Becta

Business Plan 2009/10

Contents

Introduction

1.   Becta's key role is to develop and lead the implementation of the system-wide strategy to harness technology to improve learning & skills. This strategy aims to support DUIS and DCSF in achieving Departmental Strategic Objectives (DSOs), making a contribution to:

  • Narrowing the gap and raising educational achievement
  • Improving the health and wellbeing of children and young people
  • Increasing the number of young people on the path to success
  • Improving the skills of the population throughout their working lives
  • Building social and community cohesion
  • Strengthening Further and Higher education systems

2.   In taking this role forward Becta exercises leadership by setting expectations through the *Harnessing Technology* strategy. This entails being clear with our delivery partners about key actions, gaining commitment, and agreeing and exercising accountability.   We therefore work closely with them, challenging and supporting them and ensuring we all prioritise building the capacity of providers and partnerships to use technology effectively for self-improvement.

3.   Sector implementation plans, agreed with partners and with relevant government departments, provide a key focus for Becta's leadership of strategy delivery. Sector partnership boards agree these plans annually, govern their delivery and report progress and issues to the high-level National Strategy Group chaired by Stephen Crowne.

4.   This business plan therefore reflects both Becta's broader strategic leadership role, described in Core Activity, and its leadership in the delivery of key Strategic Interventions to support change, the latter forming a key part, alongside partner-

led activity, of implementation plans for the strategy.

Core Activity

Strategy and Communications

Policy:

5.   Becta has a core role of supporting government by ensuring that policy and policy makers understand about technology, its benefits and its challenges. This is not just about policy affecting technology directly but also making sure that all areas of policy are aware of its potential in supporting their work. There are three main areas of work:

- Influencing specific policy areas through a clear and compelling evidence-based analysis;

- Identifying key opportunities through events, consultations and working groups to change policy to improve the use and deployment of technology;

- Ensuring good communications with all policy makers and the Departmental sponsor team, responding to parliamentary questions, developing the remit letter, and maintaining good.

6.   Specific priorities for this coming year are difficult to predict but currently the priorities are finalising the input to the Independent Review of the Primary Curriculum, the 21st Century Schools White Paper and the Children Services Local Authority agenda. Joint work with other areas of Becta includes Digital Britain and Digital Skills. Other areas will emerge over the year as government develops future policy and strategy and we will be agile in responding this agenda. The work closely links in with Becta's strategic planning and the development of its own educational policies and the working of its Board.

Communications:

7.   Through Becta's core communications activity we will deliver Becta's corporate messages and enhance the organisational reputation as the leadership organisation for technology and education. This will be achieved by:

- Enhancing Becta's corporate reputation and leadership position through high quality, effective communications;

- Strengthening the ability of Becta, and its people, to deliver its strategic responsibilities and business activities, through high quality internal communications engagement;

- Reinforcing Becta's leadership position as a UK and world leader in this field, through a programme of high quality event engagements, including delivery of a signature engagement focused on LATWF and BETT.

8. Communications will also provide high quality internal consultancy, strategic leadership, communications infrastructure and facilities to all of Becta's areas of work. We will establish planning based on an activity based model, delivering this through audience approaches.

E-Strategy:

9. Through partnership boards and groups Becta will continue to work closely with national partners to deliver the *Harnessing Technology* strategy, taking forward and closely monitoring sector implementation and assessing progress and impact of technology in the system. We will work with partners to further develop shared strategies for achieving the aims of *Harnessing Technology*, aligning and adjusting these to policy priorities.

10. To support this we will continue to inform this work through annual surveys of LAs, providers, practitioners and learners in schools and FE and skills, tracking progress against key targets and outcomes and developing a rich picture of the maturity of the system and key challenges and opportunities in realising benefits from technology.

11. We will continue to conduct research to support Becta's business areas, including evaluations (for example, Home Access) and focused studies (for example Learning Platforms in schools, technology and NEETs), plus research briefings and events, including the annual research conference.

12. Our core research will focus on the learner and their context (including parents, communities and technology), technology and the development of curriculum/ pedagogy, technology and business process (including efficiency and value for money research), and impact of technology in FE and school sectors. In addition, we will continue to develop analysis and evidence in relation to emerging technologies for learning, and technology trends and developments, publishing outputs through our emerging technologies web service, and using this analysis to inform advice on future developments.

Children, Schools and Families

13. Outcomes for children and young people are improved through better interactions between service providers (for example, schools or teachers) and children, young people and parents. In line with Becta's implementation plan for Harnessing Technology, Becta's work within the Children, Schools and Families sector focuses on two broad areas:

    - Strengthening the role of technology in improving interactions between providers (for example, schools and teachers) and children, young people and parents

    - Building the capability of providers and children, young people and parents to use technology responsibly and effectively.

14. We have prioritised four areas of interaction where evidence shows technology can improve outcomes for children and families. These are: greater flexibility and choice among learning options, tailored and responsive assessment, engaging learning experiences that support deep and higher-order learning for all learners, and strengthened relationships between families, schools and learners.

15. For children and families this means ensuring that:

    • the home access entitlement is delivered to all learners, and especially those who are hard to reach and those at risk of digital exclusion;

    • technology adds value to family and extended learning, through technology supporting greater engagement between schools and parents and out-of-school hours access to learning;

    • the skills and knowledge learners need to use technology confidently and responsibly to support their learning and access information is recognised within the curriculum; and

    • children are safeguarded online, through Becta's continuing support for the implementation of the Byron review.

16. For schools and the school workforce this means ensuring that:

    • schools progress well towards e-maturity through continuing self-review and a commitment to the Next Generation Learning Charter

    • the workforce is aware and confident in using technology to improve practice and that teachers demonstrate a wide repertoire of professional skills with technology

    • school leaders are supported and challenged in how they lead the strategic use of technology in their schools

    • schools use the available tools, such as learning platforms and management information systems, effectively in support of the key interactions.

    The work in this sector is supported by Becta's system wide interventions to ensure that the underpinning technology is effective and offers value for money.

Further Education and Skills

17. The main focus will be building on the first year of the Further Education and Skills implementation plan. For the second year we will be concentrating on embedding across the sector the new guidance and programmes developed last year, introducing new activity such as support for 14 to 19 and ensuring a high level of support for emerging priorities from DIUS. These are likely to include the informal adult learning strategy, components of the Digital Britain strategy,

Siôn Simon's interest in a longer term vision and the importance of social networking and serious gaming. We will also be working with colleagues in DIUS and in the LSC on efficiency and productivity issues in preparation for the likely pressure on provider budgets ahead. The areas where we will have most impact in 2009/10 are:

Policy support
- Support to DIUS for Informal Adult Learning and Digital Inclusion
- Support to DIUS for developing policy environment
- Skills for Life final report on online delivery options

Adult Access to Technology for Learning
- Evaluation of proof of concept. Evidence and data for impact benefits analysis. Case studies and alignment with Home Access family learning

Learner Voice
- Review and improvement of how technology is used in learner voice and learner voice about the use of technology

HMI Inspection; Ofsted and e-maturity ranking
- Inspection process takes appropriate account of the use of technology and survey reports focus appropriately on technology

Networks
- Employer and Trade Union network & support and Next Generation Learning @ work community

Next Generation awards
- Engagement of providers in awards programme to recognise achievement and share good practice across the sector which will contribute to improving e-maturity levels of those involved.

FE and Skills conference
- Communicate key messages and engage learning providers in the technology agenda and the various programmes of work being led by Becta and our partners in the FE and Skills Technology Strategy Delivery plan

Stakeholder Engagement
- Engage and involve key partner and provider stakeholders in the various programmes of work being led by Becta and our partners in the FE and Skills Technology Strategy Delivery plan

Safeguarding FE and Skills Learners in a Digital World
- Research, develop and promote a range of tools and information for stakeholders to use to ensure consistent approach to 'e-safety' and better safeguard FE and Skills learners in their use of technology.

Next Generation Learning @ work feasibility study for campaign
- Feasibility study for large scale campaign activity planned for phase 2 of Next

Generation Learning Campaign.

Research and evidence
- Incentives for online learning to work on funding methodology with LSC to develop clear way forward and communication options.
- Year 2 of 3 year impact study
- JISC year 2 – online pedagogy
- International ranking of FE workforce
- Large scale economic study and business case for technology

Generator: Technology Improvement Leadership Tool
- Development of full platform based on 08-09 prototype
- Update online tool to deliver additional functionality as identified by the sector to maximise the usability and impact to improve e-maturity of providers to benefit learners
- Improvement development programme based on Generator piloted in FE. Generator embedded in 3 partner programmes for e-leadership / CPD. (Grant to LSIS) 60% providers using Generator accessing linked Excellence Gateway content from Generator.
- Engage providers in the use of Generator to improve e-maturity levels to benefits learners.

Technology Exemplar Network
- Implement phase 2 of technology exemplar network to engage additional providers in the programme to improve e-maturity to benefit learners.

18. Specific activity to support 14-19 reform 2009/10

The aim of the 14-19 Reform is to transform the education of all young people, raising the proportion staying on into FE and HE and the proportion achieving Level 2 and Level 3 qualifications. To realise such a transformation – engaging young people not traditionally in education and training post-16 will require high quality, flexible provision across all learning routes. Technology-enabled delivery will be key to the delivery of a coherent curriculum experience for learners learning in multiple settings (school, college and workplace) providing learners with the continuity they need through remote access to information, resources and support delivered via learning platforms. Technology is also required to enable providers to work effectively in partnership, through interoperable management information systems which can share information.

- By March 2010 we will produce and disseminate guidance for 14-19 consortia and young people on online safety and data security;
- encourage City Learning Centres to contribute towards 14-19 national and local priorities;
- produce a guide on the role of e-learning in diploma delivery;
- provide consultancy support to DCSF to monitor and support the capital projects that are being taken forward in rural areas.

Cross-System Underpinning Technology and Service Architecture

19. The provision of effective and coherent underpinning technology across the education, skills and children's services sector depends on the delivery of technical solutions in and between institutions that work first time, every time. We will review and enhance Becta's functional and technical specifications, which have been used to underpin procurements, including the Building Schools for the Future programme, and drive the use of common standards through the understanding of the benefits of coherence by institutional leaders. We will continue to engage with users, suppliers and standards bodies to identify and promote the adoption of appropriate standards for learning technology to deliver quality performance, interoperability, accessibility and support effective use.

20. We will work with the Information Standards Board for Education, Skills and Children's Services and DCSF Chief Information Officer Group on the development of a system wide enterprise architecture and data model across the system, leading activity on the development and introduction of interoperability standards, engaging effectively with public and private sector stakeholders, and demonstrating the system leadership to drive such standards through to adoption. We will procure and manage the Technical Support Service for the Information Standards Board.

21. We will manage our national agreements to ensure that quality of provision meets and or exceeds our defined service requirements and that we secure procurement efficiencies. We will support users of our agreements through the process and seek to resolve any arising issues, monitor supplier performance against defined key performance indicators and assess market impact and savings achieved. We will continue to explore procurement efficiency opportunities on behalf of the education and training system, and maintain and develop a range of procurement mechanisms to drive ongoing efficiencies. This will involve working in collaboration with a range of partners and the supply industry.

22. Working with JANET(UK), Regional Broadband Consortia and Local Authorities we will ensure that the schools sector is able to make use of the JANET network and services, including access to the Internet via the National Education Network.

23. We will continue to provide and develop our internal procurement service to Becta directorate teams to ensure the effective delivery of our corporate objectives, compliance with our legal and statutory responsibilities and achieve value for money for external expenditure on goods, services and the commissioning of organisations to undertake activities using grants.

Regional Delivery and Engagement

24.   The focus will be on effective strategic and operational engagement with local authorities to support the delivery of the Harnessing Technology strategy at a regional and local level. We will achieve this by:

- identifying and training a high level cadre of Senior Regional Consultants who will offer strategic support to the Directors of Children's Services in their assigned local authorities;

- effective strategic engagement with Directors of Children's Services through regular meetings of the Local Authorities Strategic Advisory Board and the relationship with the Association of Directors of Children's Services;

- developing a framework for robust and evidence based local authority self review, revising and publishing a local authorities self-review framework;

- effective and targeted communication to key personnel within local authorities through termly written strategic briefings and regional forums;

- effective promotion of Becta key messages in relation to regional delivery and capital programmes through sponsorship, speaking and attendance at key partner events;

- systematic operational engagement with local authorities through a combination of core entitlement and targeted intervention proportionate to need;

- effective governance of City Learning Centres (CLC) through a rigorous Annual Performance Agreement process, support of the CLC liaison committee and annual conference support; and

- effective deployment of grants and commissions to support delivery of Becta's key targets.

25.   We will also focus on effective strategic and operational support for capital programmes, working closely with Partnerships for Schools (PfS) and with the DCSF Schools Capital Planning and Advisory Team and the DCSF Academies teams to ensure that technology investment delivers transformation in learning. In particular:

- Providing strategic advice, response and analysis to DCSF Capital Programmes teams, including responding to external reviews of the programmes. Helping Local Authorities to identify visions and strategies for using technology to deliver educational transformation.

- Providing direct advice and support as appropriate to project teams delivering BSF, OSP and PCP (eg PfS advisers/directors, project managers, design

teams, Local Authority and school leadership teams).

- Ensuring Academy ICT procurement is led by educational need and is OJEU compliant.

- Providing direct advice and support as appropriate to Academy project teams (eg DCSF project lead, project managers, design team, senior leadership team).

- Supporting scrutiny of ICT elements of submitted BSF, PCP and Academy documentation (eg Visions, strategies for change, business cases and procurement strategies)

Finance and Operations

26. After the launch of *Harnessing Technology* in 2008/9, which challenges Becta to augment its leadership role, Becta will further develop its operational processes to deliver both Core activity and Strategic Interventions in 2009/10. There will be an emphasis on improving programme and project management, both its delivery and building internal capability, so that existing projects are completed and SIs are planned and executed effectively. Work that falls outside of projects will be measured against either core targets or service level agreements alongside the approved budget profile.

27. Becta's budget will effectively double in 2009/10 when compared to the previous year due to the impact of Home Access. Improvements in financial control and reporting systems will be made to support this including rollout across the business of the Commitment to Pay (C2P) project and better use of existing capability within the accounts system.

28. The appearance of Becta will change in 2009/10, in both the customer interface and the physical presence in Coventry. Full utilisation of the Manchester Customer Contact Centre will be a major internal change for the business following the pilot activity in the last half of 2008/9, and implementation of Microsoft Dynamics Customer Relationship Management (CRM) will provide a platform for many of the improvements in stakeholder and partner relationships. Becta will aim to consolidate all staff within a single building, with investment to achieve more flexible ways of working, improved environmental sustainability and efficiency savings.

29. Becta commenced implementation of *Harnessing Technology* using the organisational structure and roles developed in previous years. During this last year the complexities of leading the changes required has become more apparent and our Delivery Chain review set further challenges for Becta. These factors, coupled with some major recruitment difficulties, require a thorough examination of resourcing within Becta. This will be delivered through a resourcing strategy project with streams covering key competences for the organisation, how to flexibly deploy staff across projects and core work, the recruitment balance between permanent and temporary staff and the pay and reward structure.

30.   In addition to completing work to ensure compliance with both the Data Handing Review and the recently published Security Policy Framework, we will develop greater capability in information management and a broader Information Management project is planned.

Development

31.   The role of technology to support government's ambitions, particularly in delivering the strategic objectives of DCSF and DIUS is a continually developing agenda. Becta's leadership role requires us to be agile in ensuring that what we are delivering best meets these objectives without putting at risk ongoing delivery plans. The boundaries of our remit need to be continually examined, partly because the nature of technology is to connect different areas and blur distinctions between them, partly that the world of our audiences and customers change and generate new requirements.

32.   We will analyse these changes, in particular looking at the impact of:

- the Wider Children's services on the role of local authorities and schools;

- the increasing integration of information systems, locally, regionally and nationally;

- the wider adult skills developments; and

- developing relationships with other bodies and networks.

33.   These will all have impact on Becta's future work, our establishment, and our partnerships. We believe it is important not to consider any changes in isolation and we will work with our Board at its meeting in July to set out options for Becta's future development.

34.   Core activity by its very nature cuts across several delivery areas and supports both Becta Strategic Interventions and the work of our partners. Success in this area will be assessed by a range of measures (eg Self-review framework progression, cash savings through the use aggregated procurement and delivery milestones). Details are shown in Appendix A.

Strategic Interventions (SI)

Demand side Campaign

35.   The purpose of the demand side campaign (Next Generation Learning) is to activate the influential voice of demand-side audiences to accelerate the pace of change in the learning and training system.

36.   We will do this by taking an integrated marketing approach based on Market and Customer Insight that will produce compelling propositions for defined target segments based on rigorous market insight to uncover the barriers and motivations involved. We will then develop and conduct comprehensive research into the most effective messages and channel choices relevant to reach and motivate target segments.

37.   This will lead to an integrated marketing and communications strategy and plan defined and agreed in the context of the wider marketing strategy for Becta covering all channels including advertising, PR, online, collateral and events. We will also obtain active engagement and support from stakeholders and partners to add credibility, amplify messages and ensure clear links and synergies with related campaigns and projects,

38.   Finally, we will objectively assess and measure the impact the campaign has on targets such as awareness, understanding and intention to act. This will assure that the implementation of plan is effective and cost efficient all within the confines of a robust project and governance structure.

Capital Investment

 Exploiting capital investments to achieve world class outcomes

39.   Becta will work with key partners (eg Partnerships for Schools, 4Ps), major suppliers of technology and DCSF and DIUS teams to develop and articulate a world class vision for what good looks like in capital investment programmes (Building Schools for the Future, Primary Capital Programme, Academies, FE Capital New Build). This vision will encompass desirable learner outcomes, the effective teaching, learning, and management to deliver those outcomes, the way technology enables these to be delivered, the consequent effect on the design of spaces. This vision will take account of policy development including Home Access, digital inclusion and informal adult learning.

40.   This will involve:

  • Identifying key components/themes of the vision

  • Holding internal and external workshops for each theme to identify key

messages and good practice

- Researching and collecting together exemplification material

- Undertaking industry and supplier consultation

- Producing vision and exemplification materials in appropriate media

- Reviewing and refreshing ICT Quality Indicators

- Launching final vision, inc. local authorities and key partner seminars

41. This will result in:

- A common understanding amongst key partners on the best possible technological solutions to ensure schools and colleges have effective business management, teaching and learning.

- A better understanding and willingness by suppliers to embrace and implement this vision.

- Revised guidance on KPIs for capital build programmes that better reflect the transformational vision, including revised ICT Quality Indicators.

- An articulation of this vision through appropriate media and supporting exemplification materials.

42. Becta will also review functional and technical standards and aggregated procurement opportunities.

   This will involve:

- Supporting procurement by local authorities by working with Partnerships for Schools and suppliers to review functional and technical standards for ICT provision in BSF schools

- Identifying opportunities for greater aggregation of purchasing (both horizontal across local authorities and vertical within a local authority) through working with Partnerships for Schools

- Reviewing and strengthening guidance and support for local authorities producing Outline and Final Business Cases by working with Partnerships for Schools and DCSF to embed and strengthen key technological policies such as SIF and Shibboleth as well as other key policies such as Home Access

- Identifying opportunities for increasing the capacity of the market both in terms of credible ICT advisory capacity and also managed service delivery by working with Partnerships for Schools

43. This will result in:

    Standards remaining fit for purpose and keeping pace with developments. The standards will allow for appropriate innovation and help the vision to be achieved.

Children's Home Access

44. The Home Access Taskforce (2006/2007) identified that the digital divide is not being reduced by market forces. The Taskforce were further convinced that there is a compelling business case for government investment in support of improving opportunities to home access. The Taskforce recommended that any future intervention should be to support all families and aim to increase the value of home access and remove financial barriers for low-income families.

45. Over the next three years Becta will be supporting those families that need government intervention to obtain a computer and connectivity through the Home Access programme. At the same time Becta will be working with the industry and others to increase the use of technology in the home and ensure that the services provided by schools and others build on increased home access.

46. Funding has been provided for the programme for the current CSR period, ie to end of financial year 2010/11. This would provide subsidised access for 330,000 learners (out of a population of 715,000 that would potentially need assistance).

47. Additional funding in the following CSR, ie 2011-12, will be required to assist the remaining families. Therefore this programme assumes a three year programme, with the potential for extension.

48. The Programme has four major elements in 2009/10:

    - A pilot at full Local Authority level running from 2 February 2009 to 11 September 2009 in Oldham and Suffolk

    - An accreditation programme for Suppliers who will supply approved Home Access Packages which meet an agreed functional specification and are suitable for use in conjunction with local authority and school systems. This has already been trialled as part of the Phase 1 Pilot currently under way. We expect to open the Accreditation service for national rollout in May 2009 with the first suppliers being accredited in September 2009. The Accreditation service will remain open to new suppliers throughout the life of the programme.

    - A Grant issuing process delivered through a Help, Assessment and Payment body. This body will market the availability of Home Access Grants, accept applications, check eligibility against criteria and issue grants for customers to

purchase equipment and broadband connectivity from Approved Suppliers.

- A Marketing and Capacity Building project to support and drive the capability of schools, local authority and community organisations to encourage and support parents from low-income backgrounds to engage with the Home Access programme and to realise its greater benefits outside simple acquisition of a computer and connectivity.

49. During 2009/10 the programme will support 70,000 learners.

Throughout the programme the benefits will be evaluated using management information and statistical research to ensure that:

- Access to technology for learning at home is increasing

- The benefits to learners, parents, schools/colleges and citizens as a whole are being achieved through this increased access

The current scope of the programme is for young learners only but will be designed to allow for potential future expansions to adult learners.

Increased Parental Engagement

Exploiting ICT to improve parental engagement (including online reporting)

50. The intervention is to position parental engagement as a key priority for learner and school improvement and to maintain the drive and support for the progress schools make towards the online reporting expectations for 2010 and 2012. This ensures that national policies around parental engagement explicitly embed ICT including supporting those policies under development within the Families Unit at DCSF.

51. We will:

- establish activities that demonstrate and share the benefits for raising the expectation that parents should have to **access** school-based resources;

- raise the compelling argument to schools to **engage** with parents beyond online reporting by developing explicit examples and argument for change including advocates within the schools sector; and

- challenge industry partners to **respond** to the deeper parental engagement needs and adapt their products to suit.

52. So that:

- parents and carers can know about how learning and resources are offered by schools (eg by looking online at timetabling, lesson structures and content)

and how they can help parental engagement;

- schools support parents in understanding sequencing of learning and topics and seeing what and how their children are learning (by seeing plans that tell them about topics in advance and online access including reporting and information sharing); and

- schools and parents use technology provided from a mature and responsive product base.

53. Good parental involvement is critical to learner achievement. The triangular relationship between school (and staff); the learner and parents is dependent upon informed dialogue that enables mentoring and support. Technology plays a unique role in establishing that dialogue including engaging "hard to reach" parents and effectively managing parental communication - though not a statutory requirement. Becta has policy influence on online reporting – we have a role in convincing schools to prioritise investment into exploiting ICT to improve parental engagement – technology can provide the cornerstones of a change in whole family ownership and partnership in learning.

54. Every school should have a MIS and/or Learning Platform. Some solutions in schools may present a barrier to progress if they do not address sustainable and scalable approaches to recording and assessing pupil progress, system interoperability, security and data protection, parental access and changes to the culture and ethos of school's partnership with parents. This intervention challenges providers and users at a system level. Specific requirements (eg online reporting) provide challenge and support for schools to achieve system change by 2012.

55. The intervention directly supports the Children's Plan. It directly builds upon the online reporting requirement (2005 White Paper) and the continued commitment at Government policy level for improved parental engagement objectives. The intervention clearly aligns to both the Children's Plan and the Harnessing Technology strategy.

56. Year one will require sustained activity round the evolving DSCF parental engagement strategy online reporting to maintain credibility and retain the support of Ministers (the operational delivery of support is a retained core activity for Becta through to 2012/13 to meet the policy commitment).

57. Year one will also require a ramping up of our policy challenge to demonstrate the range of engagement and benefits arising through technology (as descried above) and will need partner involvement of practitioners (ASCL/NAHT as examples). The model of engagement used to position online reporting is proposed (ie influence and argument heavy – content and programme light). Year one will also include a small number of key examples (eg behaviour links; transition activity and topic working pout of school) as demonstration projects building on excellent activity already underway in schools.

58. Years two and three will continue the drive for online reporting (targets due 2012) while focusing on interventions and expectation targets developed through the parental engagement strategy work with DCSF in year one.

Increase workforce capability – Schools

59. This intervention is designed to have real impact on the confidence and capacity of the workforce in supporting the aims of Harnessing Technology strategy. The strategy for achieving the improvements is for a multi-pronged approach to achieving action on converging elements of the system. The SI also assumes increased expectation through the demand side campaign and coordinated supply side communications with other core and SI activity.

60. This intervention will focus on:

   * establishing a clear vision for the e-maturity of the workforce, how the system supports and enables this and ensuring alignment to wider workforce strategies and Becta's Next Generation Learning Charter;

   * raising the expectation for exploiting technology by the workforce through the range of standards and aligned interventions, such as the Masters in Teaching and Learning;

   * identifying and prioritising high impact approaches to building the confidence and skills of leaders, teachers and the wider workforce – for example, by focussing on Advanced Skills Teachers who we know have a powerful impact on their peers;

   * providing support for leaders in considering professional learning for their workforce;

   * identifying the new and changing Leadership challenges in schools with planned interventions mapped out with changes to core devices (eg Self-review framework), leaders' professional development and leadership networks and partners

   * planning for future support of sustainable professional development by outlining the materials and support required in key areas that are proven to influence outcomes and stimulating the market for provision of professional development can and do embed Harnessing Technology priorities; and

   * an awareness-raising campaign delivered in partnership with teacher groups aimed at raising awareness of what technology can do to stimulate teachers' demand for appropriately targeted CPD.

61. The intervention will focus on the use of technology in those aspects of teaching and learning which have been proven to raise standards and which supports other SI and core activity. In particular ensuring the workforce have the confidence to use core technology tools, such as learning platforms and management information systems effectively to:

- track pupil progress, assessment for learning and tailoring learning experiences;

- extend learning opportunities beyond the school;

- engage parents in pupils' learning; and

- improve the teaching of difficult concepts and in supporting learners' higher order thinking skills.

62. The planning is designed around a roll four year intervention with increasing impact and direct activity in years 2010-12. The focus in the 2009/10 financial year is on establishing the vision, developing standards in technology for the workforce, developing and negotiating support networks/partnerships and developing supporting collateral such as the leadership CPD toolkit.

63. The intervention will challenge our partners to build the skills and confidence of the educational workforce over the next three years so that 75% of secondary teachers and 50% of primary teachers report using learning technologies confidently and effectively.

Increase workforce capability – FE

64. This intervention will contribute to improvements in the recruitment and retention of a highly skilled FE workforce who are equipped with the skills to deliver high quality technology-enabled training to all FE learners. It is designed to build on the development in 08-09 of a single national prospectus for technology-focussed Continuing and Professional Development (CPD) for the FE workforce (practitioners and leaders) and a new e-maturity tool for FE and Skills (Generator). It supports the FE Workforce Strategy which builds on the FE reforms which require new FE teachers to hold Qualified Teachers Learning and Skills status; all teachers to be professionally registered with the Institute for Learning; and teachers to maintain their professional standing through undertaking a minimum of 30 hours CPD per year.

   Our focus will be to ensure that both Initial Teacher Training (ITT) and Continuing Professional Development for technology-enabled FE provision is sustainable and becomes an integral part of the national workforce strategy for FE and Skills. We will work closely with LSIS to ensure that we contribute to the National Improvement Strategy.

65. Our aim is to ensure that by 2012 we will have reached the top quartile international performance in the deployment of technology by the FE workforce. Over the next three years we will achieve the following:

   - March 2010: We will integrate the national CPD prospectus into the e-maturity tool (Generator) and the developments of the DIUS FE Workforce Channel. We will scope the requirements of technology improvement plans

and run a series of pilots across the sector.

- March 2011: Rollout of technology improvement plans across the FE sector – the plans will embrace workforce and leadership development programmes. All Initial Teacher Training qualifications and CPD programmes will be updated according to the revised LLUK professional standards by March 2011.

- March 2012: 80% of FE teachers updating their ICT skills as part of 30 hours CPD. Top quartile in international workforce ICT benchmark by 2012.

Increase reliability and sustainability of ICT use

66. We will develop in partnership with institutional leaders a new range of ICT service offerings to ease the burden on head teachers of implementing and maintaining ICT systems. This will focus on Primary schools initially and make reliable, cost effective and sustainable ICT solutions available to them. We will pilot, evaluate, refine and develop them into a system wide approach. Within three years, we will drive up the proportion of primary schools with managed services. The service solutions will lead to, minimum standards for pupils, more efficient use of teacher time, and greater reliability, and sustainability of ICT use.

67. The more comprehensive the ICT service solution, where most or all ICT provision is outsourced, the greater the positive impact on staff and learners and the greater the contribution to the development of an establishment's e-maturity. Furthermore, schools adopting an ICT service approach show stronger growth towards transformation into genuinely e-enabled organisations two to three years after the implementation of the service and increases the confidence of teachers in the using and embedding technology in everyday practice.

Outcomes for each Strategic Intervention

68.   The outcomes for each SI will be achieved by a series of work programmes targeted at specific measurable outcomes. A high level summary of these is attached as appendix A, and a summary of the principal targets is shown below.

Intervention	What Becta will do	One year Measures and Targets By end of March 2010	Three year Measures and Targets By end of March 2012
Demand side campaign Tony Richardson	Devise and implement a demand side campaign to: • make parents/carers (of our target segments of school-age learners) aware that technology supports learning to • equip them with the knowledge and understanding so • they demand more from the provider	• 20% prompted awareness of technology's value among families/ carers with school age children • Where schools offer online access to parents, 50% are aware and 25% intend to use	• 30% prompted awareness of technology's value among families/ carers with school age children • Where schools offer online access to parents, 80% are aware and 50% intend to use (2012).
	Measured by:	• Quantitative customer tracking research amongst target segments assessing campaign proposition awareness, understanding and intentions to use.	• Quantitative customer tracking research amongst target segments assessing campaign proposition awareness, understanding and intentions to use.
Increased parental engagement **Niel Mclean**	• Commission review of schools' experiences of use and benefits • Challenge industry partners to respond to deeper parental engagement • Produce toolkit for increasing parental engagement	• All secondary schools provide parents with access to secure on-line reporting September 2010 • 30% of secondary age pupils' parents	• All primary schools provide parents with access to secure on-line reporting September 2012 • 50% of school age pupils' parents using online reporting

	• Build effective system of advocates and networks	using online reporting	
	Measured by:	• Annual HT survey building on 2008 baseline • Topic specific surveys and advocate network analysis • Partner surveys including DCSF Family Unit commissions that include parents views	• Annual HT survey building on 2008 baseline • Topic specific surveys and advocate network analysis • Partner surveys including DCSF Family Unit commissions that include parents views
Capital investment Jane Williams Steve Lucey	• Identify key components/themes of the vision • Hold internal and external workshops for each theme to identify key messages and good practice • Research and collect together exemplification material • Undertake industry and supplier consultation • Produce vision and exemplification materials in appropriate media • Review and refresh ICT Quality Indicators • Launch final vision, inc. local authority and key partner seminars • Support procurement by local authorities by working with Partnerships for Schools and suppliers to review functional and technical standards for ICT provision in BSF schools • Identify opportunities for	• World class vision in capital investment programmes developed and articulated by January 2010 • ICT Quality Indicators and associated tools adopted by 50% of local authorities completing their BSF output specification	• 75% of leaders and practitioners report post-occupancy technology services support new approaches to learning and teaching by 2015

	greater aggregation of purchasing (both horizontal across local authorities and vertical within a local authority) through working with Partnerships for Schools • Review and strengthen guidance and support for local authorities producing Outline and Final Business Cases by working with Partnerships for Schools and DCSF to embed and strengthen key technological policies such as SIF and Shibboleth as well as other key policies such as Home Access • Identify opportunities for increasing the capacity of the market both in terms of credible ICT advisory capacity and also managed service delivery by working with Partnerships for Schools		
	Measured by:	• World class vision & ICT Quality Indicators: launched at BETT 2010; agreed with Partnership for Schools; key theme for local authority Regional Forums in March 2010 • All local authorities at OBC stage surveyed	• Pre- and post occupancy attitudinal surveys • Pre- and post occupancy use surveys

Children's Home Access	• To implement the Government's Home Access scheme by developing: • the scheme for supplying Home Access Grants • a supplier accreditation system • A marketing campaign and by • working with partners to ensure effective use and exploitation	• 70,000 learners from low income families will benefit from the use of home access supplied equipment and connectivity	• 323,000 more low income families accessing learning through technology in the home by March 2011 (Subject to new funding in CSR 11/14 a target for 2012 will be established.)
Niel Mclean	Measured by:	• Management information from (initially) the Suffolk and Oldham HAPB services and the National MSP	• Management information from the National MSP

Increase workforce capability – Schools Niel Mclean	• Create a clear vision of use and benefits • Professional Development partners are signed up to vision • Set a higher bar for standards in technology for teachers • Establish options to improve workforce e-maturity and enhanced teacher ICT CPD, eg focusing on high influence mechanisms for CPD, eg AST's and other networks • Identifying the new and changing Leadership challenges in schools. Planned interventions mapped out with changes to core devices (eg Self-review framework), leaders' professional development and leadership networks and partners	• Vision and offer established • Partners signed up to vision • Improved ICT requirements • Options appraisal complete and agreed with Personal Development partners and networks negotiated and signed up • Developments for leadership identified, scheduled and changes revised provision underway	• 65% of secondary and 40% primary teachers using learning technology confidently and effectively by 2012 • Increase in number of heads giving technology high priority in SDPs • Increase the proportion of PD offered with ICT/technology embedded
	Measured by:	• Monthly reports and existence of requirement.	• Harnessing Technology survey and sample surveys of supplier provision.
Increase workforce capability - FE Jane Williams	• Produce national online CPD prospectus on technology for learning • Revise occupational standards and set a higher bar in technology for ITT • Develop national technology network for leaders, and associated tools	• Pilot national CPD prospectus in alignment with National Improvement Strategy and LLUK Workforce Strategy by March 2010 • Integrate CPD Prospectus into Generator by March 2010	• 90% of providers have technology improvement plans by 2011 • 80% of FE teachers updating their ICT skills as part of 30 hours CPD by 2012 • Top quarter in international workforce ICT benchmark by

			2012 • Year on year improvement of use of ICT by practitioners from 2009 baseline
	Measured by:	• CPD prospectus to include 60% of FE CPD for technology-enabled delivery • 40% of providers completing self assessment using Generator reference CPD prospectus by March	• Data to be collected from Generator by 2012 • Becta annual survey
Increase reliability and sustain-ability of ICT use Steve Lucey	• Develop in partnership with institutional leaders, ICT service solutions that will help implement and maintain ICT systems, focusing initially on primary schools • Pilot, evaluate, refine and upscale	• Increase the number of primary schools using or intending to use managed services for part or all of their ICT provision by 500	• Increase the number of primary schools using or intending to use managed services for part or all of their ICT provision by 5000
	Measured by:	• Annual Harnessing Technology Schools Survey 2009 • Schools working with Becta to adopt a managed service • Supplier data	• Annual Harnessing Technology Schools Survey • Schools working with Becta to adopt a managed service • Supplier data

Financial Summary

Budget Summary 2009-10

	Total	Operational Services (OS)	Children, Schools & Families (CS&F)	Further Education & Skills (FE&S)	Underpinning Technology and Service Architecture (UT&SA)	Strategy & Communications (S&C)
REVENUE EXPENDITURE						
Salaries	12,250,495	3,254,664	1,775,249	2,488,753	1,991,407	2,740,422
Admin	3,814,963	3,471,238	10,000	10,000	10,000	313,725
Core	15,001,128	0	4,824,731	3,084,350	1,525,500	5,566,547
Commissions	3,155,416	0	280,000	0	1,375,416	1,500,000
Services	1,352,819	0	0	1,065,044	144,000	143,775
Projects	5,313,389	200,000	1,500,000	995,948	1,585,515	1,031,925
Strategic Interventions	22,335,946	0	17,627,000	1,253,946	605,000	2,850,000
Total revenue expenditure	63,224,156	6,925,902	26,016,980	8,898,041	7,236,838	14,146,395
REVENUE FUNDING						
Departmental Funding	(62,685,000)	(6,895,902)	(26,016,980)	(8,098,041)	(7,236,838)	(14,146,395)
Own Funding	(30,000)	(30,000)	0	0	0	0
Total revenue funding	(62,715,000)	(6,925,902)	(26,016,980)	(8,098,041)	(7,236,838)	(14,146,395)
REVENUE (SURPLUS) / DEFICIT	509,156	0	(0)	800,000	0	(0)

Budget Summary 2009-10 (continued)

CAPITAL EXPENDITURE	Total	OS	CS&F	FE&S	UT&SA	S&C
E Learning Foundation	1,000,000	0	1,000,000	0	0	0
Accommodation	3,100,000	3,100,000	0	0	0	0
Technology for Becta	1,400,000	1,400,000	0	0	0	0
Home Access	39,900,000	0	39,900,000	0	0	0
Total Capital Expenditure	45,400,000	4,500,000	40,900,000	0	0	0
CAPITAL FUNDING						
E Learning Foundation	(1,000,000)	0	(1,000,000)	0	0	0
Accommodation	(3,100,000)	(3,100,000)	0	0	0	0
Technology for Becta	(1,400,000)	(1,400,000)	0	0	0	0
Home Access	(39,900,000)	0	(39,900,000)	0	0	0
Programme Capital - Academies	(800,000)	0	0	(800,000)	0	0
Total Capital Funding	(46,200,000)	(4,500,000)	(40,900,000)	(800,000)	0	0
CAPITAL (SURPLUS) / DEFICIT	(800,000)	0	0	(800,000)	0	0

Budget Summary 2009-10 (continued)

TOTAL EXPENDITURE						
Revenue Expenditure	63,224,156	6,925,902	26,016,980	8,898,041	7,236,838	14,146,395
Capital Expenditure	45,400,000	4,500,000	40,900,000	0	0	0
Total Expenditure	108,624,156	11,425,902	66,916,980	8,898,041	7,236,838	14,146,395
TOTAL FUNDING						
Revenue Funding	(62,715,000)	(6,925,902)	(26,016,980)	(8,098,041)	(7,236,838)	(14,146,395)
Capital Funding	(46,200,000)	(4,500,000)	(40,900,000)	(800,000)	0	0
Total Funding	(108,915,000)	(11,425,902)	(66,916,980)	(8,898,041)	(7,236,838)	(14,146,395)
TOTAL (SURPLUS) / DEFICIT						
Revenue (Surplus) / Deficit	509,156	0	(0)	800,000	0	(0)
Capital (Surplus) / Deficit	(800,000)	0	0	(800,000)	0	0
Total (Surplus) / Deficit	(290,844)	0	(0)	0	0	(0)

Performance Measurement and Risk Management

69. This plan is the response from Becta to the 2009/10 priorities letter from the DCSF and DIUS. The programmes of work will deliver the technology contribution to the DCSF and DIUS Departmental Strategic Objectives through either strategic interventions (eg Home Access) or through Core activity. Appendix B maps the proposed activity against the details of the 2009/10 Priorities Letter.

70. Becta will report regularly to its Board on progress to achieving this business plan. This will include delivery of Strategic Interventions through Programme and Project management alongside oversight of our core leadership activity. This information will be used by the DCSF to assess Becta's performance using the balanced scorecard "pentagram," which is applied to all NDPBs. The pentagram measures the following dimensions:

  - System Reform
  - Delivery Outcomes
  - Efficiency and Productivity
  - Customer and Stakeholder Perception
  - Capacity

71. Delivery of Harnessing Technology strategy is a whole system activity which must be led by Becta. Achievement of the benefits is largely dependent on others with Becta acting as a leader, co-ordinator and enabler. This approach brings with it a certain level of Risk which will be managed within Programme and Project Boards and overseen at Becta Board level.

72. Risks within Becta are managed as per the process described at the January Audit Committee, with escalation processes throughout the organisation designed to resolve operational issues at the lowest level possible. Risks and Issues which cannot be resolved operationally will be escalated to the Becta Executive Committee and placed on the Becta Board Risk Register. Following a request from the Audit Committee this register is being reviewed during March and will then be presented to the Board for approval.

Risk		Owner	Initial		Mitigating Actions	Current	
			P	I		P	I
External Risks							
E1	Our agenda is given a significantly lower priority by Government, and public expenditure cuts and efficiency requirements decrease our resource and viability and that of our customers.	Tony Richardson	7	7	Ensure that we communicate our effectiveness in driving forward efficiencies in the system, demonstrating value for money across Becta provision and through stakeholder engagement using the Becta board and others as advocates.	8	7
E2	Pre-election hiatus, economic & fiscal uncertainty leads to uncertainty of commitment, erratic planning & spend at national, local and institutional levels.	Alan Cowie	9	6	EC in close contact with partners and sponsor departments through regular meetings in order to anticipate potential issues, corresponding reactions and where possible broker consistency of approach.	9	5
E3	Current economic climate causes some of our critical IT suppliers to schools and colleges to withdraw from sector or cease to trade.	Steve Lucey	4	4	Maintain Framework approach to procurement provision so that high quality suppliers are already identified and able to take on business obligations without having to go through a full procurement refresh. Continuous monitoring of financial position of framework suppliers to enable early intervention if appropriate. MIS market inertia may cause some suppliers to consider whether it is better for them to invest in other sectors. Actively drive open standards adoption to allow market to operate effectively. Work with PfS on reducing high bid costs that may cause some as yet unsuccessful suppliers to withdraw from BSF programme.	3	3

E4	A serious incident relating to the safety and protection of children, arising from misuse of the Internet within the education system, or other aspects of technology use eg power consumption or health risks damages the technology in learning mission.	Niel McLean	4	4	We are mitigating against the likelihood of such incidents by pro-active engagement to reduce risky behaviour and by ensuring that safety and technology use are closely monitored and best-practice guidance continually reviewed and re-issued.	5	7
Operational Risks							
01	Becta does not have the capacity and capability to effectively deliver, particularly on the Home Access programme.	Niel McLean	4	9	Personnel are being provided using external agencies in the short term with re-assignment of Becta staff under way to ensure greater ownership and control of the programme internally within Becta. The lessons learned from the pilot projects are being implemented and managed service providers are being appointed to increase capacity.	3	9
02	Harnessing Technology governance does not deliver the necessary changed behaviour of partners, including Ofsted	Tony Richardson	5	7	Build relationships with relevant Dept policy teams, supported by Ministers. Escalation to Dept policy teams where necessary.	4	6
03	Local and regional bodies and institutions do not have the capacity and capability to deliver in support of Becta's strategic objectives.	Jane Williams	6	10	We are putting into place the new strategy agreed with the board in January 09, including strengthened staff capacity, close working with ACDS, a new advisory board of Directors of Children's Services. A search for an interim ED for Local Authority Strategy is underway.	4	9

04	DCSF policy teams do not work with us or recognise our leadership role.	Tony Richardson	4	9	We have a strong programme of work in train with DCSF and continue to engage and work with policy partners. Recent successes with the Rose Review have strengthened this relationship. We are currently negotiating the transitioning of additional departmental responsibilities to Becta.	3	9
05	BIS policy teams do not work with us or recognise our leadership role.	Jane Williams	7	9	We have a strong programme of joint work in train with the FE and Skills part of the new Department. We have contributed evidence and advice to the Digital Britain White Paper. We have a developing partnership with the technology strategy board. We will now develop an engagement plan across the other elements of the new department and build relations with new ministers	8	9
06	Failure of single supplier for the administration of Home Access.	Niel McLean	3	9	The procurement process selection criteria, open book accounting with suppliers and close monitoring of performance are being used to ensure that any susceptibilities to current market conditions are monitored and accurately predicted.	2	9
Change Risks							
C1	Becta's remit increases without additional resources to provide it with the capacity to deliver, or Becta funding levels decrease.	Alan Cowie	8	7	Remit and Priorities established for 09/10, and any additional work will only be undertaken if within existing capacity or if additional financial support is provided. Any decrease in funding will be accompanied by a review of activity to de-scope current work.	6	6

C2	Becta's higher profile increases risk of challenge resulting in reputational damage.	Tony Richardson	7	7	Media risks reviewed at least monthly by EC, to collectively decide how to handle key issues, and risk log maintained daily by Head of Media and PR. We are developing a proactive media strategy to ensure that all issues are dealt with appropriately and to ensure our positive messages get across. EDs and directors have been media trained.	5	7
C3	The demand side Campaign is seen as not value for money.	Tony Richardson	7	6	Focus marketing activity on providing advice, assets and tools for front-line and for parent segments – rather than general media awareness raising. Ensure rigorous market testing and evaluation to demonstrate VFM of spend and impact/effectiveness	4	5
C4	Home Access increases impact of risks around security of data	Niel Mclean	2	9	Data security has been reviewed across the whole of Becta and the Home Access programme carefully assessed. A separate risk log is in place for home access and is being reviewed on an ongoing basis by the audit committee to ensure that mitigating actions are appropriate, co-ordinated and are being undertaken.	2	9

Appendix A - Summary for Core and SI programmes

Strategic Intervention 1: Next Generation Learning campaign		
SRO: Tony Richardson		
To activate the influential voice of demand-side audiences to accelerate the pace of change in the learning and training system		
Activities Devise and implement a demand side campaign to: • Make parents / carers of our target segment of school age learners aware that technology supports learning • To equip them with the knowledge and understanding • Enabling parents / carers to demand more from the provider		
Milestones to success • Increase national prompted awareness of the Next Generation Learning proposition among parents / carers • Parents are aware of the schools offer of on-line access (where provided)	1st Year 20% national prompted awareness of the NGL proposition (of which 25% intend to engage with their schools) 50% awareness of the schools offer (of which 25% intend to use on-line access)	3rd Year 30% national prompted awareness of the NGL proposition 80% awareness of the schools offer (of which 50% intend to use on-line access)

Strategic Intervention 2: Capital Vision

SRO: Jane Williams

Exploiting capital investments to achieve world class outcomes

Activities

- Identify key components/themes of the vision

- Hold internal and external workshops for each theme to identify key messages and good practice

- Research and collect together exemplification material

- Undertake industry and supplier consultation

- Produce vision and exemplification materials in appropriate media

- Review and refresh ICT Quality Indicators

- Launch final vision, inc. local authority and key partner seminars

- Support procurement by local authorities by working with Partnerships for Schools and suppliers to review functional and technical standards for ICT provision in BSF schools

- Identify opportunities for greater aggregation of purchasing (both horizontal across local authorities and vertical within a local authority) through working with Partnerships for Schools

- Review and strengthen guidance and support for local authorities producing Outline and Final Business Cases by working with Partnerships for Schools and DCSF to embed and strengthen key technological policies such as SIF and Shibboleth as well as other key policies such as Home Access

- Identify opportunities for increasing the capacity of the market both in terms of credible ICT advisory capacity and also managed service delivery by working with Partnerships for Schools

Milestones to success	1st Year	3rd Year
Workshops and consultation takes place in line with agreed timetable	World class vision in capital investment programmes developed and articulated by	75% of leaders and practitioners report post-occupancy technology services support new
Develop and articulate a vision for		

the capital investment programme by January 2010	January 2010	approaches to learning and teaching by 2015
Review and refresh ICT quality indicators by January 2010	ICT Quality Indicators and associated tools adopted by 50% of local authorities completing their BSF output specification	
Functional and technical specifications for ICT in BSF schools reviewed and refreshed		

Strategic Intervention 3:
Increase Parental Engagement through ICT

SRO: Niel McLean

To extend the way ICT is used to improve parental engagement building on Online Reporting provision

Activities

- Commission a review of schools' experiences of use and benefits

- Challenge industry partners to respond to deeper parental engagement

- Produce toolkit for increasing parental engagement

- Build an effective system of advocates and networks

Milestones to success	1st Year	3rd Year
Prepare a proposition including base analysis and alignment of strategies & policies including PKH and PE	Clear direction bringing demand, supply, industry and policy components together	
Develop and implement a campaign and promotion programme		
Provide parents with access to secure on-line reporting	All secondary schools provide parent access by September 2010	All primary schools provide parent access by September 2012
Produce an effective toolkit for parental engagement	30% secondary age pupils' parents use reporting	50% school age pupils' parents use

Develop network of resources and advocates		reporting

Strategic Intervention 4: Has been removed

Strategic Intervention 5: Home Access
SRO: Niel McLean
To support the government aspiration of Universal Home Access for all learners in state maintained education aged 7 to 19 in England to have access to IT for learning at home.
Activities To implement the Government's Home Access scheme by developing: • The scheme for supplying Home Access Grants • A supplier accreditation system • A marketing campaign to raise awareness • Working with parents to ensure effective use and exploitation

Milestones to success	1st Year	3rd Year
To implement a successful pilot supporting 9,000 learners to gain Home Access	Pilot completed and lessons learnt assist national roll out	
To support learners who are the responsibility of Local Authority		
To establish and commence the national roll-out service for Home Access	70,000 learners from low income families will benefit	323,000 learners from low income families will benefit by March 2011

Strategic Intervention 6a:
Increase Workforce Capability (Schools)

SRO: Niel McLean

To ensure there is sustainable Personal Development provision which supports the use of technology in those aspects of teaching and learning which have been proven to raise standards.

Activities

- Produce a clear vision of use and benefits

- Develop and support networks / partnerships

- Develop toolkits for leaders to drive workforce change

- Set a higher bar for standards in technology for teachers

- Focus on high influence mechanisms for CPD

- Focus on floor target and coasting schools

Milestones to success	1st Year	3rd Year
Create a clear vision of use and benefits	Vision and offer established	65% (was 75%) of secondary and 40% (was 50%) primary teachers using learning technology confidently and effectively by 2012
Professional Development partners are signed up to vision	Partners signed up to vision	
Set a higher bar for standards in technology for teachers	Improved ICT requirements	Increase in number of heads giving technology high priority in SDPs
Establish options to improve workforce e-maturity and enhanced teacher ICT CPD, eg focusing on high influence mechanisms for CPD, eg AST's and other networks	Options appraisal complete and agreed with Personal Development partners and networks negotiated and signed up	
Identifying the new and	Developments for	Increase the proportion of

changing Leadership challenges in schools. Planned interventions mapped out with changes to core devices (eg Self-review framework), leaders' professional development and leadership networks and partners	leadership identified, scheduled and changes revised provision underway	PD offered with ICT/technology embedded

Strategic Intervention 6b:
Increase Workforce Capability (FE)

SRO: Jane Williams

To ensure there is sustainable Continuing Professional Development provision, reaching the top quartile international performance in the deployment of technology by the Further Education workforce.

Activities

- Produce national on-line CPD prospectus on technology for learning

- Revise occupational standards and set a higher bar in technology for Initial Teacher Training (ITT)

- Develop national technology network for leaders and associated tools

Milestones to success	1st Year	3rd Year
Pilot national CPD prospectus in alignment with National Improvement Strategy and LLUK workforce strategy	Strategy in place for sustainable PD provision	All providers have technology improvement plans. Updated ITT and CPD programmes reflect revised professional standards
Produce national on-line CPD prospectus on technology for learning	Development for technology enabled FE provision is sustainable and becomes an integral part of the national workforce capability	80% workforce undertaking CPD through prospectus by March 2012
Revise occupational standards and set a higher bar in technology for ITT		Year on year improvement in learner surveys on use of ICT
Attain international performance in the deployment of technology by the FE workforce.		To have reached the top quartile by March 2012
Develop national technology network for leaders and associated tools	Support network developed and ensuring adoption across sector	

Strategic Intervention 7:
Increase reliability and sustainability of ICT use

SRO: Steve Lucey

Increase the number of primary schools using managed services for part or all of their ICT provision by 5000.   [Provisional target subject to change following baseline]

Activities

- Develop in partnership with institutional leaders, ICT service solutions that will help implement and maintain ICT systems, focussing initially on primary schools

- Pilot, evaluate, refine and upscale ICT service solutions

Milestones to success	1st Year	3rd Year
Establish the scope of the potential market and develop a benchmark with measures and targets	Baseline established and clarity of measures established	Strong evidence base established
Review and update technical standards and architecture	Standards and architecture updated by March 2010	
Promote the benefits of managed services		
Establish a pilot scheme to gain feedback and refine the proposition	Pilot delivered and learning used to influence roll-out	
Increase the number of primary schools using managed services for part or all of their ICT	Provisional target of 1500	Provisional target of 5000
Ensure partnerships are effectively managed aligning ICT service approach with capital build programmes		

Core Activity: Strategy & Communications

SRO: Tony Richardson

Setting the direction and future of the Harnessing Technology strategy. We will bring together insight into emerging technology, research evidence and policy priorities to influence and lead the education world so that the use of technology gets the best outcomes for learners. We ensure effective communication both externally and internally confirming our alignment and maximising our impact.

Activities

- Leading and developing strategy: ensure effective l governance and positive partner engagement to deliver Strategic outcomes, assessing progress and impact. Revise strategy to consider the implications of a wider remit

- Policy Influence: Inform and influence specific policy areas through clear and compelling evidence based analysis. Expand communications with all policy makers and departmental sponsor teams

- International: Engaging in international activity that informs current and future policy / strategy and enhances Becta's leadership role

- Marketing and Communications: Plan, develop and deliver, through a wide range of channels influential with the target audiences, Becta's marketing and communications outputs. We ensure that Becta makes the most of the communication opportunities including the media, available to it. We deliver highly valued awards schemes, targeted sponsorship commitments, events and marketing campaigns which promote the value of effective adoption of technology.

- Research and evidence: carry out specific educational research and undertake research reviews and analysis.

- Futures, innovation and emerging technologies: provide continuing evidence and analysis in the area of trends, developments and futures.

Milestones to success	This Year
Awards, Sponsorship and Events delivered to reinforce the leadership position of Becta, and enhancing corporate reputation.	Deliver BETT and LATWF as a signature engagement which is demonstrative of leadership position
Refresh Harnessing Technology strategy taking into account policy implications and wider remit for Becta.	Options developed and considered and formal revision of strategy

Policy informed through evidence based analysis.	Becta's Board is fully supported in policy and strategic influence
Innovation and Futures: Provide continuing evidence and analysis in the area of emerging technologies	Futurelab and ET work is of high quality and supports the HT strategy

Core Activity: Strategy & Communications (continued)	
Milestones to success (contd)	Year 1 (contd)
Research & Evidence projects delivered to high quality	90% EC and OC satisfaction with evidence to support their objectives
Strengthened HT governance and partnerships	Minimum 4 publications influencing direction of national delivery / strategy, Becta's Board and audit committee are kept informed
External Communications: Enhance Becta's corporate reputation and leadership position through multiple channels.	The underpinning infrastructure for external communications effectively supports Becta's communication requirements, including our external facing technology.
Internal communications: Strengthen the ability of Becta to deliver its strategic responsibilities and business activities	70% of Becta's employees understand the Becta strategy, Becta values and their role in delivering these

Core Activity: Children, Schools and Families
SRO: Niel McLean
Improving the effective use of technology in supporting the development of school age learners.
Activities
• Safeguarding: Becta's support for the governance and delivery of Byron. Setting technical standards for safeguarding and accrediting suppliers. Development and promotion of advice and support for parents, practitioners, institutions and intermediaries. Support for Byron Governance and the National Council and feeding this

in to policy

- Digital Inclusion and learning: Articulate the case and model for the development of digital media literacy for learners. Provide 'templates', exemplification and guidance. Liaise and influence broader agenda including e-assessment, Digital Inclusion, Digital Britain, Ofcom activities

- School improvement: Articulate the model and provide the framework by which to assess schools' state in the use of ICT (SRF); undertake self analysis (online tool) and build development paths and plans. Schools progression through Next Generation Learning Charter

Milestones to success	This Year
Improve effective use of technology for learning teaching and management. Increase coherent messages for adoption and improved use through partners and stakeholders and action through effective material production, support and take-up.	All key partners signed up to 'campaign' Benchmark activity completed
Curriculum, learning and practice (including Digital Inclusion). Support the development of school age learners so they are able to make safe and effective use of technology to support their learning.	Core resources and exemplification produced on learning platform use, ICT for assessment and APP
Improve effective use of technology for learning teaching and management Institutional Improvement. Increase the number of schools reviewing and planning their use of technology across their key functions.	Development of material to support planning and tracking, curriculum activity, and user feedback. Measure of learner capability against baseline.
Inclusion - increased recognition of inclusion with technology by partners and influence on SLCN national strategy.	50% of schools engaged with SRF demonstrate progress. 30% of schools make a public commitment to Next Generation Learning. 300 new schools reach the accreditation stage of the NGL Charter awarded ICT Mark.
On- line reporting in schools.	Partners agreed and working to common goals, round 1 SLCN grants issued and reviewed. Primary and Secondary resources, support and advice programmes support delivered. Reference groups managed, supported and administered effectively.

Core Activity: Children, Schools and Families (continued)	
Milestones to success (contd)	Year 1 (contd)
Safeguarding Children in a Digital World. Increase the number of schools reviewing and planning their use of technology across their key functions	Partners adopt Becta e-safety content and advice materials and priorities. 70% LSCBs plans include e-safety, each region has access to advocates
Universal Access: Policy and strategic management is well managed and monitored	Agreed partners working to common goals
Developing an e-mature workforce. • Gain a shared view of the e-mature CSF (schools) workforce, the levers for achieving impact and the action to drive change and improvement. • To have celebrated effective next generation teaching and learner	Professional development partners are signed up to the vision and action including MTL programmes. ICT is embedded in partners work. To successfully complete the first NGL Teaching Awards, presented in October 09.

Core Activity: Further Education, Regeneration and Skills

SRO: Jane Williams

Improving the effective use of technology in supporting the development of Further Education learners

Activities

- Implementation Plan: Support the delivery and development of the FE and Skills implementation plan developing robust evidence to support our strategy and determine progress against targets

- Campaign: Feasibility study for engaging employers and trade union leaders in the Next Generation Learning @ work campaign; FE leaders next generation network established.

- Impact and economic study: Support the implementation plan by developing robust evidence to support our strategy and determine progress against targets

- FE Institutional Self improvement: Framework: Providing the framework by which to assess FE and Skills providers use of ICT, undertake self analysis and develop improvement plans as an integral part of the quality improvement cycle

- Policy advice: Support DIUS by offering briefings, policy development papers, contributions to consultations, strategy vision and development of delivery options on Digital Inclusion, Adult Access to Technology for Learning proof of concept, informal adult learning; safeguarding learners in a digital world.

Milestones to success	This Year
Influence policy and campaign: Policy support provided and recommendations accepted by DIUS, increased awareness and engagement of Next Generation Learning.	Support provided demonstrated through regular KIT meetings.
	FE leaders next generation learning network established.
Evidence and Strategy leadership: informing policy leadership and campaign activity, generating institutional self improvement.	Year 2 of the FE workforce programme review.
	Online pedagogy state of the nation report.
	Generator development and roll-out.

	Safeguarding FE learners in a digital world.
	Phase 2 of Technology Exemplar Network.

Core Activity: Regional Delivery and Engagement

SRO: Jane Williams

Effective strategic and operational engagement with local authorities to support the delivery of the Harnessing technology strategy at a regional and local level.

Effective strategic and operational support for capital programmes, working closely with Partnerships for Schools (PfS) and with the DCSF Schools Capital Planning and Advisory Team and the DCSF Academies teams to ensure that technology investment delivers transformation in learning.

Activities

- Identifying, training and deploying Senior Regional Consultants to engage effectively with Directors of Children's Services (DCSs) in their assigned local authorities

- Procuring Building Schools for the Future (BSF) Scrutiny Consultants to undertake scrutiny of BSF documentation

- Effective strategic engagement with DCSs through regular meetings of the Local Authorities Strategic Advisory Board and meetings with the Association of Directors of Children's Services

- Further develop a framework for robust and evidence based local authority self review

- Effective and targeted communication to key personnel within local authorities, through electronic Strategic Briefings (termly) and face-to-face Regional forums (termly)

- Effective promotion of Becta key messages in relation to regional delivery and capital programmes through sponsorship, speaking and attendance at key partner events

- Systematic operational engagement with local authorities and academies with a core entitlement and targeted intervention proportionate to need, including differentiated support for the ICT element of capital programmes.

- Supporting the achievement of agreed delivery targets across Becta

- Effective governance of City Learning Centres (CLCs) through a rigorous Annual Performance Agreement process, support of the CLC liaison committee and conference support

- Effective use of targeted grants and commissions of local authorities, Regional Broadband Consortia and CLCs in supporting delivery of Becta's key targets

Core Activity: Regional Delivery and Engagement (continued)

Milestones to success	This Year
Senior Regional Consultants identified, trained and strategic engagement with DCSs in assigned local authorities begins.	80% Local Authorities rate their engagement with Becta as effective
Local Authorities Strategic Advisory Board meets three times during the year. This leads to feedback from DCSs which informs policy development and strategic and operational ways of working.	
Local authority self-review framework refreshed and launched. Use of it by local authorities indicates levels of buy-in and supports effective strategic engagement.	
Strategic Briefings and Regional Forums take place as planned and are evaluated positively.	
Operational support proportionate to need occurs in all local authorities.	
CLC Annual Performance Agreement process is effective in focusing priorities and encouraging evaluation of impact	

Core Activity: Cross-System Underpinning Technology and Service Architecture

SRO: Stephen Lucey

Providing a sustainable infrastructure architecture, increasing the reliability and enabling greater capability through ICT

Activities

- Securing procurement efficiencies: Managing our national agreements to ensure quality of provision meets or exceeds our defined service requirements. Supporting users of our agreements through the process and resolving any arising issues. Monitoring supplier performance against defined key performance indicators and assessing market impact and savings achieved. Continue to explore procurement efficiency opportunities on behalf of the education and training system

- Specifying and developing the infrastructure architecture: Review and enhance functional and technical specifications across all areas of the infrastructure architecture. Working with supply and demand side partners to drive up adoption of the specifications to improve the reliability and coherence of technology solutions. Articulate the benefits of interoperable solutions and work with partners to drive implementation. Continue work with content publishers to drive up the quality of digital learning resources

Milestones to success	This Year
Exploit procurement efficiency opportunities promoting aggregated procurements	£40m cashable cost savings
	Satisfactory progress against milestones.
Establish a new procurement mechanism	
	Increase active subscribers
Developing awareness of open source and free to use software	Procurement approach and options developed
Review Microsoft pilot subscription licensing and evaluate support for office 2007	95% all procurement spend compliant with EC procurement policy. All procurement over £5k reviewed by Internal Procurement
Ensure Becta's support functions enable improved procurement efficiency	
Complete review and enhancement of	Successful delivery of the specifications

functional and technical specifications	
Work with partners to drive up the adoption of the specifications	Awareness of the specification
Ensure awareness of interoperable solutions that enable free movement of data between products and locations	Increase membership of SIFA UK by 25%.
	Deliver an agreed specification for a common file format for interactive whiteboards
Improve the quality of digital learning resources by working with content publishers	Establish a community of practitioners. Document the effective use of learning platforms, e-portfolios and digital content

Core Activity: Finance & Operations

SRO: Alan Cowie

Enabling Becta to deliver its strategic objectives through the continuous improvement and delivery of internal services and processes for Finance and Customer Service, Facilities, HR, IT-IS and Corporate Performance & Planning. To facilitate exemplary performance through the work, expertise and commitment of Becta's people.

Activities

- Providing Becta with appropriate Financial and Customer Service support to enable improved efficiency and effectiveness of the organisation.

- Providing a fluid and dynamic workspace for Becta, allowing a flexible working environment and providing a stimulus to productivity.

- Improving Becta's overall people resource capability and capacity including the development and implementation of an effective Resourcing Strategy.

- Continuously improving organisational productivity through the deployment and support of effective IT systems and tools.

- Provide focussed Operational Planning, Performance Management and Assurance to ensure Becta delivers to its objectives within appropriate control mechanisms.

Milestones to success	This Year
Becta manages within the agreed budget and can demonstrate increased efficiency in the use of administrative costs, including reducing the costs of	Achievement of efficiency targets. Monthly financial reports within agreed tolerances.

contractors and consultants	
Achieve benefits from the Customer Services Project, C2P system, and deliver financial information and services to agreed standards.	Accepted CRM and C2P systems Agreed proposal is delivered to time, budget and quality
Deliver a fluid and dynamic workspace for Becta, allowing a flexible working environment and providing a stimulus to productivity	
Develop and implement a Resourcing Strategy initiative to define Becta's capability and capacity needs, recommending the most effective organisation to maximise effectiveness and flexibility in the use of the human resource.	Strategy is agreed and implemented. Improved business performance
Produce agreed frameworks for governance, quality assurance and management information.	Frameworks agreed by OC, implemented by Corporate Performance & Planning
Deliver all corporate reporting to agreed service levels	Service levels met
Build on Hannigan compliance with a broader Information Management project	Project milestones met and Information Assurance requirements met

Appendix B - Priorities Letter Mapping

Remit Areas	SI1 S&C Next Generation Learning campaign	SI2 FE&S Capital Vision	SI3 CS&F Increase Parental Engagement through ICT	SI5 CS&F Home Access	SI6 (a) CS&F Workforce (Schools)	SI6 (b) FE&S Workforce capability	SI7 C-SUT&SA Increase reliability and sustainability of ICT use	Core Activity CS&F	Core Activity FE&S	Core Activity C-SUT&SA	Core Activity S&C	Core Activity F&O
Home Access												
Achieve world-class standard												
Information System and Technology Strategy												
Capital Programmes: Building Schools for the Future (BSF), One School Pathfinders (OSP), Primary Capital Programme (PCP) and Academies												
Special Educational Needs and Disabilities												
Sustainable Development												
14-19 Agenda: Safeguard the young and vulnerable, Achieve world-class standards in education, Ensure young people are participating and achieving their potential to 18 and beyond												
DCSF Group Partners: Harnessing Technology Strategy												
Partnerships: TDA, NCSL, QCA												
DIUS												
Information Assurance and Data Handling												
CIOG: Portfolio and Risk Management												
CIOG: Transformational Government												
CIOG: Partnership Working												
CIOG: Safeguarding Children Online												

Fully Delivers Remit   Contributes to the Remit