

The key message we want to reinforce is that ICT services are there solely to support the school and its efficient and effective delivery of teaching and learning.

It is possible to begin by implementing any process within the framework. However, we recommend that you work through the FITS getting started processes first. Even if you currently have a means of recording and monitoring incidents, we believe that some benefit may be gained by working through the FITS getting started processes to identify whether there are some areas that you could improve on.

If you are a primary school or school that relies on an external provider for the majority of their ICT management and support, you will find that in most cases this will be all that you need to implement to make a major impact on the control and management of ICT services in your school.

Secondary schools and larger primary schools that undertake their own technical support will benefit from implementing all of the FITS processes.

Getting started with Fits is very easy. At The Fits Foundation, we maintain a register of approved trainers that can take your support staff through the Fits material and prepare them for the accreditation examination.

To locate a training provider near you and more information about the FITS accreditation, email support@thefitsfoundation.org, or call 01562 740695.

Our 10 main process topics



He also comments that FITS has changed schools' attitude towards managing ICT by promoting a more professional culture of service management based around the needs of the user. As a result of this guidance, many schools have now implemented the Service Desk process based on proper procedures enabling better prioritisation of response. Less and less frequently, the LEA is seeing schools' senior ICT managers running round doing minor remedial work – they are spending their time more effectively looking at strategic issues.

As a result of using FITS, schools are increasingly seeing the benefits of working more closely with the LEA. Rather than trying to do everything themselves, schools are now considering the ongoing costs and making sure that their investments are sustainable in the longer term. Working in partnership with the LEA can pay dividends, particularly in the areas of framework procurement, managing enterprise-support solutions, maintenance and back-up.

Brett concludes: "Implementing FITS certainly takes time and effort, but it is really worth doing. We have seen huge progress with the schools who have committed to implementing FITS properly, whilst those who have not are struggling."

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