



WHY STRATEGIES FOR MODERNISING CORPORATE LEARNING

SHOULD FOCUS ON LEARNING OUTCOMES RATHER THAN INPUTS

Technology acts both as a trigger and an accelerator for change, automating and transforming all aspects of business. In learning and development it has opened up new ways to source and resource learning, facilitate collaboration and most importantly, to bridge the gap between the virtual learning and the workplace generating ongoing fluency and student centric models.

Diane Shawe M.Ed

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WHY STRATEGIES FOR MODERNISING CORPORATE LEARNING

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THE SPEED OF CHANGE IN MODERN BUSINESS DEMANDS A NEW APPROACH TO SUPPORTING LEARNING AND PERFORMANCE AT THE POINT OF NEED.

THE IMPORTANCE AND EVIDENCE-BASED APPROACH TO LEARNING USING MOBILE TECHNOLOGY IS INFLUENCING HOW INVESTMENT IN CONTINUED PROFESSIONAL DEVELOPMENT OF A WORKFORCE IS ACHIEVED.

CORPORATES, ENTERPRISES AND

CHARITIES all wish to run their operations at the minimum costs allowed. We all recognise that in today's environment, business moves faster than ever. Most organisations now recognise the importance of developing a strategic approach to learning and harnessing the internal skills of their teams. Moving away from more tactical based activities associated with training such as measuring skills-based behaviours, to focusing on acquisition of knowledge and learning transfer that result in individual and organisational performance improvements.

E-learning has the potential to fully integrate the benefits of personal freedom with connectivity (belonging to a purposeful group of learners). From an educational perspective the "e" in e-learning stands for more than electronic; it can also stand for extending and enhancing the learning experience.

Technology has revolutionised every aspect of our lives and how we learn is no exception.

The trouble is, the range of e-learning technologies and the options available can seem bewildering. Even those who are highly experienced in one aspect of e-learning will lack knowledge in some other areas!"

– Charles Jennings,



NEW MARKET OPPORTUNITIES OPEN AND CLOSE AT BLINDING SPEED,

new competitors emerge overnight, product lifecycles are getting shorter, and customers are more knowledgeable and sophisticated. This fast-changing environment has led to requirement to change learning and training. However more often than not, the task of aligning the learning organisation to the business can be challenging and the perception of how the business views the learning organisation in terms of aligning to strategic initiatives is different to how the learning organisation perceives itself.

Downsizing has resulted in a mass drainage and outflow of skills as employees or contractors are let go. To ensure that an organisation can compete globally and remains at par with the technological changes in the global market committing to the investment of on-going skill training is often viewed as a potential unnecessary incision into the bottom line. This continued way of thinking comes at a cost because of the risks involved in developing the professionalism of the staff (Lucey, 2004). The fear of poaching of the staff by other companies after significant investment has been made in upskilling and training from the said company is of real concern, because skilled, experienced staff when pulled in can respond faster to problems brought forward by the customers and ensure high productivity and efficiency in the long run (Corbett & Huggett, 2009).

With the explosion of mobile technology, organisations need to take advantage of the benefits, scalability, and viability of using mobile e-learning, using smart phones, tablets, and notepads that offer a blended solution.

POLITICAL, SOCIAL & TECHNICAL FACTORS

Modern organisations are under huge pressure to change. Balancing political, social and technical factors with economic imperatives demands business agility and customer responsiveness; globalisation coupled with local focus; new technology systems and effective talent management processes. The “course” is no longer enough to help staff keep pace with change. The whole approach to supporting learning in the organisation needs to be modernized, in order to develop workforce skills and overcome barriers to change.

A modernised learning strategy involves adapting to new ways of responding to business. Looking beyond the course, it involves incorporating new ideas and methods and building on new opportunities offered by technology.

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Employers across the world continue to report that skills gaps and shortages are a major issue. The prevailing issues for employers are the apparent mismatch between unemployment and vacancies on the one hand and the lack of high-calibre candidates to support their ambition for growth on the other. When asked, their difficulty appears to stem from not satisfying salary expectations, not providing training and not being able to anticipate their future skill needs.

Building workforce skills within an integrated talent management strategy is an essential part of modern business in an environment of increasing pressure on resources and competitiveness. L&D have aspired to be at the heart of that talent strategy and business decision-making, but all too often they have operated in a silo. The evidence gathered by the Towards Maturity Benchmark since 2003, highlights that when these walls come down, businesses and individuals benefit. When learning and business leaders work together, learning innovation supports the impact of the bottom line for the business.

Defining 21st Century e-learning and e-pedagogy

It is the convergence of technological and pedagogical developments that is driving e-learning innovation in higher education and the focus of E-Learning in the 21st Century. In the context of a rapidly changing knowledge society, it is essential to evolve the learning experience in a way that models and prepares employees for an active and collaborative working life. The greatest mistake is to try to integrate new communications technology into passive educational approaches. E-learning will fail if we merely add on to or repackage our current

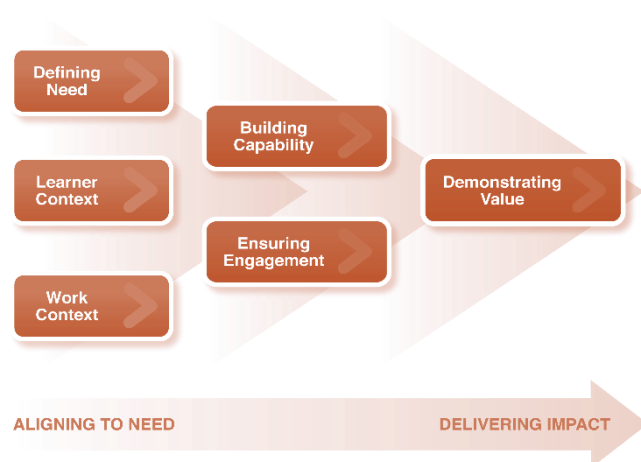
educational designs

The goal of e-learning described here is to create a community of inquiry -independent of time and location through the use of information and communications technology. An educational community of inquiry is a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding. This perspective -of course- reflects a particular educational approach using the possibilities of new and emerging technologies to build collaborative constructivist learning communities.

E-learning is formally defined as “electronically mediated asynchronous and synchronous communication for the purpose of constructing and confirming knowledge”. The technological foundation of e-learning is the Internet and associated communication technologies. Beyond the general description of e-learning, the two primary applications that constitute e-learning are online and blended learning.

E-learning represents a distinct educational branch with its roots in computer conferencing and collaborative constructivist approaches to learning.

INCREASING EXPECTATIONS



The pressures on L&D to deliver results is on! It is clear that L&D leaders are now hungry to see change in the way that they use technology.

Whilst a significant proportion of the sample continue to focus on improving compliance (85%) and training efficiency (94%), there is a clear shift towards the challenge of making learning a personalised, shared and continuous process that is well aligned to business need, delivers competitive advantage and is engaging and motivating for all.

With the help of technology over 9 out of 10 L&D leaders are looking to:

Enable the business to deliver competitive advantage and boost agility

- 91% want to provide a faster response to changing business conditions
- 93% want to improve the way they support organisational change
- Build performance*
- 93% are looking to speed up the application of learning in the workplace
- 90% want to boost on-the-job productivity
- 91% are looking to reduce the time to competence
- Support continuous learning
- 95% are looking to increase the sharing of good practice
- 90% want to better adapt programmes to individual need/context
- Build talent
- 91% want to improve the induction process
- 93% are looking to improve talent/performance management
- Engage learners
- 96% want to increase learning access and flexibility
- 90% are looking to improve employee engagement with learning

The proportion of L&D recognising these as drivers for change and for investment increased markedly between 2008 and 2012 - in some cases doubling - but has now levelled out at a steady 85-95% of the sample.

Source: Towards Maturity 2014

Fulfilling Customers' demands with precision requires multi skilled staff

The steps in ensuring success include the bringing together of the employees, setting goals which broaden the employee's skills and regularly reviewing their progress. Employees may also ensure success by sticking to the program over the medium term. The training program, when well-structured and applied consistently by the employers has far reaching benefits to the company (Bouwman et al., 2005). These include a measurable return on its training investment, reduced turnover of employees who ensure increased productivity, and reduced waste of potentiality of employees by engaging their extra skills.

Companies are now examining ways of delivering training to their employees using virtual mobile e-training programs.

A virtual live-instructor facilitates training delivered by the virtual classroom to the employees. This ensures that the employees gain the skills needed and will also benefit from interaction with other employees from the comfort of their offices or home.

WHAT WILL BE THE BIGGEST INFLUENCE ON L&D IN THE NEXT TWO YEARS?

1. Disruptive Technology
2. Four generations in the workforce
3. Immediacy of need
4. Acceleration of mobile
5. Creation of content
6. Collaboration
7. Finance & politics
8. Showing business value

A MASTER OF SCIENCE FICTION ONCE SAID:

"No sensible decision can be made any longer without taking into account not only the world as it is, but the world as it will be."

Isaac Asimov

What to look for from a e-learning supplier

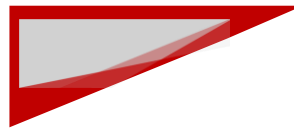
BEST PRACTICES OF A E-LEARNING RESOURCES PROVIDER

- ✓ Scalable LMS Platform
- ✓ Scalable number of Users
- ✓ Bespoke & Customisable courses (of your choice)
- ✓ Uploadable & direct-to-eLearning conversion
- ✓ Unlimited creation of-your-own courses
- ✓ White labelling options
- ✓ Support
- ✓ Accessible 24/7
- ✓ Course catalogue
- ✓ Developer API
- ✓ Custom domain
- ✓ E-commerce Integration
- ✓ Ability to update in real time
- ✓ Virtual Tutors
- ✓ Accreditation
- ✓ Blended learning
- ✓ Language conversion functionality
- ✓ Accessibility compliant
- ✓ Secure & Safe
- ✓ Fully insured
- ✓ Evidence real time reporting
- ✓ Mobile Access
- ✓ Unlimited storage
- ✓ Unique URL
- ✓ Provider that can adapt to other learning deliverables

The purpose of education

The first and foremost purpose of education is to educate and give everyone equal opportunity as a means to succeed in life. Education is a way of igniting and enlightening the thought of an individual.

It should help learners to discriminate between knowledge and ignorance, help to create a spark and create the sense of realisation with logic and a way to reason why the other things are illogical.



We are now living in a new economy powered by technology, fueled by information and driven by knowledge

ALIGNING LEARNING TO BUSINESS:

7 HABITS OF HIGHLY ALIGNED L&D TEAMS



1. Operate as a business partner



2. Use strategic business objectives to determine learning priorities



3. Design with the end in mind



4. Integrate with HR and talent strategy



5. Demonstrate business value



6. Ensure that workers understand personal contribution to business success



7. Enjoy proactive management commitment

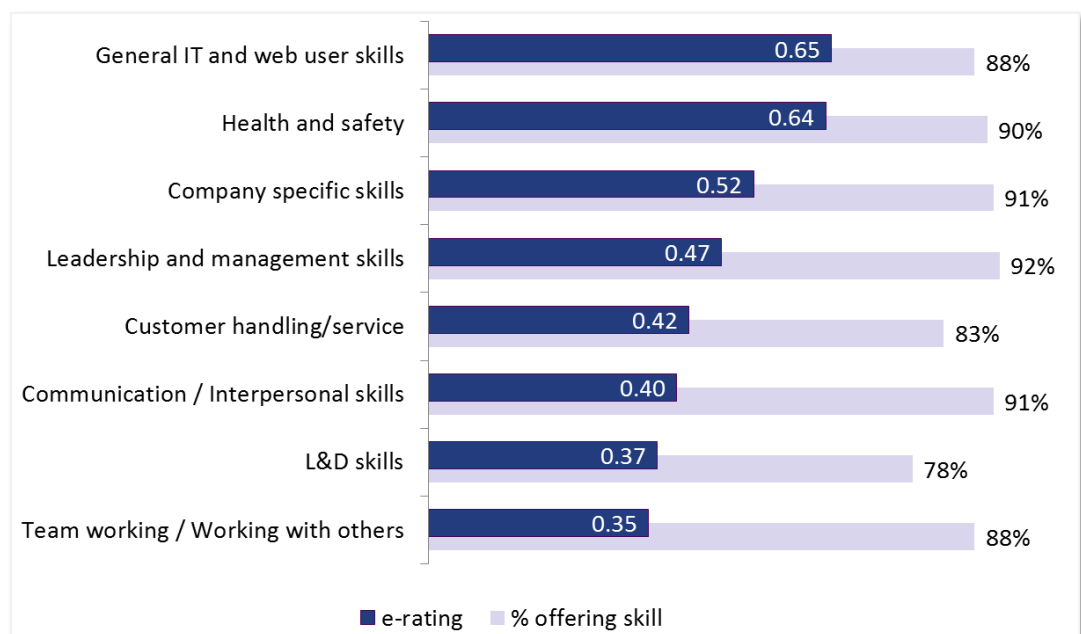
SKILLS OFFERED

Whilst the number of technologies in use to support a modernised learning strategy has increased, on average, only 33% of all non-compliance training is technology-enabled.

The skills most likely to be e-enabled are: IT user skills with an e-rating of 0.65, health and safety (0.64), industry specific (0.58), IT professional (0.54) and company specific skills (0.52). Business critical skills such as leadership, communication and team working are less likely to be enabled by technology despite being widely offered. Customer service (0.42) and sales (0.41) are also low

Top learning companies are going some way towards addressing this mismatch, with **67%** of leadership training and **57%** of communications skills online.

"Skills shortages will increase the need for effective L&D to fill the skills gaps."



BUILDING STAFF ENGAGEMENT



Understand learners



Make inspiring, relevant and accessible content



Equip stakeholders with the right resources



Support learning in the workplace



Minimise the barriers that can lead to poor engagement



Develop a strategy for winning hearts and minds



Celebrate success



INCREASING AUDIENCES

The rise in the number of organisations offering technology-enabled learning and development programmes to all staff from senior management right through to the newest intern has risen year on year, possibly driven by the high demand for e-enabled compliance training.

Whilst 9 in 10 organisations are offering training to managers, professional or technical grades, admin and other desk-based staff, fewer are extending their learning offering to other audiences, although the proportions are increasing

90% offer training to senior managers 75% offer training for

“We have reviewed the skills/confidence level of all staff to ascertain needs”

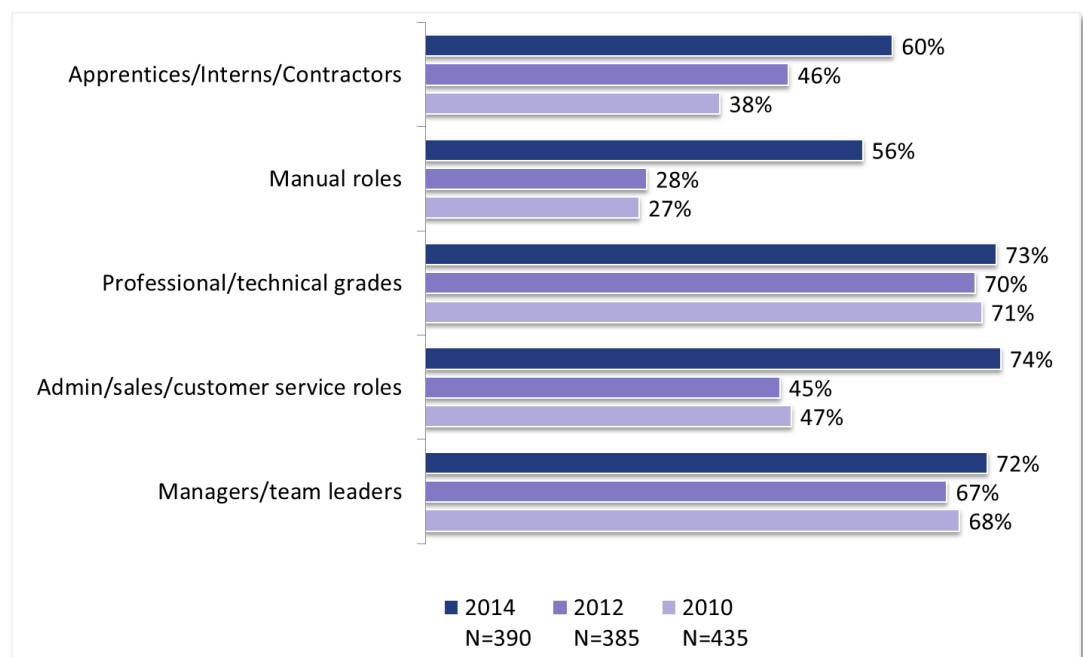
manual workers

71% extend their training to their customers/service users

58% offer training to contractors/freelancers

35% extend their training to their suppliers

However, training for manual workers and senior managers is the least likely to be e-enabled at 70% and 73% respectively.



AUDIENCES LEARNING ONLINE

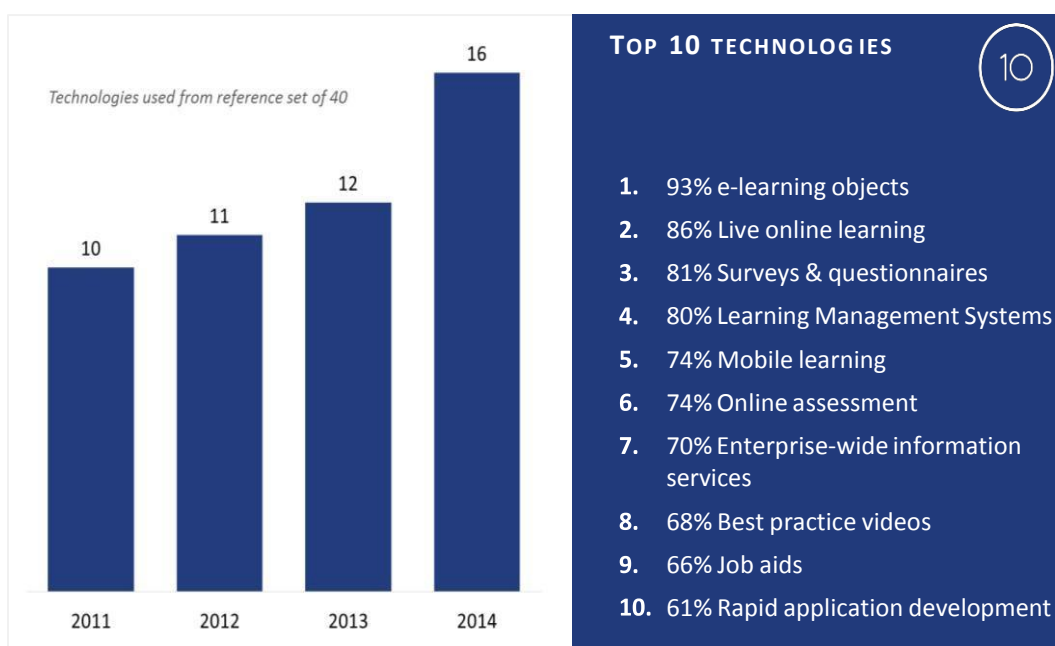
Figure illustrates averages across a group of job roles for those using technology-enabled learning

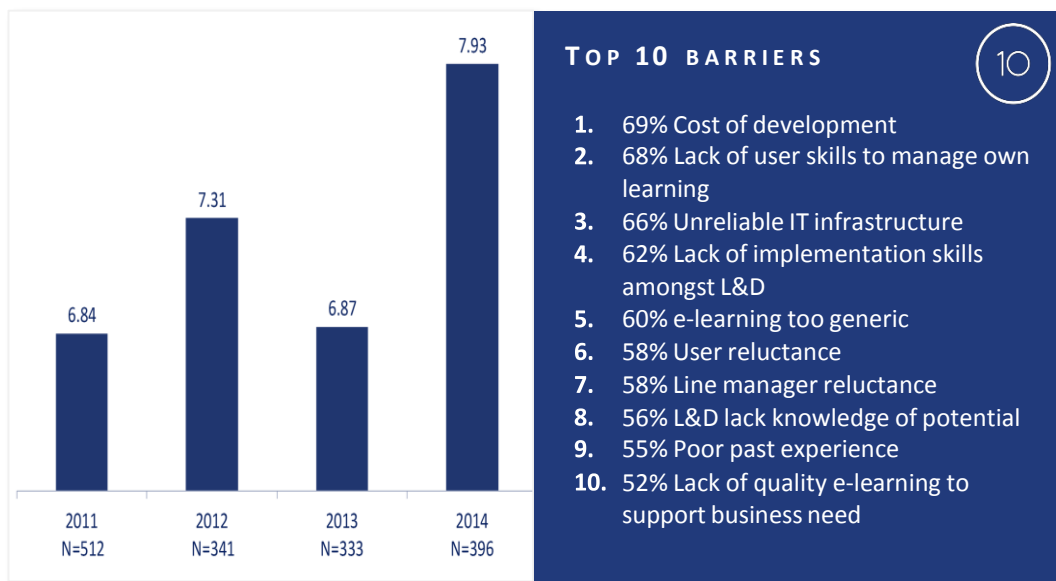
Although top learning companies are more likely to offer – and e-enable – more learning across the organisation than average, programmes for directors and senior managers are still the least likely to be e-enabled with **76%** of their training supported by technology compared to an average of **90%** across all other job roles.

TECHNOLOGIES IN USE

Organisations are using more technology than ever before. The sheer number of technologies in the picture has more than doubled in the last 5 years. Across a reference set of 40 technology options, the number of different technologies in use across 50% or more of the sample has risen from 10 to 16 in the last 3 years alone.

- 93% are using e-learning content with 3 in 4 developing at least some of these resources in-house
- 86% are using some form of live online learning. For example: Virtual meetings (77%); Voice-over-IP conferencing (54%) and Virtual classrooms (46%)
- 80% are using a Learning Management System, with 38% of these integrated with other HR or management information systems
- 74% are offering learning on mobile devices
- 68% are using best practice videos produced externally (43%) or in-house (60%)





BARRIERS TO CHANGE

Given the pace of change, increasing expectations and solutions available, it is unsurprising perhaps that the barriers to change reported by L&D leaders are increasing.

Despite the progress being made by many, L&D leaders report greater barriers to implementing a technology-enabled modernised learning strategy this year. We have tracked a number of barriers relating to people, content, skills and technology over the last ten years and see a marked rise this year in the numbers reporting barriers relating to content and technology. With a rising expectation that technology can deliver a highly sophisticated solution, the level of satisfaction amongst L&D appears to be decreasing.

Barriers relating to learner ICT skills and IT support have only increased a little, but lack of implementation skills, senior manager and user reluctance and poor past experience with e-learning have shown an increase of over 30% on 2013 levels.

What learners are looking for



Learners are looking for clearer communications, relevant content and recognition of what they have done. They need the flexibility to learn at a pace and at a time to suit their busy work schedules, and the confidence that technology systems are robust and enable or enhance learning rather than restrict it.

Technology is playing a huge role in the lives of staff who are already learning in new ways – the *New Learning Schema* focuses on the way in which learner

TOP LEARNING BARRIERS: THE LEARNER PERSPECTIVE

- ✖ 37% lack of time for self-study
- ✖ 30% can't find what they need
- ✖ 30% find current online learning not relevant to their need
- ✖ 29% lack of somewhere appropriate to study
- ✖ 26% find learning content uninspiring

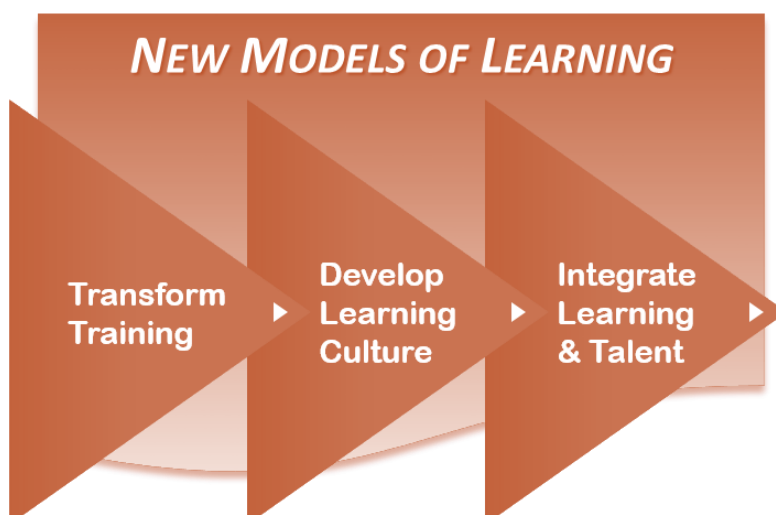
behaviour and preferences can be used to shape L&D solutions for maximum impact.

GETTING THE BALANCE RIGHT

When the balance is right, staff understand their role in the context

of helping the business to achieve its goals; become motivated and engaged learners and progress their own career. The business thrives on a talent-centred learning culture where individual performance is valued and learners thrive when they understand, and are recognised, for their contribution to the overall goals of the business.

When there is too great a focus on business efficiency, learner engagement suffers. Too great a focus on providing learner experience and choice jeopardises business engagement and alignment. Alignment and engagement can be considered as two sides of the same coin.



Buy-in from both business leaders and learners to a shared vision

THE EVIDENCE IS CLEAR THAT IN A MODERN LEARNING STRATEGY, L&D HAS THE ABILITY TO DELIVER STRATEGIC BUSINESS GOALS AND RESPOND TO LEARNER NEEDS.

ALIGNING LEARNING TO DEMAND IS A PRIORITY. BALANCING THE DEMANDS OF BUSINESS WITH THOSE OF THE LEARNER IS THE CHALLENGE THAT NEEDS TO BE ADDRESSED NEXT

RECOGNITION AND REWARD

TOP 10 FACTORS MOTIVATING LEARNERS TO LEARN ONLINE

10

1. 51% want to be able to do their job faster and better
2. 47% want to obtain professional certification
3. 43% like to learn just for personal development
4. 36% want to be eligible for promotion
5. 28% want to be enabled to earn more money
6. 25% want to keep up with new technology
7. 22% want to achieve/maintain a higher certification level
8. 15% want to pass an assessment
9. 13% want to increase productivity
10. 7% want to compete against their Colleagues for a high score

Certification is one of the most important motivators for learners in our study. 47% of learners are motivated by obtaining professional certification.

They also appreciate recognition of their achievement. 51% report that recognition that they have completed online learning programmes is important to them.

Positive feedback and praise are motivational and help build confidence and a sense of achievement. They can also reinforce desirable actions and behaviours and lead to improved performance.

That said, fewer than 1 in 4 L&D leaders provide opportunities to recognise or reward online learning:

LEARNER'S PERSPECTIVE

17% of learners find classroom courses essential or very useful

46% find formal education courses (e.g. at College) essential/ very useful but

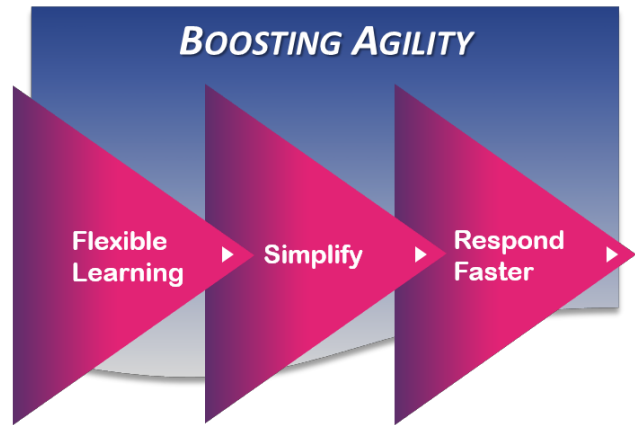
49% learn more by finding things out for themselves than from the classroom or formal courses and 82% want to be able to learn at their own pace

- What progress are we making on recognising and rewarding achievement?
- 25% reward or recognise individuals for their achievement (rising to **43%** in top learning companies)
- 28% use learning technologies as a means for the individual to prove competency for their job (**59%**)
- 17% use achievement goals, badges or points systems (**27%**) 15% publicise the successes of individuals as a result of learning technologies (**46%**)

IMPROVING RESPONSE TIMES, FLEXIBILITY AND ADAPTABILITY.

Addressing new models of learning – using appropriate technology to support the continuum of learning at the right time for the individual – is critical to modernising learning.

Technology specifically has the ability to increase the speed and flexibility of delivery and increase access.



Whilst speed of change and information overload are common challenges for today's business, it is imperative that organisations and individuals need to be able to respond faster to change than ever before. Technology is driving change in many parts of the business and also has the potential to support individuals through that change, yet in learning and development, we are not making the progress we seek.

People become more savvy in using social media and technology in general. Employees will expect their behaviour in the company to mirror that of their private lives: share, network, post, blog, generate content, publish etc. They will expect to find and access information and content just when they need it

The **New Learning Schema** outlines three areas where a technology enabled learning strategy can help to boost business and individual agility:

Flexible learning delivery for an increasingly flexible workforce
Simplify learning
Respond faster

FLEXIBLE LEARNING FOR FLEXIBLE WORKFORCES

Technology is rapidly driving change in the way in which organisations operate. It enables more flexible working patterns, distributed yet highly connected workforces and remote working. Flexible working is now standard practice in 50% of companies, bringing significant benefit to the business, as well as to employees themselves.

Stanford University report a 13% performance improvement in those working from home: 82% of managers in an ILM study think that flexible working is beneficial to their business, reporting improvements in productivity, commitment and retention of staff, while 62% think it helps organisations respond better to customer needs.

96% of organisations want to increase learning access and flexibility through the use of learning technologies. Perhaps unsurprisingly, only 35% of them are actually able to report that they have achieved this given that only 26% agree that technology-enabled learning provides staff with more control over their learning and only 25% of learners are allowed to self-select from a broad range of learning initiatives.

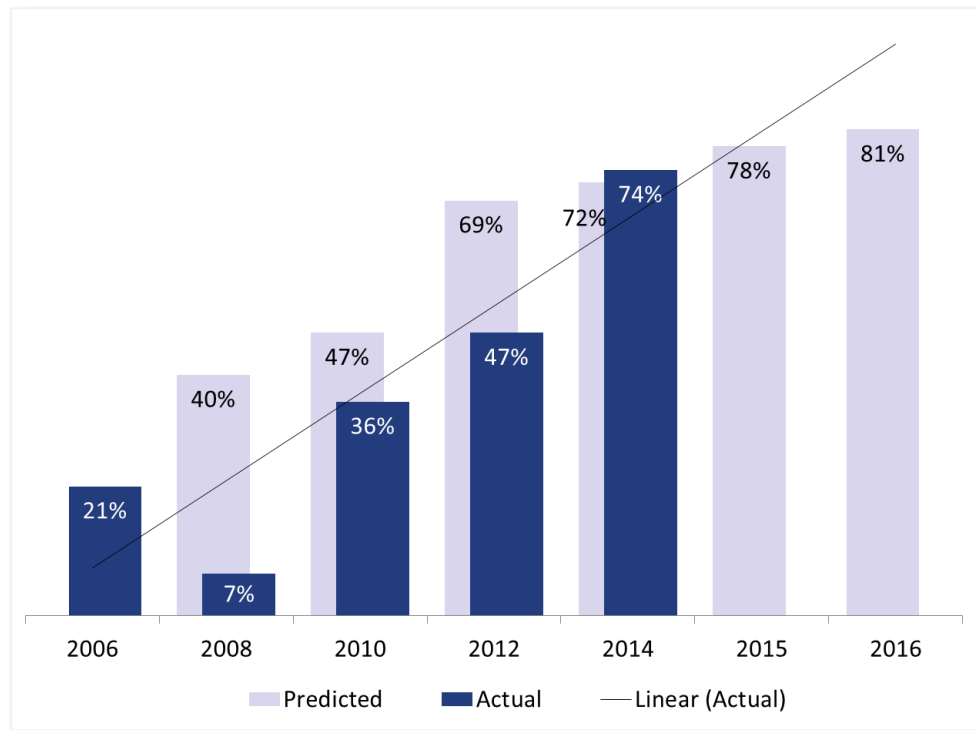
Staff are being offered more choices in the times and places that they work but are they also able to access effective learning in the same way? Increasing flexibility can be brought about through, for example:

- Developing mobile learning solutions
- Harnessing technologies that increase access and flexibility rather than restrict to one particular platform or location, such as cloud-based solutions

MOBILE LEARNING

Although the proportion of companies providing staff with mobile and/or tablets has declined since 2013, a greater number now have formal policies for Bring Your Own Device. This is one area in which top learning companies reflect take-up across the sample as a whole.

UPTAKE OF MOBILE LEARNING



Across the sample as a whole:

- 74% now use some form of mobile learning (78% in top learning companies)
- 45% support BYOD (54% in the top learning companies)

Those that have a comprehensive policy around the use of mobile learning are looking not just at device usage, but are developing their **content** to reproduce well on any platform, although one in three are concerned about using a small screen to display their content:

- 40% specifically enable content for mobile devices
- 39% develop platform-independent content

However, mobile learning offers so much more than platform independence for existing content. It has the power to support learning at the point of need. In our learner study, 43% of learners access work-related resources during the evenings and at weekends and 41% like to do so at the point-of-need.

Learners themselves are increasingly turning to apps to support their own learning. Yet few in L&D are leveraging the unique features of the mobile environment to support learning on the move:

- 17% use mobile app development tools
- 14% use tools to organise and download mobile apps
- 15% integrate mobile apps within their LMS

74%

USE MOBILE
LEARNING

What is holding us back?

46%

HAVE A GOOD
RELATIONSHIP WITH
THE IT DEPARTMENT

Many still have concerns about security and the potential complexity of designing content for a wide range of technologies and these barriers to using mobile technology in learning appear to be increasing each year. These are genuine concerns which do need careful consideration in order to gain buy-in from IT and senior managers.

- 30% of organisations have a clear policy on BYOD (**53%**)
- 12% of L&D professionals claim that they are influencing their organisation BYOD policy (**31%**)
- 33% create advanced security policies (e.g. leaver/device loss management) rising to **42%** in top learning companies

Only 43% really know what technology-enabled learning their IT systems can deliver and 46% would claim to have good relationships with their IT department. Top learning companies, however, are more likely to harness the power of apps and report fewer barriers.

Mobile – Barriers to mobile learning	All	Top learning companies
Wide variation in learners' personal technologies	59%	62%
IT security issues (or perception of this) – loss of data, increased possibility of viruses	66%	68%
Complex to support (or perception of this)	50%	39%
Learners prefer to use PC/laptops	18%	16%

SIMPLIFY LEARNING

Providing access where needed will not boost agility if individuals cannot quickly get their hands on the solution they need when they need it. For example, we have already seen that 74% are offering learning on mobiles, 80% are offering learning via an LMS yet only 22% of those with an LMS use it to support mobile learning directly.

THE LMS EXPERIENCE

The functionality of the learning management system is increasing, but with increasing sophistication comes better control over the learning environment and the potential to simplify the interface for the learner.

80% of organisations are now using a Learning Management System, often purely as a storage solution to file administrative data or to store, track and deliver e-learning courses. However, few organisations are integrating their LMS with other HR or business systems and still fewer are harnessing the additional functionality available to the full:

- 38% link to competency or talent management systems
- 31% support a virtual classroom environment
- 24% integrate with external video libraries
- 25% use their LMS as a cloud-based service
- 33% support social learning/collaboration and communication
- 22% support mobile learning
- 26% deliver a more personalised learning experience with alternative formats, media and techniques
- 33% use big data / learning analytics to create more efficient and effective environments for their people

Fixed systems thinking is in danger of tying solutions down rather than opening opportunities for increasing access and flexibility as the technology matures.

Simplicity does not mean creating simplistic content

Simplicity does not mean creating simplistic content or using quick quizzes and tests that test reading and remembering rather than learning and its application. It means making life simpler for the user. Simplification in and through the use of technology is not just removing all the bells and whistles, but about harnessing solutions that are already available. So how are we doing?



My Promise

- To maintain good practices
- To be loyal
- To deliver results
- To work with you so we can all get smarter.
- To help you drive down & streamline training cost and improve quality of service within your workforce
- To deliver courses that are up to date
- A complete package that offers the trainer or organisation multiple entry points.
- To supply fully qualified Virtual Tutors for each person studying any course.
- Easy accessibility and Value for investment.
- Customisable, fast setup and support
- A Scalable global and reliable solution
- A team of Confidential, Professional and Friendly Staff
- To maintain a safe, secure solution

How easy is it for staff to get what they need when they need it? According to the learners:

- 50% learners can choose to access our e-learning provision at any time (**80%**) 44%
- learners can choose to learn at places convenient to them (**69%**)
- 47% of staff can access information directly relevant to their job (**73%**)

From the L&D perspective:

- 44% use a single sign on process (**58%**)
- 29% allow learners to determine their own path through a programme of learning (**56%**)

Making it relevant

90% of organisations recognise the need to increase their ability to adapt programmes to the individual context but only 22% are achieving this. The tools to support the personalisation of learning are under-used:

- 45% have skills diagnostic tools at their disposal, but only 10% strongly agree that they actually use these tools to tailor learning to individual need (**62%**) 38%
- are using competency management systems (**52%**)
- 16% use widgets to help personalise the learning environment (**26%**)

RESPOND FASTER

“Cultural change is our biggest challenge – not the technology”

91% of L&D want to provide a faster response to changing business conditions through implementation of learning technologies. Sadly, this does not appear to be getting any easier. Indeed, it appears to be getting harder to achieve with only 24% of those seeking this benefit, reporting achievement (**Figure 7**).

L&D want to be able to respond faster. They want to support organisational change. But success rates are very low:

- 26% push updated information to employees at the point of need 32%
- support organisational change
- 42% help implement new IT systems
- 44% help implement new products or processes

Perhaps it is not surprising given that only 36% see their role as helping people make sense of change. How can we do this better?

Why strategies for modernising corporate learning should focus on outcomes rather than input

Part of the problem for L&D lies in the increasing speed of change that businesses face. 55% agree that their strategy for learning allows for changing business priorities, but this is not the case for the other 45%.

Similarly, half of all organisations are struggling to deliver their learning initiatives in time to meet the needs of the business.

40%

ARE WORRIED
ABOUT THE PACE OF
TECHNOLOGICAL
CHANGE

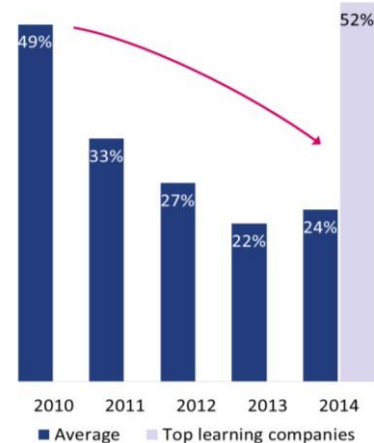
40% cite the pace of *technological* change as a major barrier to progress rather than embracing the opportunities this offers.

Rapid change can breed resistance and this is something that L&D are acutely aware of. Even those in top learning companies are worried about reluctance from senior managers.

“Our clients need time to adapt to the new technologies introduced to them in class.

Change has to be gradual and a one-size-fits-all does not help to bring about the change required. It is indeed a continuous learning process that entails a lot of patience and understanding.”

Respond faster to changing business conditions

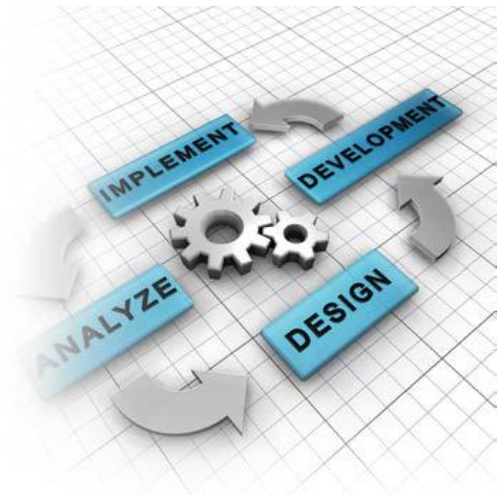


FULFILLING THE BUYERS REQUIREMENTS

The four pillars that go to underpin the buyer's requirements and therefore still define the industry offerings are centred on the following:

- Compliance and accreditation

- Scalable and flexible whilst achieving a real reduction in Cost
- Improving, tracking and measuring Learners' performance
- Real time management, alignment and communication to support on-going changes.
- The ability to track and report learner performance remains uppermost in many procurers' minds.



It will become increasingly important to have specified learning strategy which can deliver effectively against all of these requirements, and getting the “e-learning mix” of technologies right - obviously including content, collaboration and communication environments (social learning) and control mechanisms - will be the key to further industry growth.

Under-pining these trends we are seeing growing interest in how e-learning can address softer skills and this is why we have concentrated our LMS content to this area of learning.

CONCLUSION

In the long-run, the use of virtual e-training is beneficial because it saves on the long term costs of the company. It is scalable and can offer effective continued professional development throughout the year to managers and staff without them having to take time off work. In the past distance learning was seen as an isolated option that ended up with most students not completing their course. These barriers have now been transcended and students can now enjoy full interactions steered towards their own personal learning style.

However, the initial stages of implementing and adopting the process may prove cumbersome and expensive. There could also be resistance by the older generations of management team as technology can often be seen as dehumanising, complicated and remote. The other factor is costs, which could be high and setting aside enough resources to ensure effective adaptability of the technology will often be competing against other internal needs.

Not too far from now we will progress from blending to mixing the content provision as this will be the key challenge to the e-learning industry. The importance of content won't go away, it's just changing faster becoming more “Re-purposely”, “Flexible”, “Interoperable”, and “Accessible” learning content!

At the end of the day, it is up to the management of the company to ensure that they adopt practices that will be beneficial to them in cost saving and increased productivity. AVPT Global's Learning Management Solution has already been designed to assist organisations that want to develop a series of quality soft skills courses for their staffs continued development that can be implemented in real time whilst adhering to the four key pillars.



ABOUT APVT LTD

WHAT WE DO

AVPT is the only UK Globally Accredited online, workshop and home study based provider of over 390 Soft Skills courses which are ready to go, customisable and can be corporately branded. We are proud to introduce our cutting edge, proprietary online Learning Management system.

It takes an awful lot of time and effort to create a training course; Designing, researching, writing, and appropriately presenting it. Especially difficult though, even more so is the time taken to create an on-line learning system to work fluently and securely with various technologies. We know this because we have done just this.

What most people, employers, entrepreneurs and even some educational institutions do not have in today's current environment is time the necessary resources and the infrastructure they need to support and achieve their learning objectives. Both our online and workshop based courses are a cost effective way to deliver and up-skill a wide cross section of our society. Designed to be student (user) centric and time sensitive. We believe that online courses can save time, are easily scalable, reduced acquisition costs per person, measurable, provide a flexible virtual support system, Less paper/ink (environmentally green!) and are generally less stressful owing to their user led flexibility!

The seven soft skills



OUR MISSION

Our objective is to utilise our expert resources to support individual study and life-long learning by bringing ***education directly into the hands of leaders, employees, communities and businesses***. Designed to enhance the quality and impact of teaching and the learning experience whilst users are on the move, giving them the tools and opportunity to develop their existing skills and knowledge in a meaningful way.

WHAT RESOURCES DO WE HAVE?

Learning Management Solution (LMS) & Portal Hub
Customisable Course Materials
Virtual Tuition support for online students

A sophisticated LMS solution that is not built on a static system. Yet the user interface is clean, clear, accessible, and easy to understand and work through. It uses little bandwidth, making it quick to load and use, and accessible on a scalable model



We can supply a turnkey learning solution:

- Scalable and flexible service whilst achieving a real reduction in Cost
- Improving, tracking and measuring Learners' performance
- Real time management, alignment and communication to support on-going changes.
- Provide White label services
- We have over 300 course content which includes:
 - Instructors manuals
 - Downloadable supportive Students manual
 - Powerpoints for classroom courses
 - Pre assignments
 - Pre & Post Test
- Accredited so individuals will receive a transferrable certificate
- Support by live Tutors for each online student
- Ability to upload and create new online courses
- Update and modernise information in real time

12 REASONS WHY WE BELIEVE WE CAN HELP



1. We understand your sector inside out - that is why our main focus is placed upon providing the highest quality mobile **training** for your staff, in the shortest possible time and to ensure that every person who trains with us [goes out more effective than when they came in.](#)
2. We Are very flexible, [student centric](#) and time sensitive.
3. We Can help you with both compliance and accreditation issues.
4. Allow real time tracking, monitoring and measure staff progress and achievements.
5. Enables the up-skilling of receptionists through to board members.
6. Impressive lead times that can be delivered over different time scales to suit individual learning needs.
7. Each of your staff gets allocated a personal tutor to help them complete their online course.
8. Mobile phone and tablet compliant and secure with no advertising to suck up bandwidth.
9. Partnership approach - sharing best practise and insight
10. Vast database of high quality learning content
11. On going innovation and capability development
12. Solutions adaptable to match your specific needs

Membership & Approved
by:



WE CAN HELP YOU ACHIEVE GUARANTEED RESULTS BY:

- Combining expertise in learning, subject matter and industry knowledge to create innovative, high impact and relevant learning
- Working with you to understand your people and your business to deliver value
- Motivating, energising and inspiring your learners to help discover their passion and potential.



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