

# Consultancy Services



With 30 years' experience in supporting UK education, RM offers a spectrum of educational consultancy services to education providers, government departments and agencies.

With consultants specialising in the effective use of ICT in education, and expertise in areas such as school and LEA leadership, workforce remodelling, school turnarounds, and personalised learning, RM is well positioned to deliver feasibility and research studies, change and programme management, and strategic advice projects.

## Background

Two very different projects demonstrate RM's wide-ranging consultancy skills.

At the end of 2003, RM, the Government Office for London and the LSC London East joint-sponsored an in-depth investigation into how ICT can underpin the Government's drive to a more coherent phase of 14-19 education. And in November 2004, RM began working with a group of LEAs to investigate the reality of how a personalised school might operate in the UK.

## The role of ICT in the changes to 14-19 education

### The need

The project objective was to make practical proposals for the implementation and support of 14-19 reform, taking into account existing initiatives across LSC London East and the involvement of multiple agencies delivering elements of the agenda.

### The solution

Over 5 months, RM conducted a comprehensive schedule of interviews with a range of stakeholders, including schools, colleges, work-based learning providers, a Local Authority, LSC, DfES, national bodies and a forum of 14-19 year old students in Lewisham. Research was conducted nationally; regionally in London East; and locally in the Borough of Lewisham, a 14-19 Pathfinder and IRT Trailblazer.

The benefits that ICT might deliver in a number of specific areas were examined, including management of the learning and the learner; delivery and assessment of the learning; management of institutions involved in the learning; and the ability of the learner to access different learning environments and opportunities. Managerial and organisational issues were also studied including ownership of the 14-19 reform, partnership management, and student entitlement and mobility.

In April 2004, RM published "*14-19 Education in London: Supporting Learners through ICT*" which made recommendations that could be applied throughout the country about the management of 14-19 reform in London, and on the innovative use of ICT. To see the report please go to [www.rm.com/reports](http://www.rm.com/reports).

## Personalised school

### The need

The brief was to understand how a personalised school might work within current constraints such as costs, technology, curriculum, staffing and buildings, using an approach based on the reality of the current school system.

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## The solution

RM is researching good practice in the UK, Sweden and Australia, identifying how all aspects of a school – pedagogy, curriculum, staff, buildings and ICT – could enable personalised learning.

Case studies include curriculum innovation (a two-year KS3 and new approaches to vocational learning), the organisation of learning (the impact of a house system and academic mentoring) and the interplay between learning and the built environment.

Study tours engage stakeholders at LEA and school level and help to identify areas for further study and implementation risk. Metapanning is used to understand key benefits and issues. All of the activities are fed into a model design for a "School of the Future".

## RM's strengths

RM has been a leading innovator in education for 30 years, building a powerful network of partners and working with leading schools to develop a good understanding of what does and doesn't work.

This network and level of understanding, together with project management skills and recognised ability for innovation, enable us to bring a classic consultancy capability to projects. Our role is to understand customers' needs and context, and then use our expertise and that of our partners to generate innovative ideas, research options, engage stakeholders and present practical solutions.

We have the specialist partners, skilled resources and educational understanding to be able to bring in expertise as needed. Different people can be involved as and when required, each bringing their own relevant experience to the project.

RM sees education as a complex system with ICT only one of the tools available in the provision of practical solutions. This approach means that we can identify real educational issues and make recommendations that may or may not use ICT to address them.

RM continues to provide strategic advice to the ICT sub-group of the London 14–19 Strategy Forum, which was formed in recognition of the need to manage 14–19 reform on a pan-London basis. The Forum consists of the DfES, LSCs, GOL, Local Authorities, LDA and others; the report "*14–19 Education in London: Supporting Learners through ICT*" is used as a key strategy document for the role of ICT.

Because RM operates exclusively in education, working with schools and FE colleges, we have a detailed understanding of the current education system and any proposed changes to it. That understanding also encompasses the roles and responsibilities of the education providers, and knowledge of the many different organisations working in what is a rich and challenging environment.

## Contact

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