

Cover Sheet for Proposals (All sections must be completed)	<i>JISC Capital Programme</i>
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Name of Capital Programme: e-Learning
(e-Learning; e-Infrastructure; Repositories and Preservation)

Name of Lead Institution:
Anglia Ruskin University

Name of Proposed Project:
A framework of good practice for the integration of e-Learning tools into lifelong learning and teaching

Name of Project Partners:
UltraLab, University Centre for Learning and Teaching, Huntingdonshire Regional College, Peterborough Regional College,

Full Contact Details for Primary Contact:

Name: Elaine Brown
Position: Senior Lecturer
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Length of Project:
2 years

Project Start and End Dates:
September 2006 – August 2008

Total Funding Requested from JISC:
£172,746

Funding Broken Down over Project Years:
Year end 31 July 2007: £87107.50 Year end 31 July 2008: £85638.50

Total Institutional Contributions:
£28,272 + dissemination at University conferences

Outline Project Description

The creation of personal development plans from portfolios of work, comprising artefacts identified and transformed through a framework. This framework, centred on the skills of lifelong learning, developed and iterated throughout this project.

The vehicle for this project is a new core module, delivered to students throughout the Regional Collaboration. The project seeks to

1. integrate the appropriate use of e-Learning tools and activities, to engage and widen participation
2. develop frameworks for the integration of e-Learning tools and the identification of life long skills that will support the development of a personal development plan
3. quantify the benefits of socially-situated communication in the support of e-Learning delivery

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

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JISC Capital Programme: e-Learning Capital Programme

A framework of good practice for the integration of e-Learning tools into lifelong learning and teaching

East of England Consortium Proposal led by Anglia Ruskin University

Principal Contact

Elaine Brown, Senior Lecturer, Department of Computing, Faculty of Science and Technology, Anglia Ruskin University, East Road, Cambridge, CB1 1PT. Tel: 0845 196 2148, e-mail: e.brown@anglia.ac.uk

Executive summary

The following document is a proposal for the JISC Capital Programme, the e-Learning Programme development area (JISC Circular 3/06). The proposed project will begin in September 2006 and end in August 2008. It will include a consortium consisting of Anglia Ruskin University and initially four regional partner FE colleges with the addition of two more regional partners in year two.

The proposal builds on the success of the APU (now Anglia Ruskin University) Regional e-Learning Pilot Projects around Distributed Learning and addresses some of the findings of that project, in particular the difficulties of working collaboratively across institutions and the interoperability of e-Learning systems.

The aims of the project focus on the creation of a personal online learning space that will be institution-independent, driven by the student to give true ownership of the space together with an exploration of technologies that will overcome some of the difficulties of collaborative, cross institutional working.

The personal learning space will comprise artefacts evidencing the journey through a territory mapped by the skills of Lifelong Learning. The identification and creation of artefacts will be guided through the development of a two-stage scaffolding framework. The first stage of the framework, through a process of iterative reflection via a filter of Lifelong Learning skills, will enable a conscious choice of object, The second stage of the framework will enable a transformation of the object, through reformatting and presentation, to an artefact of personal significance.

The project will be exploring the use of new e-learning technologies driven by student choice. Investigating the use of open source, web-based tools, as a means of presentation, and through which to develop cross-institutional, student-led Communities of Practice. The identification, interoperability and evaluation of the technologies will be incorporated into a strategy for the use student-led, e-Learning tools in Learning and Teaching.

To address the issues of collaboration this project will support students and staff through the use of social software, such as Instant Messaging (IM), and will develop an IM policy based on the QA Focus Policy on Instant Messaging (<http://www.ukoln.ac.uk/qa-focus/qa/policies/instant-messaging/>). Staff will also be supported through the development of Communities of Practice, online mentoring, and opportunities to meet on a regular basis.

Evaluation will be built into the project and is expected to take an action research approach. The project will initially be focussed upon the discipline area of computing, and a synchronously-delivered core foundation module. In year 2 the project will be expanded to include a second year module and a workplace learning environment delivered as a distance learning Foundation Degree.

Total cost: **£172,746**

Timescale: September 2006 to August 2008

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2. Project description

3. Budget

4. Key personnel

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I. Introduction**1.1 Rational**

We live in a heterogeneous world. A world whose richness and diversity we cannot hope to encapsulate in a single place. Imagine a friend's photograph of your favourite piece of music, or the anticipation of a meal prepared, presented as a recipe. Remember that last misunderstanding by email? Each representation is designed for a purpose. When we know the purpose we are able to choose the most effective representation. What personal richness is lost when someone else chooses the representation to express ourselves?

Our heterogeneity cannot best be encapsulated in a single tool that is not of our choosing. Lifelong learning is therefore less about saving ephemera in one place, and more about developing the lifelong learning *skills*, to choose, and take advantage of the fluid and changing set of generic tools.

This project aims to evaluate web-based tools by assessing the effectiveness of their use by students in portfolio construction (assessing the quality of the portfolio construction, or assessing the effectiveness of the tool for fit-for-purpose)

Widening participation, personal learning and transformation (of learner and teacher) can only be achieved through agile methods. That is, teaching, and teachers, who are flexible and able to respond to the needs of the learner. By facilitating changes in the nature of teaching, we change the nature of what it is to be a student. Through the action of this research, we hope to develop a framework of good practice for transformation of teaching through the embrace of e-Learning tools into the environment.

1.2 Outline

In the first year of the project the vehicle for delivery will be a core compulsory computing module, Fundamentals of Design. This module has been chosen for two major reasons; Personal Development Planning (PDP) is embedded with the module; the module is compulsory across ten pathways at Anglia Ruskin University and its Regional Partners. Fundamentals of Design therefore has the identification and collection of artefacts that can contribute to life long learning embedded within it and will delivered across institutions. As part of a University-wide initiative, (moving to modules of 15 and 30 credit size) the module has been developed as a 30 credit delivery, lasting one academic year, and starting in September 2006.

Staff at Anglia Ruskin University are currently in the process of designing content for this module which affords the opportunity to incorporate the project activities (section 2.1) in the planning and development of the module delivery. The project will initially work with students to identify life long learning skills; from this it will develop a framework for identification of such skills. The students will be given the opportunity to investigate, with guidance, means of evidencing these skills as artefacts. A framework for this decision process will also be established. The final stage of year one will be to allow the students freedom of choice over an e-Learning technology to display their artefacts. The activities included within the project will provide an evidence base for the effectiveness of this approach. Both the materials produced and the lessons learned regarding effectiveness will be transferable to other modules and Departments both within Anglia Ruskin and at other institutions.

The project is designed to produce strategic change in learning and teaching within the module delivery and to improve engagement and expression of students. This project dovetails with these changes to create an institution-independent student-experience by building on the Regional Collaboration success of a JISC Regional E-Learning Pilot Projects on Distributed E-Learning 'eSwap'.

The project will address some of the difficulties identified in the 'eSwap' project by increasing the amount of online/electronic and face to face support for both students and lectures involved in the project. Students will be encouraged to work collaboratively across institutions using e technologies. Lecturers will engage in a common approach to delivery of the module content establishing a need for collaboration. We anticipate that in addition to teaching the modules using a common approach, which would be within staff's normal workload, they would need to attend 5 workshops per year at Anglia Ruskin to achieve a synergy of delivery. The project would fund their time and travel costs. The project leader from Anglia Ruskin would visit the regions regularly and there would be extensive electronic communication (email, Instant Messaging, project website) between all staff within the region. This should be a powerful staff development opportunity for all staff involved and provide students with an innovative programme.

A process of iterative (Boehm Spiral model) evaluation will feedback into year two of the project. The project will continue with initial group of students in a core second year module, Project Design. The students will have the opportunity to use the frameworks developed as a result of the year one evaluation and the project team will have the opportunity to evaluate the students use of the frameworks. The project will also be delivered to a new cohort of first year students.

The project offers value for money because it consolidates and communicates experience learned regarding good practice in the use of e-Learning technologies in learning and teaching within the Department. This project will provide a case study in the introduction of institution-independent learning, and the contiguous support of staff using social software.

1.3 Aims and objectives

In the first and second year the project will operate within deliveries of the Fundamentals of Design module across all pathways in Anglia Ruskin University and its Regional Partners. Dependent on the evaluation of year one we hope to expand the project to include the delivery of the Fundamentals of Design module on the distance learning Foundation Degree in Health Informatics and a core second year, Project Design. The project has 3 main aims:

1. to promote the appropriate use of e-Learning tools and activities, and provide support where these are introduced
2. to develop frameworks for good practice for the integration of such tools into learning and teaching, particularly focussing on tools for social communication and the presentation of work
3. to quantify the benefits, to students and staff, of the introduction of socially-situated communication (for example Instant Messaging) in the support of e-Learning delivery

2. Project Description

2.1 Project plan description

It is envisaged that the project will proceed as follows:

Overview	
0.	Motivation
	meet with project team to discuss aims, concerns, and get everyone 'on-board'
1.	Statement of current position
1.1	audit staff skillset and concerns
1.2	research suitability of existing computer and software resources
1.3	identify skill requirements
1.4	develop staff learning needs matrix
1.5	identify computer and software requirements
1.6	develop technology requirements matrix
2.	Staff activities
2.1	develop training programme to support learning needs identified in 1.4
2.2	set up central site for project management and reference material
2.3	set up social communication network
3.	Student activities
3.1	meet student groups to motivate and engage with project ideas
3.2	fun online initial activity to spark enthusiasm
3.3	students to start building electronic portfolio of work
3.4	encourage, and scaffold student choice of software presentation tool
3.5	set up cross-institutional groups according to student choice of tool
3.6	students start development of personal development space
3.7	students trial use of frameworks
4.	Skills for lifelong learning framework
4.1	develop initial skillset
4.2	iterate skillset through discussion with students
5.	Documentation and QA
5.1	develop suitable training materials
5.2	develop policy of support for project staff
5.3	develop baseline requirements for personal development plan software
5.4	monitor and facilitate use of collaborative tools
5.5	develop framework for the transformation of work evidence to an artefact of personal significance
5.6	develop online questionnaire to evaluate effectiveness of framework
5.7	develop assessment scheme for electronic portfolio of work
6.	Evaluation
6.1	monitor and evaluate student choice of tools
6.2	monitor the effectiveness of identification framework
6.3	evaluate effectiveness of tools chosen in meeting baseline framework requirements (5.3)
6.4	evaluate staff perceptions of progress
6.5	review frameworks (4.1 and 5.5)
6.6	evaluate student perceptions of framework process
7.	Dissemination
7.1	to project team via central site
7.2	to Steering Group via meetings
7.3	to Department via meetings

7.4	to University via conference
7.5	to wider community via JISC website, papers or conferences as appropriate

2.2 Project timetable

Month	Activity [<i>Project Plan reference</i>]
2006	
July	1. Statement of current position [1.1 - 1.6]
August	2. Staff activities [2.1 – 2.3]
September	Approval of funding Initial meeting of project team [0.]
October	Introduce project to students in 4 partner colleges and Anglia Ruskin. Begin project with students taking the Fundamentals of Design module [3.1, 3.2]
November	Mid semester review meeting with 4 regional partners [6.4]
2007	
January	Review the project at the end of the first semester Make adjustments to be implemented in semester two End of semester evaluation meeting with 4 regional partners
February	Continue project with students taking semester two of the Fundamentals of Design module
April	Mid semester two review meeting with 4 regional partners
July	End of teaching. Year 1 Project evaluation meeting with 4 regional partners
August	
September	Begin project with blended learning Foundation degree in Health Informatics. Add two additional partners to the project Meeting with six regional partners Pre teaching evaluation
October	Second deliver of Fundamentals of design module to new cohort of first year students Continue project with second year students now on Group project module
November	Mid semester review meeting with 6 regional partners
2008	
January	Review blended learning foundation degree students Review second year students End of semester evaluation meeting with 6 regional partners
July	Final project evaluation report Sustainability report Meeting with regional partners to consider reports

2.4 Example for year 1 of the project

Students X and Y are studying at Anglia Ruskin University and student Z is studying at Huntingdon Regional College, all three are registered on the Fundamentals of Design module. The students have been set a group task of producing a presentation. They were given a choice regarding which kind of collaboration tool they would like to use for the task and decided to use Skype for online conference calls and Microsoft power point for the presentation development. In consultation with the lecture the students have identified group work as a life long learning skill that they would like to evidence.

On completion of the task the group have to decide how to evidence their participation in the group task as a saved artefact. Student X chooses to produce a piece of reflective writing describing/documenting her role within the group. Student Y has been keeping an audio diary of his participation in the group discussion and chooses to save this as his artefact. Student Z feels that saving the product of the task, the presentation, is appropriate evidence. All three

students have chosen different evidence to save as artefacts to evidence their participation in this identified life long skill.

The project team then analyse the choices and the suitability of the choices to inform the framework being developed.

At the end of the module each student chooses a different technology to display the artefacts they have evidenced during the course of the module. The project team evaluate the technologies to establish a set of basic requirements needed for an appropriate technology.

2.4 Deliverables

- a. framework for good practice for the integration of e-Learning tools into learning and teaching, including:
 - i. evaluation of social communication tools to facilitate collaboration to inform a policy on the use of social communication in the learning environment
 - ii. skillset audit questionnaire and learning needs matrix
 - iii. available resource audit
 - iv. suggested training programme and supporting material
 - v. metrics to evaluate effectiveness of social communication
 - vi. framework to evaluate e-Learning tools of choice as *fit-for-purpose*, including the essential features requirement of a personal learning space
- b. framework for conversion of evidence of learning outcomes to artefacts of personal significance, including:
 - i. framework for identifying and categorising artefacts that evidence life long learning skills
 - ii. framework for the transformation of learning outcome evidence to representation of lifelong learning skill

2.5 Risk

Analysis of the previous eSwap project identified issues that have been flagged as risks for this project, and for which there are risk management strategies.

eSwap identified that the regional partners felt isolated and would have liked regular communication within the project team. Skype or other suitable technology will be used to enable a consistent and instant opportunity for dialogue and support between Anglia Ruskin University and the regional partners. There will be a large number of both individual and group meetings with the regional partners to allow continual communication and support together with facilitating evaluation of the projects progress.

An action research cycle has been built into the project to allow for change and modification of the process as necessary.

The vehicle for delivery of the project is a core compulsory module that is taught across pathways and all regional partners therefore should contain student numbers to give valid results.

Risk id	Description	Im-pact	Like-lihood	Risk management plan
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1. Financial risks

1.1	There is a risk that student recruitment is below target resulting in the module not running in all Regional Partners.	1	3	It is unlikely that this will be the case across all Regional Partners (there being 4 in the first instance, and 6 in the second). If there are no Regional Partner courses, it will be possible to gain results from running this project in-house, solely within Anglia Ruskin.
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2. Risks to programme (milestones and completion)

2.1	There are risks that upskilling training for regional Partners will not complete in time for the start of the project caused by differing academic years.	3	2	Training delivered at the start of the semester, not catastrophic for project. As a new module, Regional partners are expecting to receive training in the delivery of the module.
2.2	There is a risk that regional students will not be registered on WebCT in time for the start of the semester.	2	4	Supply regions with notes and activities in an alternative format. Plan in place for this.
2.3	There is a risk that staff, key to the project, will leave.	1	2	Project has a Steering group, to whom the project must report. The project has a <i>team</i> .
2.4	There is a risk that students will not engage fully with the process.	2	2	The process is built into the assessment of the module, so students will be required to engage in order to pass the module.

3. Risks to quality (outcomes/deliverables/reputation)

3.1	There is a risk that <i>all</i> project objectives might not be achieved.	4	1	The research project and process is innovative. It will yield results of value, even if it is not those initially anticipated.
3.2	There is a risk that potential partnerships do not deliver their responsibilities to the project.	2	3	Addressing the problems identified by the previous bid and increasing the support for the regional partners. Putting in place a framework of concerns identification, regular person-to-person meetings, immediate social contact, training and support. Putting in place a Consortium Agreement. If necessary, as a final backup, this project could be delivered solely within Anglia Ruskin.

2.6 Value to the JISC community

The project will contribute to the JISC community by developing

- A framework to guide students from any discipline to make informed choices about artefacts they wish to keep to evidence life long learning skills
- The framework will provide guidance on how to label, categorise and store artefacts independent of institutional e-Learning technologies to establish a robust store of artefacts created and owned by the student.
- A framework for the transformation of objects, activities or skills in to an evidence artefact of personal consequence.
- A strategy for the management and incorporation of heterogeneous e-Learning tools into Learning and Teaching, to include guidelines for the minimal requirement/specification an e technology needs to enable the display of artefacts.
- An insight into students views regarding making informed choices about the space to display their artefacts, does it encourage a true sense of ownership of the personal learning space.

Staff are expected to benefit in the following ways:

- opportunity to benefit from cross-institutional collaboration
- socially-situated support
- exposure to a range of student-selected technologies
- training and development opportunities
- dissolving perceived barriers between FE and HE

4. Key personnel

Steering Group (to meet once every four months, 3 times per year) to whom the project reports

Chair of Steering Group	Dr Jenny Gilbert
UCLT	Sharon (UCLT)
UltraLab	Richard Millward
HEA (Subject Centre)	Sylvia Alexander
Regional Partner Senior Representatives	
JISC RSC Manager	Gerard Hayes

Project Team

Project Manager	Elaine Brown
Learning and Teaching Advisor	Jacqui McCary
Teaching Representatives	<i>described below</i>
Technical Advisor	UltraLab (Graham Hart)

Chair of Steering Group: Dr Jenny Gilbert (Anglia Ruskin University) is Associate Dean in the Faculty of Science and Technology, based on both the Chelmsford and Cambridge campuses of the University. She has a research background in the application of ICT within HE and she recently joined Anglia Ruskin from Sheffield Hallam University where she was involved in a range of e-Learning delivery including contributing to a UKUniversity course.

Project Manager: Elaine Brown (Anglia Ruskin University) is a Senior Lecturer within the Department of Computing, an academic department based on both the Chelmsford and Cambridge campuses of the University. Elaine is currently in the final stages of her MA Learning and Teaching (e-Learning), she is a driving force for e-Learning within the Computing Department. Elaine will co-ordinate all aspect of the projects making use of her extensive knowledge and experience of on-line learning, which includes the delivery and facilitation of several online modules.

Learning and Teaching Advisor: Jacqui McCary is a Senior Lecturer within the Department of Computing. Jacqui is the Faculty Learning and Teaching Advisor, member of the University Learning and Teaching Committee and University PDP implementation group and provides liaison with the University Centre for Learning and Teaching. Jacqui is in the final stages of her MA Learning and Teaching (e-Learning) and will work closely with the Project Manager to look at the pedagogical underpinning of the project and the embedding of personal development planning in selected pathways.

e-Learning Unit, University Centre for Learning and Teaching, Anglia Ruskin University

The main focus of the e-Learning Unit is on developing good practice in e-Learning at Anglia Ruskin University. Staff development activities are centred around pedagogic aspects such as learning styles, use of media, on-line communication, communities of practice, on-line interactivity, development of computer facilitated learning including such issues as copyright, accessibility and interface design.

Representative: Sharon Waller, Acting Director of Learning and Teaching

Ultralab, Anglia Ruskin University

Ultralab has considerable experience in on-line learning. For example there has been work with small and medium sized enterprises in using on-line environments for sharing knowledge amongst those working in the automotive and engineering sectors; development, with the National Centre for School Leadership, of on-line models of knowledge archiving and extracted learning; provision of on-line courses for mentors, tutors and facilitators offered to groups in the UK and New Zealand; work with on-line communities bringing school students and industrial and commercial experts together in the schools' on-line project. Ultralab has also implemented, within the Ultraversity programme, on-line learning facilitation, the use of personal portfolios and personal development planning tools. In the arena of on-line mentoring Ultralab has extensive links with communities of school leaders and heads, with over twenty thousand on-line participants in communities of practice with facilitated discussion, including the involvement of mentors and experts in the community with those on leadership programmes of the NCSL.

Representative: Graham Hart

Regional Partners (September 2006 delivery)

Huntingdonshire Regional College

Representative: Lynn Norris, Learning Director: Science, Care & Humanities

College of West Anglia

The college uses WebCT as its VLE to deliver and manage students' learning across all 14 areas of the curriculum areas funded by the Learning and Skills Council. The college supports e-learning via the role of ILT Champion within each of its six faculties. It also supports e-learning, cross-college through the 2 roles of Educational Technologist, with particularly reference to WebCT, and Intranet developer. Additionally 3 full-time e-content development staff work in the college's ILT Development Unit. The college has 3 Centres of Vocational Excellence, including one in Computing, which uses e-learning and is seen as an exemplar for other curriculum areas. The college is currently engaged in a LSDA 'Q' project focusing on the development of e-learning materials for use in construction trades. The resources, which include digital video. are being produced as SCORM compliant content packages.

Representative: Glen Singleton, Assistant Principal e-Learning and ILT

Peterborough Regional College

Peterborough Regional College's strategy on e-learning has been to foster blended learning in the majority of curriculum areas and focus on-line delivery on a limited number of specific courses. The main areas of on-line learning have been in Computing and ICT and the majority of hours for the HNC in Computing are now on-line. There is also an ICT Part Award qualification on-line with 150 students studying on this course. The material is currently available on the college intranet. All HE courses have a section on the web site where course materials are stored but there is currently no access to the VLE from the web site. MOODLE has recently been adopted as the college VLE and is hosted separately.

Representative: Alan Cossins, Director of e-Learning

Thurrock and Basildon

to be confirmed

Regional Partners joining the project in 2007

Braintree

www.braintree.ac.uk

Representative: Jane Long, Assistant Principle

Harlow

to be confirmed.

5. Supporting letter

5.1 Senior Representative

Dear Sarah

On behalf of the Faculty of Science and Technology I am pleased to support the attached proposal for funding. Should the bid be successful we would ensure that the project is appropriately staffed and monitored as indicated within the proposal.

The proposal accords with our strategic intentions in relation to e-Learning, widening participation and encouraging lifelong learning.

Yours sincerely

Dr Jenny Gilbert

Associate Dean (Resource Development)

5.2 Project Partners

5.2.1 Huntingdon Regional College

----- Original Message -----

From: "Lynn-Norris" <Lynn-Norris@huntingdon.ac.uk>

To: "Jenny Gilbert" <j.gilbert@apu.ac.uk>

Sent: Monday, June 19, 2006 8:39 AM

Subject: RE: JISC Bid

Hi Jenny

Thanks for your letter. I will check with, Tracey Patmore, the IT co-ordinator, and with Ken and confirm with you ASAP. It seems too good an opportunity to turn down.

Lynn

5.2.2 Peterborough Regional College

----- Original Message -----

From: "Alan Cossins" <Alan.Cossins@peterborough.ac.uk>

To: <j.gilbert@apu.ac.uk>

Sent: Monday, June 19, 2006 5:39 PM

Subject: RE: JISC capital programme e-Learning bid

Jenny

I am happy to take part in any e-portfolio initiative.

However, we are going to find out on Thursday about bids to support the JISC HE in FE initiative so we may submit a separate request for funding via this route. We are also going to bid to be part of another project funded by LSDA (as it was known) which deals with ILPs. As long as there is no clash of interest or double funding then we are happy to take part.

Best Regards
Alan Cossins
Director of ICT and e-learning
Peterborough Regional College



braintree college



braintree college

Church Lane
Braintree
Essex
CM7 5SN

JL/mg/134/05-06

19 June 2006

Fax No: 01223 417712

From: Jane Long
Assistant Principal
Braintree College

To whom it may concern

JISC CAPITAL PROGRAMME, ELEARNING STRAND

This letter confirms our agreement to work with The Department of Computing, Anglia Ruskin University on the proposed 'Framework for ePortfolios in Lifelong Learning' project. Academic staff at regional partners who deliver core modules in the Computing pathways will work with Anglia Ruskin University staff using a variety of technologies and explore the utilisation of different approaches to ePortfolio development and creation in order to create a framework for future application.

Yours faithfully

Jane Long
Assistant Principal





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For Attention of Sarah Davies

22nd June 2006

Dear Sarah

On behalf of the Faculty of Science and Technology I am pleased to support the attached proposal for funding. Should the bid be successful we would ensure that the project is appropriately staffed and monitored as indicated within the proposal.

The proposal accords with our strategic intentions in relation to eLearning, widening participation and encouraging lifelong learning.

Yours sincerely

Dr Jenny Gilbert

Associate Dean (Resource Development)