://www.niace.org.uk/mobiletechnology
Molenet	http://www.molenet.org.uk/
TechDis – m-learning and accessibility	http://www.techdis.ac.uk/index.php?p=9_5

Section E: Appendix I

Unit A2: Manage your own resources and professional development

You must be able to do the following:	Element:
<p>1. Evaluate, at appropriate intervals, the current and future requirements of your work role, taking account of the vision and objectives of your organisation.</p>	<p>1.1 Use technology to help you evaluate the requirements of your work role.</p> <p>1.2 Take account of your organisation's vision and objectives for use of technology when undertaking evaluations.</p>
<p>2. Consider your values, career and personal goals and identify information which is relevant to your work role and professional development.</p>	<p>2.1 Understand how you can use technology to help you consider your goals and identifying information relevant to your work role.</p> <p>2.2 Identify the development of your technology skills and knowledge.</p> <p>2.3 Work with colleagues to arrive at your shared values in relation to technology, then investigate where technology can serve these values.</p>
<p>3. Discuss and agree personal work objectives with those you report to and how you will measure progress.</p>	<p>3.1 Understand how technology can help you to discuss and agree work objectives and also measure progress.</p> <p>3.2 Include your use and potential use of technology when discussing your work objectives.</p>
<p>4. Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities.</p>	<p>4.1 Consider your preferred learning styles when deciding how to learn new technology skills.</p> <p>4.2 Recognise developments in learning technology and how these can support or challenge the learning styles that work best for you.</p>
<p>5. Identify any gaps between the current and future requirements of your work role and your current knowledge, understanding and skills.</p>	<p>5.1 Use technology to help you identify gaps in your knowledge, understanding and skills.</p> <p>5.2 Consider aspects of your work that relate to use of technology.</p>

You must be able to do the following:	Element:
<p>6. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals.</p>	<p>6.1 Include aspects of your work that relate to use of technology when considering your development plan.</p> <p>6.2 Understand the contribution that learning technology can make to your development plan.</p>
<p>7. Undertake the activities identified in your development plan and evaluate their contribution to your performance.</p>	<p>7.1 Undertake the activities in your development plan that relate to your use of technology, and evaluate their contribution to your performance.</p> <p>7.2 Use technology where appropriate to assist you in evaluating the contribution the activities have made to your performance.</p>
<p>8. Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.</p>	<p>8.1 Review and update your work objectives and development plan in relation to the use of technology.</p> <p>8.2 Use technology to help you review and update your work objectives and development plan.</p>
<p>9. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback.</p>	<p>9.1 Obtain regular feedback on your use of technology.</p> <p>9.2 Use technology to support you in getting feedback where appropriate.</p>
<p>10. Ensure that your performance consistently meets or goes beyond agreed requirements.</p>	<p>10.1 Ensure that your use of technology consistently meets or goes beyond agreed requirements.</p>

Unit B6: Provide leadership in your area of responsibility

You must be able to do the following:	Element:
<p>1. Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area.</p>	<p>1.1 Create a vision of where your area is going, including in relation to the use of technology.</p> <p>1.2 Use technology to communicate the vision clearly and enthusiastically, together with supportive objectives and operational plans, to the people working within your area.</p>
<p>2. Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.</p>	<p>2.1 Ensure that people understand how the vision and plans, including those for using technology, link to the organisation's vision and objectives.</p> <p>2.2 Use technology to support people to understand the vision and plans.</p>
<p>3. Steer your area successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the area.</p>	<p>3.1 Use technology to help you deal, for example, with conflict, diversity and inclusion issues as you implement your technology plans.</p>
<p>4. Create and maintain a culture within your area which encourages and recognises creativity and innovation.</p>	<p>4.1 Create and maintain a culture to support creativity and innovation in the use of technology.</p> <p>4.2 Use technology to help create this culture.</p> <p>4.3 Identify processes, procedures and/or systems that will work across the organisation to ensure goals are secured.</p>
<p>5. Develop a range of leadership styles then select and apply them to appropriate situations and people.</p>	<p>5.1 Select and apply leadership styles then appropriately apply them as you lead in the use of technology.</p> <p>5.2 Understand how the use of technology can support or reinforce a particular leadership style.</p>

You must be able to do the following:	Element:
<p>6. Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say.</p>	<p>6.1 Use technology, when appropriate, to communicate with the people in your area and show that you listen to what they say.</p>
<p>7. Give people in your area support and advice when they need it, especially during periods of setback and change.</p>	<p>7.1 Give people in your area support and advice, especially during periods of technological change. 7.2 Identify technology and use it appropriately to provide support and advice.</p>
<p>8. Motivate and support people in your area to achieve their work and development objectives, and provide recognition when they are successful.</p>	<p>8.1 Motivate and support people to achieve their objectives, including those relating to use of technology, and provide recognition when they are successful. 8.2 Use technology to motivate and support.</p>
<p>9. Empower people in your area to develop their own ways of working and make their own decisions within agreed boundaries.</p>	<p>9.1 Understand how technology can empower people in your area to develop their own ways of working and make decisions. 9.2 Provide people with access to technology tools and support.</p>
<p>10. Encourage people to take the lead in their own areas of expertise and show willingness to follow this lead.</p>	<p>10.1 Encourage people to take the lead in their areas of expertise, including in their use of technology, and be willing to follow this lead. 10.2 Use technology to support people to take the lead.</p>
<p>11. Win, through your performance, the trust and support of people within your area for leadership and get regular feedback on your performance.</p>	<p>11.1 Use technology to demonstrate your leadership and to invite and analyse regular feedback on your performance.</p>

Unit B8: Ensure compliance with legal, regulatory, ethical and social requirements

You must be able to do the following:	Element:
<p>1. Monitor the relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them.</p>	<p>1.1 Understand the relevant requirements with respect to the use of technology, and know what will happen if you don't meet them.</p> <p>1.2 Use technology to help you keep abreast of requirements and to alert you to new developments.</p>
<p>2. Develop effective policies and procedures to make sure your organisation meets all the necessary requirements.</p>	<p>2.1 Develop policies and procedures to make sure your organisation meets requirements relating to the use of technology.</p> <p>2.2 Use technology to help you develop policies and procedures.</p>
<p>3. Make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice.</p>	<p>3.1 Make sure all relevant people, including learners, understand the importance of following policies and procedures.</p> <p>3.2 Use technology to help communicate and reinforce messages.</p>
<p>4. Monitor the way policies and procedures are put into practice and provide support.</p>	<p>4.1 Use technology to help monitor how policies and procedures are put into practice, and to provide support.</p>
<p>5. Encourage a climate of openness about meeting and not meeting the requirements.</p>	<p>5.1 Use technology to reinforce the message about requirements and to promote open, two-way communication.</p>
<p>6. Identify and correct any failures to meet the requirements.</p>	<p>6.1 Identify and correct any failures to meet requirements relating to your use of technology.</p>
<p>7. Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future.</p>	<p>7.1 Identify why you have not met requirements relating to use of technology, and adjust policies and procedures to reduce the likelihood of failures in the future.</p>
<p>8. Provide full reports about any failures to meet the requirements to the relevant stakeholders.</p>	<p>8.1 Use technology to provide full reports about failures to meet the requirements, including those relating to use of technology.</p>

Unit B9: Develop the culture of your organisation

You must be able to do the following:	Element:
<p>1. Agree values and assumptions that encourage behaviour that is consistent with your organisation's overall vision and strategy and the needs and interests of key stakeholders.</p>	<p>1.1 Agree values and assumptions that underpin your vision of an organisation that embraces technology.</p> <p>1.2 Use technology to consult and involve colleagues in identifying the values and assumptions that underpin the vision.</p>
<p>2. Make sure your personal behaviour, actions and words consistently reinforce these values and assumptions.</p>	<p>2.1 Consistently reinforce key messages about embracing technology.</p> <p>2.2 Use technology to support, reinforce or convey your messages.</p>
<p>3. Communicate agreed values to people across your organisation and motivate them to put these into practice.</p>	<p>3.1 Communicate a clear vision regarding technology, and motivate people to sign up to it.</p> <p>3.2 Use technology to communicate agreed values and motivate people to put these into practice.</p>
<p>4. Put in place policies, programmes and systems to support agreed values.</p>	<p>4.1 Put in place policies, programmes and systems to support your agreed approaches to and use of technology.</p> <p>4.2 Use technology to help you implement your approaches.</p>
<p>5. Counter messages that conflict with agreed values.</p>	<p>5.1 Argue against messages that conflict with agreed values in relation to your use of technology.</p> <p>5.2 Use technology to help you counter messages that conflict with agreed values.</p>
<p>6. Continuously monitor and adjust values and assumptions, and the way they are applied.</p>	<p>6.1 Continuously monitor whether your values and assumptions regarding the use of technology meet your learners' needs.</p> <p>6.2 Use technology to help you monitor whether you meet learners' needs.</p>

Unit B11: Promote equality of opportunity, diversity and inclusion in your area of responsibility

You must be able to do the following:	Element:
<p>1. Ensure commitment within your area of responsibility to promoting equality of opportunity, diversity and inclusion, including making them priority areas in terms of informing the vision and objectives for your area and planning and decision making.</p>	<p>1.1 Promote equality of opportunity, diversity and inclusion, including in terms of your planning for the use of technology.</p> <p>1.2 Use technology to support you to promote equality, diversity and inclusion.</p>
<p>2. Ensure that your behaviour, words and actions and those of people working in your area of responsibility, support a commitment to equality of opportunity, diversity and inclusion.</p>	<p>2.1 Understand how technology can help you, and the people in your area of responsibility, demonstrate a commitment to equal opportunities, diversity and inclusion.</p> <p>2.2 When planning to introduce technology, ensure it is accessible to all learners and staff.</p>
<p>3. Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.</p>	<p>3.1 Use technology to help you identify your responsibilities and liabilities.</p> <p>3.2 Identify any personal responsibilities and liabilities that apply to use of technology.</p>
<p>4. Identify the diversity and needs of your area's current customers, and potential customers and identify areas where needs could be better satisfied and where the diversity of customers could be improved.</p>	<p>4.1 Use technology to help identify the needs of current and potential learners and staff, where needs could be better satisfied and where the diversity of learners and staff could be improved.</p> <p>4.2 Understand how technology can address identified needs and improve diversity.</p>
<p>5. Ensure that the organisation's written equality, diversity and inclusion policy is clearly communicated to all people in your area of responsibility and other relevant parties.</p>	<p>5.1 Use technology to enhance the communication of the equality, diversity and inclusion policy and to draw attention to references in the use of technology.</p> <p>5.2 Ensure that your organisation's policy refers to the use of technology to promote equality, diversity and inclusion.</p>

You must be able to do the following:	Element:
<p>6. Implement the organisation's written equality, diversity and inclusion policy in your area, including relevant parts of any accompanying organisation wide action plan, seeking and making the required resources available.</p>	<p>6.1 Use technology to help implement the policy in your area, making the required resources, including technological resources, available.</p>
<p>7. Ensure regular consultation with people in your area of responsibility or their representatives on equality, diversity and inclusion issues.</p>	<p>7.1 Use technology to help you consult on equality, diversity and inclusion. 7.2 Refer in your consultations to issues relating to the use of technology.</p>
<p>8. Seek and make use of specialist expertise in relation to equality, diversity and inclusion issues.</p>	<p>8.1 Use specialist expertise to help you use technology effectively in relation to equality, diversity and inclusion.</p>
<p>9. Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working.</p>	<p>9.1 Use technology to help you respond proactively to different needs, abilities, values and ways of working.</p>
<p>10. Monitor, review and report to the relevant people on progress in relation to equality of opportunity, diversity and inclusion within your area of responsibility, identifying required actions and changes to practice.</p>	<p>10.1 Use technology to help you monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion. 10.2 Report on how you use technology to implement actions and changes to practice.</p>

Unit C5: Plan change

You must be able to do the following:	Element:
<p>1. Identify the procedures, systems, structures and roles that need to be changed, and assess the gap between their current and required future state.</p>	<p>1.1 Use technology to help you assess the gap between where you are now and where you want to be, including your use of technology.</p>
<p>2. Identify and assess barriers to change.</p>	<p>2.1 Evaluate the use of technology to help you identify and assess the barriers to change, including technological change.</p>
<p>3. Develop strategies and plans that set out the way forward.</p>	<p>3.1 Use technology to help develop strategies and plans that describe the way forward. 3.2 Refer in your strategies and plans to your organisation's use of technology, where appropriate.</p>
<p>4. Assess the risks and benefits associated with the strategies and plans and develop contingency arrangements.</p>	<p>4.1 Evaluate the use of technology to support you in assessing risks and benefits, including those associated with strategies and plans that relate to use of technology, and developing contingency arrangements.</p>
<p>5. Make sure your plans include short term 'wins' as well as longer term deliverables.</p>	<p>5.1 Include short term wins and longer term deliverables when planning for technological change.</p>
<p>6. Develop systems for monitoring and assessing progress.</p>	<p>6.1 Use technology to help monitor and assess progress, including progress in your organisation's use of technology.</p>
<p>7. Develop a communication strategy for the change process that allows people to give feedback.</p>	<p>7.1 Plan how staff and learners will get involved in the change process and provide opportunities for them to give feedback on technology developments. 7.2 Use technology as part of your communication strategy and to enhance opportunities for staff and learners to give feedback.</p>
<p>8. Identify training and support needs and plan how to meet these.</p>	<p>8.1 Use technology to help identify training and support needs and plan how to meet these, including needs relating to use of technology.</p>

Unit D7: Provide learning opportunities for colleagues

You must be able to do the following:	Element:
<p>1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.</p>	<p>1.1 Promote the benefits of being able to make effective use of technology, particularly the contribution technology can make to teaching, training and learning.</p> <p>1.2 Give recognition when colleagues show willingness to master new technologies.</p> <p>1.3 Use technology to support you in promoting the benefits and recognising willingness and effort.</p>
<p>2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.</p>	<p>2.1 Use technology to support you in giving colleagues feedback and helping them discuss and agree how they can improve.</p> <p>2.2 Include, where appropriate, colleagues' performance in using technology as part of feedback and discussions.</p>
<p>3. Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills.</p>	<p>3.1 Use technology to support you in working with colleagues to identify and prioritise learning needs.</p> <p>3.2 When considering gaps between the requirements of work roles and current knowledge, understanding and skills, consider how colleagues use technology, how they will be required to use technology, or how they want to use it.</p>
<p>4. Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.</p>	<p>4.1 Use technology to help colleagues identify the learning styles that work best for them.</p> <p>4.2 Consider these learning styles when identifying and undertaking learning activities, including learning activities that develop colleagues' use of technology.</p> <p>4.3 Understand how technology can support colleagues' learning and preferred learning styles.</p>

You must be able to do the following:	Element:
<p>5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.</p>	<p>5.1 Use technology to help you work with colleagues to explore a range of possible learning activities to address learning needs, including those relating to their use of technology.</p>
<p>6. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.</p>	<p>6.1 Use technology to help you explore differences in expectations and working methods of team members from different countries or cultures.</p> <p>6.2 Use technology to respond to colleagues' expectations, where appropriate, and maximise productivity.</p> <p>6.3 Consider cultural differences when seeking to improve your colleagues' use of technology.</p>
<p>7. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.</p>	<p>7.1 Ensure each colleague has an agreed development plan that includes how they will improve their skills and knowledge in relation to the use of technology.</p> <p>7.2 Understand how technology can support colleagues in recording their plans, and how learning activities can be supported or delivered through the use of technology.</p>
<p>8. Work with colleagues to recognise and make use of unplanned learning opportunities.</p>	<p>8.1 Work with colleagues to exploit unplanned opportunities to enhance their skills and knowledge in relation to the use of technology.</p>
<p>9. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.</p>	<p>9.1 Seek and use specialist expertise to identify and provide learning opportunities, including those delivered or supported by technology, that can help colleagues improve their technology skills and knowledge.</p>

You must be able to do the following:	Element:
<p>10. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.</p>	<p>10.1 Provide practical support for colleagues who want to improve their use of technology.</p> <p>10.2 Ensure colleagues have ready access to technology resources, to assist their learning and support to use the resources effectively.</p>
<p>11. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.</p>	<p>11.1 Use technology, where appropriate, to assist discussions and feedback.</p> <p>11.2 Include activities that colleagues have undertaken to improve their knowledge and skills in relation to technology in your evaluations.</p>
<p>12. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.</p>	<p>12.1 Use technology to help you work with colleagues to update their development plans.</p> <p>12.2 Identify where developments in technology will influence future plans.</p>
<p>13. Encourage colleagues to take responsibility for their own learning, including practicing and reflecting on what they have learned.</p>	<p>13.1 Encourage colleagues to practice and reflect on what they have learned about using technology more effectively.</p>

Unit E4: Promote the use of technology within your organisation

You must be able to do the following:	Element:
<p>1. Identify the approach(es) to and current use of technology within your organisation and any plans to discard or introduce technology or use existing technology for different purposes.</p>	<p>1.1 Identify and use technology to support you.</p>
<p>2. Consult with relevant people across the organisation and other relevant parties in order to identify the successful use of technology.</p>	<p>2.1 Use technology to help you consult others.</p>
<p>3. Consult with relevant people across the organisation and other relevant parties to identify opportunities for introducing technology or using existing technology for different purposes.</p>	<p>3.1 Identify and use technology to help you consult others.</p>
<p>4. Ensure that the organisation has a strategy for using technology and that it fits with the overall vision, values, objectives and plans of the organisation.</p>	<p>4.1 Identify and use technology to support you to develop and implement a strategy.</p>
<p>5. Communicate the strategy for using technology across the organisation and to other relevant parties.</p>	<p>5.1 Use technology, where appropriate, to enhance the range and effectiveness of your communication.</p>
<p>6. Ensure that the use of technology is driven by customer needs.</p>	<p>6.1 Ensure that the use of technology is driven by the needs of learners and staff. 6.2 Use technology to support you in identifying the needs of learners and staff.</p>
<p>7. Carry out benchmarking to identify good practice in relation to the use of technology and what lessons can be learnt and applied to your organisation.</p>	<p>7.1 Use technology to help you benchmark good practice and identify lessons learnt.</p>
<p>8. Establish systems to monitor implementation of the strategy and report on the overall performance of the organisation in relation to the use of technology.</p>	<p>8.1 Use technology to support or enhance your monitoring and supporting systems.</p>

You must be able to do the following:	Element:
9. Seek and make use of specialist expertise to assist in developing, implementing and reviewing the strategy for using technology and monitoring overall performance of the organisation.	9.1 Informed by professional standard only.
10. Ensure that resources and support are provided across the organisation to enable colleagues to make the best use of the available technology.	10.1 Informed by professional standard only.
11. Ensure that contingency plans are in place in case technology fails.	11.1 Informed by professional standard only.

Unit F9: Build your organisation's understanding of its market and customers

You must be able to do the following:	Element:
<p>1. Identify your customers' current and future needs and expectations and predicted future demand levels.</p>	<p>1.1 Identify your customers' needs and expectations regarding use of technology. 1.2 Use technology to support you.</p>
<p>2. Identify the market for your products and/or services and any market segments.</p>	<p>2.1 Use technology to help you identify your market and any market segments.</p>
<p>3. Identify and assess current and future developments in your sector, including competitors' activities.</p>	<p>3.1 Identify and assess developments in your sector regarding use of technology. 3.2 Use technology to support you.</p>
<p>4. Identify and assess opportunities to expand into new markets and for innovations that meet customers' needs.</p>	<p>4.1 Assess opportunities to use technology to expand into new markets and to introduce innovations that meet customers' needs, including products and services relating to use of technology.</p>
<p>5. Identify the reasons why customers use products and/or services from your organisation rather than from your competitors.</p>	<p>5.1 Use technology to help you identify why customers use products and/or services from your organisation rather than others.</p>
<p>6. Identify and assess any threats to, and weaknesses in, your organisation's products and services.</p>	<p>6.1 Use technology to help you assess threats to, and weaknesses in, products and services, including those relating to technology.</p>
<p>7. Make sure there is a shared understanding of your customers and your competitive position in the market across your organisation.</p>	<p>7.1 Use technology to promote a shared understanding, across your organisation, of your customers and your position in the market.</p>
<p>8. Use information about customers and the market to help managers make decisions.</p>	<p>8.1 Use information about customers and the market to help managers make decisions about the use of technology. 8.2 Use technology to help collect and analyse relevant information.</p>

Unit F10: Develop a customer focused organisation

You must be able to do the following:	Element:
<p>1. Establish a shared vision and understanding of how staff in your organisation will work with customers.</p>	<p>1.1 Establish a shared vision and understanding of how staff will work with customers, using technology where appropriate.</p> <p>1.2 Use technology to support you.</p>
<p>2. Establish a set of customer based values and beliefs which develops suitable skills, behaviours and attitudes leading to an environment that puts the customer first.</p>	<p>2.1 Establish customer based values and beliefs relating to use of technology, which develop suitable skills, behaviours and attitudes when using technology that put the customer first.</p>
<p>3. Ensure that customer focused sustainable processes and systems exist throughout the organisation.</p>	<p>3.1 Use technology to help ensure that customer focused sustainable processes and systems exist throughout the organisation.</p>
<p>4. Ensure that there are schemes in place that maintain staff loyalty and commitment to providing a level of service that beats customers' expectations.</p>	<p>4.1 Use technology to help implement schemes to maintain staff loyalty and commitment to customer service.</p>
<p>5. Establish partnerships, where appropriate, with other organisations to maintain and improve services to customers.</p>	<p>5.1 Establish partnerships, where appropriate, with other organisations to use technology to maintain and improve services to customers.</p> <p>5.2 Use technology to help maintain and strengthen partnerships.</p>
<p>6. Ensure that joint activities are undertaken with customers in order to identify and make improvements to the level of customer service provided by your organisation.</p>	<p>6.1 Use technology to undertake activities with customers to identify and improve the level of customer service provided.</p>
<p>7. Measure, periodically, the level of customer service your organisation is providing.</p>	<p>7.1 Consider the contribution that your use of technology makes to the level of customer service your organisation provides.</p> <p>7.2 Use technology to help you measure customer service.</p>



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