Organisational self assessment: learning technologies

Association of Colleges in the Eastern Region

Digital approaches to English & Maths – using technology to support learners on Traineeships and Apprenticeships

Is your organisation prepared for a digital transformation?

PROJECT LEAD

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Regional Projects Manager

Is your organisation prepared for a digital transformation?

This set of questions is to help Leaders, Managers and Governors [LMG] assess their organisation's progress in implementing the FELTAG recommendations. It is not designed to assess an individual's progress. It refers to the use of technologies in the classroom, for supporting learners in the workplace, for tutoring and peer support. Learning can be delivered by any organisation for example in a college or a workplace situation.

It is one of several planning tools developed by Learning Futures' projects. **Links to these can be found in the appendix.** It is expected that the results from this assessment will identify strengths and weaknesses and inform future actions which may include using these other tools or undertaking some CPD.

The scale indicates the level of understanding or implementation. A score of 0 denotes no or very little progress and understanding and a score 4 indicates a high level of implementation and understanding. Leave blank for "do not know".

	LMGs' understanding of learning technologies This section relates to an organisation's Leaders, Managers and Governors as a whole, even though they may not be a coherent group.	0	1	2	3	4
1	LMGs understand the drivers, barriers and challenges of an increase in the use of technology.					
2	LMGs understand the benefits of the use of technology in teaching and learning.					
3	LMGs support, and are committed to, an increase in the use of technology.					
4	LMGs understand the impact of digital delivery, both in the classroom and remotely, on budgets and staffing.					
5	LMGs understand the investment needed to provide an adequate technical infrastructure.					
6	LMGs are aware of the additional technical support needed by staff and learners.					
7	LMGs ensure that the data created by increased use of technology is managed securely and used responsibly.					
8	LMGs are appropriately involved in CPD to improve their understanding of technology.					

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Organisation's implementation of learning technologies
This section covers how effectively an organisation manages the implementation and embedding of learning technologies.

		0	1	2	3	4
9	The use of technology is an integral part of the organisation's main strategic plan.					
10	A separate technology strategy is in place including teaching and learning policies that address the use of technology.					
11	Staff are adequately supported and resourced for planning, delivery and professional development.					
12	The organisation considers the benefits of the use of technology when allocating resources.					
13	The strategies and policies for using technology as a tool to enhance the learning process are promoted and clearly communicated to staff and learners.					
14	The use of technology is included in lesson observation criteria and appraisal action planning.					

Organisation's ongoing monitoring and development
This section covers how well an organisation tracks, continually assesses and quality assures the use of technology in learning.

		0	1	2	3	4
15	The organisation measures the effectiveness of the use of technology on the quality of teaching and learning.					
16	The organisation considers the impact of the use of technology on learners' performance.					
17	The organisation compares its use of digital learning with that of other organisations.					
18	The organisation monitors the skills and confidence of staff in using technology as it changes.					
19	There is an on-going staff training and development programme to train and update all staff in the use of technology and to develop a different skill set.					
20	The organisation monitors the potential of new and emerging technologies for teaching and learning.					

Appendix

1. Heart of Worcestershire College

http://lfutures.co.uk/heart-of-worcestershire

MASTERING THE GOVERNANCE OF TECHNOLOGY
This project aims to ensure that Governors can make confident, effective and well-informed decisions around investment, innovation and development of technology.
The outcomes will improve the capability and capacity of governing bodies to meet the challenges of the FELTAG agenda and to make best use of innovative technology.

2. Plumpton College

http://lfutures.co.uk/plumpton

TECHNOLOGY IN LEARNING IN SUSSEX (TILIS)
The outcomes from this project will facilitate the management and introduction of learning technology into an organisation. Project activity is divided into two strands: one to support governors, leaders and managers, the other to support teaching, learning and assessment. Governors, leaders and managers will be assisted to make cost-effective strategic decisions regarding investment in new and emerging learning technologies through a virtual and physical development programme supported by a newly designed bespoke planning resource. The understanding, acceptance and use of learning technology by teachers will be developed through a series of peer-led workshops complemented by a virtual toolkit and a community of practice.

3. WEA

http://lfutures.co.uk/wea

WEA has been commissioned to lead two projects on behalf of the adult and community learning sector.

Project 1: DIGITAL DIVERSITY

This project has a particular focus on the digital differentiation required when working with the most marginalised, diverse and disadvantaged learners. The project will develop, pilot and roll out across England, a new blended Digital Diversity course that will be co-created with senior leaders, workforce participants and project stakeholders. The resources developed will support a technological approach to meeting the competencies outlined in the 2014 Professional Standards. Tutors will be enabled to make informed pedagogical choices in the development and selection of the most appropriate methods and resources to create blended delivery models and plans.

Project 2: FIT GOVERNANCE

This project will coproduce case studies, tools and an elearning module to assist governors, managers and leaders within Adult and Community Learning to lead and make cost-effective

strategic decisions regarding investment of time and money in existing, new and emerging learning technologies.

4. New College Swindon

http://lfutures.co.uk/new-college-swindon

THE 'E-LEARNING-TEACHERS' STAFF DEVELOPMENT PROJECT
This project will create and deliver an online staff development course for teachers, trainers and assessors that will introduce ideas for embedding active learning and differentiation into e-learning courses. The CPD model will be piloted with up to 300 teachers and trainers who will learn about the tools needed to create outstanding e-learning packages, and who will participate in professional dialogue with ICT technicians to collaborate on their curriculum development needs.

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