


a. **Cover Sheet**

<b>Cover Sheet for Proposals</b> (All sections must be completed)	<b>JISC Capital Programme</b>	
<b>Name of Capital Programme:</b> e-Learning Programme		
<b>Name of Lead Institution:</b> University of Surrey		
<b>Name of Proposed Project:</b> E-design and delivery to further personalise the student learning experience		
<b>Name of Project Partners:</b> University of Brighton Surrey & Sussex Strategic Health Authority		
<b>Full Contact Details for Primary Contact:</b> <b>Name:</b> Dr Margaret Volante <b>Position:</b> Head of Practice Learning and Education <b>Email:</b> m.volante@surrey.ac.uk <b>Address:</b> Centre for Research in Nursing and Midwifery Education European Institute of Health & Medical Sciences, Duke of Kent Building, Stag Hill, Guildford, Surrey GU2 7TE <b>Tel No:</b> 01483 689462 <b>Fax No:</b> 01483 686711		
<b>Length of Project:</b> 26 months		
<b>Project Start and End Dates:</b> 1 September 2006 – 31 October 2008		
<b>Total Funding Requested from JISC:</b> <b>£198,624</b>		
<b>Funding Broken Down over Project Years:</b> <b>2006-07:</b> £85,214 <b>2007-08:</b> £142,229 <b>2008-09:</b> £13,961		
<b>Total Institutional Contributions:</b> <b>University of Surrey:</b> £24,910 <b>University of Brighton:</b> £17,870 <b>Surrey &amp; Sussex Strategic Health Authority:</b> £209,502 (see attached letter of support)		
<b>Outline Project Description</b> The project bid is made for a learner -focussed collaboration by an established sub regional consortium of two HEIs and an NHS Strategic Health Authority. The project intent is to learn and contribute to knowledge and understanding of e-curricula design and delivery for a personalised student learning experience in the work place. The project will take a case based practitioner enquiry approach to capture and document the developments of methods and systems which support the collaborative review and subsequent delivery through technology enhanced learning of health and social care curricula. It builds on previous and intended practice based and work-based learning development undertaken by the consortium. The outcome of the project will be an e-learning platform capable of supporting and delivering networked e-curricula and a personalised student learning experience and increased capacity in the workplace for technology enhanced learning.		
<b>I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)</b>	<b>YES</b> 	<b>NO</b>

**b. Introduction**

Overall the project intent is to learn and contribute to knowledge and understanding of e-curricula design and delivery for a personalised student learning experience.

For Higher Education Institutions (HEI) to maintain and develop contemporary health care practice learning outcomes and ensure curricula are responsive to changes of service development and improvement, locally and nationally, HEIs and partner providers need an infrastructure to support dialogue and rapid response whilst continuing to deliver services. ICT has the potential to support rapid response partnership working across health services and academic institutions. However, many barriers (technical and organisational) exist which have been shown to hamper inter-sector collaboration, and secure connections between the NHS N3 network and JANET organisations are complex to establish. This project seeks to identify and disseminate simple means for sharing non-confidential information between partners which will encourage and facilitate interworking between academics and NHS practitioners.

More specifically, the project will take a case based practitioner enquiry approach to capture the developments of methods and systems which support the collaborative review and subsequent delivery through e-learning of health and social care curricula. These curricula involve an extensive commitment to practice learning as a preparation for professional work-based lifelong learning. The process which the project will address is complex in that it involves collaboration between stakeholders in different organisational sectors and with different operational and strategic characteristics and drivers. Current delivery of programmes within the partnership of Surrey & Sussex Strategic Health Authority (S&S SHA) with Surrey and Brighton Universities is also characterised by geographical dispersion of the student body, student ownership by more than one organisation, diversity of student profile (Magnusson, Volante and Smith 2006, Trotter and Cove 2005) and a complexity of methods of support for the learner (Scholes et al 2004).

As well as solving a real task for the participants, the evaluation of the project will explore barriers to collaboration between HEIs and NHS service providers, and attempt to develop a toolkit and guide to overcome these with wider application for similar partnership work-based technology enhanced learning initiatives. The project is 26 months in length with a start date of 1 September 2006 to 31<sup>st</sup> October 2008.

The project will contribute to the JISC e-learning programme by

- producing a use case for cross sector stakeholder e-curricula design and delivery of personalised student learning experiences for diverse students within the health and social care context.
- building capacity and capability of the practice learning workforce across academic and health care settings in the use of technology enhanced learning to support work-based professional lifelong learning
- developing guidance on the use of e-learning with practitioners for practitioners within employer settings

**c. Project description**

*Susan is in the first year of her 3 year professional preparatory programme to become a qualified registered nurse. She has wanted to be a nurse for some time and successfully undertook an Access Course whilst working as a health care assistant in a nursing home. She gains a sponsored place to undertake the degree course. After undertaking university based modules of biomedical sciences and law and ethics and clinical simulation learning activities, she is going out onto her first practice placement. She has already spoken with her personal tutor about her placement and the learning opportunities available. Together they drafted a learning agreement stored in her e-portfolio for her to discuss and amend with her mentor in the practice setting.*

*Susan is anxious for the mentor to recognise her prior practice experience and has placed a short biography of her previous practice achievements in the e-profile section of her portfolio. She is keen to explore with her mentor how she can build on her prior achievements to*

*progress and achieve the intended practice learning outcomes for this stage of her programme.*

*On her first day in the placement Susan works alongside her mentor Karen who has arranged time on the following day to discuss the intended practice learning outcomes for the placement. With Karen sitting next to her Susan accesses her e-portfolio and shares her theory modules and feedback from her tutor as well as her draft learning agreement. They update the learning agreement to cover professional behaviour, patient communication and consent and hand washing as an infection control measure. Susan tells Karen that she already knows about hand washing and although not an intended learning outcome for the placement, she would like to undertake dressings as she has seen this done many times as a healthcare assistant. Karen tells Susan that before she can progress she needs to have a record of direct observation of hand washing recorded and validated by Karen in her e-portfolio.*

*Susan asks Karen if she would observe her hand washing later that day. After being observed Susan enters a descriptive account of her hand washing activity in her e-portfolio. Karen also enters a description of her observation of Susan and then asks Susan to complete the account by including the rationale for hand washing in relation to the care of patient she had been with. 6 weeks into the placement Susan and Karen meet to review her progress.....*

*At the mentor network meeting Karen reflects on the timely access and information provided by Susan's e-profile as part of the practice e-portfolio. She spoke about how easier it had been to make a judgement about Susan's supervision needs by having access to evidence of her prior achievements and tutor feedback alongside the intended practice learning outcomes.*

*Two years further on Susan is reading through her practice e-portfolio in preparation for selecting her final 12 week placement of supervised practice. She knows so much more now about caring for elderly people and has developed a personal aspiration to run her own nursing home. She reviews with her tutor her practice learning achievements and discusses her wish to undertake supervised practice with a community matron in a primary care health centre. This will enable her to consolidate her physical assessment, decision making and referral skills as well as achieve the intended practice learning outcomes for the placement of managing her own caseload.*

*Susan spends the first week of her supervised practice becoming orientated to the health centre and the caseload of her mentor, Joyce, a community matron. At the end of the week Joyce asks Susan to share the e-profile section of her practice e-portfolio. In here Susan has stored all her placements experiences and evidence of progression of achieving intended and personal practice learning outcomes since the start of her programme. On reviewing her total practice experience and practice learning outcomes achieved, Joyce sees there is limited evidence of Susan undertaking wound assessment and dressings. Joyce discusses with Susan that whilst she is confident about Susan's competence to undertake a general physical assessment of any client's on her caseload, she wishes to observe and supervise Susan undertaking a wound assessment and dressing before permitting her to undertake one on her own. Together they review the practice case load to identify an early practice learning opportunity.....*

Student engagement with e-learning is shown to be dependent upon linkage with assessment processes and a requirement of the programme ( Murray et al 2006, O'Driscoll et al 2006) and Twomey (2004) argues that pedagogically informed and designed e-learning activities are crucial for achievement of learning outcomes. Moreover, in the practice settings in the interest of patient safety, mentors need to match the theoretical knowledge and understanding of the student and their practical abilities with the learning opportunities available. If the mentor and student have easy access to the student record of practice experience and progression of practice learning outcomes then an informed judgement is more likely to be made that aligns patient safety needs with student learning needs and level of supervision (Henderson et al 2006). That is the availability of an e-assessment tool or e-profiling of the individual student practice learning journey would provide the mentor with

evidence of individual student capacity and progress in achieving competence on which to make a judgement of the level of supervision necessary for the clinical activity supporting the achievement of the intended practice learning outcomes. To engage the student in meaningful learning a constructivist approach to e-profiling of the student offers a way to support effective communication between health service mentor, academic tutor and student to maximise patient safety by making timely contributions to the student e-portfolio of learning activities and achievements (Jonassen 2001).

To achieve such an e-solution ICT has the potential to help HEIs and practice partners codify or formalise the local practice curriculum against a national evidence base. An ICT enabled geographically dispersed network of practice educators, facilitators and academic tutors can create and continue to develop shared understandings of what constitutes contemporary practice learning outcomes and map their distribution across the local health economy for timely support and development of resources to produce a workforce fit to practice. The project will build on previous collaborative work across the consortium of student practice placement pathways, interprofessional learning and development and lifelong learning work based learning developments (Larsen et al 2005).

**The project aims to:**

- exploit the communicative potential of ICT to support a collaborative network across academic and health service settings that supports review, delivery and achievement of contemporary practice learning outcomes.
- capacity build ICT skills within the health service practice education workforce
- provide an enhanced personalised student learning experience in the workplace setting (health services)

**Objectives of the project are to:**

- develop systems and methods which support collaborative review and knowledge transfer and delivery through e-learning
- enhance the ICT skills of health service staff facilitating the development of practice learning opportunities
- facilitate achievement of personalised intended practice learning outcomes by optimising the selection of appropriate and relevant clinical learning activities and levels of supervision and maximising patient safety through technology enhanced mentor student interaction

**Summary timetable and deliverables**

**Phase 1: September 06 – December 06**

During this period the consortium agreement and final project plan will be worked up including plans for evaluation, quality assurance and sustainability. Identification, evaluation and implementation of collaborative workspace software: Building on previous work undertaken under earlier JISC programmes which have evaluated and used systems for computer supported co-operative work (CSCW) and EU developments, various open source solutions will be assessed and tested for compatibility with NHSnet, N3 and Janet access at all partner locations. Depending on the outcome of the evaluation stage, either a hosted (ASP) or local installed server will be configured to provide a shared workspace for collaborative document creation, discussion board, shared calendar etc. Candidate systems include BSCW<sup>i</sup>, Sakai<sup>ii</sup> and a number of commercial systems (e.g. list at <http://www.usabilityfirst.com/groupware/cscw.txt#products>). Because the main focus of the project is to learn about inter-organisational collaboration for the development of work-based new curricula, the choice of CSCW system will be made primarily on issues of ease of use and supportability rather than technical sophistication.

Deliverables: project manager in post, detailed Project Plan, configured CSCW and project web page on JISC website and project website at Surrey

**Phase 2. September 06 – March 07**

September 06 – December 06

Work starts with the fifteen Practice Learning Facilitators (PLF) across S&S SHA to gain service provider stakeholders commitment and preparatory work by HEI and PLFs for e-curriculum development of intended practice learning outcomes and progression across the three years of the preparatory nursing curriculum.

Jan 07 – March 07

Develop use case of CSCW to undertake collaborative work to finalise case applications of intended practice learning outcomes

VLE training for PLFs associated with each HEI (7 at Surrey and 8 at Brighton)

Appoint evaluator and commencement of dissemination activity

*Deliverables:*

Case applications of the development of contemporary practice learning outcomes producing an e-curriculum map for progression and distribution of contemporary practice learning outcomes within the preparatory nursing programme

Case applications:

- Chronic disease management
- Cancer and palliative care
- Unscheduled care (accident & emergency, out of hours, walk in centres)
- Acute mental health care
- Children's services
- 

Progress report

Enhanced ICT capacity and capability of 15 practice learning facilitators

Phase 3. April 07 – Aug 07

Create a set of e-practice learning modules tailored to each HEI curriculum (possibly six to reflect the practice experience flow through the programme – number can be altered to accommodate each HEIs practice placement flow). Each HEI will utilise their own VLE and e-portfolio technology ( Surrey = ULearn and Brighton = Student Central).

Although a common set of practice learning outcomes are embedded in the e-practice modules, e-portfolio delivery of the actual student practice learning experience is much more personalised through student enabled mentor access to the e-profile of student progression and achievement of practice learning outcomes. The e-profile of the personal learning history of student workplace learning supports students and mentors in reaching decisions on intended and personalised practice learning outcomes (see scenario).

This stage will involve e-learning training and development for mentors in targeted mentor networks supported by the PLFs and scoping for implementation from September.

Continuing evaluation and dissemination activity

*Deliverables:*

Set of e-practice modules and enhanced e-learning capacity and capability of 40 mentors (20 per HEI)

Progress report

Phase 4 September 07 to August 08:

Implementation and delivery of e-practice modules taking a locality based pilot attached to each HEI. Within the project timescale probably feasible to involve 30 students and 20 mentors for two e-practice module using student e-profile approach in practice setting to support delivery of personalised professional development within preparatory programmes of nurse education in health care settings.

Continuance of evaluation and dissemination activities

*Deliverables:*

Set of tested e-tools to support personalised student e-profile eg learning agreement, professional behaviour assessment, formative assessment, summative assessment.

Progress report x2

Phase 5 August 08 – October 08

Project write up, phasing of sustainability

*Deliverables:*

draft and final report including evaluation

### **Evaluation and dissemination**

An external evaluator will be engaged to:

- explore barriers and levers to collaboration between HEIs and NHS service providers and impact on e-learning developments for delivery in practice settings,
- develop a toolkit /guidance to address these with wider application for other partnership work-based e-learning initiatives.
- investigate the contribution of e-student profiling of practice learning outcome achievements and progression to mentors perceptions of patient safety and effective mentoring of the student (mentors and students).

On the basis of a successful bid the dissemination strategy will be developed and delivered in conjunction with current networks for a primary audience of educators in health and social care: HEA Subject Centre for Health Sciences and Practice Surrey Centre of Excellence in Professional Education and Education

Dissemination activity will take the form of awareness raising, developing understanding for uptake and implementation of outcomes within the subject community in the first instance.

### **Intellectual Property Rights**

The project team appreciate that issues relating to IPR are complex and will need to be addressed early in the programme. The intention would be to comply with JISC conditions of funding that projects outputs are made available, free at point of use to the UK HE and FE community in perpetuity and these may be disseminated widely in partnership with the JISC. Project guidelines and reports on the use of CSCW systems will be freely available on the project website.

### **Sustainability and the strength of the consortium**

The consortium of Surrey and Brighton Universities and Surrey & Sussex Strategic Health Authority over the past five years has built effective partnership contracting and working arrangements for the production of curricula design and development of shared practice and work-based educational frameworks to provide flexible delivery of workforce development for health and social care providers across the Surrey and Sussex health economies. For example

- Practice based undergraduate professional programmes:
  - Operating Department Practice, Health Visiting, Specialist Community Nursing, Nurse Prescribing
- Undergraduate and Postgraduate Continuing Professional Development of Work-based Modules:
  - Emergency Care Practitioner, Community Matron caseload management, Physical assessment and referral, Diagnosis and treatment.

The commitment to and effectiveness of HEI partnership working with Surrey & Sussex SHA was demonstrated in the recently achieved highest possible outcome for the lead partner in its professional programmes and CPD provision from the Major Review undertaken by the QAA on behalf of the Department of Health.

[http://portal.surrey.ac.uk/portal/page?\\_pageid=799,990811&\\_dad=portal&\\_schema=PORTAL](http://portal.surrey.ac.uk/portal/page?_pageid=799,990811&_dad=portal&_schema=PORTAL)).

The consortium takes a local health economy approach for the strategic development of professional preparatory student practice learning pathways which reflect patient pathways and local service provision. Two shared strategic priorities for the consortium in respect of building and changing workforce capacity ( S&S SHA Business Plan 2005-06) are to continue to manage and maintain a high quality student learning experience in the practice setting to which this project is closely aligned (S&S SHA Professional Education Groups working party 2005/06 Practice Learning Workforce Review). The second is educational development for a collaborative interprofessional workforce to deliver effective client centred service provision. The project proposal therefore falls out of a planned element of ongoing review and refreshment of programmes for professional preparation by the consortium.

The JISC bid provides an opportunity for the consortium partners to deliver against these priorities by advancing the pace for planned change to e-learning support of a personalised student experience for the achievement of practice learning outcomes than would otherwise be possible. The management structure, governance decision making and funding of the consortium will be linked with Schedule 2 and 7 of the new Standard Contract between S&S SHA and each University and associated service providers. These arrangements will provide for sustainability beyond the end of the project. Since the project proposal is an element of wider systemic support structures, sustainability is built in from the beginning.

### Risks

Description	Level of Risk	Probability	Impact	Mitigating action
<b>Technical</b>				
Delay in identifying suitable collaborative IT	5	Medium	High	Contacts with other JISC programmes and projects using CSCW (e.g. Agora)
Failure to create suitable collaborative environment	3	Low	High	Ensure appropriate support from IT Services
Unable to electronically authenticate and secure mentor record	3	medium	high	Contact other JISC e-portfolio programmes and projects Scan paper based formative and summative assessment documentation
<b>Organisational</b>				
Delay in project manager appointment	3	low	medium	Secondment opportunity
Non engagement of practice learning facilitators	5	low	high	Early stakeholder involvement
Change in key personnel	3	low	medium	Recruit interested staff to link with project
<b>Pedagogic</b>				
Limited access to PC in practice settings and ICT capability	3	medium	high	Scope PC access in targeted practice settings Provide guide on access via web interface
Non engagement of mentors in practice settings	5	medium	high	Early dissemination and recruitment to project
Delayed curriculum map of case applications intended learning outcomes	3	low	low	Reduce case applications and focus on e-modules for Year 1 and 2 practice learning outcomes
Minimal student engagement with e-profiling	3	medium	high	Put available e-mentoring support in place dissemination for awareness raising

#### d. Budget

##### E Design and delivery to further personalise the student learning experience

Start Date: 01-Sep-2006 End Date: 31-Oct-2008 (2yrs 2mths)	2006-07	2007-08	2008-09	Total	JISC Funding	Unis Contribution	Brighton Contribution
<b>Staff</b>							
Project Manager (2 days/week, 2 years @ Level 5.4) (01-Nov-2006 to 31-Oct-2008)	£14,705	£19,106	£3,448	£37,259	£37,259	£0	£0
Educational Developer (Surrey) M Volante 1day per week (Funded @ 50%)	£12,639	£13,271	£2,276	£28,186	£14,093	£14,093	£0
<b>Sub-contract</b>							
Educational developer (Brighton) Ramage 1 day per week (Funded @ 50%)	£12,639	£13,271	£2,276	£28,186	£14,093	£0	£14,093
fEC for CR (Funded @ 80%)	£8,652	£8,870	£1,364	£18,887	£15,109	£0	£3,777
IT Project consultant (5 days @ £450)	£2,250	£0	£0	£2,250	£2,250	£0	£0
Web Design (3 Days)	£1,800	£0	£0	£1,800	£1,800	£0	£0
<b>Other</b>							
Staff Training	£4,000	£6,000	£0	£10,000	£10,000	£0	£0
Support for partners	£1,000	£1,000	£0	£2,000	£2,000	£0	£0
Dissemination (publications)	£0	£2,000	£0	£2,000	£2,000	£0	£0
Hardware (server, including tape backup device, network connections and installation)	£2,500	£0	£0	£2,500	£2,500	£0	£0
Evaluation external consultant	£0	£50,000	£0	£50,000	£50,000	£0	£0
Consumables	£100	£100	£50	£250	£250	£0	£0
Travel & subsistence	£2,000	£2,000	£0	£4,000	£4,000	£0	£0
<b>fEC Costs</b>							
Eststes	£2,898	£3,363	£575	£6,835	£5,468	£1,367	£0
Indirect	£20,031	£23,248	£3,972	£47,251	£37,801	£9,450	£0
					<b>£198,624</b>	<b>£24,910</b>	<b>£17,870</b>

### **Summary of benefits**

The project provides a supportive and responsive infrastructure for planned IC&T development of the fifteen S&S SHA Practice Learning Facilitators (PLF) to deliver key outcomes linked with Schedule 2 and 7 of the new Standard Contract between S&S SHA and each University and associated service providers. Other benefits are an earlier than anticipated shared e-practice curriculum framework of intended progressive practice learning outcomes and translation and delivery of e-practice modules aligned with institutional partners' curricula. In recognition of the benefit, the cost of one day per week for each PLF is supported through committed investment in the posts by S&S SHA over the next three years (2006- 2009). The university partners expect that the project will contribute to their understanding of collaborative development of eLearning programmes and modules, and will provide templates and case studies for future work with other HEIs and non-HE partners in business and industry as well as the NHS.

### **e. Key personnel**

**Project Manager** (advertise September 06 and recruit October 06 ) The Project Manager will be responsible for formative evaluation during the course of the project, including gathering feedback from participants in the development process (i.e. not students). At key stages throughout the project, an independent external evaluator with expertise in e-Learning will be engaged to assess progress and achievement of outcomes.

### **Education developers**

**Dr Margaret A Volante**, University of Surrey, Centre for Research in Nursing and Midwifery Education, European Institute of Health & Medical Sciences

Qualifications: Ph D, PG Dip in Adult Learning & Life History, PGCEA, MSc Behavioural Biology & Health Care, Diploma in Nursing, Registered General Nurse, BSc

Dr Volante has worked in curriculum design and delivery of programmes of education for the health care workforce since 1987 following a successful career as a nurse in the acute care sector of the NHS. Her current employment is Head of Practice Learning and Education and she provides leadership and undertakes practice learning and innovation projects work within the Centre for Research in Nursing and Midwifery Education, University of Surrey. She is also involved with the Surrey Centre for Excellence in Professional Training and Education.

From 2000 – 2003 she lead and successfully completed a large scale curriculum design project to develop and deliver a pedagogic framework for preparation for work, continuing professional development including Masters and doctoral level programmes.

In 2006 she completed a two year education development project *Supporting professional education in the field*: The project investigated the feasibility of using an electronic platform to support student learning whilst they are in practice settings. During the development it emerged that how students are supported in the field by mentors is of importance in maximising the potential of e-learning to enhance a personalised student learning experience. Mentor's perceptions of ICT appear to influence what they consider legitimate practice learning opportunities for students in the field. She is leading on a pilot project *Promoting a deep approach to professional learning in the field*: The project investigates the use of 'e-portfolioing' to manage learner mentors' progress and assist with authentic assessment in the practice setting.

**Dr Charlotte Ramage**, University of Brighton, Institute of Nursing and Midwifery

Qualifications PHd, BEd (Hons) Nursing Education, Diploma in Nursing

Dr Charlotte Ramage has been involved in education, focussing on curriculum design and teaching and learning within health care programmes since 1986, following a nursing career in acute hospital care. Her PhD work explored the teacher's role in providing educational support for students and qualified nurses in clinical practice. Post doctoral studies have explored ways in which teachers can develop credible relationships with practice colleagues within the clinical setting.

In 2001 she was responsible for designing and initiating a work based learning framework within the Institute of Nursing & Midwifery that provides a range of modules to capture the scope of learning

activity within practice, for example, the achievement of technical skills / competencies and reflective practice on developing new professional roles and strategic activity through project work. From the outset the modules have been available online through StudentCentral (MLE) using Blackboard to provide access to learning units and discussion board activity. She has continued to promote the development of e-learning provision to facilitate student learning on placement / in the workplace within the university through the Centre for learning and teaching and ILT Conference at Brighton University. Her interest in developing appropriate materials to encourage e-learning through the academic levels has continued and is reflected in several publications on teaching and learning issues arising from learners engaged in work based learning.

Her current research project is 'An evaluation of the process of engaging in work based learning.' This takes a grounded theory research approach that involves interviews with managers, nurses, mentors and educational advisors involved in work based learning activity to discover the factors that hinder and facilitate learning in the workplace, the nature of roles and the kinds of learning emerging through learning through, for and in work.

### References

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<sup>i</sup> [http://www.bscw.de/index\\_en.html](http://www.bscw.de/index_en.html)

<sup>ii</sup> <http://sakaiproject.org/>



## University of Surrey

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22 June 2006

To whom it may concern,

**Re: Joint Information Systems Committee (JISC) capital programme bid**  
**Project title: E-Design and delivery to further personalise the student learning**  
**experience.**  
**Our Ref: 110175**

The University of Surrey confirms that we support the above application for funding, and the costs included therein.

Please do not hesitate in contacting me regarding the contents of this letter.

Kind Regards,



Mr Nick Vincent  
Research Support Officer



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Thursday 22<sup>nd</sup> June 2006

Dear Margaret

**Joint Information Systems Committee (JISC) capital programme bid**

Surrey and Sussex Strategic Health Authority support the University of Surrey regarding the above bid.

The SHA funds 15 Placement Learning Facilitators (PLF) as part of their commitment to supporting practice learning and view the development of e learning approaches as an integral part of this role.

The proposed time commitment is one day per week per PLF over two years. This equates to £209,502. (0.2WTE of a Band 7 role supported at £34917) This money is part of the budget already allocated to the PLF role and is not additional money.

We look forward to working with the University of Surrey on this project.

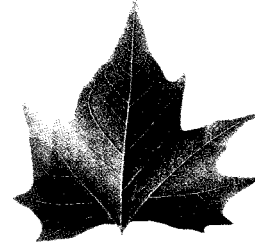
Yours Sincerely

***Via email***

Pat Colliety  
Senior Manager - Practice Learning



**University of Brighton**



**Institute of Nursing and Midwifery**

21 June 2006

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To whom it may concern

**Re Joint Information Systems Committee Project Development Bid**  
**Bid Title e-design and delivery to further personalise the student learning experience**

I hereby confirm that I give my support to this bid.

Yours faithfully

**Dr Shirley Bach**  
Head of Institute