

Cover Sheet for Proposals (All sections must be completed)	JISC Capital Programme
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Name of Capital Programme: e-learning

Name of Lead Institution: The University of Northampton

Name of Proposed Project: E-nhancing support for learners supporting learners

Name of Project Partners: Northampton College, Northamptonshire Aimhigher.

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Length of Project: 24 months

Project Start and End Dates: 1 October 2006 to 31 September 2008

Total Funding Requested from JISC: £200,000

Funding Broken Down over Project Years:
Year one - £100,000
Year two - £100,000

Total Institutional Contributions:
Year one - £74,523.64
Year two - £75,770.41

Outline Project Description:
This project will support Trainee Teachers and Teaching Assistants to maintain Electronic personal development Portfolios (E-pdP) and access course material, piloting new e-learning technologies to develop the role that mobile devices / phones will have in the learning environment. The project will focus on Teaching Assistants (TA) courses between The University of Northampton and Northampton College. Mobile logging technology via SMS texting will be extended to the use of E-pdP to enhance the range of materials and experiences that will be captured. This will address the needs of mature lifelong learners providing a quick and convenient way to update material and engage in a community of practice. An electronic conference area, moderated by Aimhigher, will support the community of TA learners who may be geographically distant in their normal work based setting. Aimhigher will help to advise the learners in career choices and work towards widening participation.

I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES ✓	NO
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1) Scenario

Sally is a Teaching Assistant (TA) working at Northampton College for the past three years. Following initial contact from Aimhigher six weeks ago she is now progressing on a 20 credit module (Supporting Learners with Special Educational Needs) at The University of Northampton, and aims to complete further modules in the next year which will enable her to progress onto the Foundation Degree for Learning and Teaching. She is up early on this particular day and decides to continue working though the bookmarked item on her e-book loaded on her PDA the night before. She continues using this on the train on the way into college. Whilst working during the day she identifies some pictures which she takes a photo of and then sends these to her mobile portfolio. Sally reflects on the previous course she engaged in where she had to carry a large portfolio file which took time to update and it was time consuming to add digital pictures. Later in the day she annotates the pictures with some audio notes which provide background to their development. She mails her mentor, Sue to ask for feedback and to indicate additions to the portfolio which Sue can look at in her own time.

On the way home on the train, Sally logs on to the TA collaborative support site and notes postings from a new TA asking about development opportunities in that area. Aimhigher have already posted some comments about possible courses and Sally adds her own comments regarding her experiences in addition to making links to her blog site. Sally notes that prior to the collaboration area being setup there was no central forum for TAs to share experiences and development ideas – indeed it was as a result of engaging on the discussion area last year that led to her taking up the present module on special needs as she was not previously aware of this since she had only mixed with staff at her small village school.

2) Introduction

The focus of this bid is to use innovative technology to enable work-based lifelong learners (Teaching Assistants (TAs) who are to access support away from traditional learning spaces. Learners will be studying on specified HE courses which are run in partnership with The University of Northampton (UN) and Northampton College (NC) or those typically with progress pathways between the NC and UN.

Both NC and UN are involved in the development and support of TAs through a number of courses and modules and TAs are noted by the DfES as being a growing workforce meaning that successful outcomes in this project will be transferable to other HE/FE institutions throughout the U.K.

“Since 1997, the number of support staff working in schools has nearly doubled. Department for Education and Skills (DfES) full-time-equivalent figures show a 97 per cent increase in the number of support staff between 1997 and 2005, from 136,500 to 268,600. This compares with an eight per cent increase in the number of teachers over the same period. DfES figures suggest one of the fastest growing groups over this period is teaching assistants (TAs) (61,300 to 148,500), which includes special educational needs (SEN) staff (24,500 to 48,100).”

A skills strategy for the wider school workforce 2006-09 taken from <http://www.tda.gov.uk/support/swdb/swdb2006to09.aspx>

2.1) Main themes

This two year long project has three main themes which will enhance the learning environment for those engaging in TA development: Enhancement of PDP activity through mobile devices; Development of materials for VLE and mobile access; and development of a shared discussion area for the community of learners.

2.1.1) Enhancement of PDP activity through mobile devices

Current Issue: At present, students are required to complete a portfolio as part of course development activities. Some student evaluations on the course have identified that a more flexible e-portfolio is now required to better capture the range of experiences in the workplace and also enable the opportunity for faster reflection soon after an opportunity for reflection has taken place.

The project will build upon the outcomes of the JISC MLEs for Lifelong Learning Programme by pushing the boundaries and potential of Personal Development Portfolios (PDPs) further by enabling work-based lifelong learners access through the use of mobile phones and Personal Digital Assistants (PDAs). Lifelong learners will send videos, audio recordings, and notes instantly to the PDP, which will be viewable as a web log and mobile log by the wider community of learners and course tutors. Learners will benefit from being able to communicate their reflections on their work-based HE courses immediately and simply using readily accessible and convenient mobile technology, without the need for a wireless network or portable computer. The courses that have been identified have particular relevance in that they all rely on the collection of evidence via an assessed portfolio which needs to be shared between UN and NC. In addition the E-portfolio can form the foundation of further work should a student choose to progress from, for example, CHESL¹ to the Foundation Degree Learning and Teaching.

2.1.2) Focus on the selective development of materials for VLE and mobile access

Current Issue: Much of the course material for the identified courses still exist in paper format. Students require an easier way to access course material at a time convenient to themselves without having to carry extensive

¹ The Certificate in Higher Education Supporting Learners (CHESL) is a set of Individual modules which can be taken as 'stand alone' courses and which allows for individual study programmes to be developed at the student's own pace. It provides an excellent introduction to professional study at higher education level and provides direct links to other higher education awards. From <http://www.northampton.ac.uk/courses/undergraduate/detail/?id=0120>

documentation. Whilst students may already have mobile phones capable of accessing course materials and podcasts, the material has not yet been converted into this format.

Many courses at NC and UN are already developing materials for VLEs and will continue to do so. A number of studies, most recently from Bradley, Haynes and Boyle (2006)² have identified that effective learning and teaching may also be conducted via mobile devices. Methods are being investigated into the ways in which students may be better enabled to engaged in mobile access to course material. UN is already conducting pilot work looking into the creation of mobile e-books and the use of podcasting. Relevant work from all the three courses identified will be modified to be accessible to mobile devices.

2.1.3) Development of a community of learners across courses and modules

Current Issue: If a discussion area has been setup then this will be just for the course or module. There is no current central area for TAs and Trainee Teachers to join and share experiences and opportunities for widening participation.

Students who are on identified programmes of study and current TAs who access Information and Guidance sessions from Aimhigher will be encouraged to join an e-community group using a central electronic bulletin board which will enable them to share questions, thoughts and experiences with: (i) potential learners (ii) existing learners (iii) support professionals such as Aimhigher and (iv) previous learners from the course alumni. This helps to bring to help bring together geographically dispersed student or those who may be normally isolated from other TAs in the workplace setting.

3) The courses

Three courses which involved TAs and trainee teachers are being engaged as part of the activity on this bid. These courses have been specifically selected due to the way in which they cover a range of scenarios of working between NC and UN such as mature learners; a wide range of ICT competency; and extensive use of the workplace to engage successfully in the course.

Courses

Courses	Level	Students registered with..	Need to share Portfolio with..	Approx No. of students registered	May progress to..
CHESL	4	UN	NC and UN	300	Other NC and UN
NVQ (Teaching Assistants)	3	NC	NC	20	Other NC and UN
Cert Ed	4	UN and NC	NC	60	Other NC and UN

The project will note the guidance of the MLE programme in respect of cross-institutional provision, critical success factors and guidance for successful multi-organisational partnerships by building each of these factors into the workplan.

4) Addressing Strategic Aims of Call

The focus on personalised learning through effective collaboration is clearly set out in *Harnessing technology e-strategy* and the *HEFCE strategy for e-learning*. This project will address the following strategic objectives of the call:

- a) The use of new technology and innovation to support flexible delivery and personalised learning experiences.

This project will use integrated electronic PDP which not only meets the needs of learners from both institutions, but also will be scalable, adaptable and transferable for other administrative systems using open source standards. Convenient mobile technology such as the student's own mobile phone will be utilised to access course materials, update PDP, and engage in a community of learners. Those students without mobile devices will be provided with suitable equipment. Student will be able to use these devices to better integrate the needs of the course into the workplace and into flexible learning.

- b) Engagement with employers and students to ensure that the provision meets the needs of the students and the economy.

Feedback throughout the range of courses indicate that students are now having to balance the range of demands of the course, workplace and homelife more than ever. The nature of the technology being employed by this bid will help students make better use of their time.

² Bradley, C., Haynes, R. and Boyle, T. (2006) Design for multimedia mLearning in ALT online newsletter Issue 4 April 2006.

- c) Raising the aspirations of and supporting the uptake of HE by learners from under represented communities.

The key to achieving this aim is the online conference area supported by Aimhigher. Participation in the conference area is not just limited to those students who are on the courses involved in this bid. Flyers will be sent to ten regional schools identified by Aimhigher. TAs who are in these schools will be invited to join the conference area and participate in discussions with students who are already on courses.

- d) The support of learners with special needs

The project provides two key areas of development to better support learners with special needs. Firstly, the project is encouraging TAs and trainee teachers to engaged with course material which specifically addresses the needs of students with special needs. Secondly the technology being employed as part of this project will be familiar to most of the students using them and hence it is expected that students with special needs will find it easier to engage with the demands of the course.

- e) The support of more learner-centred provision

Currently the learners are focused around the needs to the course. The use of mobile technology will enable them to better integrate the needs to the course into their work environment and change the locus of control to the learner.

- f) The facilitation of access to HE throughout life, including through the provision of local opportunities, and through part-time and distance learning.

The shared conference area with the assistance of Aimhiger will better enable the students to identify and engage in opportunities. The full integration of mobile technology into the course will better support the needs of part-time and distance learners.

- g) The support of non-traditional progression routes into and through HE

TAs do not currently have access to a shared discussion area and progression into HE is dependent upon the quality of the teaching organisation to identify training needs and requirements. The shared community of learners will support non-traditional progression routes onto courses.

- h) The provision of HE in FE such as foundation degrees.

UN and NC already collaborate on over 20 HE courses in FE involving over 300 leaners. The Certificate in Education (CertEd) is run by NC but is validated by UN. CHESL is a modular course which is highly flexible and capable of being franchised into any FE college as required.

- i) The provision of HE in the workplace and in other places outside HEIs

The nature of the development of TAs and Trainee Teachers means that this project is highly focused in the needs of supporting students in the workplace outside of the normal HEI environment. The outcomes of this programme will be scalable and transferable to other relevant subject areas such as nursing.

5) Timescale and Workplan

The bid partners note the outcomes of the JISC MLEs for Lifelong Learning programme and note the recommendations relating to partnership agreements, clear role descriptions and responsibilities; together with agreed strategies of communication and service levels. During August a core team meeting will take place between project partners to agree the details of the workplan and finalise job descriptions for the selection process. A Project Manager will be recruited full-time to conduct the research activities of this bid. (A secondment – already supported by senior management - will be possible at one of the project partners). He/She will report to the Project Board who will have set SMART targets and timescales. The Project Board will comprise of the core team, the project manager and course team members. A steering group will be setup comprising of Project Board Members, a JISC representative; project assessors; one each of NC and UN Senior Project advisors; and Aimhigher representative.

A materials developer / trainer (will also be possible as a secondment) will report to the project manager and will also liaise with other technical staff on the project; other members of the course team and students involved in the project. This person will be part of the project board.

During the early part of the project, the Project Manager and the materials developer / trainer will be recruited / seconded to the project – this will then enable the first full project meeting in early October. Development of the technology (materials conversion; discussion board and text link to PDP – using Mediaboard) / training material will continue until early spring 2007 with full involvement of academic staff in the process.

Aimhigher have identified 10 schools that we will be able to approach and work with their TAs to invite them to participate in the online conference area. Students that are on the three identified courses for this project will be automatically enrolled into the discussion area as will Aimhigher staff.

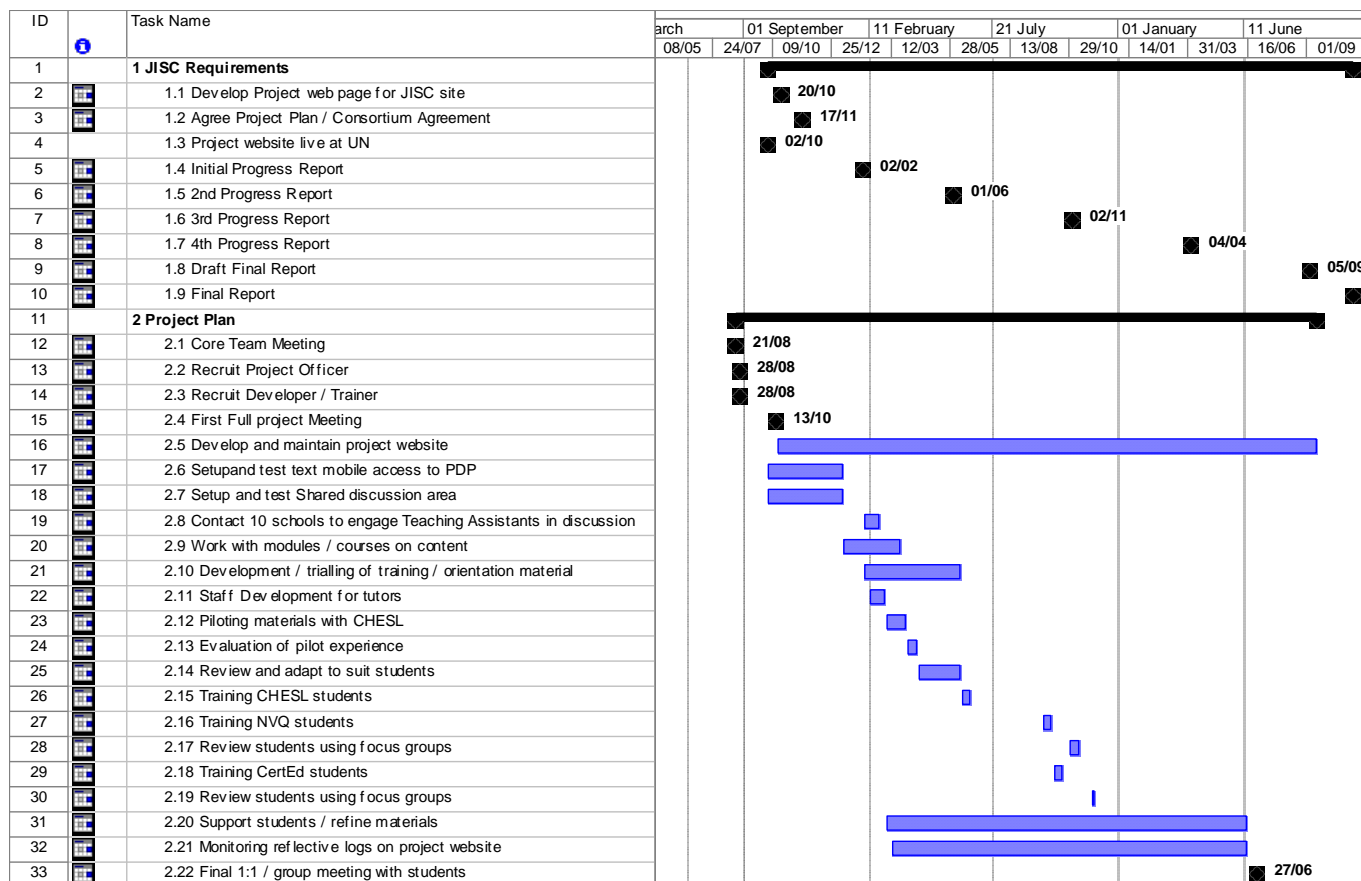
The CHESL modules provide the first opportunity to pilot the technology with approx 20 students and this will be carried out in March with early feedback being available in April. Three type of interaction with student's mobile devices will be enabled in the pilot. Approx one third of the students will be paid £10 per month to use their own mobiles. Another third will use supplied phones (eg Samsung D600) which will have basic SMS functionality and

basic access to internet pages. The final third will be supplied with fully functional Mini S PDAs that will provide the greatest functionality in terms of full access to the internet via Windows Mobile.

The pilot will determine any issues that need to be resolved in time for the next cohort of students of CHESL during early summer.

The work with CHESL will shortly be followed by students engaging fully with the project on NVQ (September) and CertEd (October) programmes of study. Students will interact with the tools for one full academic year, during which the materials and technology will be refined. The project trainer will monitor to use of the mobile devices to access course material and add to mobile logs. Student who are not effectively using the technology will be followed up to see if they have further training needs or are experiencing any technical barriers. The project will be effectively completed by Oct 2008 but the methods developed are expected to be continued with the next cohort of student intake. The collaborative discussion area will be sustained till at least 2010 depending upon need and use, as this work is already consistent with the strategy for the School of Education.

The following Gantt chart provides a high level view of the project tasks and activities.



6) Implementation and Management

The strategy for external/internal evaluation will be under the direction of the steering group with guidance from the Project Manager. Modifications advised by the external and internal evaluators will be fed back at stages throughout the project to ensure continuous reflection and modification. Changes will be implemented following the endorsement of the Steering Group and evaluation will be a standing item on each steering group agenda. The external and internal evaluators will report to all steering group meetings. The evaluation process will involve individual staff, including senior staff, and students. This will help to raise awareness of strategic issues relating to the management of organisational and departmental change.

7) Outcomes

The main outcomes of this proposal may be summarised into five main areas:

a) Pilot new e-learning technologies to support lifelong learners, including support for HE in FE, widening participation, work based learning, flexible delivery and personalised learning experiences.

This project will build on lessons learned from the MLEs for Lifelong Learning programme³ and the PDP and e-portfolio projects. The focus is specifically on enhancing the role that convenient mobile devices may have to personalise the learning experience and support flexible delivery within work based learning. Aimhigher will provide

³ www.jisc.ac.uk/elearningfocus/mle/pdp

the support to build in a strong element of widening participation. The skills that students use to work with the technology will significantly develop their ICT key skills.

b) Build capacity, knowledge and skills in the use of e-learning to support lifelong learning through institutional and collaborative cross sector projects; work with subject communities, and knowledge exchange activities

The shared community of learners will be supported using the conference area and the expertise of Aimhigher to help peer-peer and student/potential student to institutional collaboration. This project will particularly work with the HEA in Education (ESCALATE) of which a number of the project team are members; and also the Schools Development and Workforce training organisation of which Ken Bland is a member.

c) Develop, pilot and implement technical models that support the flexible, affordable and pedagogically diverse implementation of e-learning.

The work of this project will build upon previous programmes to enhance the knowledge on how to effectively combine mobile technology into the educational environment. The dissemination plan highlights how it is proposed that the work models will be distributed.

d) Provide guidance to practitioners, institutions and subject communities on the use of e-learning, in partnership with the HEA

Members of the project team are already members of ESCALATE in addition to membership of the JISC Learning and Teaching Committee (JCLT), and membership of the NLN Staff Development Working Group. The memberships of groups that key personnel are involved in will be utilised as part of this work.

e) Gain knowledge to inform future JISC e-learning developments, through engagement with the ICT industry and through a collaborative e-learning research programme.

The use of mobile technologies in education is growing with many pilots currently in progress. None of these presently link the multiple areas proposed by this bid. The information that will be developed through work on this project will provide detail explicitly on the feasibility of using the students own mobile compared to using devices which have been supplied; student's uptake of using mobile devices to enhance the PDP; the restructuring of course material into mobile-friendly format; and the uptake of students and use of a shared community of learning discussion board.

8) Evaluation Strategy

Evaluation will be embedded throughout the project and is a central element of the project action plan. It will focus on two aspects:

- progression of the project in relation to the aims and objectives
- outcomes of the project (see dissemination strategy)

Evaluation will be formative and summative and consist of a range of techniques to gather data by the use of e.g. questionnaires; individual interviews; staff/student focus groups. These various approaches are evident in the dissemination strategy. The outcomes from these different forms of evaluation will be considered by the internal evaluator and the core team. An action plan will be devised to ensure that the outcomes from the process are fed back to inform further development of the project and to establish the extent of the impact of the work.

Evaluation will be conducted from three main perspectives: an external evaluator, internal evaluator and core team evaluation. Findings will be shared on a regular basis.

(i) External Evaluator: David Allen will: advise on the evaluation strategy in meeting the needs of the project; evaluate the overall impact of the project externally and its influence within the consortium (UN,NC and Northamptonshire AimHigher; evaluate the progress of the project in relation to the aims and objectives; monitor accessibility; consider whether, at each stage, the project represents value for money; contribute to the continuation strategy; produce reports at stages throughout the project.

(ii) Internal Evaluator (nominated by School of Education) will in conjunction with the core team, evaluate the impact of the project deliverables; evaluate the impact of the project at course team level; evaluate the impact of the project at student level; provide advice on the design and content stage of materials and evaluate the milestone deliverables; produce reports at stages throughout the project.

(iii) The Core Team

Continual monitoring will be the responsibility of the core team. It will pay particular attention to students' perceptions of mobile technology and how the project has affected their achievement. Formative feedback will inform stages of the project to ensure reflection and, if necessary, changes in plans that will be considered by the Steering Group before implementation. Internal monitoring will continue after the lifespan of the project in order to inform continued good practice across institutions.

9) Nature of Bidding Consortium

The lead organisation is Northampton University (NU). The partners include Northampton College (NC) and Aimhigher (AH). The partners already collaborate on over 20 HE programmes ranging from HND Business to Foundation Degree Media, which involve over 300 FTE learners (partnership agreements are in the appendix). The lead partners at both NU and NC have extensive experience of JISC projects such as TALENT and JISC X4L Rapid, LSDA projects (£150,000 NLN Transformation Programme in 2005), JISC bid marker and project validator to JISC E-Learning and Pedagogy Programme, and a member of the E-Learning and Pedagogy Framework Agreement.

9.1) The University of Northampton

The University of Northampton is a higher education institution delivering professional training for teachers and TAs and has worked in the area of education since 1972 and gained full University status including Research Degree awarding powers in September 2005. It has an excellent reputation working in the East Midlands with LEAs. The University has links with over 550 partner schools and LEAs, including Bedfordshire, Cambridgeshire, Derbyshire, Islington, Leicestershire, Northamptonshire, Milton Keynes, Nottingham City, Nottinghamshire, Peterborough, Rutland and Staffordshire.

For the last 7 years The University of Northampton has been at the forefront of regional TA training through the establishment of collaborative accredited Certificate courses, the development of Foundation Degrees and HLTA provision as both a pilot and Phase 1 accredited provider. The University of Northampton is able to deliver large scale programmes and secure rapid growth. It annually recruits over 350 TAs to its Certificate courses, over 100 TAs to its Foundation Degrees and in the HLTA phase 1, trained and assessed over 400 candidates. It has gained the highest level external inspection and review outcomes including in 2005, QAA endorsement of Eys Sure Start Foundation Degree, HLTA Type 1 and Type 2 review and OfSTED ITT Quality Assurance and Management Grade1.

9.2) Northampton College

Northampton College has developed a range of higher education full-time provision in conjunction with Northampton University. The college has also developed a range of Access courses to enable adults to progress into higher education. The College works in partnership with the university through such initiatives as Aim Higher, to make a contribution to the widening participation agenda in Northamptonshire. In addition the College is contributing to the Early Years Foundation Degree at UN. These developments will tie directly to the employer engagement strategy and will offer increased opportunity for access to HE through part-time Foundation Degree routes in the south and west of the county.

9.3) Aimhiger

Aimhigher Northamptonshire is working with partner schools, colleges and work-based learning providers on a range of activities to widen and increase participation in higher education. The focus is on developing a systematic programme of activities, with interventions to raise aspirations and attainment among the target groups from the age of 13. Curriculum enrichment activities, such as masterclasses have been developed and providing successful vocational residential programmes. In the colleges, activity focuses on adults on Access Courses as well as younger learners are encouraging.

A range of initiatives are being developed to promote vocational progression opportunities, including support for the development of Foundation Degrees. The curriculum mapping exercise was successfully completed and focuses on progression from Level 3 to higher education. This has proved to be a valuable resource for identifying and make recommendations and for progression routes for further provision in Northamptonshire.

Northamptonshire Aimhigher also participates in National and Regional projects e.g. Health Care and Chemistry and is leading the region in IAG activities. Partnership activity with the Learning and Skills Council, Northamptonshire Partnership, Northamptonshire Learning Partnership, Learndirect, Connexions, IAG, Northamptonshire County Council, Northamptonshire EBLO, Northamptonshire Training and Development Partnership, Further Education Colleges, Schools, Corby and the Northampton Excellence Clusters and University College Northampton cover a wide range of projects.

10) Sustainability and link to strategy,

The work of the project is already consistent with the Learning and Teaching Strategy for UN 2005 to 2010 at (http://almond.admin.nene.ac.uk:7777/portal/page?_pageid=833,771677&_dad=portal&_schema=PORTAL)

Specifically the UN strategy notes in section 4 that it will develop independent reflective learners; provide students with a learning experience that prepares them for their future career and life; provide an effective, flexible teaching environment; and provide an innovative, flexible and dynamic culture which recognizes the diverse needs of the academic community.

The School of Education 2005-2006 Learning and Teaching Strategy relates the UN targets to its own area:

- *LT1 Revised PDP formats in place across the School appropriate to meet the needs of different student groups. Develop environments for learning and interactive teaching that allow the School to model 'best practice' for professional educators & develop research in this area*
- *LT3 Flexible modes of study developed from existing and new work-based learning with one such work-based module within each FD using blended and e-learning strategies designed to accommodate the needs of students*

- ITT & FD partner settings have access to NILE & relevant websites for inclusion and accessibility

The NC Vision Statement, Corporate Strategy 2004-7 indicates to :-

- Maintain our status as a broad based General Further Education College with clearly identified key strands of provision;
- Be a model of inclusiveness reflecting the diversity of our local communities;
- Employ new learning technologies to underpin the learning experience;
- Work closely with employers and others in meeting the needs of the local economy;
- Work through local communities in order to widen participation in learning;
- Actively promote partnerships that deliver responsive and coherent learning provision.

NC and UN recognise that all IPR associated with this project is retained by their institutions and will make amendments to existing contracts as necessary. However, the institutions accept that funding for this initiative has been made available for the benefit of all within the UK HE community and will therefore agree to make all project outputs available in perpetuity.

11) Dissemination Strategy (for full details of deliverables see Table*)

Dissemination is fundamental to the success of the project to ensure that the outcomes have an impact across the sector. Sharing of good practice within the HE and HE in FE communities will be important. The core team will ensure that dissemination will commence from the initial stage of the project in order to make colleagues in the sector aware of the aims and objectives. JISC will be form an important part of the method of dissemination.

Table *: Purpose, target audience, agent, evaluation of impact of dissemination activities.

Dissemination Activity	Purpose	Target Audience	Agent	Evaluation of impact
Project Brochure (including reference to Project website)	Awareness	Institutional Department Contacts, Subject Network Members, UN/NC staff	UN/NC/ ESCALATE Subject Centre mailshot/JISC	Oral feedback
Article	Awareness	Institutional Department Contacts and Subject Network Members	ESCALATE Subject Centre	Oral feedback
Website	Awareness/ understanding/ implementation	General	UN/NC HEA Project Finder Website	Feedback form to project manager attached to site
Website URL distributed following project milestones	Awareness	e-mail list	Project Manager	
Academic Staff workshops	Awareness	All staff involved with project	Project Trainer	Evaluation form
Inhouse Insitutional publication	Understanding	All staff concerned with learning and teaching	Project Trainer	Focus groups
Project leaflet on Progress	Understanding	Institutional Department Contacts and Network Members	ESCALATE/JISC mail-shot	Oral feedback
Synchronous virtual student discussion forum	understanding	Students – UN and NC	UN/NC	On-line feedback
Case Studies Pack (available in PDF format on website). Hard copies will be distributed by the core team, as appropriate.	implementation	General including Institutional PGCTHE students	UN/NC	Feedback from PGCTHE students

Sample EpdP	implementation	General	UN/NC	Feedback from website evaluation form
Briefing Papers on effective use of mobile technology with EpdP	implementation	General inc website. Papers will be focused for senior staff; learning technologist; and academic staff.	UN/NC	Sample groups identified from distribution of Papers: feedback via questionnaire
Audio Interviews: 20 lifelong learners and 5 teachers/lecturers	implementation	General – available on website	UN/NC	Feedback from website evaluation form
Electronic Transcripts	implementation	General – available on website	UN/NC	Focus groups/telephone interviews
Animated multi-media learning objects	implementation	General - website	UN/NC	Telephone interviews/ Focus groups
Symposium for Educational Developers	Understanding/implementation	Institutions with TA programmes	Core Team	Evaluation forms
Project leaflet on outcomes	Implementation	General - website		
Conference presentations and poster sessions	Understanding/implementation	HE Academy/SEDA/ALT		Oral feedback

12) Transferability,

The number of Teaching Assistants is growing nationally especially in areas that are required to support Special Educational Needs – a key feature of CHESL modules. The modules whilst being delivered locally are scalable and capable of being franchised out under a quality agreement scheme which means the modules could, in theory be run at multiple locations. The techniques of communication being developed in this bid could be utilised in many areas to enhance distance, workbased and onsite learning whilst supporting the widening participation agenda.

Aimhigher indicate that the methodology that is being used in this bid would also be readily transferable to the NVQ level 3 in Health (<http://www.northampton.ac.uk/courses/undergraduate/detail/?id=0284>) due to the workbased nature of this course and the similarity to the way in which students are exposed to similar situations to TAs.

13) Impact

This project will impact on the student learning experience and begin to address the updating of portfolios where the student may experience a highly relevant situation in the workplace and not have the ability to normally capture this event. Many portfolios have examples that show that true reflection of the learning is not taking place – the ability to add events quickly using readily available mobile devices may help this situation..

The third theme (engaging in a shared TA discussion space) will enable the learners to interact in communities of practice that previously did not exist. The use of this area with appropriate support is expected to significantly impact on the experience that the student normally has and open opportunities for further development that organisations such as Aimhigher will be able to utilise. The ability for students to utilise peer to peer support, make links outside of their normal course and talk to previous students should provide for a richer learning experience. Finally the ability for the students to engage with technology in a way that they had not previously as part of the course will raise their skill levels contributing to both key skills development and enhancing their prospects in the workplace.

14) Risk Analysis

As part of the project planning stage a full risk management strategy will be developed. Risks will be mitigated through the use of efficient project planning based under the PRINCE 2 (Projects in Controlled Environments) project management methodology including: Risk Management, Quality Management and Change Control.

The following table shows a preliminary risk assessment:

Risks	Impact	Probability	Action
A key member of staff leaves	Medium	Low	A replacement member of staff will be seconded for the remaining period
Insufficient storage space	Medium	Low	Suitable estimations made to cover

for video/sound			project life – extra space added as appropriate
Users of PDAs take inappropriate material for PDP	Medium	Low	Guidance on ethics
Misuse or theft of devices from learners	Low	Low	Guidelines on acceptable use and on personal safety
Work in one area will take more time than originally accounted	Medium	Medium	There is some flexibility in the schedule. The project manager may be required to alter the schedule of tasks.
Failure to be able to use mobile devices effectively	High	Low	Training and support will be provided as part of the project
In ability to link the mobile device contributions to the PDP	High	Low	Where possible established technology such as Mediaboard will be used.
Low usability and acceptability	High	Low	The project methodology will allow for early testing and feedback from students that engage in this work.

15) Budget

All of the costings below are indexed fEC using TRAC for UN figures. NC figures listed separately.

Budget (Gross Indexed figures 4%pay / 3%non pay)	Year 1 (£) Oct 06 – Sep07	Year 2 (£) Oct07-Sep08	Total (£)
a) Direct Staff Costs			
Project Manager	36088.41	37531.94	73620.35
Materials Developer/Trainer	31750.95	33020.98	64771.93
74 hours of academic staff time at UC @£37.46 p/hr	1441.46	1499.18	2941
148 hours of academic staff time at NC @£40 p/hr	2882.91	2998.23	5881.15
Technical / Managerial Staff time at NC and UC (3 core members of team and use of technical staff – estimate 670hrs)	9018.62	9066.36	18084.98
Total Staff Costs	81182.35	84116.63	165298.98
b) Direct Non pay costs			
Hardware / Software / Accessories	5150	0	5150
Evaluation	1000	4356	5356
Project Travel	2060	1060.90	3120.90
Recruitment	2575		2575
Dissemination	2575	5834.95	8409.95
Pay students for own phone – 100 students @ £60 pa	3000	3000	6000
20 students with Mini S PDA (£150 each with costs £9 pm)	3660	1980	5640
50 students with basic mobile handset @11pm costs)	3300	3300	6600
Total Non pay costs	23,320	19,531.85	42,851.85
c) Indirect Costs			
Staff Indirect Costs @ £28.044 per FTE	64298.51	66227.47	130,525.98
Estates Costs	5722.78	5894.46	11,617.24
Total Indirect Costs	70,021.29	72,121.93	142,143.22
Total Project Costs	174,523.64	175,770.41	
Total Costs	350,294.05		

The cost to JISC would be £200,000 over the two years of the project - £100,000 in each of the project years. The remainder of the budget costs will be covered by the institution to support this work and development.

16) Key Personnel

Rob Howe, Head of Academic IT Services (*Core Team and Project Board*)

Has been involved in the setup and running of the JISC TLTP3 project TALENT (<http://www.le.ac.uk/talent/book/>) during 1998. HEFCE – 99/52 – Project Capital Allocations 1999-2000 to 2001-02 – £405K. This included substantial lecture Theatre refurbishment and networking upgrades; HEFCE - the Metropolitan Area Networks (MANs) bid for funds 1999-2000 for connection of the Institution to the East Midlands MAN (£250K); UCN – Learning and Teaching Strategy - E Submission, Issues Practice & Policy - Feb 2003 - key bid writer (bid successful £1500); UCN – Learning and Teaching Strategy - E-Personal Development Portfolios- Feb 2003 - assistant bid writer (bid successful £20K).

Darren Tysoe, Assistant Director, Information and Learning Technology (*Core Team and Project Board*)

Holds a number of regional and national posts representing the FE ILT Community. These include the National Chair of the NILTA Staff Development Committee; a Board Member of the JISC E-Learning and Pedagogy Programme, and Committee Member of the JISC Learning and Teaching Committee (JCLT), and member of the NLN Staff Development Working Group. He led a successful bid in 2004 for an NLN Transformation Project, funded by the LSDA through the DfES, and currently chairs the consortium.

Rachel Fitzgerald, Learning Technology Officer (*Core Team and Project Board*)

Rachel's role is to widen awareness of the use and benefits of E-Learning; Enhance the use of technology in learning and teaching through staff development; Keep abreast of changes in online pedagogy and new educational technologies; Review and evaluate new online resources and technologies; Publicise reports, findings, reviews and recommendations via the institutional intranet, elearning and technologies website, internal and external events; Work closely with schools and departments to help meet their e-learning targets.

Philip Burch, Aimhigher Northamptonshire County Manager (*Project Board and Steering Group*)

Philip is responsible for managing the day-to-day operation of the of the project team, for the implementation of the integrated action plan and monitoring progress against targets.

Andrew Smith, Senior Lecturer in Special and Inclusive Education (Project Board)

Andy is course leader for Certificate in Higher Education: Supporting Learners (CHESL)

Ken Bland, Principal Lecturer, at The University of Northampton (Steering Group)

Ken is Head of Schools' Workforce Development and Training and is based at UN

Sue Baker, Head of Faculty: Faculty of services to People. (Project Board)

Responsible for strategic direction and management, operational management, quality assurance of the curriculum, curriculum development, target setting and monitoring and evaluating progress against targets, budget management, staffing (over 60 staff) and students (over 1000 FT, 1500 part time and 100 Apprentices and nearly 150 adult community learners).

Philip Leeson, NLN Transformation Project Co-ordinator (Project Board)

Is currently seconded as Project Co-ordinator for the NLN Transformation Programme.

Tony Jewson, Advanced Practitioner for ILT (Project Board)

He is currently the Advanced Practitioner for ILT, a role that includes devising staff development courses and support materials for 300 teaching staff. Involved in CertEd and NVQ developments.

Andrea Duncan, PDP Coordinator (Steering Group)

For the last three years she has been responsible for the development of E-PDP materials, which provide progressive structured support for students at five levels of study, including materials for doctoral students which have been shared via UKGrad.

David Allen is Reader in Pedagogic Research and Learning and Teaching Co-ordinator (LTC) for the School of Art and Design. (Steering Group and External Evaluator)

From 2002-2003 David was Director of the HEFCE Fund for the Development of Teaching and Learning 'Keynote Project' on key skills, graduate employability and lifelong learning and in 2005 became a member of the JISC-funded 'Regional Interoperability Project for Progression in Lifelong Learning' (RIPPLL) team. He has much experience as an evaluator. He is currently Internal Evaluator for the CELS CETL and also Internal Evaluator for the FDTL5 METAL Project. He has given many presentations on key skills development, PDP and other areas of learning and teaching over recent years, both nationally and internationally.

17) Appendices (not included in total page count)

- a) Copy of institutional agreement (Note The University of Northampton was named Nene College at the time of the agreement (1997))
- b) Copies of senior staff letters of support

NENE COLLEGE

COMMITTEE FOR ACADEMIC STANDARDS

INSTITUTIONAL AGREEMENT FOR COLLABORATIVE PROGRAMMES

1 Principles

- 1.1 This is an agreement between Nene College and Northampton College made in the spirit of partnership and collaboration regarding a collaborative relationship. Both parties will seek to establish a longstanding and mutually beneficial and developmental approach to the academic and organisational co-operation.
- 1.2 Individual arrangements will be listed as an appendix to this document.
- 1.3 The **Guide to Collaborative Arrangements with Other Educational Institutions** (Section 8 of the Nene Academic Standards Handbook) shall inform the planning, implementation and operation of collaborative arrangement(s).
- 1.4 The **AP (Collab)** form (Academic Planning for Collaborative Activities) will be completed and shall form a basis for preliminary discussions, on behalf of the **Committee for Academic Planning (CAP)**, between senior staff of both institutions on the shape of the collaborative arrangement.
- 1.5 An individual Memorandum of Co-operation shall be drawn up detailing the finance, administration, Quality Assurance, academic responsibilities and arrangements for student support for each collaborative arrangement drawn up under this Institutional Agreement.
- 1.6 The Institutional Agreement and each Memorandum of Co-operation may be reviewed at the request of either party.
- 1.7 A **Strategic Review** of all collaborative provision at Northampton College will be conducted on an annual basis between the Heads of both institutions.

2 Validation and Review

- 2.1 Nene will determine the timing, panel membership and programme for validation and review events. Nene undertakes to inform a franchisee of any changes made to the parent course as a result of Periodic or Change of Approval.
- 2.2 The collaborating institution will be responsible for satisfying the Nene Committee for Academic standards that any conditions of approval or review have been met.

3 Quality Assurance

- 3.1 The Memorandum of Co-operation will detail the specific mechanisms for Quality Assurance and avenues of communication and management of processes between the

two institutions.

- 3.2 A representative of Northampton College with QA responsibilities shall be nominated by the Principal for membership of the sub-committee of the **Committee for Academic Standards (CASCLB)** responsible for assuring the quality of all courses delivered through collaborative arrangements.

3.3 Franchise

Nene shall retain overall responsibility for the academic management and control of the course and for the maintenance, monitoring and evaluation of academic standards.

- 3.3.1 The oversight of the franchised course provision shall rest with the Nene College Academic Board, whose Committee for Academic Standards acts on its behalf. Accordingly the franchised provision will be subject to the current processes of Quality Assurance at Nene which include:

- i) visits of external examiners
- ii) annual monitoring and evaluation
- iii) the receipt of and scrutiny of external examiner's reports
- iv) review

- 3.3.2 Nene will appoint a Moderator whose role will be to sample and observe the Quality Assurance processes of the institution and their interaction with Nene systems as they relate to the collaborative provision. Northampton College agrees to make such facilities available as are necessary to perform the role.

3.4 Validation Service

- 3.4.1 Northampton College undertakes to provide Nene College with records and documentation as listed in the Memorandum of Co-operation.

- 3.4.2 A **Course Evaluator** will be appointed in the case of each course approved under the Validation Service.

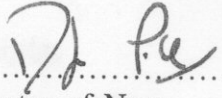
4 Charges

Fees will be agreed and reviewed annually between the Deputy Director of Nene and the Principal of Northampton College. The Financial Agreement will form an appendix to the Memorandum of Co-operation for each arrangement.

5 Ownership

Nene will not allow any collaborating institution to franchise or validate any Nene franchised or validated courses to a third party.

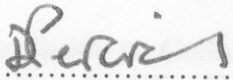
Signatures



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Director of Nene

11.12.97

.....
Date



.....
Principal of Northampton College

4/12/97

.....
Date

a:collab2\instagre.npt
JA 2/9/97
revised 24/11/97

June 19th, 2006
Lesley Hawkins
JISC Executive
Northavon House
Coldharbour Road
Bristol
BS16 1QD

Dear Lesley,

JISC Circular3/06 Capital Programme
E-Learning Programme - Cross Institutional Use of E Learning to Support lifelong Learners

The ethos of Aimhigher is to inclusively encourage progression to higher levels of learning and study beyond Level 3, and works in close partnership with Schools Colleges, Universities, Work Based Learners (WBL) and Adult and Community organisations.

The emphasis on the use of E-learning to support Teaching Assistants and Teacher Education is integral to our developmental work with schools, colleges and Work Based Learners to widening participation in Higher Education within Northamptonshire.

Consequently, Aimhigher Northamptonshire fully supports this innovative project linking the University of Northampton and Northampton College in attracting Work based and community learners through development of an E-Learning programme.

Yours sincerely

Philip Burch
Aimhigher County Manager Northamptonshire

**Ann Tate BSc MSc FRSA
Vice Chancellor**

Park Campus
Boughton Green Road
Northampton
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Lesley Hawkins
JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

Ref: AT/vas/1137

21 June 2006

Dear Ms. Hawkins

The University of Northampton's Strategic Plan recognises the significance of flexibility of provision for our diverse student population and the importance of e-learning in meeting the needs of our students.

I strongly support this bid which demonstrates how the use of mobile technology enables work-based lifelong learners to be supported away from traditional learning spaces and builds on our established partnership with Northampton College. It is work which will align with very important developmental work across the University and facilitate external links with the sector.

Yours sincerely



**Ann Tate
Vice Chancellor**

LJC/SWB

June 14th, 2006

Lesley Hawkins
JISC Executive
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

Dear Lesley

**JISC CIRCULAR 3/06 CAPITAL PROGRAMME
E-LEARNING PROGRAMME – CROSS-INSTITUTIONAL USE OF E-LEARNING
TO SUPPORT LIFELONG LEARNERS**

I am delighted to fully support this exciting collaborative bid with Northampton University and Northamptonshire Aim Higher.

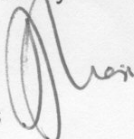
The College has long-established links with the University, running joint and franchised HE programmes at Foundation Degree, HND, and NVQ level 4/5 and Teacher Education courses.

The focus of this bid on the use of e-learning to support lifelong learners on Teaching Assistant and Teacher Education programmes is underpinned by key aspects of our current Vision Statement:

- Be a model of inclusiveness reflecting the diversity of our local communities;
- Employ new learning technologies to underpin the learning experience;
- Work closely with employers and others in meeting the needs of the local economy;
- Work through local communities in order to widen participation in learning;
- Actively promote partnerships that deliver responsive and coherent learning provision.

I am confident that this bid will be of value to the learners who are directly involved, with transferable and scaleable benefits to the learning and skills and HE communities.

Yours sincerely



Len Closs
Principal



Principal: Len Closs

Northampton College

at **Northampton** Booth Lane, Northampton NN3 3RF **Tel: 01604 734 567** Fax: 01604 734 207

at **Daventry** Badby Road West, Daventry NN11 4HJ **Tel: 01327 300 232** Fax: 01327 300 942

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