

Naacemark for ICT Professionals

What should be in the Naacemark for ICT Professionals? Here are some suggestions of criteria which might be appropriate. The idea would not be to create an accreditation system, but a quality assurance award that would sit alongside existing qualifications and also recognise other work such as the Becta Competences Framework or FITS. I haven't directly aligned to any of these yet – at the moment the following are only intended as ideas.

Throughout the following, ICT professional is taken to include roles such as:

Classroom assistant with a significant role in ICT
ICT Technician
Network manager
Systems manager
Administration systems manager

It may be necessary to create a tiered award so that guidance can be made appropriate and so that technicians can be seen to move on as responsibility increases. (We could explicitly align with the 4 levels of the Becta Competences Framework.)

1. Appropriate qualifications

General ICT qualification at an appropriate level for responsibility of post

- ♦ Eg. ECDL, New CLAIT, IC³... for a classroom assistant or lower level technician
- ♦ Eg. ECDL Advanced, CLAIT Plus, MOS, MCP, A+ for higher level technicians
- ♦ Possibly nothing specific for a senior systems administrator

Specific ICT qualifications relevant to the ICT functions given in the person's job description

- ♦ Eg. Certificate/diploma in Support work in Schools (including relevant ICT modules taken) for a classroom assistant
- ♦ Eg. ITQ, iPro... for mid-level technician
- ♦ Eg. BSc, MCSE, CCNA, RM systems administration, SIMS administration, other vendor-specific courses... for high level technicians

This would be one of the most difficult areas to define and moderate. We would need some very clear guidance, perhaps with example JDs and suggested qualifications

2. Professional development

Portfolio of past professional development activities

A clear personal agreed plan for professional development recognising:

- ♦ Current skills, responsibilities etc.
- ♦ Requirements of institution and opportunities
- ♦ Future aspirations

Involving an appropriate mixture of informal and formal means for CPD

Aimed at both ICT skills/knowledge/understanding and general educational awareness relevant to responsibilities

Specific SMART targets over five years

Evidence of review and (as required) modification

3. Planning and prioritising

Evidence of conforming to relevant school procedures

Evidence of personal systems/processes for planning time, such as work-schedules, prioritised to-do lists, completed work agreements

Evidence of use of higher level and external support mechanisms through use of warranties, escalating requests, calling in specialists

Evidence of professional input into creating/improving/developing systems, appropriate to responsibilities

4. Record-keeping

Evidence of conforming to relevant school procedures

Evidence such as reports from acceptance testing, extracts from incident logs, databases, knowledge bases

Evidence of professional input into creating/improving/developing systems, appropriate to responsibilities

5. Managing resources

Evidence of conforming to relevant school procedures

Evidence such as usage records, budget spreadsheets, signed requisitions, audits, evaluations and comparisons, tender documents

Evidence of professional input into creating/improving/developing systems, appropriate to responsibilities

6. Managing user and system security

Evidence of conforming to relevant school procedures

Evidence (logs, audits) of input into areas including user security, backup, virus protection, online security, Internet safety, system fall-back and recovery

Evidence of professional input into creating/improving/developing systems, appropriate to responsibilities

7. Managing ICT developments

Evidence of structured planning for developing ICT systems, appropriate to responsibilities

- ♦ Eg. Suggesting solution, getting quotes, planning implementation and carrying it out for classroom assistant/junior technician when purchasing limited range of hardware/software
- ♦ Eg. Creating full specification and implementation plan, getting tenders, managing roll-out and acceptance testing for Systems Administrator in a large system-wide project

8. Personal qualities

Appropriate communications skills – evidence of help sheets, instruction booklets, presentations, session programmes that the ICT Professional has had a major input into writing/developing

Evidence of feedback from staff/pupils and session evaluation responses to show appropriate attitudes, understanding, skills. Possibly references/testimonials

Evidence of flexibility and ability to work as a team. (How?)
Evidence of appropriate management (where relevant) of other staff

Important note: We must be careful when making such an award that it was *given in the context of a particular school and level of ICT professional* – hence organisation of support activities or planning of CPD may have worked fine in one institution but would rely on an equivalent framework of professional support to be effective in a different context. (This could be a real problem, but I don't see how we can easily get around it.)