

Let the lesson start with learning.

Teachers need the room ready. Learners need access. Administration needs systems that work through the term. C9 helps plan the devices, connections and support behind the learning day.



Illustrative imagery. This portfolio describes solution approaches, not a completed customer project.

Schools · Training providers · Learning campuses

Inside: everyday priorities, C9 capabilities, practical delivery and the next conversation.

THE WORKING DAY

One lesson can depend on a whole chain of technology.

A working laptop is only the start. Sign-in, wireless coverage, classroom displays and access to learning resources need to work together. When one link fails, the teacher becomes the first line of support and the lesson loses momentum.

Everyone connects at once

Classrooms and shared spaces create concentrated demand. Plan the wireless network around real use rather than counting access points alone.

People and permissions change

Intakes, staff changes and shared equipment need clear account and device processes, including what happens at the end of a course or term.

The calendar sets the window

Major changes need to fit around teaching, exams and access to the site. Equipment procurement and testing must be planned before the break arrives.

CAPABILITIES AT WORK

Support the timetable, the classroom and the campus.

Before the first session

Teachers need accounts, room equipment and learning resources ready. Device preparation, identity and classroom checks are treated as one readiness task.

As rooms fill up

Many learners connect and use online resources at the same time. Wireless and network planning considers room density, movement and the applications in use.

Between terms or intakes

Users, equipment and learning spaces change. Account processes, device staging and planned installation windows help prepare for the next group.

Capabilities with a clear operational purpose.

The services, responsibilities and delivery plan are agreed around your environment.

Campus connectivity & networks

Review coverage, switching and connectivity against classroom density, shared spaces and administrative needs.

- Map room occupancy and application requirements.
- Review switching, access points and internet dependencies.
- Separate user groups and access according to agreed policies.

What this contributes: The infrastructure is planned for real teaching use, rather than judged only by whether a device can connect in an empty room.

[Explore Campus connectivity & networks](#)

Devices & workplace access

Plan staff devices, shared equipment and identity processes around your existing learning platforms and policies.

- Check device standards and platform compatibility.
- Agree account creation, role changes and removal processes.
- Plan shared equipment and staff-device preparation.

What this contributes: New terms and staff changes can follow an organised process instead of becoming a series of individual setup requests.

[Explore Devices & workplace access](#)

Connect the tools to the way people work.

Security & recovery priorities

Review access boundaries, device protection and recovery ownership with the team responsible for technology governance.

- Review identity, device protection and administrative access.
- Document who owns backup and recovery responsibilities.
- Prioritise changes with the organisation's technology governance team.

What this contributes: Security work is tied to the actual environment and accountable owners, with gaps identified for a clear decision.

[Explore Security & recovery priorities](#)

Classroom & campus displays

Plan teaching displays, reception information and campus notices around room use, visibility and content ownership.

- Match displays to teaching, notices or wayfinding.
- Check room sightlines, mounting, power and connectivity.
- Test presentation and content-update workflows with users.

What this contributes: Screens have a defined everyday purpose and staff know how to use and update them.

[Explore Classroom & campus displays](#)

Support the people doing the work.

IT delivery & ongoing support

Agree the split with internal IT, coordinate installation windows and document the environment for continued support.

- Agree the role of C9 alongside internal IT.
- Stage equipment before the installation window.
- Record the delivered setup and any outstanding actions.

What this contributes: The education team can see what is ready, what still needs attention and who will support it after handover.

[Explore IT delivery & ongoing support](#)

Teaching staff

Room technology prepared around the intended session.

Administration

Clearer account, equipment and support processes.

Internal IT

An agreed partner for delivery and selected service responsibilities.

Campus leadership

Priorities and project readiness connected to the calendar.

A PRACTICAL EXAMPLE

A new teaching space, ready before the timetable starts.

A training provider is opening extra rooms. Screens and laptops are on the order list, but wireless coverage, accounts, licences and room readiness need to be planned alongside them. The test is whether a teacher can walk in and run the intended session.

Illustrative approach, not a completed customer project.

Start with teaching

Identify the platforms, room activities and equipment the session actually needs.

Fit the environment

Check coverage, power, mounting and access requirements before finalising hardware.

Validate together

Test sign-in, learning resources and presentation workflows with teaching and IT staff.

FROM PLAN TO HANDOVER

Bring the details together.

01 / Map the learning day

Understand room use, user groups, existing platforms and busy periods.

02 / Agree the responsibilities

Work with internal IT on standards, policies, support boundaries and approvals.

03 / Use the right window

Stage devices and schedule installation around teaching and site access.

04 / Prepare the people

Check practical workflows, provide handover guidance and record outstanding actions before use.

KEEPING WORK MOVING

Plan for the interruption. Not just the installation.

A smooth working day depends on preparation, clear responsibilities and a usable response when something goes wrong.

Protect the timetable

Schedule disruptive work around teaching and assessment, with site access and acceptance testing planned in advance.

Prepare for turnover

Use an agreed process for intakes, departures and shared-device reassignment rather than retaining access by default.

Make handover practical

Validate a real presentation or learning workflow with authorised staff before calling a room ready.

BEYOND HANDOVER

Keep checking the things that matter.

Agree what to review against your starting position and service scope. Useful measures should reflect the work your team is trying to do.

- Recurring classroom technology interruptions
- Device and account readiness for the next intake
- Coverage issues at busy teaching times
- Outstanding handover actions and equipment lifecycle needs

Review findings can inform the next change, a supplier conversation or a decision to leave a working system alone.

BEFORE YOU DECIDE

A few useful answers.

Can you support our internal IT team?

Yes. C9 can take an agreed delivery or service role, with your team retaining governance and the responsibilities you choose.

Do we need to replace our learning platform?

No. The first step is understanding its requirements and the infrastructure around it. Any platform change is a separate decision, not an assumed part of an upgrade.

YOUR NEXT STEP

What needs to be ready for next term?

Bring your room plans, key dates and the systems your staff already use. We will help connect the technical tasks to the teaching timetable.

Bring these details to the conversation

- Your locations, people and current technology providers.
- The interruptions or changes that prompted the review.
- Any planned openings, renewals or deadlines.

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