Next Generation Learning
The implementation plan
for 2009–2012

Technology strategy for
further education, skills
and regeneration

June 2009

department for
children, schools and families

BIS | Department for
Business Innovation & Skills

The plan was first published in April 2008, covering the period to 2011. It is now updated to 2012, building on the progress made during the past year. You can read about this at **www.becta.org.uk/feandskills/achievements0809**

We have written this version for practitioners, leaders and managers working in the further education (FE) system, for their representative bodies and interest groups and for national agencies and policy makers. (By FE, we mean the wide range of organisations that make up the learning and skills sector and the national partners responsible for planning, funding and quality improvement.)

If you would like to offer your views on how technology could be used in the FE system, please join the conversations at **http://altogethernow.ning.com** and **http://collaboration.becta.org.uk** We want to hear from colleges and providers, especially those that have not yet managed to be drawn in, and from learners and employers too.

We will report the progress of this plan on the Becta site (**www.becta.org.uk**) and our campaign site (**www.nextgenerationlearning.org.uk**) in newsletters and via other channels.

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Reviewed by

FE Communications Gateway Panel

Foreword

As Minister for Further Education, I am pleased to introduce this plan to help colleges and providers make the most of technology in teaching, learning and business management. It has been developed, with advice from the sector itself, by the national agencies which support FE and is part of *Harnessing Technology*, the Government's national e-strategy for learning led by Becta. It is written for practitioners: the people who teach, train and support FE learners.

The title of the plan, *Next Generation Learning*, is important. I want to see – to help bring about – a radical shift in how colleges and providers think about technology. I say this not because of an interest in technology (exciting though many developments are), but because technology is changing how we do almost everything, and changing it forever.

Everyone reading this will know why it is important for FE to be excellent. Over five million people rely on it every year – young people preparing for their first jobs, adults looking to find a better job or just to learn for pleasure and businesses training their staff.

I have great admiration for how the FE sector has responded in recent years to the changing needs of its learners. But now the global downturn presents a new challenge. In the economic upturn that will surely follow, innovation, technology and skills will be at a premium. The FE sector must be ready to help business and individuals gain the skills they need.

This is where learning technologies come in. There is a wealth of evidence showing how effective they are, when used expertly and imaginatively. They can have a huge impact on motivation, progress, results and business operations. So as the Chancellor calls on industry in general to be innovative and to exploit technology, I call on the 'skills industry' to do the same.

I know that many colleges and providers already do great things with learning technologies, but now we need change right across the sector. This is not about buying more or better computers but about being open to the opportunities that social media, serious games, simulations and the rest can offer. It is about liberating the talent, expertise and knowledge of the people who work in the sector and, through them, the talent, expertise and knowledge of the learners who come to them for help.

Siôn Simon MP
Minister for Further Education
June 2009

Introduction

Although the circumstances are different, the FE sector is undergoing a period of transformation just like the children, schools and families sector. Becta, with support from its partners, is pleased to be leading a strategy that underpins this development.

Siôn Simon talks in his foreword of the need for a step change for FE, for a new approach to teaching, learning and management through technology. This means strong leadership, a capable and creative workforce, responsive programmes with fit-for-purpose assessment, confident customers (learners and employers) and a strong and innovative supply industry. Our goal for FE is to develop a system that is fully confident in its use of technology. If we are to do this, we need to make a success of the partnership on which this plan rests.

The plan will result in real change and benefits for learners and employers. To put it simply, when technology is applied effectively and imaginatively, it produces high-quality, flexible, accessible and tailored teaching and learning, which is what we all want.

The plan, first published in 2008, has been revised and updated in consultation with colleges and providers and with the national partner organisations for the FE sector. We now have a shared set of priorities and actions to 2012, which you will find summarised in sections 3 to 6 and set out in detail in section 8.

At the Government's request, we are also looking beyond 2014, when our wider *Harnessing Technology* strategy will be realised, to how the FE sector might operate as far ahead as 2020, when the digital age will be well and truly established. This plan is therefore a work in progress and we are committed to developing, refining and achieving it in partnership.

Stephen Crowne
Chief Executive
Becta

Jane Williams
Executive Director, FE Regeneration & Delivery
Becta

1 Working together

This technology strategy is being developed by Becta, in partnership with other national agencies and with colleges and providers in England. Along with our partners – for whose continuing support and commitment we are grateful – we can advise and give support. But it is for colleges and providers themselves to adopt and embed technology, both in their core business of teaching and learning and in their 'backroom' systems. They have to see for themselves the quantifiable benefits of technology and the savings that can be achieved, and then take the strategic decision to invest in it.

The strategy is an important part of *Harnessing Technology*. It also has close links with the new *National Improvement Strategy* led by the Learning and Skills Improvement Service (LSIS) and with *The Workforce Strategy for the Further Education Sector in England, 2007–2012* led by Lifelong Learning UK (LLUK), and builds on the investment and achievements of the e-learning/technology for learning programme managed by the Learning and Skills Council (LSC) outlined in section 7. Finally, there are clear synergies with government policies and plans for informal adult learning, 14–19 Reforms, *Train to Gain* and apprenticeships.
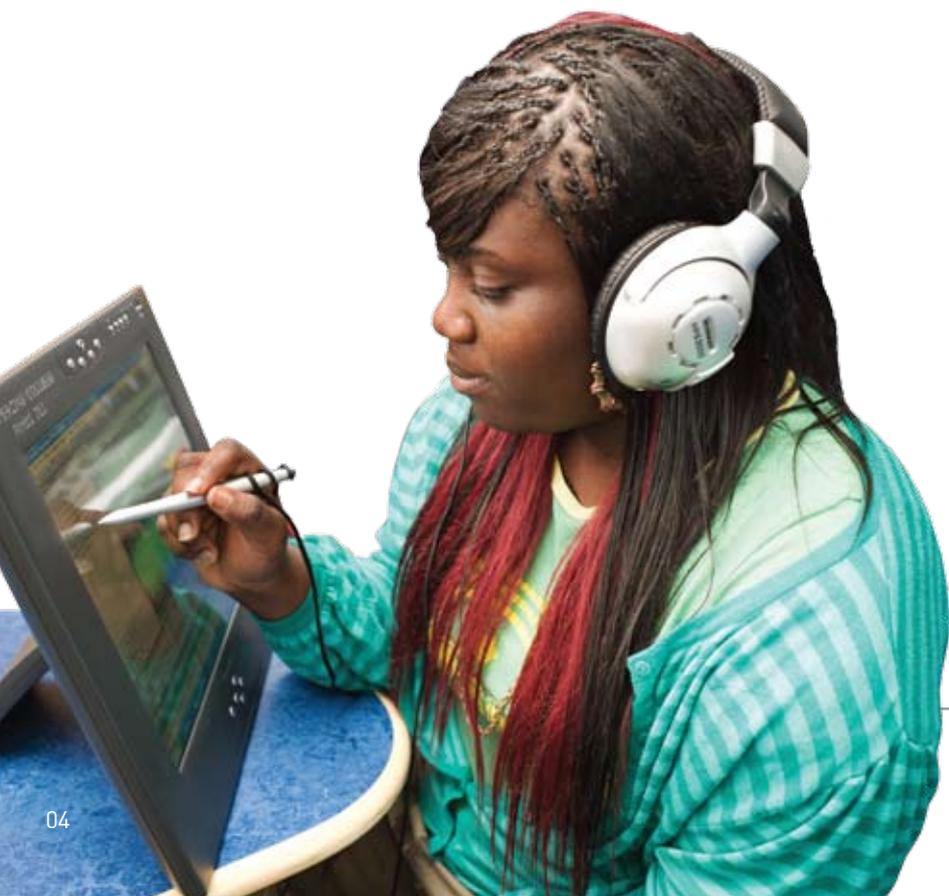
National partners

Department for Business, Innovation & Skills (BIS)
Builds Britain's capabilities to compete in the global economy.

Department for Children, Schools & Families (DCSF)
Aims to make this country the best place in the world for children and young people to grow up.

Becta
Leads the national drive to ensure the effective and innovative use of technology throughout learning.

Institute for Learning (IfL)
The professional body for teachers and trainers in FE and skills.

Joint Information Systems Committee (JISC)
Supports education and research by promoting innovation in new technologies and by the central support of ICT services.

Lifelong Learning UK (LLUK)
The independent, employer-led sector skills council for the professional development of staff working in the UK lifelong learning sector.

Learning & Skills Council (LSC)
Improves the skills of young people and adults to ensure a world-class workforce.

Learning & Skills Improvement Service (LSIS)
The sector-owned body formed from the Centre for Excellence in Leadership (CEL) and the Quality Improvement Agency (QIA) to develop excellent and sustainable FE provision across the sector.

Ofsted
Inspects and regulates to achieve excellence in the care of children and young people and in education and skills for learners of all ages.

Qualifications & Curriculum Authority (QCA)
The government's lead partner in developing the curriculum, delivering assessments and reforming qualifications.

2 Why learning technologies matter

We all acknowledge that technology is everywhere, changing the way we do business, enjoy our leisure time, travel, shop and so on. There is scarcely an aspect of our lives unaffected by it. How we learn is no different – technology plays its part. Teachers, trainers, managers, support staff and learners themselves are all aware of how much the internet, electronic whiteboards and email are now used, and few if any would wish to be without them.

We are encouraged by this, but we want to see it taken further. Technology has a huge and largely untapped potential to enable and support learning.

- There is a world of high-quality online resources, and the tools that teachers and learners can make their own are cheap and easy to use.

- Email, texting and other forms of social media make it easy for teachers and learners to communicate, exchange views, give feedback and work together.

- Learning is no longer confined to the classroom or library but is possible at work and at home and even on the move, as the learner wishes. (This is not to advocate the end of traditional, face-to-face teaching but instead to argue that learning technologies reshape the environment for learning fundamentally and for the better.)

- UfI, the 'university for industry', has been delivering training online through learndirect since its creation in 1998 and demonstrates the possible scale of delivery of online training.

- Technology makes it easier for schools, colleges and providers to work in partnership to deliver 14–19 reforms.

- Technology can streamline business processes such as planning, monitoring and review.

- Technology can enable assessment at all stages of a learner's journey, providing on-demand feedback and support to motivate and stretch learners to realise their potential.

We want to see colleges and providers look at how technology can impact on their whole organisation, as an important part of their overall strategy. It is no longer good enough to view technology as an add-on or optional extra.

But why is technology important? The research of the last 20 to 30 years is clear: used properly, technology improves teaching and learning and business processes. Learners are more motivated, make faster progress and get better results. The college or provider is more efficient and offers its learners better services.

The technology premium

Where technology was used effectively:

- Learner satisfaction rose from 50 to 99 per cent, and the number of tutors reporting that students were directing their own learning trebled to 47 per cent.[1]

- Learners understood their subjects better and increasingly used online resources to speed through courses.[2]

- More than 52,000 pupils moved from Grade D to C in science as a result of using ICT to support their learning.[3]

In addition:

- £694 million of teacher time would be gained if all schools used technology effectively – the equivalent of over 24,000 new teachers.[4]

- At least 1,880 hours per college per year could be saved simply by using technology effectively to record and analyse student achievement.[5]

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1 Somekh et al. (2007). *Evaluation of 2003-06 ICT Test Bed programme to develop e-maturity in 3 FE colleges and 28 schools across LAs in 3 disadvantaged areas.*

2 Findlayson et al. (2006). *e-Learning in FE: The impact on student intermediate and endpoint outcomes.*

3 *ImpaCT2 study.*

4 Becta (2006). *ICT and productive time analysis.*

5 Drawn from the efficiencies studies and subsequent analyses by Becta for the review *Harnessing Technology 2008.*

At the same time, learners and the employers who buy training increasingly expect technology to play a major role in their programmes.

- Many learners aged 14 or over report learning through the internet: 52 per cent of them go online to find out about learning and 22 per cent use distance learning.[6] Fifty-six per cent of UK households now have broadband access[7] and 79 per cent of college students have a broadband-connected computer at home that they use for their learning.[8,9]

- Seventy-three per cent of employers using e-learning report that increasing flexibility is an important factor in their choice.[10] This has carried through into the economic downturn. The latest *Towards Maturity* survey (December 2008) shows significant reductions in overall training budgets *but* increases in allocations for online learning. Forty per cent of employers expected their overall training budget to decrease but only 12 per cent planned to reduce online learning. The percentage expecting an increase in e-learning fell to 37 per cent from 64 per cent in the previous survey but this is still a significant indicator of commitment in difficult times.

The conclusion has to be that technology-enabled learning works and that there is a great appetite for it – even in difficult circumstances. This type of learning is flexible, fast, capable of targeting and cost-effective, and so offers a solution to the dilemma of skills development in this economic climate.

Some people reading this will have mixed feelings about technology or will think that we have overstated our case. We are happy to debate the issues with them, and are committed to doing everything we can to help colleges and providers make a success of technology-enabled learning.

Looking forward

What will FE look like in the next 10 or 15 years? What will learners want and expect? How will the jobs of teachers, trainers and support staff change? How will leaders lead and managers manage their organisations? The Government has asked Becta and others to work with it in considering what FE will look like in the 'digital age'. You can have your say at **http://altogethernow. ning.com** and **http://collaboration.becta.org.uk**

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6 Oxford research of learner behaviour.

7 Office for National Statistics, 26 August 2008.

8 Becta study of FE learners, GfK NOP Media, 2007.

9 We acknowledge, of course, that there is no universal connectivity and that many people still lack the access, skills or confidence to use technology. We support the Government's work on digital inclusion and Digital Britain.

Many colleges and providers are already using technology very innovatively and effectively, and the number that are developing their expertise is growing.[11] There are, of course, still some – too many – colleges and providers where progress is, for a variety of reasons, slower. We know that around 25 per cent of colleges are 'e-enabled' and some 50 per cent are developing their capability, with the remaining 25 per cent being 'ambivalent' or 'late adopters'. In work-based learning, some 35 per cent of providers have embedded e-learning and about 60 per cent are developing their capability. In the personal and community development learning (PCDL) sector, only some 20 per cent of providers are e-enabled; many of the rest offer reasonable technology but it is not yet embedded. Evidence from returns to NIACE shows that the majority of providers are now monitoring their progress, which is encouraging.

10 e-Skills UK (2007). *Towards Maturity: Insights for employers and training providers.*

11 The data quoted are taken from various Becta surveys, which can be accessed at http://publications.becta.org.uk

3 FE workforce development

Why focus on workforce development?

If learners are to get the best from technology, it is essential for their teachers and trainers to have the most up-to-date skills and knowledge. We know from talking to practitioners and sector leaders that the technology skills of the workforce are of particular concern.

DEVELOPING AN E-CONFIDENT WORKFORCE THAT HAS TECHNOLOGY AS AN INTEGRAL PART OF LEARNING IS AN ESSENTIAL ELEMENT OF THE WORKFORCE STRATEGY FOR THE FURTHER EDUCATION SECTOR IN ENGLAND.

David Hunter, Chief Executive, LLUK

What has already been achieved?

- The national FE workforce strategy led by LLUK takes account of the need for an e-confident FE workforce.

- We have ensured that one of the requirements of qualified teacher status will be the effective use of technology.

- The first-ever national prospectus for technology-focused continuing professional development (CPD) has been produced and is now being tested.

- LSIS and Becta collaborated on the development of a leadership programme for senior technical and support staff, which is proving very popular.

- A working group is advising on safeguarding learners in the FE sector.

- We* have started work to help college governors explore their role in harnessing technology.

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* When the word 'we' is used in this way, we mean all or some of the agencies working in partnership.

What are the next steps?

- Teachers and trainers will learn through their initial training how to use technology effectively and will be able to develop these skills further throughout their careers through the CPD prospectus.

- There will be support to help teachers and trainers better understand the role of technology in assessment.

- Tutors working in informal adult learning will be able to develop their technology skills through tailored support.

- *Train to Gain* providers will be able to access guidance on how to use technology effectively in their work with employers.

- There will be tailored guidance on e-safety in the FE sector.

… IT'S NOT ENOUGH TO ONLY HAVE THE HARDWARE AND THE FACILITIES. SOMETHING MORE SIGNIFICANT HAS TO HAPPEN … SO CPD IS ESSENTIAL.

Toni Fazaeli, Chief Executive, IfL

4 Content and digital resources

Why focus on content and digital resources?

Technology has opened up a huge market for content and digital resources and made it possible for teachers and learners to create and share their own. We want to help teachers and learners identify good-quality, tailored materials.

A MASS OF CONTENT IS FREELY AVAILABLE ONLINE. ITS QUALITY VARIES WILDLY, BUT WHETHER WE LIKE IT OR NOT STUDENTS ARE LEARNING ON THE WEB, RATHER THAN IN A PLACE, FROM A BOOK, OR DIRECTLY FROM AN EXPERT. THE CHALLENGE WE FACE IS TO HELP TEACHERS AND LEARNERS DEVELOP THE SKILLS AND JUDGEMENT NEEDED TO MAKE THE BEST USE OF WHAT IS OUT THERE.

Seb Schmoller, Chief Executive, Association for Learning Technology (ALT)

What has already been achieved?

- We undertook some initial research into the potential of digital TV for informal adult learning, to support the Government's White Paper, *The Learning Revolution.*

- A framework (focused on both schools and colleges) for best-value procurement for institutional infrastructure, learning services and management information has been put in place.

- The Technology Strategy Board (TSB), in collaboration with BIS and Becta, is now exploring the feasibility and scope for an innovation platform to develop learning technologies to address national skills challenges.

What are the next steps?

- Quality standards will be created for digital resources, in partnership with industry, the JISC and others.

- Content and tools will be developed to support teachers and learners – for example, the *Skills for Life* curriculum website, plus leadership toolkits and other prototypes to be hosted on the *Excellence Gateway* website.

- A directory of online resources for informal adult learning will be developed and competitions will be held to develop online spaces for informal adult learning.

- We will explore how best to make content and information available through digital television set-top boxes and through other digital TV platforms.

- Interactive learning materials will be commissioned, based on a 'brain trainer' approach to support *Skills for Life*.

- There will be guidance on how colleges and providers can offer their learners a highly relevant, usable and accessible digital library.

5 Performance management, incentives and data

Why focus on performance management, incentives and data?

Learners and employers deserve the best-quality teaching and learning. Colleges and providers need to use available data and incentives to plan and deliver excellent programmes and courses.

I WELCOME THE GREATER EMPHASIS ON INSTITUTIONAL SUPPORT. THIS NEEDS THE BACKING OF RIGOROUS INSPECTIONS AND QUALITY SYSTEMS THAT REPORT ON THE IMPACT OF TECHNOLOGY IN LEARNING.

Robin Ghurbhuran, National Chair, Association of Colleges' National Information and Learning Technology Association (AoC NILTA)

What has already been achieved?

- Generator, the diagnostic and improvement tool, was launched to help FE leaders assess and plan their technology investment.

- Reviews were held on the efficiency of the delivery chain for technology investment.

- Arrangements for updating Ofsted inspectors (HMIs) about technology have now been agreed and the HMI handbook now covers the use of technology.

- We researched and published evidence on savings that can be made through effective use of technology.

What are the next steps?

- As colleges and providers begin to employ it, Generator will have a real impact on their use of technology.

- An 'efficiencies through technology' study will develop robust evidence for the financial gains that can be achieved from using technology effectively in FE.

- Effective data-sharing arrangements between the National Apprenticeship Vacancy Matching Service (NAVMS) and the Common Application Process (CAP) will be put in place to ensure that learners have good access to all opportunities for 14- to 19-year-olds. There will also be guidance on including technology in capital build projects, including the impact on the environment.

- The Systems Interoperability Framework (SIF) and other data standards will be adopted across the sector, making it easier for providers to work together.

- HMIs will develop their understanding of learning technologies and make assessments of its use.

- We will be developing and supporting a 14–19 consortium to support the adoption of SIF.

6 Communications and networking

Why focus on communications and networking?

Technology opens up communications and networking as never before, making it simple and easy for learners and teachers to collaborate.

OUR GOAL FOR FE IS TO DEVELOP A SYSTEM THAT IS FULLY CONFIDENT IN ITS USE OF TECHNOLOGY.

Stephen Crowne, Chief Executive, Becta

What has already been achieved?

- The Technology Exemplar Network, with 62 learning providers from across the sector, has been very positively received.

- The Next Generation Learning @ Work community has been established to influence employers and trade unions.

- In Adult Access to Technology for Learning, we have set up a trial to test the Home Access programme for adult learners, and are also exploring how Home Access might support family/adult learning.

- Our first Next Generation Learning Awards for FE were established, culminating in an awards ceremony on 4 March and a national conference on 5 March 2009.

- Becta and the National Union of Students worked together to explore the role of technology and learner expectations of it and help learner representatives to engage more fully using online collaboration with each other.

- Becta worked with NIACE to run a national conference on technology and informal learning on 27 February.

- Partner organisations have aligned their communications to the messages of the Next Generation Learning campaign, including a special edition of NIACE's *Chips with Everything* newsletter, which is distributed to over 10,000 practitioners and managers across the FE and skills sector.

What are the next steps?

- The Next Generation Learning @ Work community will help increase the understanding and take-up of technology-enabled learning by employers.

- Learners will be able to influence the use of technology for learning through the 'technology in learner voice' programme.

- We will work with the Association of Colleges (AoC), the 157 Group and the Association of Learning Providers (ALP) to develop leadership networks and channels to promote and increase the understanding of technology's role.

- An evaluation of the Adult Access to Technology for Learning trial will continue.

- The Technology Exemplar Network will expand, with a particular focus in 2009-10 on leadership.

- We will work with BIS and other government departments to ensure that the potential of technology is taken into account in policy development.

- We will be supporting the delivery of the White Paper on informal adult learning, *The Learning Revolution*.

- We will set out our ideas about how capital investment projects should take account of technology in their design.

- The Learning and Technology World Forum (January 2010) will showcase internationally England's further and higher education sectors.

7 The LSC e-learning journey so far…

The LSC has managed a dedicated 'e-learning/technology for learning' programme since its inception in 2001. The programme has, to date, invested over £400 million in workforce development, content and digital resources, infrastructure and support services to the sector.

A key ongoing aspect of the programme has been to make available to the FE sector the services and expertise of the JISC, previously enjoyed only by the higher education sector. Their availability has resulted in considerable savings in time and cost to the FE sector, which has been able to take advantage of the existing network. Among the current services supplied by JISC to the sector are:

- regional support centre advice and expertise

- JANET[12] network connections and upgrades

- advisory services such as JISC TechDis[13] Service and JISC Legal[14]

- production services such as Jorum[15] and JISC Collections[16]

- delivery services such as Mimas[17] and EDINA[18].

Both formal evaluation and anecdotal feedback have reinforced the value that the sector places on these services, particularly the access to the expert advisers in the RSCs.

Content and digital resources

During the early years of the programme, the emphasis was on the creation of digital content for practitioners to use in their lessons. The National Learning Network (NLN) materials were developed, which are available to the sector at **www.nln.ac.uk**. The number of sector professionals accessing these materials continues to increase year on year.

There is a demand for e-books from FE students and their teachers that is not being met. The 'e-books for FE' project will provide FE colleges in the UK with access to a core collection of nearly 3,000 e-books from May 2009. The LSC and JISC collections are also working together at a national level to acquire a critical mass of relevant e-books.

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12 JANET is the UK's education and research network: www.ja.net

13 The JISC TechDis Service aims to be the leading educational advisory service, working across the UK, in the fields of accessibility and inclusion: www.techdis.ac.uk

14 JISC Legal is a free information service offering high-quality legal information to further and higher education relating to the use of information and communications technologies: www.jisclegal.ac.uk

15 Jorum is a free online service providing access to teaching and learning resources for teaching and support staff in UK further and higher education institutions: www.jorum.ac.uk

Workforce development

The programme funded the development, piloting and ongoing operation of many of the high profile e-learning programmes available to the sector, such as *E-Guides* and the LSIS suite of e-leadership programmes, including *ConnecT*, *eXplorer* and *Leading Change for Digital Dividends*. The LSC continues to support these programmes through small capital grants given to participants to help them embed the learning they've undertaken within their organisation.

Communications and networking

A number of popular websites targeted at specific sub-sectors were created – among them, *ACLearn* for the ACL sector and *Ferl* for the FE sector. The LSC has supported the migration of the content of these sites, plus others, to the LSIS *Excellence Gateway* (**www.excellencegateway.org.uk**) to ensure their longevity and continuing relevance to the sector. The LSC has also invested in the creation of brand new Excellence Gateway content such as the 'Technology for learning good practice' pages (available at **www.excellencegateway.org. uk/tflgp**). and case studies from individual providers highlighting effective implementation of e-learning, which have been produced in association with the JISC RSCs.

Capital investment and infrastructure

More recently, LSC focus has been on investing in the sector's technological infrastructure via the implementation of innovative and transformational capital projects. One such project is the Technology Exemplar Network that the LSC leads in partnership with Becta. This brings the dual benefit for member providers of allowing them to link and network nationally with other providers in the sector as well as receive capital investment in their infrastructure. The first phase of the project has just been completed – the interim formal evaluation as well as informal feedback have both been positive – and the LSC and Becta are committed to implementing a second phase of the network in 2009–10.

LSC has also invested more than £11 million in updating the Offender Learning and Skills Service (OLASS) ICT infrastructure. This will enable more effective learning to take place within English prisons and bring facilities up to a standard that would be expected in a mainstream FE college.

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16 JISC Collections supports UK education and research by delivering affordable, relevant and sustainable online content: www.jisc-collections.ac.uk

17 Mimas is a JISC- and ESRC-supported national data centre providing the UK higher education, further education and research community with access to key data and information resources to support teaching, learning and research across a wide range of disciplines: www.mimas.ac.uk

18 EDINA is the JISC national academic data centre based at the University of Edinburgh: http://edina.ac.uk

The Mobile Learning Network (MoLeNET) has been a particular success in its first year and is continuing for a second year. The project involves the integration of mobile devices such as palmtop computers and ultralight laptops into the teaching and learning experience. More than 10,000 learners and 2,000 staff have benefited from participating in the first year of the project. Early indications of its impact on the retention of learners and on their achievement have been particularly encouraging and we look forward to its ongoing success. Significant amounts of digital content have been created during MoLeNET, which is available for all to view and download (**www.moletv.org.uk**).

Learning Innovation Grants in the work-based learning sector have been another significant success story. These have enabled many work-based learning providers – which ordinarily might have struggled to implement technology developments due to the scale of investment and nature of expertise required – to bring the benefit of learning via technology, particularly to apprentices and *Train to Gain* learners.

The Capital Motivating e-Learning programme (CaMeL) has invested £3.5 million in e-learning infrastructure with adult learning providers for the year 2008–09. In 2008–09 funding was provided to 88 local authorities and 60 third sector organisations, and all expenditure aligned to priorities in the providers' e-learning strategy. The investment has been supported through a national programme of face-to-face CaMeL Clinics and parallel interactive online learning events. Larger projects have had access to apply for one-to-one professional consultancy support. Through use of existing measures of e-maturity, projects have demonstrated improvements in their effective use of technology for learners in the last year and they are now encouraged to use the Generator to continue to plot their progress.

UK Online Centres have also benefited from investment in their technological infrastructure during the last year.

Future journey

The LSC is looking forward to the continuing success of the programme. The current funding agreement with JISC runs through to July 2010. The LSC will also continue to invest in the innovative capital projects, which are highly valued by the sector, judging by the feedback given to the LSC, and have been heavily oversubscribed. Future LSC investment will be in line with the *Harnessing Technology* strategy.

8 Our revised and updated plans

In this section, we describe the key targets, activities and initiatives that we will undertake over the next three years to help colleges and providers use technology effectively and enable more efficiencies to be gained from investing in it.

Lead partners have been identified to take these forward. We welcome the support from all our partners and membership organisations to achieve these key targets and recognise the dynamic nature of this implementation plan.

FE workforce development

Key actions 2009–2012	Lead partner(s)	Key targets
Systematic national professional development programme • Update training interventions and qualifications and national leadership capacity-building programme. • e-CPD programme. • Online prospectus for technology-focused CPD. • Leadership and governance development. • Embed e-learning across programmes. • Provide support for Informal Adult Learning workforce. • Ensure that all parts of FE workforce are included – in particular, those in learner support positions, who have increased expectations of the impact of technology.	Becta with LSIS, IfL and LLUK. **KA3** [19]	• Make leadership and governance programmes integral to CPD prospectus, by November 2009. • Produce series of resources to support IAL workforce in developing capability in use of technology, plus pilot programme, by December 2009. • Pilot national CPD prospectus in alignment with National Improvement Strategy and Further Education Workforce Strategy and regulatory IfL professional formation requirements, by March 2010. • Embed e-learning within partner programmes, by March 2010. • Include strategic leadership of technology as core module in Principals Qualifying Programme (PQP) and associated programmes, by March 2010. • Design and pilot provider workforce development plans in use of technology for learning, by March 2010. • Reach top quartile of international performance in deployment of technology by FE workforce, by March 2012. • Ensure that 80% of FE teachers update ICT skills as part of 30 hours CPD, by March 2012.
e-Learning professional standards • Include effective use of technology (wherever appropriate) in all Initial Teacher Training (ITT) and CPD training programmes.	LLUK with LSIS. **KA18**	• Update all ITT qualifications and CPD training programmes according to revised LLUK professional standards, where appropriate, by March 2010.
National support service for FE providers • Review, align and build on existing arrangements to develop more coherent national network of support for providers.	BIS. **KA34**	• Set up steering group and issue statement of intent, by July 2009.

19 KA = Key Action number that we report against.

Content and digital resources

Key actions 2009–2012	Lead partner(s)	Key targets
Quality standards for digital resources • Establish recognised quality standards for digital learning resources and professional tools.	Becta with JISC. KA9	• Define and announce approach, with work underway to agree initial standards, by July 2009. • Implement strategy, by March 2011.
***Skills for Life* curriculum website** • Develop new electronic version of revised *Skills for Life* curriculum, with web-based tools to support embedding in vocational context, and online community.	LSIS. KA27	• Make website available on *Excellence Gateway*, by July 2009.
Online content bank • Develop directory of online resources as an 'online bank'.	Becta and QCA. KA28	• Develop and maintain directory of online resources for informal learning, by March 2010.
'Brain trainer' software engine • Develop interactive learning materials based on 'brain trainer' approach to support *Skills for Life* (inc. numeracy).	LSIS. KA29	• Trial and evaluate prototype engine, plus provide advice on how product can be used on multiple platforms for as many mobile devices as possible, by July 2009.
Technology innovation platform • Innovation platform competition.	Becta with TSB. KA30	• Explore feasibility and scope of innovation platform for learning technology, by March 2010.
e-Books • Ensure that every FE college can provide its students with highly relevant, usable and accessible digital library. • Provide a stimulus for licensing of further relevant, usable and accessible content to support FE colleges and their learners.	LSC with JISC. KA31	• Ensure that e-books platform and core collection of e-books are available free of charge to FE colleges across UK for five years, by June 2009.
Leadership toolkits • Develop digital resources to support leadership programmes.	LSIS. KA32	• Develop online toolkits to support leadership, by March 2010.
Accessibility of digital content creation tools • To review with BIS and DCLG.	HumanITy. KA33	• Hold expert round table to explore HumanITy's proposals involving other government departments with interest in digital inclusion, by June 2009.

Performance management, incentives and data		
Key actions 2009–2012	**Lead partner(s)**	**Key targets**
Generator: Technology Improvement leadership tool • Provide framework and toolkit for providers to self-assess, measure progress and develop their capability in effective use of technology (e-maturity).	Becta with LSIS. KA20	• Register 350 providers (250 FE colleges, 70 WBL, 30 ACL), by March 2010. • Pilot improvement development programme in FE (to be linked to annual assessment visit), by March 2010. • Embed Generator in three partner programmes for e-leadership, by March 2010. • 150 providers, using Generator, accessing linked *Excellence Gateway* content, by March 2010.
Practitioner evidence and analysis • Support JISC with online pedagogy 'state of the nation' report and develop basis of new curriculum models for providers from evidence of best practice identified in report.	Becta with JISC. KA36	• Guidance and online pedagogy 'state of the nation' report, by March 2010.
Technology embedded in inspection • Review and update inspection policy, frameworks and guidance to enable inspectors to make clear judgements on use of technology by FE providers. • Develop training programme for inspectors to equip them with skills and knowledge to make judgements on use of technology by FE providers.	Ofsted. KA17	• Updated inspection policy and guidance by Ofsted, including references to technology where relevant and appropriate and taking account of Becta's comments, by September 2009. • Becta support for Ofsted to ensure that 95% of learning and skills HMIs have appropriate knowledge and skills to inspect use of technology in variety of settings, by September 2009.
Next Generation Learning Awards: Technology excellence in further education and skills • Next Generation Learning Awards portfolio. • Give support to award winners for dissemination activity.	Becta. KA6	• Awards demonstrating steady increase (from this year's baseline) in participation by providers from all parts of sector (50% increase from March 2008/09), by April 2011.

Performance management, incentives and data (continued)

Key actions 2009–2012	Lead partner(s)	Key targets
Efficiencies through technology in FE and skills • Economic study building on treasury efficiencies report working closely with LSC. • Review funding model to increase flexibility and incentives for providers. • Development of robust evidence for financial gains from using technology effectively.	Becta with BIS and LSC. KA35	• Identify potential efficiencies in FE and Skills, by March 2010.
Integrated MIS systems • Increase proportion of colleges and providers with integrated management information systems (MIS).	Becta. KA11	• 10-member increase in SIF Association to form 14–19 SIF consortium, by March 2010.

Communications and networking

Key actions 2009–2012	Lead partner(s)	Key targets
Policy advice to BIS and DCSF on emerging thinking • Informal Adult Learning. • ICT *Skills for Life*. • Digital Britain. • Digital inclusion. • Online vision for 2020. • Trial of Adult Access to Technology for Learning. • Support for 14–19 reform programme.	Becta. KA1	• Advice and recommendations applied by BIS and DCSF as evidence base to inform policy development (ongoing).
Excellence Gateway • Bring together existing and new web provision in one place with social networking technology. • Link to workforce channel.	LSIS. KA23	• Average of 100,000 unique visitors per month and 12,500 registered users, by July 2009. • Devolved publishing system for partners, by July 2009. • Collaborative workrooms to support major initiatives, by July 2009.
Informal Adult Learning action plan • Support technology-related activities in IAL White Paper: *The Learning Revolution.*	Becta with BIS and NIACE. KA37	• Establish broadcasting and technology forum, by July 2009. • Investigate red button technology and iDTV to maximise potential of internet and digital TV for IAL, by March 2010. • Develop IAL web portal/resource for open space and access to free resources for Informal Adult Learning, linking to KA28, by March 2011.
National technology leadership and practice network • Technology Exemplar Network. • Self-organised networks.	Becta with LSC, JISC and LSIS. KA16	• Technology Exemplar Network fully active with clear plans for expansion and alignment with self-organised networks, by July 2009. • 30,000 staff and 750,000 learners benefiting from Technology Exemplar Network, by March 2010.

Communications and networking (continued)

Key actions 2009–2012	Lead partner(s)	Key targets
Virtual National Learner Panel • Build on LSC pilot for online discussion forum, linking to National Learner Panel (NLP).	LSC with LSIS. **KA24**	• Explore feasibility of building on limited LSC pilot for online discussion forums, including possible links to NLP to enable policy makers to engage directly with wide and diverse group of learners, by July 2009.
Network of business and trade union leaders • Next Generation Learning @ Work community.	Becta. **KA5**	• Establish Next Generation Learning @ Work community, by July 2009. • Register 80% of sector skills councils and the UK Commission for Employment and Skills (UKCES) on *Towards Maturity* by March 2010.
Online community and development of vision for FE in digital age • Develop and consult on vision for FE and skills in digital age.	BIS with Becta. **KA25**	• 250 members of All Together Now online community established for FE in digital age, by September 2009.
Next Generation teaching and learning in FE • Increase awareness, interest, and demand for learning through technology. • Learning and Technology World Forum. • FE and skills conference. • Learner voice in technology.	Becta. **KA13**	• Increase stakeholder awareness and engagement, as assessed by stakeholder report, by March 2010. • Produce range of guidance and information for national partners, stakeholders and providers, by March 2010. • Disseminate guidance, advice and information at regional, national and international events, by March 2010. • Inform FE workforce development programme via feedback from learners (NUS and NLP), by March 2010.
Safeguarding • Increase level of knowledge about and application of e-safety.	Becta with BIS, DCSF, LSIS. **KA14**	• Work with partners and stakeholders on adoption of safeguarding practice and production of guidance, by September 2009.

Communications and networking (continued)

Key actions 2009–2012	Lead partner(s)	Key targets
JISC services • Continue to provide advice, guidance and training to address issues involved in implementation of technology by providers, including strategic, inclusive, technical and legal issues. • Continue to provide services to enhance effectiveness of JANET network for providers, including security, access management and videoconferencing. • Regional support centres to continue to advise leaders and practitioners of learning providers, to help them develop and implement effective e-learning strategies and outputs from JISC-funded innovation.	**LSC with JISC.** **KA26**	Service delivery (ongoing): • increase awareness of services • increase usage of services • increase e-maturity of providers as result of using services.
Capital vision strategic initiative Working with LSC, AoC and other membership organisations: • develop high-quality vision on improving ICT through capital investment • review and revise standards • promote and disseminate vision • embed technology in capital processes • monitor and review implementation.	**Becta with LSC and BIS.** **KA38**	• Develop strategic statement, by end June 2009. • Develop and articulate vision for how technology should be embedded in capital investment programmes, by January 2010. • LSC Capital Programmes advice and guidance links to Capital Vision outputs and ICT tools, by March 2010.

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