



APPLICATION GUIDES

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

June 2009



Skills for Learning Professionals

Contents

Section A: Introduction	3
What is an application guide?	3
Who is the application guide for?	3
The wider context for the application guide	4
Training and support programmes	6
Organisation of the application guide	7
Example of a unit, application and illustration and tips	9
Section B: Units, application and illustration and tips	10
Area A: Managing self and personal skills	10
Area B: Providing direction	12
Area C: Facilitating change	20
Area D: Working with people	22
Area E: Using resources	24
Area F: Achieving results	26
Section C: Glossary, acronyms and abbreviations	30
Glossary	30
Acronyms and abbreviations	32
Section D: Online Information Support	33
Organisations	33
A selection of online tools and resources	34
Assistive technology	35
Web 2.0	35
Mobile technologies	35
Section E: Appendix I	36

Section A:

Introduction

What is an application guide?

The 'National Occupational Standards (NOS) for Management and Leadership'¹ describe consistent performance for all leaders and managers in terms of skills, behaviours, outcomes, knowledge and understanding. This application guide applies the generic standards to the effective use of technology by leaders and managers and describes consistent performance. It aims to form a bridge between the standards and the effective use of technology in managing and supporting teaching and learning, and associated business processes.

Who is the application guide for?

The workforce of the further education (FE) sector is diverse and varied; providers include FE colleges, offender learning and skills, sixth form colleges, community based learning delivered through local authorities, work based learning and some third sector organisations. This application guide aims to address the needs of leaders and managers in all settings.

It is hoped that the application guide will be used in many ways by a wide range of people.

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 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 these 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'² identified that skills relating to learning delivery, including those relating to pedagogy and the use of technology to support learning, are some of the most important skills needs across all constituencies of the lifelong learning sector. Skills relating to information and communications technologies (ICT) have been identified as important for many people to ensure the development of an e-capable workforce.

The Further Education National Training Organisation (FENTO) published information and learning technologies (ILT) standards in 2002. Lifelong Learning UK revised these standards in 2005 and renamed them 'e-leadership standards'³. The e-leadership standards 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 than the previous version to the concept of e-learning, aimed to provide a framework within which to identify the competences and knowledge necessary to perform effectively with the help of new and developing technologies. Lifelong Learning UK developed the standards both for leadership and to support teaching and learning.

They provided a framework within which to identify the competences and knowledge necessary to perform effectively with the help of new technology. They were also used to provide essential diagnostic and planning information in the ILT strategic planning process.

These developments should be seen against the background of wider government policy. 'Harnessing Technology' was published by the Government in 2005 and set out a strategy for the development of technology in education and skills. Much has been achieved, and the British Educational Communications and Technology Agency (Becta) was asked to revise 'Harnessing Technology' and to develop the strategy 'Harnessing Technology: Next generation learning 2008–14'⁴. The 'Technology strategy for further education, skills and regeneration: Implementation plan for 2008–2011', published by Becta, included as key action 2, a review of professional standards, and the development of new e-learning and technology elements. With this implementation plan Lifelong Learning UK was committed to develop guidance for applying the standards.

The 'Leitch review of skills 2005–2006'⁵ emphasised the need to raise achievements at all levels of skills. The 'Skills Pledge'⁶ was introduced in 2007 to ensure that all employees are skilled, competent and able to make a full contribution to the success of their organisations.

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.

²<http://www.lluk.org/sector-skills-agreement.htm>

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

⁴<http://publications.becta.org.uk/display.cfm?resID=37348>

⁵http://www.hm-treasury.gov.uk/d/pbr05_leitchreviewexecsummary_255.pdf

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

⁶<http://www.investorsinpeople.co.uk/About/Pages/SkillsPledge.aspx>

<http://inourhands.lsc.gov.uk/employers-howto.html>



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 Government's aim to raise UK productivity and competitiveness. 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 total 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. This application guide interprets and expands on the standards to take into account a number of important strategic developments in e-learning and technology.

Training and support programmes

The Learning and Skills Improvement Service (LSIS) offers a range of training programmes to help leaders and managers:

- Leading Change for Digital Dividends helps leaders throughout the FE sector develop their technology strategies
- The ConnecT and Realise programmes are aimed specifically at leaders and managers in the work based learning sector and focus on the development and implementation of ILT strategies
- eQuIP is an interactive facilitator training day for college and adult and community leaders. Its primary aim is to increase understanding of the importance of e-learning and technology as a strategic issue
- eXplorer is a blended learning programme designed to develop a culture of innovation in the strategic leadership of e-learning and technology, and to support the leadership of change.

In addressing the application of technology to teaching and learning as part of their strategy, leaders and managers can also draw on support programmes for practitioners.

The Learning and Skills Improvement Service (LSIS) commissioned the development of an e-CPD framework, based on the application guides, to provide the basis for the delivery of training of technology to enhance teaching and learning. The e-CPD framework sits within the LSIS teaching and learning programme, and is supported further by the:

- e-guides training programme,⁷ which gives a thorough introduction to e-learning and the skills required to use technology effectively in teaching and learning
- e-CPD programme,⁸ which trains and develops professional development advisers (PDAs), and which is designed to improve teaching and learning through the effective use of technology, and to develop e-learning ability.

E-guides and PDAs are trained to support colleagues in their own organisations in developing their use of technology to enhance teaching and learning, thereby embedding good practice and building sustainability. These programmes seek to share best practice in the effective use of technology and to ensure that learning providers are supported to access appropriate staff development opportunities to meet the Lifelong Learning UK teaching standards, the Office for Standards in Education, Children's Services and Skills (Ofsted) inspection criteria, and to ensure that each member of staff receives 30 hours, or pro rata, of CPD.

⁷<http://teachingandlearning.qia.org.uk/tlp/eguides>

⁸http://www.lsis.org.uk/News/ReadNews/09-02-24/LSIS_launches_eCPD_Programme_to_enhance_teaching_and_learning_in_FE.aspx?ReturnURL=%2fLSISHome.aspx/ <http://ecpd.bdplearning.com/ecpd/index.php>

Organisation of the application guide

This section of the guide contains key information on the application of the standards to the effective use of technology to enhance teaching and learning and associated business processes.

The 'National Occupational Standards for Management and Leadership' identify the skills, behaviours, outcomes, and knowledge and understanding required to deliver identified management functions. The standards are presented as a series of 74 units divided into six areas:

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

This application guide provides information on the knowledge, understanding and professional practice required in the use of effective technology by leaders and managers in the lifelong learning sector.

The guide focuses on ten units of the 74 'National Occupational Standards for Management and Leadership'. The ten units are those identified by stakeholders and practitioners in consultation as critical, or most widely applicable to, the range of management and leadership roles across the FE 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 this application guide are relevant to all levels of management.

In the tables that follow, each area and associated unit is listed (as shown in the example on the next page). 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 National Occupational Standards (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. 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 and illustration statements. These are an extension of the standard and element statements, and provide guidance on the associated content of each element. In the final section 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.



“Leaders will have varied levels of skill and understanding in technology and most will have come from a generation where it’s their second or third language. But we have to remember that new technology is there, not for its own sake, but for enhancing learning, so we have to embrace it. Leaders should be a role model. It’s actually an advantage if you’re not confident, because it gives out a signal that we can all learn and develop new skills and that technology matters. An example here is the principal who mastered digivideo and filmed herself in a message to all her staff in the staff newsletter. This is setting the tone from the leadership.”

Tony Fazaeli, Chief Executive, Institute for Learning.

Example of a unit, application and illustration and tips

Area A: Managing self and personal skills	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit 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"> • Focus on developing the technology skills and knowledge that contribute to achievement of your career goals; this will increase your motivation • Think about how technology can be used for monitoring and measuring your performance, and to enhance the appraisal process.
<p>Tips:</p>	
<ul style="list-style-type: none"> • Identify software to help you, such as the Institute for Learning (IfL) REfLECT tool, which allows you to reflect on evidence of your work and seek the views of colleagues • Ask yourself, are you up to speed with the technology skills needed in your current job, or are you getting left behind? • Learning any new skill requires practice, so include hands-on experience. 	

Section B:

Units, application and illustration and tips

Area A: Managing self and personal skills	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit 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"> • Focus on developing the technology skills and knowledge that contribute to achievement of your career goals; this will increase your motivation • Think about how technology can be used for monitoring and measuring your performance, and to enhance the appraisal process • Identify opportunities to experience online collaboration and participate in discussion groups • Can technology help you to implement your development plan through opportunities for electronic continuing professional development (e-CPD) • You could review your objectives and development plan one to one with your line manager or by talking to an e-learning enthusiast in your organisation such as an e-guide or professional development advisor (PDA) • Tell colleagues when you are trying to master a particular technology so they can offer support • Use technology to help you get feedback on your performance as a leader and manager • Inspire your colleagues and staff with your determination to master new technologies and understand technology issues.

Tips:

- Identify software to help you, such as the Institute for Learning (IfL) REFLECT tool, to reflect on evidence of your work and seek the views of colleagues
- Ask yourself, are you up to speed with the technology skills needed in your current job, or are you getting left behind?
- Learning any new skill requires practice, so include hands-on experience
- If your organisation has a **virtual learning environment (VLE)**, take every opportunity to use it
- You may find it useful to identify someone who uses technology in ways you would like to emulate; talk to them about the skills they use and how they acquired them
- Have you considered e-mentoring? Someone in another organisation may be able to support you remotely.

Supporting information:

- IfL REFLECT: <http://www.ifl.ac.uk/cpd/reflect>
- Survey Monkey enables you create professional online surveys quickly and easily: <http://www.surveymonkey.com>
- 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-skilspassport.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 and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit B6 Provide leadership 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"> • Technological change often makes people feel threatened; an inclusive, supportive leadership style is often needed • Staff and learners can join online communities that link them to a wider network of support • Allow space for colleagues to experiment and use technology creatively • Technology can help you communicate your vision and plans. Multimedia communications are particularly effective; you can use a webcam to record key messages to show on your website, virtual learning environment (VLE) or on flat screens around your site • Seek to understand the needs and motivations of colleagues • E-mentoring can be an effective way of supporting colleagues • Help people to make the most of their abilities in relation to using technology • Allow people to ask for the technologies they need; rigid policies and blanket bans can hinder learning • Encourage people to listen to learners' needs and how they want to use technology • The effective use of technology will vary in different areas so allow flexible use of technology • Be a positive role model in terms of your use of technology • Feedback from others can take many forms, and you can use technology to collect it.

Tips:

- Use your website and/or VLE to showcase effective practice
- Do your colleagues understand why you advocate more effective use of technology?
- You can insert links into a word processed document to show how operational objectives link to wider goals, or use **mind-mapping** to show how everything links together
- Technology can increase inclusiveness; for instance, staff and learners can express their views through surveys and discussions on your website or VLE
- Use your website or VLE as a way of showcasing and discussing new ideas and approaches
- Technology can support an open, inclusive leadership style by creating more channels of communication than are possible face-to-face
- The medium is the message! You can use email, **texting**, **blogs** and online forums, however, keep in mind that these are tools to enhance communication rather than to replace face-to-face communication
- There are many aspects to using technology, and plenty of opportunities to allow colleagues to develop particular areas of expertise, you might for instance, give each team member a ten minute slot at team meetings to present an innovative use of technology
- Have you thought of asking for feedback from leaders in other providers?

Supporting information:

- LSIS provides a range of programmes for managers, some of which are mentioned in the introduction to this guide. Some programmes are targeted at specific sectors, for example work based and adult learning. See: <http://www.centreforexcellence.org.uk/default.aspx?Page=ProgrammeMap> for a map of available programmes.

Area B: Providing direction	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit B8</p> <p>Ensure compliance with legal, regulatory, ethical and social requirements (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"> • IT staff, curriculum staff and senior managers should work together to develop policies and procedures; this leads to better policies and encourages everyone to take responsibility for preventing breaches • Monitoring legal and ethical requirements is the responsibility of the whole management team. In particular, they need to monitor the latest requirements relating to safeguarding learners online • Teachers should also consider the issue of plagiarism and make learners aware of this • Develop standards of netiquette with learners and staff • Your self-assessment process and Ofsted inspections should identify the strengths and areas for improvement in your arrangements for safeguarding learners.

Tips:

- Other key areas to consider are data protection, the prevention of software theft and health and safety
- The internet can help you keep abreast of the latest requirements – Google Alerts and subscriptions to free online newsletters can be useful
- You can use your website and [virtual learning environment \(VLE\)](#) to communicate your policies to staff and learners
- A [podcast](#) can be a good way to communicate about online safety in a way that vulnerable learners are likely to understand
- Consider using an e-safety flowchart to deal with incidents; you can find an example in ‘Safeguarding children in a digital world’. The publication also includes checklists and process charts for dealing with illegal internet material
- The Information Commissioner’s Office (ICO) has useful resources on the legal aspects of data protection and dangers of revealing personal information online.

Supporting information:

- In 2008 Becta published 'Safeguarding children in a digital world: Developing an 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
- The Internet Watch Foundation (IWF) provides a hotline for reporting illegal internet content including child abuse and obscene or racial hatred 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, see: <http://www.ico.gov.uk>
- You can find the JISC Plagiarism Advice service at: <http://www.plagiarismadvice.org/wp/index.php>.



Area B: Providing direction	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit B9 Develop the culture of 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"> • Establish a whole organisation approach to using technology that reinforces your overall vision • Introduce pervasive messages about using technology; for instance, do your person specifications refer to a willingness to use new technologies? • Reflect in your attitudes towards technology what you expect of colleagues • Shifts in technology must be embedded and supported by appropriate policies and procedures • Look critically at your current systems; change them if they undermine your agreed approaches to technology • Focus on values rather than people's attitudes towards technology • Consider how technology can help you sustain a dialogue with learners and keep abreast of changes in culture.

Tips:

- Technology can enable consultation and collaboration; do you use technology in this way or is the flow of information top down?
- Select and use technology, especially multimedia tools (e.g. [podcasts](#)), to help project a role model
- Culture change does not come about by telling people what they should do; people need to see the benefits of technology and experiment without fear of failure
- Your website and/or [virtual learning environment \(VLE\)](#) needs to reinforce messages about agreed values and celebrate achievements that illustrate the values in action
- Use your website and VLE to promote your policies, good practice and positive messages.

Supporting information:

- 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 the most progress when using technology are those where the manager is prepared to take responsibility for making things happen.



Area B: Providing direction	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit B11 Promote equality of opportunity, diversity and inclusion 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"> • Create channels of communication between staff working on technological change and those working on the equality and diversity agenda • Ensure that consultation exercises on the introduction of technology are inclusive • Technology can help you remove barriers that discriminate against certain groups and individuals • Technology can enable staff and learners with disabilities to participate • Technology can help you address language and cultural barriers • Ensure that your technology action plan supports your equality and diversity action plan; both could contribute to your quality improvement plan, ensuring a coherent overall strategy • Identify how technology will help implement your equality and diversity policy.

Tips:

- Treat everyone equally and avoid stereotyping; don't make assumptions about whether people will cope with using technology
- You can use technology to help you meet your responsibilities under equality legislation, for instance by making material on your website available in local community languages
- Web based information can help you build up a profile of the community you serve; the Office for National Statistics is a good place to start
- Technology can be a hook to bring in non-traditional learners as well as a tool for removing barriers to learning
- Use technology to make your policy readily available to staff and learners, for instance by posting it on your website and [virtual learning environment \(VLE\)](#)
- Find ways of bringing your policy to life, for example through multimedia case studies
- Use technology to give a voice to reduce barriers to participation for staff and learners; use online discussions and online surveys to help people express their views
- Organisations such as JISC, [TechDis](#) and [AbilityNet](#) can help you develop in-house specialist expertise, especially in the use of adaptive technologies
- Use [podcasts](#), [blogs](#), [wikis](#), discussion groups and electronic newsletters to gather information and communicate your findings.

Supporting information:

- 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
- 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 font size and so on, 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. Your JISC regional support centre may allow you to borrow kit to try out.

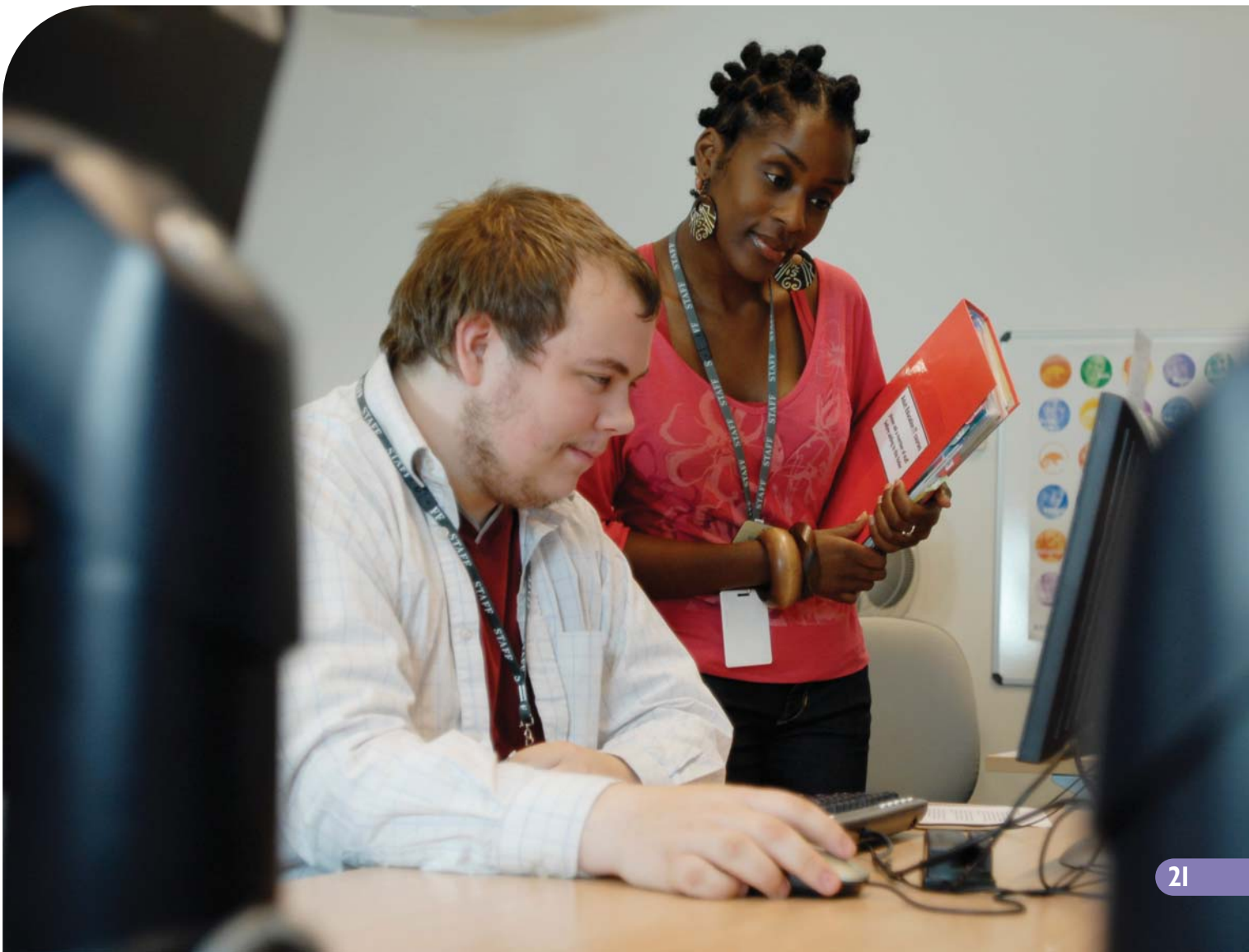
Area C: Facilitating change	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit C5 Plan change (click to appendix for standard statements and technology elements).</p>	<p>Locating technology within your role and responsibilities as a manager or leader:</p> <ul style="list-style-type: none"> • Identify how changes in the use of technology will affect job roles and the key processes that underpin the learners' journey • Contingency planning is particularly important when introducing technological change; new technologies emerge, and you may need to change your plans • Make it clear that some changes will take time – quick wins help staff keep faith with the plan • Search online for tools to help with training needs analysis.

Tips:

- Use Generator, the technology improvement leadership tool, to monitor progress in the use of technology and identify areas that require attention
- Avoid change for change's sake; be clear about what needs changing and why
- Investigate earlier technology change programmes in your organisation – what contingencies arose then?
- Consider peer review, using the internet to share documents; why not find a provider who is also trying to improve its use of technology and review each other's progress?
- Identify technology to get feedback, perhaps through a [wiki](#) or [blog](#), or construct your own online survey using a tool such as Survey Monkey
- You can use your website and/or [virtual learning environment \(VLE\)](#) to collect information about training and support needs.

Supporting information:

- A small provider cannot afford data projection for one of its computer rooms. So, as a quick win, it plans to install cheap 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
- A provider was planning to set up a VLE. The plan not only covered all the technical aspects, but also how to persuade everyone to use the VLE.



Area D: Working with people	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit 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"> • Focus on the benefits for learners and learning when promoting the effective use of technology • Ask learners or staff to think about how using technology can improve their experiences and chances of success • Make specific reference to the use of technology in your review or appraisal system • Use self auditing tools that enable colleagues to identify skills gaps in the use of technology • Use programmes that equip members of staff to become peer coaches, subject learning coaches, e-guides or personnel development advisors (PDAs) • By embracing technology in their continuing professional development (CPD), teaching staff can extend both their e-learning and subject specific skills and knowledge • Make sure teaching staff include how they will improve their technology skills and knowledge as part of their individual CPD plan • Identify the different needs of users, particularly those who may not have a fixed base or may need assistive technologies because of a disability • Exploit technology to provide remote support where needed; this might be via a mobile phone or the internet.

Tips:

- Encourage teaching colleagues to use the IfL REfLECT tool, available on the IfL website
- Your JISC RSC can provide information on programmes and courses to meet the needs of teachers and trainers
- Make the most of your subject learning coaches, e-guides and PDAs as well as Generator, the technology improvement leadership tool
- You can construct an online survey to help you find out about colleagues' expectations by using a tool such as Survey Monkey
- The best way to learn about technology is to use it for real tasks as part of a job; this can be more effective than intensive training in a particular application
- Ensure that colleagues can find answers to frequently asked questions on your website or **virtual learning environment (VLE)**
- 'Learning conversations' are a vital part of the learning process; they can take place online or via email, as well as face to face, thereby reinforcing the role of technology.
- Encourage colleagues to become active members of online networks and discussions
- Identify and agree who will attend trades shows where learning technologies are showcased such as BETT, and plan how to disseminate ideas.

Supporting information:

- E-guides: <http://teachingandlearning.qia.org.uk/tlp/eguides>
- PDA training and e-CPD programme: <http://ecpd.bdplearning.com/>
- IfL REfLECT: <http://www.ifl.ac.uk/cpd/reflect>
- JISC RSCs: <http://www.jisc.ac.uk/rsc>
- Subject learning coach website: <http://www.subjectlearningcoach.net>
- BETT website: <http://www.bettshow.com>
- A provider invited its subcontractors to try out new kit 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 and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit 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"> • When reviewing your use of technology, focus on practice rather than auditing the kit you have • Focus on teaching and learning but don't forget other key processes where you use or plan to use technology, such as recruitment and progress tracking • Exploit technology to involve learners as partners in improvement • Ensure your technology strategy ties in with your business plan and quality improvement plan • Consult end users when developing and implementing your strategy • Focus on the technologies that are most likely to fail, such as unstable internet access, or a poor mobile phone signal at particular outreach locations.

Tips:

- Tools such as Generator, can help you understand the whole organisation use of technology, and is a technology improvement leadership tool
- Identify technology to help you capture and disseminate examples of technology in action, for example, you could create a [blog](#) that all staff can access to post success stories and details of pitfalls and how to avoid them
- Regular discussions about implementation are important; the e-Learning Positioning Statement (ELPS) tool or regular use of training needs analysis can capture how implementation is progressing
- Consult your e-guides, subject and advanced learning coaches and professional development adviser (PDA); they are trained to help you drive improvement
- Make maximum use of your website and/or [virtual learning environment \(VLE\)](#) as a tool for collaboration and consultation; these not only help you disseminate information – they can also help you to gather it
- Seek out case studies to demonstrate how learners successfully use technology to persuade reluctant colleagues
- [Blogs](#) and video diaries can help learners to express their needs
- Forums and networks, such as your RSC VLE forum, provide a good way for you to learn about good practice and pitfalls in a supportive environment
- Your self assessment report should capture your performance in relation to the use of technology.

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>
- E-guides programme: <http://teachingandlearning.qia.org.uk/tlp/eguides> and PDA programme: <http://ecpd.bdplearning.com>
- RSCs are rolling out an e-progress review to help you identify your progress and areas for improvement. The review leads to a report that will help you plan your future strategy
- Becta has developed a technology improvement tool – 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.
- An adult learning provider has e-guides in every curriculum area and runs an annual ILT fair where practitioners demonstrate how they use particular technologies. This emphasis on practice is the hallmark of an effective ILT strategy.
- 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 and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit F9 Build your organisation's understanding of its market and customers (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"> • Well focused internet research can help you keep up with the latest developments • Your learner feedback mechanisms and your observation of teaching and learning can provide information on your use of technology • All colleagues need to understand the technological forces that are driving learner expectations, changing education and training and how this affects their areas of work • Decisions you take may relate to the programmes you offer or to the services that support your learners and your business processes • Technology can help you collect and analyse data and communicate findings.

Tips:

- Do you know what learners expect? A voting kit or online survey could help you find this out
- Internet research can help you analyse your market; a good starting point is the Office for National Statistics website
- Postcode analysis can also be telling – are people from particular areas absent?
- Is there a **digital divide** in the communities you serve? What implications does this have for the way you market and deliver your programmes?
- What are providers doing in relation to using technology? You can join various forums to keep up with the latest thinking – your JISC RSC will tell you about relevant networks and forums
- How might you use technology to make learning more accessible to people in under represented locations or groups? Don't assume you know their needs – find ways of entering into dialogue – your website may be one way of doing this
- Virtual focus groups can help you enter into dialogue with learners and potential learners
- Do you know whether your website is effective? A number of free website analysis tools (e.g. Google Analytics) can help you find out.

Supporting information:

- The Becta website includes information on emerging technologies. You can download emerging technologies for learning at: <http://publications.becta.org.uk>
- The annual BETT show is a good place to see the latest technologies for education. But ensure you go with an idea of what you want to look into, or you may feel overwhelmed: <http://www.bettshow.com/>
- The Government's 'Delivering Digital Inclusion: An Action Plan for Consultation' provides a wealth of information about the needs of people who are digitally excluded: <http://www.communities.gov.uk/publications/communities/deliveringdigitalinclusion>
- 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.

Area F: Achieving results	Application and illustration
<p>Relevant units for managers and leaders in the lifelong learning sector:</p> <p>Unit 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"> • When using technology to facilitate learning and supporting key processes such as enrolment and initial assessment, the needs of the learner must come first • As a leader and manager, you must advocate learners' interests within your organisation • Technology can be used at every step in the learner's journey • Technology can provide quick and easy mechanisms for feedback • Your self assessment process should include evaluation of how effectively you use technology to enhance your services to learners.

Tips:

- Does your teaching and learning policy have a clear statement about how you are developing the use of ILT?
- Every use of technology has to pass this test – is it a hindrance or a help to the learner
- Don't just consider financial rewards; people are highly motivated by positive feedback from their customers and line manager. For instance, you might work with an organisation with expertise in adaptive technologies to improve services for disabled learners
- A group of providers in a locality can come together to provide prospective learners with information via the telephone and internet
- Your website and/or **virtual learning environment (VLE)** should facilitate collaboration; but how easy is it for partners to get material onto your website or VLE? Are there easy-to-follow links between your website and those of your partners?
- Online questionnaires are not the only way of asking learners to help you identify improvements; you can also use **blogs**, video diaries and discussion forums.

Supporting information:

- The Training Quality Standard accredits how you work with employers and their employees to provide training that meets their needs. See: <http://www.trainingqualitystandard.co.uk>
- The Framework for Excellence includes the dimensions 'responsiveness to learners' and 'responsiveness to employers'. See: <http://ffe.lsc.gov.uk>.



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 element and provide guidance on the content of each element.
Assistive technology	Assistive technology provides enhancements to technology which enable people to perform tasks that they were formerly unable to accomplish, or had great difficulty accomplishing. See also links in 'Assistive technology' section on page 39.
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 .
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 .
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	Message – generally text – sent in real time via a network (e.g. mobile phone or online).
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 virtual learning environments (VLEs).
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 .

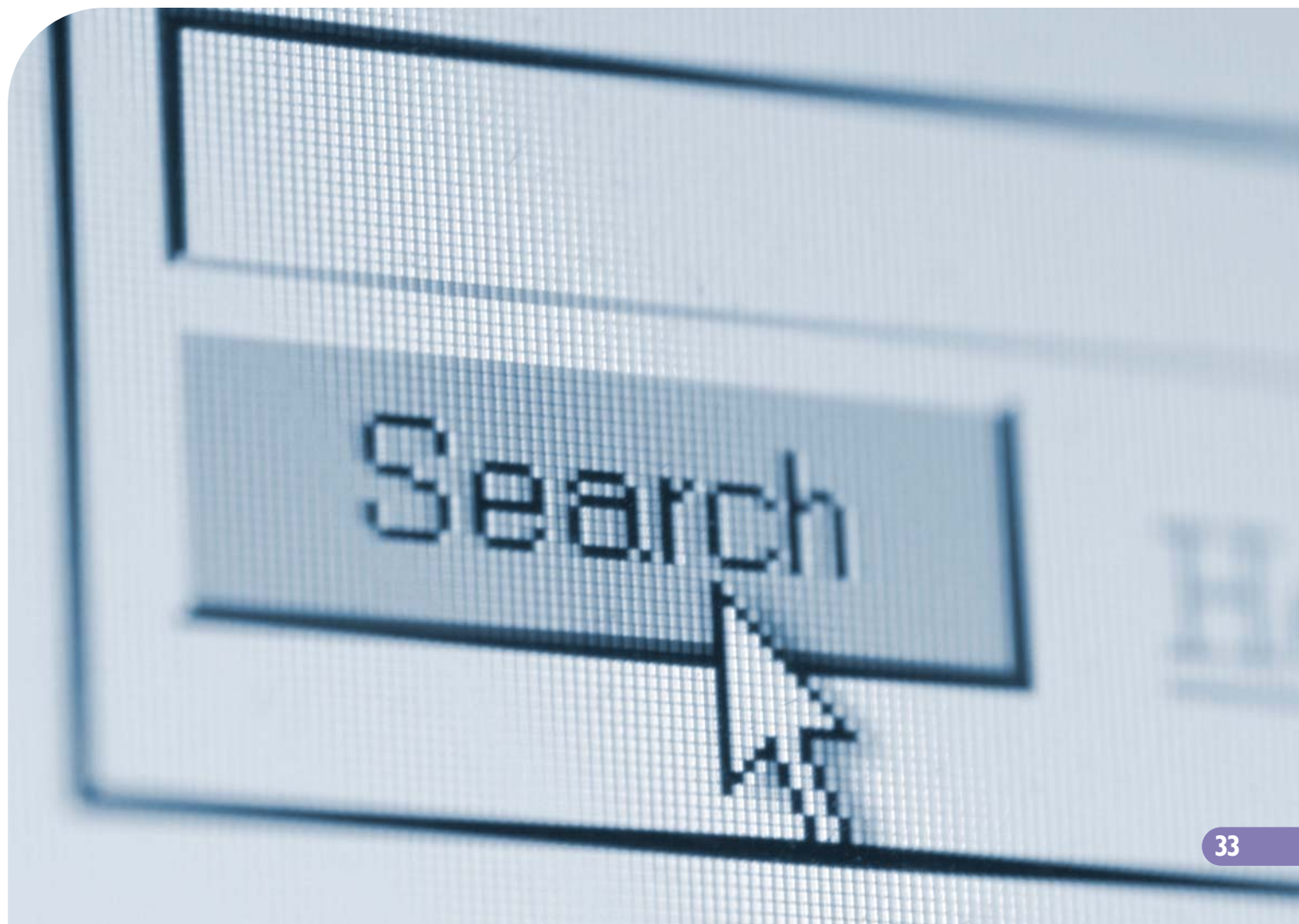
Glossary	
MP3/MP4	An audio/video file format.
Mobile technologies	The use of mobile, generally handheld, devices for teaching and learning. For example, text messages for updates and reminders, phones/digital cameras to photograph project work, voice recordings on digital recorders/phones, digital timers/phones for experiments and satellite navigation devices for navigation/map work. Such technologies are also useful where there is limited access to PCs.
Netiquette	Term referring to the correct ways of working online, see: http://www.bbc.co.uk/webwise/askbruce/articles/boards/netiquette_1.shtml .
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 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, Blackboard), see: http://en.wikipedia.org/wiki/Virtual_learning_environment .
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 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 .
Wiki	A website that allows permitted users to edit content in a collaborative way: http://www.youtube.com/watch?v=-dnL00TdmLY .

Acronyms and abbreviations	
CPD	Continuing professional development
ELPS	e-Learning Positioning Statement
ENTO	Employment National Training Organisation
FE	Further education
FENTO	Further Education National Training Organisation
ICT	Information and communications technologies
ILT	Information and learning technologies
IfL	Institute for Learning
JISC	Joint Information Systems Committee
LSIS	Learning and Skills Improvement Service
NIACE	National Institute of Adult Continuing Education
NOS	National Occupational Standards
Ofsted	Office for Standards in Education, Children's Services and Skills
PDA	Professional development adviser
RSC	Regional Support Centre (JISC)
VLE	Virtual learning environment

Section D:

Online Information Support

Organisations	
ALT	http://www.alt.ac.uk
Becta	http://www.becta.org.uk
EDUCAUSE	http://www.educause.edu/node/720?time=1237558415
IfL	http://www.ifl.ac.uk
JISC	http://www.jisc.ac.uk
Lifelong Learning UK	http://www.lluk.org
LSIS	http://www.lsis.org.uk/LSISHome.aspx
NIACE	http://www.niace.org.uk



A selection of online tools and resources	
Audacity®	http://audacity.sourceforge.net
BBC Learning	http://www.bbc.co.uk/learning
BBC Adult Learning	http://www.bbc.co.uk/learning/subjects/adult_learning.shtml
e-CPD Programme	http://ecpd.bdplearning.com/ecpd/index.php
Britkid	http://www.britkid.org
CamStudio™	http://www.camstudio.org
Deafsign	http://www.deafsign.com/ds/index.cfm
Excellence Gateway	http://excellence.qia.org.uk
Fast Tomato	http://www.fasttomato.com
Flickr®	http://www.flickr.com
Gold Dust Resources	http://excellence.qia.org.uk/GoldDust
Hot Potatoes™	http://www.halfbakedsoftware.com/hot_pot.php
Jane Hart – Directory of e-learning tools	http://c4lpt.co.uk/Directory/Tools/blogging.html (blogs) http://c4lpt.co.uk/Directory/Tools/wiki.html (wikis)
JISC Collections	http://www.jisc.ac.uk/collections
Learning Technologies	http://www.learningtechnologies.ac.uk
NLN Materials	http://www.nln.ac.uk/materials
Skype™	http://www.skype.com
Staff Development E-Learning Centre (SDELIC)	http://www.sdelc.co.uk
SurveyMonkey	http://www.surveymonkey.com
TeacherTube	http://www.teachertube.com/index.php
UK Adult Basic Skills Resource Centre	http://www.skillsworkshop.org
VideoJug	http://www.videojug.com
Virtual Training Suite (VTS)	http://www.vts.intute.ac.uk
WebQuestUK	Library index: http://www.webquestuk.org.uk/webquestuk_library.htm Search: http://webquest.org/search/index.php
Wikispaces	http://www.wikispaces.com
Wink	http://www.debugmode.com/wink
Xerte	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
HiSoftware®	http://www.contentquality.com
SimDis	http://www.techdis.ac.uk/simdis
TechDis	http://www.techdis.ac.uk

Web 2.0	
Severn things you should know about YouTube	http://www.educause.edu/ir/library/pdf/ELI7018.pdf
Connect Safety (blog and social network safety information site)	http://www.blogsafety.com
Social software: e-learning beyond learning management systems (Dalsgaard, C., European Journal of Open, Distance and E-Learning)	http://www.eurodl.org/materials/contrib/2006/Christian_Dalsgaard.htm
What exactly is Web 2.0? Does it even exist? (Video)	http://www.guardian.co.uk/video/page/0,,1942132,00.html
Wikibooks	http://wikibooks.org
Wikipedia Cheatsheet	http://en.wikipedia.org/wiki/Wikipedia:Cheatsheet

Mobile technologies	
M-learning	http://www.m-learning.org
Mobile Technology – the handheld choice	http://www.niace.org.uk/mobiletechnology
MoLeSHARE – sharing good practice in the use of mobile technologies	http://www.learningtechnologies.ac.uk/moleshare/
MoLeTV – digital media for FE	http://www.moletv.org.uk/Default.aspx?module=AllMovies
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:	Technology 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. 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. 2.2 Identify the development of your technology skills and knowledge. 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. 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. 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. 5.2 Consider aspects of your work that relate to use of technology.</p>

You must be able to do the following:	Technology 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:	Technology 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. 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. 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. 4.2 Use technology to help create this culture. 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. 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:	Technology 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:	Technology 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:	Technology 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 B I I: Promote equality of opportunity, diversity and inclusion in your area of responsibility

You must be able to do the following:	Technology 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:	Technology 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:	Technology 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:	Technology 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:	Technology 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:	Technology 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:	Technology 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:	Technology 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:	Technology 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:	Technology 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>



Skills for Learning Professionals

Lifelong Learning UK

BELFAST

2nd Floor, Alfred House, 19-21 Alfred Street, Belfast, BT2 8ED
Tel: 0870 050 2570 Fax: 02890 247 675

CARDIFF

Sophia House, 28 Cathedral Road, Cardiff, CF11 9LJ
Tel: 029 2066 0238 Fax: 029 2066 0239

EDINBURGH

CBC House, 24 Canning Street, Edinburgh, EH3 8EG
Tel: 0870 756 4970 Fax: 0131 229 8051

LEEDS

4th Floor, 36 Park Row, Leeds, LS1 5JL
Tel: 0870 300 8110 Fax: 0113 242 5897

LONDON

5th Floor, St Andrew's House,
18-20 St Andrew Street, London EC4A 3AY
Tel: 0870 757 7890 Fax: 0870 757 7889

Email: enquiries@lluk.org
Information and Advice Service: 020 7936 5798

www.lluk.org

Ref: 200910.10.013

