

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: University of Bradford

Name of Proposed Project: Enhancing Learner Progression through Personalised Learning Environments (ELP2)

Name of Project Partners: University of Leeds
Leeds Metropolitan University

Full Contact Details for Primary Contact:

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Length of Project: 2 years

Project Start and End Dates: 01 January 2007 until 31 December 2008 preferred to enable us to build on continuation of the JISC DeL Enhancing Learning Progression (ELP) Project due to complete on 31 Dec 2006.

Total Funding Requested from JISC: £200,000

Funding Broken Down over Project Years: £100,000 per annum for Years 1 and 2

Total Institutional Contributions: £217,200 over 2 years

Outline Project Description

This project will extend and build on the successful outcomes of the JISC DeL Enhancing Learner Progression project by:

1. Establishing the impact of Individual Learning Plans (ILP), required by 2008, on regional lifelong learning initiatives and identifying ways in which the integration and interoperability issues can be addressed by these social network technologies. Our particular focus is to ensure that ELP2 partners' WP initiatives integrate effectively with our partner schools and colleges as they start to implement ILPs. This is an important regional issue that will affect all schools, colleges and universities.
2. Extending the provision of widening participation opportunities to a broader range of learner groups beyond the 16-19 group in full-time formal education that was targeted in ELP, through the use of technologies that support more informal approaches to learning. These would include mature learners, excluded and isolated learners, learners from BME and other priority groups, and individual learners following non-traditional entry routes.
3. Demonstrating how social software can enhance the capacity of learner groups and other stakeholders within the region to form support networks which can provide peer and mentor support, engender a sense of a wider community of learners and create a regional pool of shared knowledge, advice and guidance.
4. Establishing the extent to which social software engages and motivates learners and enables them to develop the skills essential for effective lifelong learning, eg self-analysis, reflective skills.
5. Completing a longitudinal evaluation of the experiences of ELP participants (and subsequent cohorts) that have transferred from School/FE into HE, and HE into workplace settings as they progress in their lifelong learning journeys.

I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES	
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Introduction

The ***Enhancing Learner Progression through Personalised Learning Environments (ELP2)*** project will investigate and identify solutions to the issues and challenges that arise in providing a personalised learning experience which meets the needs of individual learners in a range of settings in their lifelong learning journey. The project will explore these issues through the implementation of e-Portfolios, web logs (blogs) and other social software to support widening participation and developing skills essential to successful lifelong learning.

We propose that this project will run from 1 January 2007 until 31 December 2008 to enable us to build on the successes and outcomes of the ***Enhancing Learner Progression (ELP)*** project and its continuation which is funded until 31 December 2006 by the JISC Distributed e-Learning Strand, Regional Pilots. However we will be able to start the project in September 2006 if this is a requirement of the funding (JISC Circular 3/06, para C11).

The ELP project explored and evaluated the potential of e-portfolios to support students at key transfer points in their lifelong learning journey: moving between school/FE and University; moving from University into the workplace; and moving between institutions. Through the ELP project we developed an informed, evidence-based understanding of the use and usability of the e-portfolio tools (PebblePad and Bodington) within particular contexts; the role and effectiveness of e-portfolios in supporting lifelong learning and student progression; and interoperability issues. These findings, in particular what we have learned about the initial and sustained engagement of users in e-portfolio usage, are informing ELP partner institutional strategies on e-Portfolios and PDP. The ELP findings suggest that even though the main purpose of an e-portfolio is to assist and help transition, its success ultimately lies in how it is 'marketed' to its potential users and, equally importantly, their educational supporters. The initial training and its technical success along with the engagement of tutors are important factors that influence the student's use of the e-portfolio. Ownership of the portfolio was perceived by learners as being vested in the institution and its use was based around formal instruction and assessed activities. This resulted in the tutor engagement having a significant impact on take-up, with little participant use beyond the formal activities.

In ELP2 we want to address these limiting factors and investigate the potential of less formal, personal online support tools where ownership is more likely to be vested in the users (ie learners) and less dependent on formal learning and support. Key issues we identified in ELP that we want to investigate in ELP2 include: the nature of ownership, assessing reflective ability and learning, time issues, and feedback. In ELP2 we wish to establish the extent to which e-Portfolios enhance the ICT, digital and creative skills of participants compared to blogs and other social software. In addition, we wish to establish the combination of tools that most effectively support active learner engagement and the development of skills that are required in the future to enhance local economic development and increase business start up.

The main focus of ELP2 is to provide flexible delivery of personalised learning experiences in a supportive and collaborative environment in order to extend widening participation opportunities and improve take-up, and enable learners to develop the essential skills they need for successful lifelong learning. ELP2 builds on the experiences of the ELP project by extending the flexibility and choices of personalised learning environments through the provision of a wider variety of online support particularly social software including blogs, social network software and social bookmark software. We will examine the impact and roles of the different technologies with particular emphasis on structured vs unstructured support, formal vs informal learning, individual vs networking/collaborative perspectives and support, and public vs private spaces, and the extent to which these can provide and support flexible and personalised learning across institutional boundaries. ELP2 will also explore the use of these systems to establish and expand informal support networks amongst learners, teachers, careers advisers, community group leaders, creating spaces for them to build knowledge, and share good practice and experiences. A particular issue is the extent to which these virtual networks can be developed entirely online or need to be based on existing real social networks.

ELP2 addresses DfES and HEFCE national strategic aims of facilitating progression, flexible delivery and personalised learning experiences that support the development of lifelong learning skills and widening participation. It also links with the DfES aim of ensuring that all young people make the

correct choices, both post 16 and 18, which can contribute to reducing drop-out and youth unemployment.

ELP2 is a learner focussed collaboration which builds on the partnerships and collaborations that were in place for the ELP project. ELP2 seeks to expand the technologies used to improve and extend our support for widening participation through flexible delivery and individual learning to a wider range of participants and with a focus on establishing a range of support networks and resources. Issues to be addressed include the nature and role of e-support in informal learning and networking, transfer of control from tutor to learner, and the ability of participants and other stakeholders to develop informal support networks, create shared knowledge resources and build community capacity to support lifelong learners.

In particular the project aims to:

- demonstrate how an extended range of formal and informal technologies (e-Portfolios, Blogs and Social Software) can support flexible delivery and personalised learning experiences and the development of essential lifelong learning skills;
- identify which of these technologies or combinations of these technologies are most effective in extending widening participation opportunities by facilitating learner engagement and uptake, and the development of lifelong learning skills;
- identify the impact of the national requirement for 14-19 Individual Learning Plans on partner regional WP initiatives, in particular the organisational, administrative and technical integration and interoperability issues, and establish ways that social software can provide solutions;
- establish the potential of social software to create and expand informal support networks for a variety of regional stakeholders, e.g.: learners, tutors, parents, employers, careers adviser, community groups;
- explore the potential of social bookmark software to enable these networks to develop a shared knowledge resource and create a collective memory;
- facilitate access to HE throughout life by offering a range of flexible delivery solutions, particularly the provision of local opportunities.

This project seeks to address these issues in five key areas:

1. Establish the impact of Individual Learning Plans (ILP), required by 2008, on regional lifelong learning initiatives and identify ways in which the integration and interoperability issues can be addressed by these social network technologies. Our particular focus is on ensuring that ELP2 partners' WP initiatives integrate effectively with our partner schools and colleges as they start to implement ILPs. This is an important regional issue that will affect all schools, colleges and universities.
2. Extend the provision of widening participation opportunities to a broader range of learner groups beyond the 16-19 group in full-time formal education that was targeted in ELP, through the use technologies that support more informal approaches to learning. These would include mature learners, excluded and isolated learners, learners from BME and other priority groups, and individual learners following non-traditional entry routes.
3. Demonstrate how social software can enhance the capacity of learner groups and other stakeholders within the region to form support networks which can provide peer and mentor support, engender a sense of a wider community of learners and create shared knowledge, advice and guidance.
4. Establish the extent to which social software engages and motivates learners and enables them to develop the skills essential for effective lifelong learning, eg self-analysis, reflective skills.
5. Complete a longitudinal evaluation of the experiences of ELP participants (and subsequent cohorts) that have transferred from School/FE into HE, and HE into workplace settings as they progress in their lifelong learning journeys.

We aim to target a minimum of 40 learners in each key area. The number of participants followed up in area five will be approximately 100.

Project deliverables will include:

- New use cases and feedback on existing use cases and services in relation to using social software to support lifelong learning
- Good practice models and learning materials for teachers, careers advisers and other regional stakeholders in the co-ordination of activities which could underpin the formulation of ILPs into the curricula and embed delivery.
- Community spaces for teachers, careers advisers, community group leaders etc to build knowledge, share good practice and experiences.

The outcomes of this project will include:

- Piloting new e-learning technologies to support the development of essential lifelong learning skills, improve flexible delivery and provide personal learning environments to support progression and widening participation.
- Building capacity, knowledge and skills in the use of e-portfolios, blogs and social software to support lifelong learning across institutional boundaries and within the institutions, their partner schools, colleges and the community.

See also the paragraph on Deliverables on Page 8 for further details on value to JISC and other communities.

Technology framework

The benefits of portfolio and e-portfolio based learning have been well documented (Woodward and Nanlohly, 2004) including: the ability to reflect upon learning (Gibbs, 1992) and the move from 'surface' to 'deep' learning (Kolb, 1984) have been explored as part of learner-centred portfolio building. However, within the healthcare context, e-portfolios have proved to be problematic, with low levels of active participation in the process (Kelly and MacKay, 2003 and Dornan, Carroll and Parboosingh, 2002). The ELP evaluation found similar patterns of low engagement with participants in all of the ELP contexts: access to HE, transition to work-place setting and transfer between HE institutions (Currant, Murray et al, 2006 and Murray, Pellow et al, 2006). E-Portfolios were perceived by many ELP participants as complex and difficult to use and owned by the institution rather than by them, the individual learners.

Blogs however, appear to be able to increase the motivation of users, especially when multiple types of media are used, and they can offer a more reflective approach since they force the user to organise their information and thoughts for others to read (Williams and Jacobs, 2004). A particular advantage of blogs appears to be the more conversational type of interactivity with other peers that allows improved interaction and more active higher order learning (ibid).

Social networking software provides support for conversational interaction between people and groups, support for social feedback and support for social networks (Kaplan-Leirserson, 2003). This can provide opportunities for learners and other stakeholders to form their own informal networks and communities, addressing issues that are of interest to them and which meet their needs. Such software can include blogs, social bookmarking software, communication and networking software.

Together, these types of software will provide for the learning, social, collaborative and personal needs of the learners and other stakeholders in a flexible way that gives control to the learner and builds capacity within the various communities supporting these learners.

As part of the project startup, we will identify and evaluate social software prior to making the most appropriate selection. However we have provisionally identified ELGG Blogging and PLE tool (<http://elgg.net/>, as implemented at Leeds <http://elgg.leeds.ac.uk/>) and Connotea bookmarking software (<http://en.wikipedia.org/wiki/Connotea>) as possible tools. We are also considering institutional systems where these are available, eg VLE based blog and wiki tools.

These choices will be informed by a baseline survey of participants' current use of, and familiarity with, social and personal software.

Project Description

This project seeks to address the issues of flexible delivery, developing skills for lifelong learning through personalised learning experiences and widening participation in the five contexts outlined in the previous section. These are expanded further below:

1. Impact of Individual Learning Plans (ILPs) on regional widening participation partnerships.
2. Impact of social software in extending the take-up of widening participation opportunities.
3. Establish and expand informal support networks.
4. Impact of social software on individual learners' engagement, motivation and lifelong learning skills.
5. A longitudinal evaluation of the experiences of ELP participants and their impact on learners' lifelong learning skills, attitudes and practices.

Impact of Individual Learning Plans on regional WP partnerships

The development of ILPs is a priority in local authority 14-19 Strategies and Action Plans, it also features in Education Development Plans and is a key priority in the preparation and implementation of children's services. ILPs are also crucial to the delivery of several of the Connexions West Yorkshire Strategic Objectives. The Tomlinson Report emphasised the central importance of ILPs in assisting students in mapping out their programmes of learning and pathways to further study and employment. The increasing flexibility at key stage 4 (KS4) and the broadening of choice post 16 means that young people will need a supporting framework within which to make choices and ensure progression in their learning. ILPs will help ensure that their learning needs are effectively met and appropriate relevant pathways are mapped. Most areas are rolling the ILPs out over the next 3 years, to ensure all young people entering KS4 have ILPs.

A key challenge is to ensure that young people have ownership of their learning plans. An implication of Every Child Matters is the importance of learners developing independent learning skills whilst also being effective social learners and contributors. ILPs therefore need to help young people assess their own progress as learners in the light of their teachers' and mentors' assessment and feedback. The framework should support learners in formulating appropriate objectives and targets for learning as well as mapping out some of their longer term aspirations.

This development presents significant challenges at a regional and national level with regards to lifelong learning. For example, each project partner is currently offering its own 'technological' e-support for WP and each school and college in the regional will be introducing e-support for ILPs by 2008. This presents considerable organisational, cultural and technological integration and interoperability (compatibility) challenges across the region.

As part of this project we intend to consult and work with our WP partners to identify how they are planning to support ILPs, the different solutions and approaches being put in place, and how these can integrate and interoperate with each other as well as with regional HE WP initiatives.

Deliverables will include:

- A set of recommendations as to how these can be addressed within the context of the e-Framework and other relevant standards
- A set of recommendations for each partner institution addressing issues to support and promote the seamless progression of students from School and FE into HE and WBL within the region.
- A set of case studies and generic guidelines for the sector.

Outcomes will include:

- An identified set of organisational and technical approaches to ILP across the partners' WP collaborative networks.
- An analysis of the potential integration and interoperability issues and problems this will present.

Impact of social software on extending take-up of WP opportunities

The ELP project explored the use of e-Portfolios in facilitating wider participation of 16 to 19 year olds in full-time education into HE. The ELP evaluation suggests that raising aspirations to enter HE must begin at an earlier stage than Year 12, and the FilePASS project evaluation suggests that non-traditional groups need to be specifically targeted. In this strand of ELP2 we seek to implement the lessons learned from ELP and extend these WP opportunities and support to other demographic groups including:

- Younger learners (13 to 16 year olds), particularly those at KS4 as outlined above,
- Excluded school pupils,
- Mature learners,
- Black minority ethnic learners,
- Learners from non-traditional routes, eg individual learners.

Many of these target learners will be familiar with, and already use, blogs and other forms of social software, which are less structured and more informal in nature and where ownership is more likely to be perceived by the learners as belonging to them. We want to find out which combination of e-portfolios, blogs and social software will encourage the students to engage with the widening participation activities and accept responsibility for managing their own learning and as a preparation for developing the skills required to support lifelong learning, eg self-analysis, reflective skills.

Deliverables will include:

- An enhanced set of case studies exploring the preferred technical and social approaches that engage these learners and meet their needs.
- A set of recommendations as to how these can be addressed within the context of the e-Framework and other relevant standards
- A set of recommendations for each partner institution addressing issues to support and promote the seamless progression of students from School and FE into HE and WBL within the region.

Outcomes will include:

- A regional strategy for engaging hard to reach lifelong learners and improving take-up and participation in these opportunities.

Establish and expand informal support networks

In addition to extending the e-support to a broader range of non-traditional learners we also intend to use these technologies to support informal regional networks of learners and to build a learner community to support, develop and sustain these widening participation partnerships. Although extremely successful, the current approaches of the ELP2 partners offer limited opportunities for participating learners to share their experiences with their peers within and beyond their own institution. These additional e-Learning tools will allow participants, and other stakeholders, to

- establish contact and exchange experiences with their peers from other years and other institutions beyond those facilitated by e-Portfolios,
- access informal e-mentoring networks for support,
- establish E-homework clubs to support achievement,
- build a growing resource of individual, class, school and regional achievements to motivate and inspire future groups of learners,
- build support communities to enable stakeholders to participate in support networks and communities,
- explore their potential to enable participants to establish contact with employers, Connexions, careers guidance providers, local IAG (Information, Advice and Guidance) networks for adults and contact with university departments.

The key characteristic of these networks is that they will be established and run by the learners and other stakeholders themselves to meet their identified needs and requirements and build the capacity of the regional community.

Deliverables will include:

- Guidance on how to set up user-based groups.

- Guidance on how to facilitate "bottom-up" community development, in which membership is voluntary, reputations are earned by winning the trust of other members, and the community's mission and governance are defined by the communities' members themselves.

Outcomes will include:

- The development of regional models of how to set up user-based virtual support groups,
- A number of virtual communities that support regional lifelong learning and WP.

Longitudinal Evaluation of ELP outcomes and impact

In this project we seek to extend the evaluation of the ELP outcomes by undertaking an ongoing, longitudinal evaluation of the experiences of ELP participants. By 2008, at least four cohorts of participants will have experienced the support developed under ELP. There is little published research looking at the long term impact of such initiatives on widening participation and its impact on participants developing the skills they will need for lifelong learning. In ELP2 will examine three aspects of the ELP project outcomes:

- The impact of undertaking PDP and using an e-Portfolio on ELP participants (and subsequent cohorts) who have transferred from School/FE into HE as they continue their learning journeys through their University courses. We will examine the impact on their attitudes, their learning and their ongoing lifelong learning.
- The impact of undertaking PDP and using an e-Portfolio on ELP participants (and subsequent cohorts) who have transferred from HE into workplace settings and continue their learning into professional life. We will examine the impact on their attitudes, their learning and their ongoing lifelong learning.
- The extent to which the ELP process have been embedded into the partner institutions widening participation initiatives.

Deliverables will include:

- An evaluation of the long-term impact of PDP and e-Portfolios on the development of participants' lifelong learning skills, their approach to learning, their attitudes and their successful progression in HE and workplace settings.
- A review and update of current recommendations to the sector in light of the evaluation findings.
- An updated set of ELP case studies.

Outcomes will include an improved understanding of:

- the factors that motivate learners engaging with lifelong learning.
- the factors which influence learners' application of these lifelong learning skills
- the learners' attitudes towards these skills and their usefulness in practice.

Project Plan

If funded, we propose that ELP2 should run from 1 January 2007 until 31 December 2008 to enable us to build on the successes and outcomes of the **Enhancing Learner Progression (ELP)** project and its continuation which is funded until 31 December 2006 by the JISC Distributed e-Learning Strand, Regional Pilots. However we will be able to start the project in September 2006 if this is a requirement of the funding. The project will run for 2 years.

Project Plan	
Months	Activities
1 to 2	Project initiation and appointment and induction of project staff at each institution; establish Steering Group; establish project communication and detailed project plan. Selection of appropriate social software (open source/ JISC/ commercial); set-up of software systems; plan base line survey of learner experiences of social software.
3 to 4	Engagement with participating academic staff in ELP2 partners through appropriate briefing and training events; establish target WP groups at each partner – target 30 learners in each area; establish working/communication protocols (1 to 3); identify ELP participants who have progressed into HE at ELP2 partners; plan evaluation and dissemination strategies; work with SG to identify good practice in use of social software.
5 to 7	Work with WP partners to identify actual student groups; agree e-support systems to be used in each case; develop and deliver training to teachers, tutors, mentors; identify

Project Plan	
	potential existing community networks/groups that may be interested in supporting WP participants; consult with regional stakeholders; develop evaluation instruments (1 to 4)
8 to 9	Work with ELP2 WP staff to identify learning outcomes, learning experiences to be used as a basis for WP activities; recruit and induct participant learners; survey participants and stakeholders as per evaluation plan.
10 to 19	Train participants as appropriate and provide ongoing support; detailed ongoing monitoring and analysis of use of social software by different groups; support and encouragement for community and support networks. Ongoing evaluation activities through participant observation, data collection through systems statistics, surveys, interviews/focus groups. Second survey of learners experiences of social software.
20 to 21	Analyse data, draft case studies and preliminary report; consult and get feedback from participants, users, support communities and SG
22 to 24	Finalise publications; Disseminate results through regional networks (AimHigher, Connexions, Yorkshire Forward etc), JISC, CRA, JISC RSC, Relevant HE Academy Subject Centres.

Deliverables

The ELP2 project will enhance links between partners generally and specifically encouraging closer collaboration with regional stakeholders on issues of WP and developing regional capacity for lifelong learning. Specific deliverables of value to the JISC and the HE, FE and school sectors on the effectiveness on the use of social software to support widening participation include:

- Partner and user reviews of social software and its potential to support lifelong learning.
- Identification of issues relating to e-support of widening participation for non-traditional groups of learners.
- Report on the issues and challenges of integrating ILPs with HE WP initiatives to regional stakeholders (eg Yorkshire Forward, Connexions, AimHigher).
- Reports and guidance from evaluation activities with users, staff and students.
- Creation and development of user support communities to support regional WP and lifelong learning activities.
- Creation and development of a shared knowledge resource and collective memory to support WP within the region.
- Case studies submitted to the JISC, CRA and relevant HE Academy subject centre case study databases.

Partnership details

This project builds on an existing regional consortium comprising the Universities of Bradford, Leeds and Leeds Metropolitan. We have a strong track record of complementary activity and successful collaboration including the JISC DeL funded Enhancing Learner Progression project and the ALPS CETL.

The Assessment and Learning in Practice Settings (ALPS) CETL is a collaborative programme between five Higher Education Institutions with proven reputations for excellence in learning and teaching in health and social care: the University of Bradford, the University of Huddersfield, the University of Leeds (lead); Leeds Metropolitan University, and York St John University College. ALPS aim is to ensure that students graduating from courses in health and social care are fully equipped to perform confidently and competently at the start of their professional careers.

The University of Bradford has considerable experience and success in increasing access and widening participation in HE through a range of partnerships and projects both regionally and nationally. The University plays a leading role in national initiatives and has hosted Action on Access, the national co-ordination team supporting the HEFCE/LSC Widening Participation Strategies for England. Bradford was the lead University in developing the Student Lifecycle Model approach to planning widening participation activities recently adopted by HEFCE.

The University of Leeds Access Academy brings together student and staff volunteering, school and college activities and special consideration admission schemes (Access to Leeds and White Rose) which help young people realise their potential. The University is leading the National Compact

E-learning Bids
JISC
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

21 June 2006

Dear Sir or Madam

Re: JISC Capital Programme – E-Learning Programme: Enhancing Learner Progression through Personalised Learning Environments (ELP2)

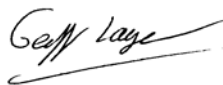
This joint bid gives the University of Bradford and our partners, the Universities of Leeds and Leeds Met, the opportunity to build upon the successes and momentum of the Enhancing Learner Progression (ELP) project to extend the potential for learner progression across the region by building upon and strengthening existing networks and partnerships to support lifelong learning.

This project will make a significant contribution to extending the flexible delivery of learning opportunities across the region, with a particular foci on helping learners develop the skills they will need for their lifelong learning journey, widening participation further to non-traditional groups, and establishing and supporting informal networks to support these activities, eg e-homework clubs, peer-groups, access to local employers, teachers and careers guidance. The project will build on and extend the e-Portfolio infrastructure already in place with the addition of web logs and other social software to extend choice, increase flexibility, offer support for more informal ways of learning and to firmly locate the ownership of these learning activities in the control of the learner. This bid will allow us to undertake a comparative study of the ways in which these different forms of e-support engage and motivate students and support the development of the lifelong learning skills they need.

This project will make a significant contribution to core aims and objectives for our learning and teaching and widening participation strategies. The proposals will help to strengthen collaborative links in the delivery of learning and teaching, achieve our widening participation goals and help provide students with guidance and support to reach the highest levels of achievement.

We have worked closely with our partners in the preparation and development of this bid and are confident it will make an important contribution to regional co-operation and learner progression through lifelong learning.

Yours sincerely



Professor Geoff Layer
Pro-Vice-Chancellor (Learning & Teaching)
University of Bradford

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Professor Alan Pearman

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E-learning Bids
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Northavon House
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20 June 2006

Dear Sir,

Re: JISC Capital Programme – E-Learning Programme : Enhancing Learner Progression through Personalised Learning Environments (ELP2)

I am writing to express the University of Leeds' support for the joint bid with the University of Bradford and Leeds Metropolitan University for the above proposal.

This project will make a significant contribution to core aims and objectives for our learning and teaching and widening participation strategies. The proposals will help to strengthen collaborative links in the delivery of learning and teaching, achieve our widening participation goals and help provide students with guidance and support to reach the highest levels of achievement.

If you require any further clarification, please do not hesitate to contact me.

Yours sincerely

A handwritten signature in black ink, appearing to read "Alan Pearman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Alan Pearman
Pro-Vice-Chancellor (Learning and Teaching)



leeds metropolitan university

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E-learning Bids
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21 June 2006

Dear Sir or Madam

JISC Capital Programme – E-Learning Programme: Enhancing Learner Progression through Personalised Learning Environments (ELP2)

I am writing to confirm Leeds Metropolitan University's support for this collaborative bid with the University of Bradford and the University of Leeds that builds on the successes and momentum of the Enhancing Learner Progression (ELP) project.

Widening participation is at the heart of Leeds Metropolitan University's mission:

"To engage in teaching and research of high quality and of high value to society, which will enable the greatest number and widest variety of people to develop the capability to shape their future and to contribute to the development of their organisations and communities".

This project aligns with many of the University's corporate aims and objectives that are developed in both the Widening Participation Strategy and the University's Assessment, Teaching and Learning Strategy, notably aim 3 "to engage and challenge students of all ages and all backgrounds by offering diverse learning opportunities ". The project will strengthen the existing collaborative links with our partners and help to meet the needs of students to enable them to perform to the highest standards.

Yours faithfully

Professor Mike Thomas
Associate Dean
Faculty of Health