

Name of Capital Programme: e-Learning		
Name of Lead Institution: Birkbeck College, University of London (BBK)		
Name of Proposed Project: MyPlan – Personal Planning for Learning throughout Life		
Name of Proposed Partners: Linking London Lifelong Learning Network (L4N), Institute of Education (IoE), Community College Hackney (CCH), UCAS		
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Length of Project: 27 months		
Project Start and End Dates: 1/9/2006 – 30/11/2008		
Total Funding Requested from JISC: £ 200,000		
Funding Broken Down over Project Years: 1/9/2006 – 31/8/2007 : £87,723 1/9/2007 – 31/8/2008 : £95,855 1/9/2008 – 30/11/2008: £16,422		
Total Institutional Contributions: £79,011		
Outline Project Description: MyPlan will contribute to the JISC e-Learning programme by developing, deploying and evaluating new techniques and tools that allow personalised planning of lifelong learning. The project will bring together stakeholders from a broad range of institutions all of whom are committed to providing lifelong learning opportunities which enhance career development and widen participation, including the recently announced Linking London Lifelong Learning Network (L4N) comprising over 25 institutions across London. These stakeholders will have input into the formulation of user and technical requirements and the evaluation of the tools developed by the project. The project has three major aims: (i) development and evaluation of learner models and an ontology for learner modelling in a lifelong learning context; (ii) development, deployment and evaluation of personalised functionalities for the creation, searching and recommendation of learning pathways; and (iii) development and integration of a game-based application into the system, to give learners better understanding of the possible implications of different career decisions and educational choices. The software tools developed by the project will be incrementally adopted by the L4N during the project and will also be made available for access from within the UCAS web portal.		
I have read the Circular and associated terms and conditions of Grant at Appendix B (Tick Box)	YES X	NO

1. Introduction

The **Lifelong Learning in London for All (L4A//)** project funded by the JISC Distributed e-Learning Pilot Call has developed a system to support lifelong learners in exploring learning opportunities in the London region and in planning and reflecting on their lifelong learning activities. The project (see www.lkl.ac.uk/research/l4all/) targeted Theme 3 of the DEL pilot call, "Supporting the independent lifelong learner", and its aim was to allow learners to record and share **learning pathways** through educational offerings, thereby facilitating progression from secondary education, through to Further Education (FE) and on into Higher Education (HE). The L4A// system provides a Web Portal that allows learners to access information and resources registered with the portal by their providers, to plan their own learning pathways, and to maintain and reflect on their learning. Tutors are able to publish recommended pathways through courses and modules (which might be developed by a number of providers).

Learners can share their learning pathways with other learners (if they wish) in order to encourage collaborative learning and collaborative formulation of future learning goals and aspirations. The focus has been particularly on those post-16 learners who have traditionally not participated in higher education. Recent research into learning object 'trails' has been integrated into the pilot so that successful educational pathways can be identified, providing a repertoire of possibilities that learners may not otherwise have considered, and positioning successful individuals as role models to inspire confidence and a sense of opportunity amongst those previously excluded.

The L4A// pilot is currently undergoing a final phase of evaluation with user groups from FE and HE, and the final version will be released at the end of the L4A// project in October 2006. The system will then be adopted by the recently announced **Linking London Lifelong Learning Network (L4N)**, funded by HEFCE and led by Birkbeck. The L4N consortium comprises 14 London HE institutions, 13 London FE institutions, Sector Skills Councils, the Learning and Skills Council, AimHigher, several Adult Education partners, the London Development Agency, and a number of private and public organisations. Dr Sara de Freitas, currently Project Manager of the L4A// project, will be taking up the post of ICT Development Manager of the L4N at the end of L4A// (1st November 2006). Funding is available from within the L4N to undertake the embedding of the L4A// pilot within the operational environment of the network during the course of 2006/7 and to make the system available to learners of the L4N member institutions.

The L4A// project has developed basic infrastructure to support lifelong learners in exploring learning opportunities in the London region. The L4A// user interface provides screens for user registration and login; entering personal details relating to past and present occupation, skills, qualifications, interests and future learning goals; for creating personal 'timelines' incorporating past and future episodes of learning and work; and for searching over courses, over timelines made sharable by other users, and for other users of the system, in each case based on a variety of search criteria. As one of the final workpackages of the L4A// project, we are currently undertaking a study of the integration of the L4A// services with **e-portfolio tools** and it is expected that the outcomes of this study will also be taken up by the L4N in its adoption of L4A//.

Evaluation of the L4A// pilot undertaken to date with groups of learners from FE and HE has found that learners enjoy using the system, that it helps them take a holistic view of their educational and career prospects, and that it has the potential to provide significant support for making career decisions and educational choices. However, the evaluation has also identified two key areas where further work is required: *personalisation* of the learning planning and recommendation functionalities, and *improved support* for users of the system, particularly for new users. To this end, the proposed project, entitled **MyPlan – Personal Planning for Learning throughout Life**, has three major aims:

- To develop and evaluate user models that reflect the needs of the diverse population of lifelong learners. To this end, we will identify learner attributes that need to be modelled and tasks/activities undertaken by lifelong learners, e.g. making career and educational choices, maintaining learning pathways throughout life, sharing information with peers and tutors. This user-related information will be used to design an ontology for user modelling in a lifelong learning context.
- To develop, deploy and evaluate personalised functionalities for the creation, searching and recommendation of learning pathways. This will enhance individual learners' engagement with the lifelong learning process by offering personalised levels of learner control over their learning pathways, personalised support in the reflection of where their learning activities may take them, and management of their personal record of progress and attainment. It will also support building communities of learners with similar interests, and information sharing with other members of the community, other users of the MyPlan system, and organisations.

- To evaluate current game-based applications for supporting lifelong learners with view to developing and integrating a game-based application into MyPlan. This will allow learners to role-play different learning and career progressions in order to give them better understanding of the possible implications and consequences of different career decisions and educational choices.

The MyPlan project will run for 27 months, starting on 1st September 2006 and ending on 30th November 2008. It will deliver freely available open-source software, including two successive versions of the personalised functionalities for lifelong learners and the game application. The software developed will be in the form of components and services that extend the current L4A// system architecture. These new tools will be incrementally adopted by the L4N during the project, making these facilities directly available to the L4N community of learners. The project will also be providing access to these tools via the UCAS web portal, and this work will be steered by Jill Johnson (UCAS) who will also be one of the project advisors.

The methodology we adopted in developing the L4A// pilot enabled a significant input into the development and evaluation of the system from major stakeholders throughout the lifetime of the project (learners, instructors, institutions, JISC and others). Hosting the L4A// project at the London Knowledge Lab has allowed this approach to be readily employed, due to the broad base of multi-disciplinary in-house expertise and the lab's extensive links (either directly or via its parent Birkbeck and Institute of Education institutions) with schools, FE colleges, and other FE/HE stakeholders. We will adopt a similar approach in the MyPlan project. Additional significant input will be provided now by the 25+ partners of the L4N via its ICT Development Manager, Sara de Freitas, who will be a core member of the MyPlan project team, and via the Chair of its Steering Committee, Professor John Annette, who will be one of the advisors to the project.

MyPlan will contribute to the JISC e-Learning programme by developing and evaluating new techniques and tools that allow personalised planning of lifelong learning. A personal space for lifelong learners such as this contrasts with many of the learning environments currently in use, which provide learners with resources and learning management tools that relate to their study at a single institution. The project will bring together stakeholders from a very broad range of institutions all of whom are committed to providing lifelong learning opportunities which enhance career development and widen participation. These stakeholders will have input into the formulation of user and technical requirements and the evaluation of the tools developed by the project. The participation of Dr Sara de Freitas and Prof. John Annette from the L4N will assure that the needs of the L4N institutions and learners are reflected within the tools being developed and, conversely, will allow MyPlan to serve as a catalyst for the formulation of policies for engaging the interest of lifelong learners and encouraging them to take responsibility for planning and managing their own lifelong learning and continued professional development.

The MyPlan project will be hosted at the London Knowledge Lab (see <http://www.lonklab.ac.uk/>), a recently founded collaboration of social scientists from the Institute of Education and computer scientists from Birkbeck, and will be led by Birkbeck. Birkbeck is a leading provider of part-time HE learning. Over 90% of its students are mature part-time students (modal age 30-39 years) many of whom are employed or have other day-time commitments. Birkbeck's mission is inclusive and this is reflected in the wide range of educational, ethnic, cultural and social backgrounds of its students (26% from an ethnic minority compared to 13% UK HE average, and 22% of UG degree students with no formal qualification on entry, compared to 2% UK HE average).

2. Project Description

2.1 Project Plan, Timetable and Deliverables

As discussed above, the MyPlan project has three major aims: development and evaluation of learner models and an ontology for learner modelling in a lifelong learning context; development, deployment and evaluation of personalised functionalities for the creation, searching and recommendation of learning pathways; and development and integration of a game-based application. These aims will be addressed by 6 Workpackages as described below. To undertake this programme of work we request funding for two developers – DV1 at RA1A pt 12 and DV2 at RA1A pt 7 – and 20% FTE administrative support at ALC1 pt 6. DV1 will be Petros Demetriades who is currently completing a PhD in developing and evaluating techniques for improving the effectiveness of web information retrieval for end-users, starting at 30% FTE in September 2006 and increasing to 60% from November 2006 until the end of the project. DV2 will be Hassan Bajour who is currently an external consultant on L4A//, at 50% FTE for two years from 1st September 2006. Prof Poulouvassilis and Dr

George Magoulas will be co-Directors of the project, with overall responsibility for the programme of work. Dr Magoulas will in addition lead WP2 and Prof Poulouvassilis WP3. Dr Sara de Freitas (L4N) will lead WP6. Margaret Andrews (CCH), Professor Diana Laurillard (IoE), Dr Ian Harrison (BBK) and Dr Martin Oliver (IoE) will participate in the Evaluation workpackage – WP5. Prof Laurillard will also participate in WP3. Jill Johnson (UCAS) will participate in WP4 and also as a project advisor.

WP1: Management, administration and dissemination. DV1 will have overall project management and dissemination responsibility, and will lead WP4 and WP5. The administrator will maintain the project website, convene and minute meetings, assist in the organisation of dissemination events, and coordinate the production of reports, including progress reports to JISC. Meetings of the core team members (DV1, DV2, administrator, Drs de Freitas and Magoulas and Profs Laurillard and Poulouvassilis) will be held once every two-three weeks to review progress and make detailed plans for the next phases of the work and production of deliverables. From month 13 of the project (the start of the Evaluation phase), the core team will expand to include also Margaret Andrews and Drs Harrison and Oliver. In addition to the progress reports to JISC, an interim Project Report (Deliverable 1.1) will be produced at month 15 and a Final Project Report (Deliverable 1.2) will be produced at month 27 of the project.

The project will have an Advisory group consisting of Professor John Annette (L4N), Dr Graeme Atherton (AimHigher), Paul Welch (Prospects) and Jill Johnson (UCAS). The Advisory Group will meet with the whole project team four times during the project, in months 3, 12, 18 and 24. It will provide guidance on user and technical requirements, usage scenarios, evaluation, longer-term scalability to additional institutions and to work-based learning environments, and likely impact on increasing uptake of degrees especially amongst groups who have been under-represented in HE.

WP2: Development of User Models and a User Modelling Ontology for personalisation. (Lead: George Magoulas, team member: DV2). The user requirements arising from the L4All project and from its evaluation will inform initial work in this WP to produce a first version of user models covering user preferences and characteristics in planning their lifelong learning, and a first version of a user modelling ontology. Additional user attributes will be identified through the analysis of user tasks and activities that will be undertaken in WP5 (see below), covering both lifelong learners in general and learners who are members of L4N. This information will be used to develop further the user models and user modelling ontology. The final ontology will facilitate the exchange of user data between MyPlan services, and the interoperability of these services with other applications in the future. *Deliverables: D2.1 Preliminary report on the User Models and Ontology, at Month 12; D2.2 Final report on the User Modelling Ontology and on user data for personalisation, at Month 24.*

WP3: Specification of personalised functionalities for planning of lifelong learning (Lead: Alex Poulouvassilis, team members Diana Laurillard, Sara de Freitas, DV1). This will be informed by the user requirements arising from the L4All project, the L4All evaluation, and the early work on WP2. The core of this WP will be the specification of a Personalisation Engine which translates user preferences and characteristics into personalised functionality and interface features. It is expected that both system-controlled and user-controlled personalisation will be supported. Possible types of personalised functionality to be provided are listed below, as well as examples of the individualisation that will be offered in each case. *Deliverable: D3.1 The specification, at Month 3.*

Personalised Functionality	Example of Individualisation
Searching for content, pathways or peers in a personalised manner by filtering results based on the user model	Narrowing down or broadening the results depending on a user's preferences and career and learning goals
Personalising the delivery and presentation of content based on the user model	Presenting detailed or brief formats depending on user preferences and characteristics
Supporting users' navigation through the MyPlan information space of courses, pathways, learners, and search results	User annotation of resources; ranking of resources based on user preferences, characteristics and ratings
Personalised recommendations of learning planning	Guidance and feedback to pursue a particular career or learning goal. Automatically identifying 'people like me' and making recommendations based on their choices
Intervening/guiding personalisation decisions	Activating/deactivating features of the system depending on user preferences and career and learning goals

WP4: Development and deployment of personalised functionalities for planning of lifelong learning (Lead: DV1, team members: Jill Johnson, L4N technical team). This will develop two successive versions of the Personalisation Engine, V1 to be delivered at month 12 and V2 at month 27 of the project. The new components and services will extend the current L4A// system architecture. The MyPlan software will continue to be compliant with the JISC e-Learning Framework and service-oriented architecture, and will continue to use and extend as necessary learning object and learner metadata based on the IMS Metadata (<http://www.imsglobal.org/metadata/>), IMS-LIP (<http://www.imsglobal.org/profiles/>) and eduPerson (<http://www.educause.edu/eduperson/>) standards. During months 4-12, version 1 (V1) of the personalisation engine will be developed, taking as input the specification from WP3 and the early phases of work on WP2. Any evolutions and extensions to the original L4A// components and services that are necessary in order to accommodate the new MyPlan functionality will also be designed and implemented. Evaluation of V1 will then commence in WP5 (see below) and the system will also be handed over to the L4N technical team for adoption during 2007/8. During months 13-15 work will be undertaken on providing the combined MyPlan and L4A// functionality for access from within the UCAS web portal, and this work will be steered by Jill Johnson. During months 16-27, V1 will be incrementally extended and enhanced, taking as input the more mature outputs from WP2, the results of the ongoing evaluation in WP5, and the feedback from L4N users of V1 during 2007/8. The second, and final, version V2 will be delivered at the end of the project and will be made available to the L4N learners and via the UCAS web portal. *Deliverables: D4.1 Report on the development of version 1, at Month 12; D4.2 Report on the integration with the UCAS web portal, at Month 15; D4.3 Report on the development of version 2, at Month 27.*

WP5: Evaluation (Lead: DV1, team members: Sara de Freitas, Margaret Andrews, Martin Oliver, Diana Laurillard, Ian Harrison). The evaluation phase will begin with the delivery of V1 in Month 13 and will continue until the end of the project. Using V1, lifelong learners' tasks and activities will be identified, both for independent and L4N learners, and usage scenarios will be designed. A workshop with relevant stakeholders will be organised to test these scenarios. The scenarios will then be used as instruments to analyse users' tasks and activities in the context of MyPlan. For this we will undertake an extensive evaluation of tasks and activities involving different groups of users drawn from a variety of L4N institutions: different groups of learners, tutors, careers advisors, widening participation officers and content providers. The feedback from these evaluations will be analysed and the results will inform the incremental enhancement and extension of the MyPlan system during the last year of the project. Evaluation with different user groups will continue as improved/new functionality is delivered in order to analyse the impact of this on the identified tasks and activities, to monitor user acceptance of the system prior to its final release, and to assess the effectiveness of the system in supporting and enhancing lifelong learning processes. *Deliverables: D5.1 Preliminary evaluation report at Month 20, D5.2 Final evaluation report at Month 27.*

WP6: Game Application (Lead: Sara de Freitas, team members: external developers). This WP will involve the development and integration of a game application into MyPlan. We will evaluate current game-based applications for supporting lifelong learners. AimHigher is currently leading a project developing teaching materials to complement a suite of game-based applications targeted at learners wishing to enter HE. Working with AimHigher and external developers, we will develop and integrate into MyPlan a games application for supporting lifelong learners in their career decisions and educational choices. This will give opportunities for learners to role-play different careers in collaborative or individual situations allowing them to gain a better understanding of particular jobs, and providing a safe environment within which learning and careers opportunities can be considered and reflected upon with tutorial and peer support. *Deliverable: D6.1 Report on the specification and development of the Game Application, at month 22.*

Summary of deliverables: The project will deliver freely available open-source software, including two successive versions of the personalised functionalities for lifelong learners and the game application. It will also produce a series of freely available reports: on user models covering user preferences and characteristics in the context of planning of lifelong learning, the User Modelling ontology, and user data for supporting personalisation (D2.1 and D2.2); on the specification of personalised functionalities for planning of lifelong learning, and of a Personalisation Engine which translates user preferences and characteristics into personalised functionality and interface features (D3.1); on the development of the two successive versions of the Personalisation Engine, including any evolutions and extensions to the original L4A// components and services that are necessary in order to accommodate the new MyPlan functionality (D4.1 and D4.3); on the integration of the combined MyPlan and L4A// functionality with the UCAS web portal (D4.2); on user tasks and activities in the context of lifelong learning, usage scenarios, evaluation criteria for MyPlan, and analysis of the feedback from its evaluation with different groups of users (D5.1 and D5.2); and

on the evaluation of game-based applications for supporting lifelong learners, and the specification and development of the MyPlan game application (D6.1). The project will also produce mid-term and final Project reports (D1.1 and D1.2). The latter will report on the overall progress of the project, its results and outcomes, challenges faced, impact of the MyPlan system on the L4N community of learners, further directions of research and development identified, and any IPR issues arising.

Timetable: The timetable below shows the start and end dates and duration of each WP.

Workpackages	Month	1	4	13	16	22	25	27	
	Duration								
1:Management, Administration, Dissemination	27 months								
2:User Modelling	24 months								
3:Specification	3 months								
4:Development & Deployment	24 months								
5:Evaluation	15 months								
6.Game Application	6 months								

2.2 Two Learner Scenarios

Scenario	Lifelong Learning context
Scenario 1: Personalised support for independent learners	Planning lifelong learning is particularly difficult for certain types of independent learners, such as previously excluded groups, individuals who lack knowledge of the available options or lack of familiarity with the UK educational system and qualifications structure. MyPlan will help independent learners to create and maintain a holist view of their learning and achievements throughout life. Personalisation will support filtering of search results and recommendations of learning opportunities based on users' preferences and characteristics. It will allow users to interactively generate their learning pathways using a visual front end that supports those who are currently unwilling or unable to access face-to-face support and those who struggle with English. MyPlan will guide learners in measuring their progress against their learning and career goals and will provide feedback on further learning opportunities. It will also facilitate the building of on-line communities of learners based on information about learners stored in the user models. This will support learners in identifying learning opportunities recommended by other users with similar learning preferences, sharing knowledge and experiences, and rating resources according to criteria that match their characteristics and preferences.
Scenario 2: Personalised support for L4N learners	The general independent learner scenario above also holds in the specific context of the L4N. In addition, MyPlan will extend the range of careers and learning guidance services on offer to the L4N. Providing effective resources to L4N learners at key decision points in their learning planning, such as personalised recommendation of career and learning pathways, is critical in encouraging and facilitating their progression into and through HE. MyPlan will be able to support and engage learners who are studying for a particular qualification or who are employees of a particular company through a programme that is tailored to their individual and group learning needs. It will also be able to provide personalised learning pathways for specific groups of practitioners, or learners who are studying towards a particular profession or vocation. MyPlan will also provide a personal space to L4N learners offering secure access to their progress and attainment records and to those they choose to share them with.

The evaluation studies undertaken to date in the L4A// project indicate that MyPlan will be able to be used in a number of ways: in Scenario 1 it may be over the Internet by individuals on their own, or with friends or relatives; in Scenario 2 it may be over the Internet or via an institutional intranet, on their own, in group careers sessions facilitated by a careers specialist, in one-to-one sessions with a careers advisor, in personal tutorial sessions, collaboratively with one or more other learners, or in a class-room session with a tutor.

2.3 Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing	2	3	6	Management: There is a group of appropriately qualified personnel within the London Knowledge Lab and the project partners who can be deployed on this project in case of the resignation or incapacity of any team member
Organisational	1	5	5	Prevention: Birkbeck and the IoE are constituent Colleges of the University of London. CCH and UCAS are long-established institutions. The L4N is funded by HEFCE and involves 25+ long-established institutions. The London Knowledge Lab is one of London University's designated collaborative research labs.
Technical	2	3	6	Prevention: We will adopt standard metadata specifications; will use and produce open-source software and JISC ELF-compliant tools and services; and will comply with data protection and IPR regulations. Management: We will be producing a requirements specification, two versions of the software, and will be undertaking extensive deployment and evaluation phases.
Subcontractors and Advisors	2	3	6	Management: in the event of incapacity of a subcontractor or advisor to continue to participate in the project, we have contacts within a large pool of alternative institutions, and would have support from JISC.
Legal	2	3	6	Prevention: We will be using and producing open-source software; will comply with data protection and IPR regulations; and we will obtain end-user agreement for any use, publication, or dissemination of personal data or learning pathways. Management: the Research Grants & Contracts Offices of the partner institutions advise on any legal aspects of externally funded projects.

2.4 Value to the JISC community

MyPlan will contribute to the JISC e-Learning programme by developing, deploying and evaluating new techniques and tools that allow personalised planning of lifelong learning. A personal space for lifelong learners such as this contrasts with many of the learning environments currently in use, which provide learners with resources and learning management tools that relate to their study at a single institution. MyPlan will offer learners a set of personalised features including control over their learning pathways, reflection on where their learning is taking them, view of their learning and career pathway throughout life, a sense of community building, and information sharing with other individuals and organisations. The project will inform other members of the JISC community of the benefits, challenges and implications of personalised systems for supporting individual learners and differentiated groups of learners in planning and managing their lifelong learning.

MyPlan will also contribute to the JISC community by developing user models that cover user preferences and characteristics in the context of planning of lifelong learning, a User Modelling ontology, an analysis of user tasks and activities, and a set of usage scenarios. The results of

deploying the system within the L4N lifelong learning network and of its evaluation with different groups of users will in the longer term be able to inform the formulation of policies for engaging the interest of lifelong learners and encouraging them to take responsibility for planning and managing their own lifelong learning and continued professional development.

Additional value will be through publications, reports and dissemination activities and events (through the JISC, project web site and workshops). The software and report outputs of the project will be disseminated via the project web site, which will be set up within one month of the start of the project, and via two dissemination workshops to be held at the London Knowledge Lab at the mid-point and towards the end of the project. The MyPlan services will be piloted within the L4N network of partners, and made freely available to the wider community through open access to the system via the project web site. Like the current L4A// project, the MyPlan project will publicize its work through JISC-sponsored events and through open day and other events held at the London Knowledge Lab. MyPlan will also utilise the Lab Group, the Kaleidoscope EU network of excellence and other networks in which the project partners are active in order to publicise its outputs to the community.

2.5 IPR and Sustainability

Before the start of the project, the team members will be requested by the institutions to sign an undertaking covering issues such as IPR, confidentiality and publication of results. It is expected that Birkbeck will have the first option to arrange steps for exploitation. Should Birkbeck decide to seek exploitation, discussion between the other partners and other interested parties will be initiated to determine the appropriate action to be taken. Any revenue generated through the exploitation will be shared according to the organisations' internal policy.

The tools that will be developed by the project will be incrementally adopted by the L4N in three stages, at 12, 21 and 27 months of the project, thereby making these tools available to the extensive community of L4N learners (as well as the original L4A// system which will be adopted by the L4N during the course of 2006/7). The L4N will be taking on the costs of supporting and maintaining both the original L4A// system and the new tools for the use of the L4N institutions and their affiliates. The project will also be enabling access to the new tools from within the UCAS web portal. Beyond the lifetime of the project, the L4N will take on the costs of supporting and maintaining these services.

More broadly, the project will use open source software and tools and will provide its software outputs free as Open Source software under the GNU Public Licence. The report deliverables will be freely available and will be posted on the project web site. The outputs will be made available to the HE/FE community through the JISC development bay and web site for a specified period. Communities that wish to use the software outputs in accordance with open source models will share the costs and support issues surrounding sustainable development of the software.

3. Budget

	Year 1	Year 2	Year 3	Total	80%
DV1 - RA1A pt 12	22591	25789	5697	54077	43262
DV2 - RA1A pt 7	17020	18454		35474	28379
Travel	2667	2667	666	6000	4800
Consumables	2667	2667	666	6000	4800
Equipment	4000			4000	3200
External consultancy		11600	2900	14500	11600
Advisors	889	889	222	2000	1600
Jill Johnson		4500		4500	3600
A Poulouvassilis	3835	4038	1043	8916	7133
G Magoulas	3327	3472	901	7700	6160
D Laurillard	600	2200	800	3600	2880
M Oliver		1439	554	1993	1594
ALC 1 pt 6	2825	3290	1175	7290	5832
Ian Harrison		1468	379	1847	1478
S de Freitas	2353	2936	759	6048	4838
BBK estates	4760	5169	802	10731	8585

IoE estates	28	213	80	321	257
BBK Indirect costs	44922	48774	7569	101265	81012
IoE indirect costs	241	1824	684	2749	2199
Total	112725	141389	24897	279011	223209
Consortium Contribution	20% of full cost				55802
	JJ's time				3600
	AP's time				7133
	GM's time				6160
	IH's time				1478
	SdF's time				4838
	Total				79011
Total requested from JISC					200,000

In addition to requesting funding for DV1, DV2 and the 20% project administrator, we request funding of £6K for travel in order to attend conferences to disseminate the project outcomes and attend meetings with stakeholders; £6K for consumables (telephone, stationery, reprographics, postage) and for the organisation of two workshops to be held at the London Knowledge Lab mid and end project; £4K for equipment (one workstation each for DV1 and DV2; equipment for all other team members will be provided by the host institutions); £10K for development of the Game Application by external developers (likely to be the same team who developed the Flash GUI for the L4A// system); £4,500 to support the participation of Community College Hackney in the Evaluation phase of the project (10 days at £450 per day) and £2K to support the attendance of Advisors at meetings.

In view of the benefits that will accrue to the L4N institutions and learners from the deployment of the MyPlan software within the L4N, particularly for the lead institution Birkbeck, the consortium will contribute 20% of the full cost of the project, together with the costs of the time on the project of Alex Poulouvasilis, George Magoulas, Sara de Freitas and Ian Harrison. These benefits include direct input by the L4N into the user requirements, development and evaluation of MyPlan; direct availability of the MyPlan tools to L4N staff and students; and use of the results of the deployment and evaluation of the system to inform the formulation of enhanced strategies for supporting students in planning their lifelong learning and continued professional development.

As the existing L4A// and new MyPlan tools will be made available for access from within the UCAS web portal, Jill Johnson will provide 10 days of her time in WP4 during months 13-15 of the project to steer the integration of the system with the UCAS web portal, amounting to a contribution from UCAS of £4,500 pounds.

4. Key Personnel

Margaret Andrews is Director of Lifelong Learning at Hackney Community College. She has strategic responsibilities for partnerships and widening participation which includes the College's, Marketing, Childcare Services, Student Support Services, Learning Resources and higher education. She conducts research on access and widening participation to further and higher education. Margaret recently completed a secondment at the DfES in the Standards Unit where she led the consultation and the impact assessment processes for the Principals' Qualification and the QTLS for FE lecturers. Her role also included speech writing for the Minister for FHE and drafting parliamentary responses for FE questions. Margaret has carried out project based work in education and training since 1978 mainly in the public and voluntary sectors having worked for the ILEA Inspectorate, local authorities including Greenwich and Nottinghamshire and for early years and arts-based voluntary organisations. She has represented her employers overseas including working with the Danish Board of Education and the Richard's Bay Chamber of Commerce (South Africa) and was seconded to work at Birkbeck on an Access and Staff Development Project.

Hassan Bajour has a BEng in Computer Engineering and is currently working as IT consultant. Hassan is pursuing MPhil/PhD part-time studies in User Modelling at Birkbeck, based at the London Knowledge Lab. He has worked as a software developer in industrial projects and is proficient in Java, J2EE, C/C++ and UNIX and Windows platforms.

Dr Sara de Freitas is currently Project Manager of the L4A// project. Formerly, she was a Research Fellow in ICT and Education at Birkbeck, funded by the Learning and Skills Research Centre. Her work conducted as part of this fellowship featured a systematic review of e-learning, an investigation of the effective use of pedagogical models for e-learning, a series of qualitative case

studies evaluating the use of blended learning solutions in a range of formal and informal post-16 learning contexts, and an evaluation of the embedded use of educational games and simulations to support exploratory learning. Dr de Freitas founded the Lab Group, which promotes the development of research and development in the ICT and education field. She is on the editorial board of an international journal, and sits on a number of advisory groups including the DFES e-learning advisory group. Her expertise lies in the area of developing, evaluating and validating new pedagogical frameworks, models and systems for e-learning.

Petros Demetriades has a degree in Software Engineering and is about to complete a PhD on techniques for improving the effectiveness of web information retrieval for end-users. Prior to returning to full-time study to complete his PhD, Petros was Technology Director of a global web-based air freight reservation company. Petros has significant experience of large-scale web-based architecture and system design and development, evaluation and procurement of IT products and services, and leadership of research, development and operations teams. Petros has considerable commercial software development experience in HTML/DHTML/Javascript, Java, C, C++ and various 4GLs. He has significant experience of software systems evaluation and user acceptance testing.

Dr Ian Harrison is Programme Manager for the Diploma in IT Applications, a skills-based programme at Birkbeck which focuses on the development of practical IT and business-related IT skills. A number of IT Applications modules form the basis of the 1st year of Birkbeck's Foundation Degree in IT. Dr Harrison studied Chemistry at BSc and PhD level. His career then evolved in a number of ways that provided him with insights into and experiences of training needs and requirements in industry (BP, BT), the not-for-profit sector (House of Lords, Counselling Services) and academia (Edinburgh, Birkbeck, Open University). He has studied for professional qualifications in Neuro-Linguistic Programming and Counselling, which support his deep interest in student-centred approaches to teaching and learning. He has been involved with Birkbeck for over 20 years, first as a student (studying for a Diploma in Economics in 1986-88), then as a lecturer and tutor in the Faculty of Continuing Education. He participated in the recent EU-funded European Digital Portfolio for Educators-EDIPED project, and is a member of the L4A// project team.

Jill Johnson joined UCAS in 1996 following a teaching career in both schools and colleges of further education. Her qualifications include a Masters in Education and Industry from the University of Warwick, and an MBA from the Open University. Jill is now the Director of the Outreach Department at UCAS. Her activities include responding to and influencing policy and analysing the impact of it on the HE sector in relationship to the services provided by UCAS, on progression to HE in general, and in respect of UCAS' continued effectiveness and prosperity. She works closely with the JISC and sits on a number of national working groups, regularly contributing to seminars, conferences and meetings arranged by a variety of organisations. Jill has worked with the JISC on a number of e-learning JISC funded projects.

Professor Diana Laurillard is Chair of Learning with Digital Technologies at the London Knowledge Lab. Her main role is to lead research on e-learning and to build productive collaborative projects between the Lab, educators, the digital media industry, and policy-makers. Her work focuses on theory-based design of learning and teaching methods and resources, learners' conceptions and misconceptions and approaches to learning, flexible learning activity design tools for teachers, and cost-benefit modelling for the introduction of e-learning. She previously held a three-year term as Head of the e-Learning Strategy Unit at the UK Government's Department for Education and Skills. From 1995 to 2002, she held two terms of office as Pro-Vice-Chancellor at the Open University. She has been a member of the Visiting Committee on IT at Harvard University, and a member of the Dearing Committee on Higher Education for the UK Government. This work has been recognized through her honorary degrees from the University of Abertay, the Open University of the Netherlands, and the University of Brighton. She is a Fellow of the Royal Society of Arts and an Honorary Fellow of University College London. Her book 'Rethinking University Teaching' has been widely acclaimed, and is used as a set book in courses on learning technology all over the world.

Dr George Magoulas has been researching in the area of Adaptive and Learning Systems since 1993. He is currently a Reader in the School of Computer Science and Information Systems at Birkbeck and a member of the London Knowledge Lab. He has published more than 150 papers in leading international journals, books and conferences. He recently edited two books in the area of Adaptive Web-based Systems and Personalised Learning Environments, and served as Organiser of the Workshop on "Individual differences in Adaptive Hypermedia" for the International Conference of Adaptive Hypermedia and Adaptive Web-based Systems 2004. His recent work on personalised environments was funded by the EPSRC (JiT-PIE: Just-in-Time Personalisation of Internet and e-content; GR/R92554/01-02), and the AHRB (Cognitive Personalised Interfaces for Web-based Library Catalogues; MRG/AN9183/APN16300). He is currently co-Director of the L4A// project.

Dr Martin Oliver is a senior lecturer in ICT in Education at the Institute of Education, based at the London Knowledge Lab. He has an extensive research track record in this area (40+ peer reviewed journal articles & book chapters, 70 conference presentations and 50 project reports) and has completed 20 funded projects. He is also deputy editor of the journal ALT-J. Particular areas of expertise include the adoption of technology by teaching staff, evaluation and pedagogic design. His recent projects for the JISC as part of the pedagogies for e-learning programme involved leading a research study on the effectiveness of resources, tools and support services used by practitioners in designing and delivering e-learning activities and also contributing to the e-learning models desk study. He has been external evaluator for a number of projects, including TLTP III projects where the primary concern was to establish the impact of the work on peoples' choices and practices. He is a member of the L4All project team and leads the evaluation aspects of the project.

Prof Alexandra Poulouvassilis is Head of the School of Computer Science and Information Systems and co-Director (together with Professor Richard Noss from the IoE) of the London Knowledge Lab. Her research is in information access, integration and personalisation. She has led many research projects in these areas, has organised several international workshops and conferences, and serves regularly on international conference programme committees. She was technical coordinator of the EU FP5 SeLeNe (Self e-Learning Networks) project. This researched and developed novel technologies for the discovery and sharing of learning resources, facilitating syndicated and personalised access to such resources, and designed a service-based architecture for supporting the online communities of learners in both centralised and distributed settings. She recently co-edited a book on Web Dynamics (Springer, 2004) which includes a major section on personalised access to web-based information. She is currently co-Director of the L4All project.

A selection of relevant publications of the consortium members:

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- Oliver, M.** (in press) Integrating technology through community-based design. In Mishra, P. et al (ed) *Faculty development by design: Integrating technology in higher education*. Information Age.
- Keenoy, K., **Poulouvassilis, A,** Christophides, V., Rigaux, P., Papamarkos, G., et al (2004), Personalised Services for Self e-Learning Networks, *Proceedings of the 4th International Conference on Web Engineering*, Munich, July 2004. Springer LNCS vol 3140, 215-219.

Appendix 1 – MyPlan Project Management

The MyPlan project will be hosted at the London Knowledge Lab (<http://www.lonklab.ac.uk/>) and will be led by Birkbeck (BBK). The Linking London Lifelong Learning Network (L4N), Institute of Education (IoE), Community College Hackney (CCH) and UCAS will be the other project partners. Prof Poulouvassilis (BBK) and Dr George Magoulas (BBK) will be co-Directors of the project, with overall responsibility for the programme of work. Dr Magoulas will in addition lead WP2 and Prof Poulouvassilis will lead WP3. Developer 1 (Petros Demetriades) will have overall project management and dissemination responsibilities; he will lead WP4 and WP5, reporting to the project co-Directors. Dr Sara de Freitas (L4N) will lead WP6. Margaret Andrews (CCH), Dr Ian Harrison (BBK), Professor Diana Laurillard (IoE) and Dr Martin Oliver (IoE) will participate in WP5. Prof Laurillard will also participate in WP3. Jill Johnson (UCAS) will participate in WP4 and also as a project advisor.

Meetings of the core team members (Developer 1, Developer 2, administrator, Drs de Freitas and Magoulas and Profs Laurillard and Poulouvassilis) will be held once every two-three weeks to review progress and make detailed plans for the next phases of the work and the production of deliverables. From month 13 of the project (the start of the Evaluation phase), the core team will expand to include also Margaret Andrews and Drs Harrison and Oliver.

The project will have an **Advisory group** consisting of Professor John Annette (L4N), Dr Graeme Atherton (AimHigher), Paul Welch (Prospects) and Jill Johnson. The Advisory Group will meet with the whole project team four times during the project, in months 3, 12, 18 and 24. It will provide guidance on user and technical requirements, usage scenarios, evaluation, longer-term scalability to additional institutions and to work-based learning environments, and likely impact on increasing uptake of degrees especially amongst groups who have been under-represented in HE.

Professor John Annette leads the HEFCE-funded Linking London Lifelong Learning Network. John is Professor of Citizenship and Lifelong Learning, Pro-Vice-Master for Widening Participation and Community Partnerships, and Dean of the Faculty of Continuing Education at Birkbeck. He is on the editorial boards of the British Journal of Educational Studies, the International Journal of Citizenship Education and the London Review of Education. John is currently researching and publishing in the areas of citizenship education in schools and for lifelong learning, community based learning and community partnerships in higher education, and on community leadership and involvement in community development and local governance. He has been active in working in partnership with local communities in north London and facilitating capacity building for community involvement for many years. He is an advisor to the DfES on youth volunteering, also to the Civil Renewal Unit of the Home Office on capacity building for citizenship and community development. He is on the Executive of the Universities Association for Lifelong Learning (UALL) and Chair of the Higher Education Community Partnership national network. He has been involved in the recent IPPR commission on public involvement in the public services, which launched its report *The Lonely Citizen* in June 2004. Finally he is an adviser to the London Civic Forum, which supports the new Greater London Authority and the Mayor, and he is currently chairing the Steering Group of the 'Active Learning for Active Citizenship' national programme of the Civil Renewal Unit of the Home Office.

Dr Graeme Atherton has been the Manager of the Aimhigher Central London Partnership since January 2005. Prior to this role he was the Associate Dean of Widening Participation at Liverpool Hope University College and closely involved with Aimhigher in Greater Merseyside. Aimhigher's work relates closely to his past and previous research interests. His doctorate study examined the experiences of adults with few or no qualifications returning to education in Liverpool. His recent research has focused on the impact of widening participation initiatives on the attitudes of young people from backgrounds under-represented in HE and the political context of the drive to increase the numbers of young people in HE. In recent years he has delivered papers on these themes to international conferences in several European countries and in the United States.

Jill Johnson See Section 4 above.

Paul Welch is currently an Operations Director with Prospects Services Ltd and has spent the past 4 years managing Connexions contracts and 'next step' adult guidance contracts in central London. Paul has nearly 20 years experience in careers guidance and personnel management. His first degree was in social science upon graduating undertook the Diploma in Careers Guidance and the institute of personnel and development qualification. Paul has extensive experience of using assessment and guidance tools and has the BPS level A qualification in psychometric testing. Paul has a particular interest in how web - based systems can be used to improve access to further and higher education and provide people with the information to make informed decisions about their future careers and education choices.

Appendix 2 – The Linking London Lifelong Learning Network

The Linking London Lifelong Learning Network has been awarded £3.7m over three years by HEFCE from their Strategic Development Fund. The Network comprises 14 HE partners and 13 FE college partners, Sector Skills Councils, the Learning and Skills Council, AimHigher, several Adult Education partners, the London Development Agency, and a number of private and public organisations.

HE Partners

Birkbeck (lead institution)
City University
Institute of Education
King's College London
London Metropolitan University
London School of Hygiene & Tropical Medicine
Open University (London)
Queen Mary College
Royal Veterinary College
SOAS
School of Pharmacy
University College London
University of East London
University of Westminster

FE Partners

City & Islington College
City of Westminster College
Crossways Academy
Hackney Community College
Kensington & Chelsea College
Lambeth College
Lewisham College
Morley College
Newham College
Southwark College
Tower Hamlets College
Westminster Kingsway College
Working Men's College

Linking London is committed to developing progression pathways and credit transfer agreements which enable learners to progress from vocational qualifications to foundation degrees and onto undergraduate degrees in the public and community services academic areas. To facilitate this, it will develop joint information systems and admissions procedures, as well as take forward opportunities for work-based learning and curriculum innovation. The network will be led by a full-time team that includes a Manager, an ICT Development Manager and several other academic, technical, administrative and management staff.

The proposed management structure will provide a high level Partnership Board with a Steering Committee and Chair (Professor John Annette). Responsibility for ongoing management of the network will rest with the Chair, the Manager and the Steering Committee. This will meet regularly and be responsible for monitoring performance against targets, and the implementation of the strategy agreed by the Board. The Steering Committee will consist of senior representatives from each partner organisation. The Partnership Board will meet less frequently, and comprise senior representatives of the institutions and external stakeholders. The Board will have responsibility for financial monitoring and provide strategic advice.

JJ/HW

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16 June 2006

Dear Sirs

Birkbeck proposal in response to JISC Circular 3/06 – JISC Capital Programme: Call for Proposals

UCAS has been in discussion with Birkbeck, University of London about potential partnership in respect of the further development of work associated with a current project entitled The Lifelong Learning in London for All (L4A//).

UCAS has taken a keen interest in the progress to date and is pleased to be asked by Birkbeck to play a more formal role in the future with a view to integration into the central admissions system. This partnership is significant in the context of UCAS' potential involvement with part-time learners in the future at a time when the distinction between part-time and full-time engagement in HE study is blurring, and the developing role of Lifelong Learning Networks in HE Progression.

UCAS fully supports this proposal and looks forward to active involvement following what we very much hope will be a successful bid for further funding to carry forward development in this area.

Yours faithfully



Jill Johnson
Director of Outreach



UCAS IS THE TRADING NAME OF THE UNIVERSITIES
AND COLLEGES ADMISSIONS SERVICE.
REGISTERED IN ENGLAND 2838815 (LIMITED BY GUARANTEE)
REGISTERED CHARITY 1024741 REGISTERED OFFICE AS ABOVE



Re: MyPlan – Personal Planning for Learning throughout Life

In my role as Manager of the Aimhigher Central London Partnership I would like to support the proposed project MyPlan – Personal Planning for Learning throughout life.

The Aimhigher Partnership currently leads on a national Aimhigher funded project which is developing teaching materials to complement a suite of game based applications which empower young people to meet the challenges posed by the changing student finance landscape.

The MyPlan project's development of personalized functionalities for the creation, searching and recommendation of learning pathways, together with the development of a game-based application to support learners in using the system will represent considerable opportunities for positive synergy with widening participation work led by Aimhigher Central London Partnership. The proposed work will support the aims and objectives of Aimhigher in central London – to increase the numbers of learners experiencing higher education from under-represented groups.

Yours sincerely

Dr. Graeme Atherton
Aimhigher Central London Partnership Manager

21 June, 2006

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

Dear Ms Hawkins

Project MyPlan: JISC Capital Programme, e-Learning

On behalf of Birkbeck College, I am very happy to be able to support the MyPlan project proposal for JISC funding.

Birkbeck leads the HEFCE-funded Linking London Lifelong Learning Network, which is one of the partners of this project. Birkbeck's mission is to provide part-time courses of study that meet the changing educational, cultural, personal and career needs of adults and to enable adult students from diverse social and educational backgrounds to participate in our courses. Birkbeck is the only multi-faculty university institution to specialise in part-time face-to-face Higher Education and as such fills a unique role. Birkbeck has always been successful in attracting students from the diverse social and educational backgrounds to be found across Greater London. However, many parts of London are undergoing rapid change both socially and economically, and Higher Education institutions must ensure that they respond strategically to these conditions. Despite recent economic growth there remain many areas where participation in Higher Education is at a low level and where existing provision is unable to meet potential demand for learning opportunities.

The MyPlan project will develop, deploy and evaluate new tools for the personalised planning of lifelong learning. The software produced by the project will be of direct benefit to Birkbeck and the other members of the Linking London network, by providing learners with personalised tools for creation, search and recommendation of learning pathways. This will facilitate and enhance the progression of learners through Further Education courses and into and through Higher Education courses. The project will also identify learners' preferences and characteristics in planning their lifelong learning, and tasks and activities involved in lifelong learning, which will be of long-term benefit to Birkbeck, the network and also the wider UK academic community.

I hope that the Committee will be able to support this important project.

Yours sincerely

Keith Harrison
Secretary and Clerk to the Governors

Shoreditch Campus
Falkirk Street
London N1 6HQ

21st June 2006,

Dear Sir/Madam,

Following our successful partnership with the L4All project team, the Community College Hackney would welcome continuing and extending our work in the new MyPlan project and support the MyPlan proposal being submitted to JISC. This innovative, widening participation initiative will benefit personalise learning through the use of interactive web-based tools that can help learners in their planning and progression from FE into HE.

The MyPlan project objectives fit well with our College mission to widen participation as well as our teaching/ learning strategy to utilise innovative ICT technologies to support personalised learning opportunities and game-based applications. The Community College will also strengthen this relationship through our involvement as a partner in the Linking London Lifelong Learning Network.

We look forward to evaluating the project outputs with our learners, and evaluating the impact, benefits and new insights into the planning of lifelong learning that will arise.

Yours sincerely

Margaret Andrews
Director of Lifelong Learning

School of Mathematics, Science and Technology
Head of School Revd Professor Michael Reiss
School Manager Louisa Johnson

Direct email: m.reiss@ioe.ac.uk
Personal website: www.reiss.tc



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Director Professor Geoff Whitty

19 June 2006

To Whom It May Concern,

I am delighted to provide support for the **MyPlan – Personal Planning for Learning throughout Life** bid to the JISC Capital Programme (e-Learning) by a consortium lead by Birkbeck College in which we are partners. This is an exciting and multidisciplinary project this involves the Linking London Lifelong Network and clearly has the potential to make a real difference to lifelong learners.

Yours (sincerely),

Michael Reiss



Linking London Lifelong
Learning Network

Professor John Annette
Pro Vice Master and Dean of FCE,
Birkbeck, University of London
Chair, Linking London: Lifelong Learning Network
19.6.06

To whom it may concern,

I would like to strongly support the bid 'My Plan - Personal Planning for Learning throughout Life' which is being submitted to JISC. The MyPlan project would be an essential contribution to the development of the 'Linking London Lifelong Learning Network' which will be launched this Autumn. Without the tools for personalised planning for lifelong learning that will be developed by MyPlan, we will be limited in the scope for innovative development for ICT based personal learning support in the Linking London Network. The tools that will be developed by MyPlan will be deployed within the Network during the course of the project, making them of immediate benefit to the Network partners and their students. This is in addition to the facilities that will be provided by the current L4All pilot which will also be deployed within the Network during the coming year.

The participation of Dr Sara de Freitas, and myself in an advisory capacity, in the MyPlan project will ensure the needs of the Network partners are being reflected in the tools being developed, as well as feeding back to the Network the outcomes of MyPlan in relation to user tasks, activities and models in the context of personalised lifelong learning which will support the Network in formulating enhanced strategies for supporting our students in planning and managing their lifelong learning and professional development.

Professor John Annette
Chair, Linking London: Lifelong Learning Network