

A. Cover Sheet

Cover Sheet for Proposals (All sections must be completed)	<i>JISC Capital Programme</i>	
Name of Capital Programme: e-learning (e-Learning; e-Infrastructure; Repositories and Preservation)		
Name of Lead Institution: Kingston University		
Name of Proposed Project: EVolving an interactive lifelong learner environment (E-Ville)		
Name of Project Partners: National Blood Service		
Full Contact Details for Primary Contact: Name: Cate Thomas Position: Programme Director Foundation Degree and Head of e-learning Email: cthomas@hscs.sgul.ac.uk Address: 2nd Floor, Grosvenor Wing Cranmer Terrace London SW17 0RE Tel No: 020 8725 2339/ 07974 142490 Fax No: 020 8725 2248		
Length of Project: 30 months		
Project Start and End Dates: 30 September 2006 – 31 March 2009		
Total Funding Requested from JISC: £199,778		
Funding Broken Down over Project Years: 1 August 2006 -31 July 2007 - £69436 1 August 2006 -31 July 2007 - £76343 1 August 2006 -31 July 2007 - £53999		
Total Institutional Contributions: £118,000		
Outline Project Description The project is a collaboration between the National Blood Service (NBS) and Kingston University, and aims to harness the potential of e-learning to deliver personalised e-learning to geographically dispersed, non-traditional, lifelong learners working in the NBS. It will use existing learner centred e-portfolio technologies and develop additional simulation tools to enable learners to create, manipulate, and further develop (both individually and collaboratively) the learning objects in their online 'E-village' environment. In doing this they will be drawing on their experience as practitioners in workplace, thus making the learning grounded in everyday work practice. The models and tools developed in the project will be applicable to many different Workbased learning settings to build diverse collaborative communities of learners who have agency within their online learning environments.		
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES X	NO

B. Introduction

Rationale and Nature of the work

The 'EVolving an interactive lifelong learner environment' (E-Ville) project will deliver work-based, personalised learning that incorporates work acquired experience, actively contributed to the collaborative learning environment by learners in the group.

The project is a collaboration between the National Blood Service (NBS), an operating division of NHS Blood and Transplant (NHSBT) and Kingston University. The NBS is the large NHS funded employer organisation responsible for the sourcing processing, testing and issuing of blood and tissue nationally. It is distributed across the nation and the lifelong learners targeted by this project are working in a variety of different kinds of laboratory in geographically disparate locations. The project aims to open up educational opportunities for these workplace staff who are mature learners and will not, typically, have had prior access to Higher Education. Such learners may work unsocial hours and/or have domestic carer responsibilities, and so the e-learning opportunities developed by the project will meet their need for learning that is flexible in terms of time and place.

The project is designed to harness the potential of e-learning in the workplace to encourage and enhance lifelong learning for NBS staff. It will incorporate techniques and tools that can readily be adapted to other learner contexts. This will be integrated with Personal Development Planning (PDP), providing both a personalised learning experience and one where staff can own the experience and include it as part of their PDP.

Central to the work of the project is the concept of using learning objects which can be further developed by learners, and learners will be able to create new learning objects as part of the educational process, both individually and collectively. These can be shared with other learners and similarly further developed by peers. This gives learners agency and control over the terrain of their learning environment, and encourages independent thinking and learning. At the same time it encourages learners to work collaboratively with their colleagues in the construction of their shared learning experiences.

Learning experiences will be integrated with the work-based knowledge which the learners develop in their everyday work experience. As practitioners in Blood Service laboratory environments, learners bring practical knowledge to the collaborative online learning environment or 'collaboratory'. This practical knowledge can be used in the construction of learning objects which have relevance rooted in workplace practice. As learners may be in a variety of differing types on NBS workplaces, it means they can share the knowledge and experience of their environment with peers in differing environments. Together they can then use this knowledge to link in with the underpinning theory offered in the structured learning environment of the project.

Integrating with this will be the development of virtual simulation tools which learners can use to create and manipulate simulated laboratory environments. This is relevant to a wide range of work contexts which often involve operating and interacting with equipment of varying kinds and is particularly relevant to work contexts that involve technical or scientific elements. Simulation of processes and equipment offers several advantages for learners. These include opportunities to explore 'unsafe' limits in a secure way, repeat an experience limitlessly, explore freely and to scale parameters such as time (slow processes can be arbitrarily speeded up). In addition we plan to incorporate the ability for learners to adapt simulation based learning objects for shared experiences.

Our environment will exploit the capability of e-learning to link learners from a wide range of different work environments (different NBS labs carry out differing functions) in nationally distributed workplaces, to create a learning community; the 'E-Village' of the project.

We think that these requirements are mirrored in a range of professional and technical work settings and for a range of industries. Hence the specific context we have chosen (NBS) will provide an exemplar for wider application and adaptation in the longer term beyond the duration of this project.

One of the immediate drivers for this project is that the NHS generally and the NBS in particular have identified a sector need to develop and train staff at this level. A partnership between the Faculty of Health and Social Care Sciences, which is jointly based at Kingston University and St Georges, University of London, and the NBS, has developed a Foundation Degree in Healthcare Science, designed for staff at this level. This is a distance based e-delivered programme, and learning objects from this will be re-purposed for this project. The

Foundation degree itself will also be integrated into the project, being used as a testbed for trialling the tools and other adapted software.

One of the central tenets of this Foundation Degree is that it is closely linked in with workplace experience and learning; we have found that learners share their experiences, in online discussion groups, of how their workplace practice links in with the topic they are studying, and thus learn from each others diverse practical work experience. This project aims to take this kind of work-based e-learning one step further by giving students greater agency to create and manipulate learning objects, based on their experience and knowledge of the workplace. This transformation of the existing environment to one more intimately and dynamically integrated with the workplace has implications for any kind of work-based learning, and the E-village model and the tools created for it can be widely applied to other work-based lifelong learning situations.

Duration of Project

It is proposed that the project will run from 30/09/06 to 31/03/09, a total of 30 months duration.

Contribution to the Programme

The project will:

- Pilot learning models and tools which support lifelong learners education in the workplace.
- Pilot learning models and tools with adult returners to education, thus trialling the environment as a means of using flexible e-learning to widen participation in HE.
- Develop a means of learners using their practitioner knowledge to personalise the learning experience and link this in with constructing an e-portfolio for use in personal development planning.
- Facilitate knowledge exchange between learners which will enhance the learner experience.
- Develop ways of supporting such learners across employer and educational Institutions.
- Develop innovative simulation tools for use by learners in constructing and experimenting with 'real-life' learning situations.
- Engage intimately, as an employer/HE partnership, with the needs of healthcare science employers; additionally, it is envisaged that the models and tools used in the project can be generalised to other work-based learning situations.
- Provide learners not engaged in HE with a taster of an online Foundation Degree experience.

C. Project Description

Intended project plan including timetable and deliverables (Please see Appendix A for the Project Schedule)

The project aims to:

- pilot the use of learning objects which can be created, further developed, changed, re-purposed and shared by students, both individually and collectively
- create virtual simulation tools which allow learners to construct and manipulate simulated laboratory environments;
- integrate the above into e-portfolio software and hence with PDP
- use learner experiences from the workplace to assist in the creation and manipulation of such objects, and similarly to use these experiences to change and develop existing, tutor-created objects.

It is planned that the e-portfolio software 'PebblePad' will be used as a means of enabling learners to have access to and manipulate objects. This software has been selected as, within the range of educational software, it appears to give the learner greater agency within the online environment, and thus suits the needs of the E-Village.

The project comprises seven workpackages as follows:

- Workpackage 1: Project Management
- Workpackage 2: Specification of requirements and scenarios
- Workpackage 3: Pilot development
- Workpackage 4: Pilot implementation
- Workpackage 5: User experience monitoring and feedback
- Workpackage 6: Evaluation and recommendations
- Workpackage 7: Dissemination, dialogue and interchange

Work Package 1 – Project Management

Start Date: 30 September 2006
End Date: 31 March 2009

Objective: To manage the project and ensure that it delivers on time and within budget. This includes reporting to the Joint Information Systems Committee (JISC), UK HE and FE Community, the Project Steering Group, Kingston University, the National Blood Service and other stakeholders as appropriate.

Description of work:

- Form a Steering Group consisting of the Project Champions, Project Manager and the Academic and the Workplace Leads.
- Define and refine the detailed objectives and scope of the project.
- Develop a project plan, including project schedule, with the assigned JISC Programme Manager and in liaison with other Kingston University and National Blood Service staff as appropriate.
- Monitor and review the development of the project against the agreed plan and schedule.
- Evaluate the project internally and externally: internally within the project team in liaison with the assigned JISC Programme Manager and externally with an independent expert reviewer in the field.
- Identify and pursue future development paths and exit strategies to ensure sustainability beyond the JISC funding.

Deliverables:

*Project documentation throughout the lifecycle of the project, including publication of the Final Report. This project documentation will be widely disseminated as appropriate (see **Work Package 7 – Dissemination, Dialogue and Interchange**)*

Work Package 2 – Specification of requirements and scenarios

Start Date: 30 September 2006
End Date: 31 December 2006

Objective: To specify relevant technical and pedagogic requirements and scenarios which will be used as a basis for the pilot development.

Description of work:

- The combined pedagogic and technical Requirements and Scenarios will be formulated by means of consultation with relevant stakeholders, including NBS staff who are likely to be learners on the pilot, mentoring staff and NBS Scientific and Technical Training staff. The aim in this is to build online learning structures around the objects in such a way that they are relevant to the work situation, meaningful to learners and encourage learners to be pro-active in manipulating the learning objects.
- Relevant standards will include XML, XML-DIS, X3D, VRML, IMS, SCORM, UML. PebblePad uses web services which enables integration with a range of technologies, and additional open source tools and software will be used where possible. We will take note of the JISC ePistle project which piloted the use of Shibboleth with PebblePad.

Deliverables:

- Technical requirements specification document
- User scenarios document
- UML Use Cases document

Work Package 3 – Pilot Development – Constructing the ‘E-Village’

Start Date: 1 January 07
End Date: 31 September 07

Objective: To build an environment which gives online distance learners the ability to create and manipulate learning objects both individually and in collaboration with other learners within the learning environment of the E-Village. Learners will then be able to output these to an e-portfolio.

Description of work:

- Create virtual simulation tools for learners to use in the creation of their own learning objects and manipulation of existing objects
- Re-package existing objects as necessary and make available to learners. Such objects may be in the UKHE public domain and accessible through JORUM, or they may be part of the existing online Foundation Degree.
- Customize the PebblePad environment as necessary so that it can be used as the host delivery platform for the above, and so that any objects created by learners can be output to their own e-portfolios.
- Build an educational environment – the E-Village using Pebblepad to enable learners to meaningfully access the tools and objects they will be using as part of a structured work-based learning exercise

Deliverables:

- Delivery of virtual simulation tools
- Re-packaging of existing objects for use within the 'E-Village' environment
- Delivery of the PebblePad based E-Village educational environment, customizing PebblePad as appropriate to ensure that learner-objects can be output to e-portfolios.

Work Package 4 – Pilot Implementation

Start Date: 1 October 2007

End Date: 30 September 2008

Objective: Roll-out of pilot at NBS centres across the UK.

Description of work:

- Roll-out of initial test-bed pilot with work-based NBS foundation degree students October-December 07.
- Roll-out with additional NBS lifelong learners January – September 08

Deliverables:

- Delivery of live system to NBS learners and mentors

Work Package 5 – User Experience Monitoring and Feedback

Start Date: 1 October 2007

End Date: 30 November 2008

Objective: To discover the lifelong learner experience of the E-village, and the views of any staff supporting them in their learning in the workplace, e.g. mentors.

Description of work:

- Collection of feedback from all test groups of learners, and mentoring staff about their experience using the E-Village environment using appropriate survey methods including: focus groups, interviews, technical monitoring, online questionnaires and feedback forms.

Deliverables:

- Data collection tools and procedures.
- User feedback data.

Work Package 6 – Evaluation and Recommendations

Start Date: 30 September 2008

End Date: 31 March 2009

Objectives: To provide a detailed evaluation report of the project from a technical perspective and an educational perspective, with a focus on learner experience. To make recommendations for the use of similar models and tools for online work-based learning in other contexts.

Description of work:

- Analysis of user feedback data.
- Evaluation of the E-Village from a technical and educational perspective.

- Recommend how the models used and the tools created may be used for online work-based learning in other contexts.

Deliverables:

- Evaluation report, with recommendations.

Work Package 7 – Dissemination, Dialogue and Interchange

Start Date: 1 August 2007

End Date: 1 March 2009

Objective: To disseminate the outcomes and findings of the project throughout the project cycle, in accordance with the JISC PR Strategy and Guidelines. This will also include dialogue and interchange of knowledge, experience and ideas with other relevant projects and initiatives both within the UK and beyond, e.g. JISC-funded ePistle (e-portfolios student learning) project and PDP4Life (Personal Development Planning for Lifelong Learning).

Deliverables:

- Establishment and maintenance of a website for the project.
- Establishment and maintenance of contact with other relevant projects and initiatives both within the UK and beyond. This will primarily involve e-mail or telephone communication, although face-to-face meetings may be appropriate in some cases.
- Establishment of, or contribution to relevant Jiscmail electronic mailing lists.
- Availability to speak at appropriate conferences, e.g. ALT-C <http://www.alt.ac.uk/altc2006/> , Online Educa www.online-educa.com/online_educa_berlin/.
- Articles in appropriate electronic and print journals., e.g. ALT-J http://www.alt.ac.uk/alt_j.html , British Journal of Educational Technology <http://www.blackwellpublishing.com/journal.asp?ref=0007-1013>

Structure of Project Governance, Management and Organisation

The Project will have a steering group which will meet five times throughout the life of the project. This will comprise the two project champions, the project manager and the academic and workplace leads. The aim of this group is to ensure that the work of the project is proceeding according to plan, and to provide high level support to the team with trouble shooting any Institutional issues.

The Project operational group will meet on a monthly basis. This group will comprise the Project Manager, the academic and workplace leads, the pilot developer and the workplace liaison officer. The aim of this group is to provide a cross-organisational focus for the day to day operational organisation of the project.

The project manager will be responsible for the day to day running of the project, including co-ordinating and/or managing the work of the operational team and ensuring that milestones are achieved and deliverables produced in a timely manner. The project manager will attend the JISC project training day to ensure alignment of project management processes and procedures with JISC guidelines and practice

Risk analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing	2	3	6	Management: In the event of incapacity or change of post of any team member, there are other appropriately experienced individuals in both Institutions who can be re-deployed should the need arise.
Organisational	1	3	3	Prevention: both partner organisations are large Institutions which have a commitment to the project

Technical	2	3	6	Management: the technical requirements will be fully specified out before the pilot development; should unforeseen technical issues arise they will be dealt with in the operational group
External suppliers	1	4	4	Prevention: the relationship with the external software supplier will be contractual Management: the contract with the suppliers will be appropriately upheld
Legal	1	3	3	Prevention: all the objects used in the study will be the existing property of the two institutions; agreement will be made that the objects modified and created as part of the project are then made available to the group; and end-user agreement will be sought for any use, publication or dissemination of personal data, and due ethical process will be followed regarding this.
Inter-organisational	1	4	4	Prevention: The two partner organisations have enjoyed an effective and productive working relationship for two years; this good practice will be drawn upon to ensure that the organisational inter-relationship remains smooth.

Value to the JISC Community

The project will provide the JISC community with knowledge of and guidance on:

- Innovative ways of linking work-based learning with a personalised, learner centred educational experience which gives the learner agency and authority
- Harnessing the potential of e-learning to meet the needs of mature, lifelong learners in the workplace in terms of flexibility, collaborative learning with peers and utilisation of their existing workplace situated knowledge
- The construction of virtual simulation tools and their use by learners to create, share and manipulate learning objects based on their practitioner knowledge
- The experience for learners and employers of using collaborative, student centred, e-learning in a way that underpins learning with work-based practice

The particular strength of this project is that it builds on a pre-existing relationship between an employer and an HEI, where the employer has a commitment to and experience of the issues involved in supporting lifelong learners in an online work-based Foundation Degree, and the HEI has an understanding of the particular needs of the employer and of the work-based learner. Given that the employer is a large, national organisation with diverse workplaces, this means that the existing groundwork of the relationship gives the project a secure base from which to develop innovative e-learning opportunities which reflect a diversity of locales and work environments. This diversity means that the knowledge gained from the project is likely to be more easily applicable across a wider range of work-based learning situations.

IPR and sustainability issues

We plan to use open source software and tools wherever possible. We will make available our outputs under open source licence arrangements that will give users free use. Potential users will be able to download our developments from the project website which will be maintained for at least two years after the project end date. Efforts will be made to encourage use of our software by the JISC community in accordance with JISC conditions.

Results from the project will be transferred to the operational version of the online Foundation Degree for the NBS run at Kingston. This will then be an exemplar for the E-Ville developments and form the basis of ongoing dissemination and further development after the end of the project.

D. Budget

1. Staffing

Salary Cost

1 August 2006 -31 July 2007

.5 Developer (825 hours pa)	15498	Directly Incurred
.2 Project Manager (330 hrs pa)	9571	Directly Allocated
Project Director (88hrs pa/.053)	2902	Directly Allocated
Estates Costs -0.753fte p.a.	4700	
Indirect Costs - 0.753fte p.a.	17790	
Sub-total	50461	

1 August 2007 - 31 July 2008

.5 Developer	19129	Directly Incurred
.2 Project Manager	11486	Directly Allocated
Project Director (88hrs pa/.053)	3483	Directly Allocated
Estates Costs -0.753fte p.a.	5640	
Indirect Costs - 0.753fte p.a.	21348	
Sub-total	61086	

1 August 2008 - 31 July 2009

.5 Developer	13064	Directly Incurred
.2 Project Manager	7626	Directly Allocated
Project Director (88hrs pa/.053)	2322	Directly Allocated
Estates Costs -0.753fte p.a.	3760	
Indirect Costs - 0.753fte p.a.	14232	
Sub-total	41004	

Directly Incurred Costs Total **47691**

Directly Allocated Costs Total **51490**

Indirect Costs Total **53370**

Staffing Total **152551**

2. Equipment and consumables

Unit cost Total

1 August 2006 -31 July 2007

Hardware	4500
Software	2500
PebblePad Licences	1875
General Consumables eg stationery etc	400
Sub-total	9275

1 August 2007 - 31 July 2008

PebblePad Licences	1875
General Consumables eg stationery etc	400
Sub-total	2275

1 August 2008 - 31 July 2009

PebblePad Licences	1875
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General Consumables eg stationery etc		400
Sub-total		2275
Equipment and consumables Total		13825
3. Dissemination		
1 August 2006 -31 July 2007		
conference attendance/presentation x 4	1200	4800
Sub-total		4800
1 August 2007 - 31 July 2008		
conference attendance/presentation x	1200	7200
Sub-total		10102
1 August 2008 - 31 July 2009		
conference attendance/presentation x 6	1200	7200
Sub-total		7200
Dissemination Total		22102
4. Travel and Subsistence		
1 August 2006 -31 July 2007		
monthly operational group meetings	120	1200
workplace visits	120	1200
Sub-total		2400
1 August 2007 - 31 July 2008		
monthly operational group meetings	120	1440
workplace visits	120	1440
Sub-total		2880
1 August 2008 - 31 July 2009		
monthly operational group meetings	120	960
workplace visits	120	960
Sub-total		1920
Travel and subsistence Total		7200
5. Evaluation		
1 August 2008 - 31 July 2009		
4 days evaluation @ 400 per day		1600
sub-total		1600
Evaluation Total		1600
6. Staff Training		
1 August 2006 -31 July 2007		
training at 500 per person		2500
Sub-total		2500
Staff Training Total		2500

Budget Total 1 August 2006 -31 July 2007	69436
Budget Total 1 August 2007 - 31 July 2008	76343
Budget Total 1 August 2008 - 31 July 2009	53999

TOTAL	199778
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Institutional Contributions (in kind)

Kingston Staff Resource

.2 of 2 staff SL equivalent	38500
.1 of 1 staff PL equivalent	11750
.1 of 1 senior staff	16250

NBS Staff Resource

.3 of 1 staff PL equivalent	35250
.1 of senior staff	16250

TOTAL	11800
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E. Key personnel

Kingston University

- Professor Paul Lister, Pro Vice Chancellor for Science and Enterprise
Kingston Project Champion and overall Project Director
p.lister@kingston.ac.uk

Paul, before moving to Kingston University last year to take on the role of Pro Vice-Chancellor for the Science division and the university's Enterprise activities, was the director of the Centre for VLSI and Computer Graphics and the Head of the Informatics Department at the University of Sussex. For over fifteen years he has been focusing his research in the computer graphics and systems design. He has been involved in a large number of EU projects, collaborated with many academic and industrial partners and has acted as a reviewer for EU proposals. For the last few years his research has been on system simulation in a virtual reality context. He has overview responsibility for the Faculty of Health and Social Care Sciences.

- Cate Thomas, Director of Health Foundation Degree Programme and Head of e-learning
Project Manager
Cate.thomas@kingston.ac.uk

Cate has over twelve years experience as an e-learning project manager, in environments including the Institute of Educational Technology at the Open University and the Federal University of London, where she managed the Development of the Virtual Campus, a £2.2 million initiative. As an adjunct to the Virtual Campus, Cate managed a JISC funded Global Access Management (GLAM) project which successfully completed in 2003. Cate's work in e-learning has focussed on adult returners to higher education, who are often learning at a distance and whose learning is connected with their workplace; Cate has, therefore, a wealth of experience of working in partnership with employers in the design of work-based education for lifelong learners and is, for example, currently directing the development of work-based e-learning courses for the London Ambulance Service.

- Dr Cathy Price
Healthcare Science Lead for Foundation Degree
Academic Healthcare Science Lead for Project
cprice@hscs.sgul.ac.uk

Cathy is the Biomedical Science lead for the online Foundation Degree. Prior to joining Kingston, Cathy has had over 20 years experience as a research scientist, most recently leading a research group at the Institute of Child Health, working in the area of cancer biology specializing in molecular mechanisms

underlying childhood leukaemia. Her interests now are to promote widening participation in higher education for those involved in biomedical industries, using innovative e-learning teaching and learning methods. She has successfully developed and managed the production of the current e-learning material for the online Foundation Degree in collaboration with internal and external academic lecturers.

- Pilot Developer – to be appointed
Technical developer of pilot, technical support during pilot, web manager for project website

National Blood Service

- Dr Anne Brookes, Head of Scientific and Technical Training
NBS Project Champion
Anne.brookes@nbs.nhs.uk

Anne has led Scientific and Technical Training in the NBS for four years, Originally a research scientist in neuropharmacology her interest in education resulted in her moving into bioscience teaching in both further education and later higher education. This progressed into roles in curriculum development at first Birmingham and then Aston Universities. During this time she contributed to the development of e-learning resources for both undergraduate and postgraduate programmes. At Aston University she led an institutional research programme into widening participation in higher education. The Foundation Degree is a significant contribution to developing healthcare scientists of the future from a group of staff who have previously lacked suitable opportunities in education and training. NBS is proud of the achievements of the first cohort of students and keen to continue the development of resources which can benefit even more staff.

- Andy Miller, Deputy Manager with responsibility for e-learning
Workplace Healthcare Science Lead for Project
Andy.miller@nbs.nhs.uk

Andy Miller is a biomedical scientist with 14 years experience in the NBS Red Cell Immunohaematology laboratories. He joined the Scientific and Technical Training team in 2004 as Deputy Scientific and Technical Training Manager. He has a great deal of experience in both training and in information and communications technology and especially in website design. With responsibility for developing e-learning resources for laboratory staff in NBS his involvement in this project ensures employer commitment to increasing learning opportunities in a high quality e-learning environment.

Joint Kingston University and National Blood Service

- Tracy Thurgood, Training Officer, part-seconded to Kingston University as workplace liaison officer for Foundation Degree
Workplace/Academic liaison
Tracy.thurgood@nbs.nhs.uk
tthurgoo@hscs.sgul.ac.uk

Tracy is a biomedical scientist with over 6 years experience in the discipline of Transfusion Science. She is currently a member of the Scientific and Technical Training Team at the NBS where her work predominantly involves coordinating the registration of Trainee Biomedical Scientists with the Health Professions Council. In addition, Tracy is involved with a number of groups designed to enhance training and student learning from the many Scientific and Technical Training courses she facilitates and is also part-seconded to the Foundation Degree team. This Foundation Degree work involves ensuring that the course is grounded in workplace practice and enabling workplace mentors and managers to appropriately support their staff who are enrolled as students on the online Foundation Degree. Tracy is also experienced at developing online and face to face training and education for Biomedical Science.

F. Supporting Letters

Please see appendix B

Appendix A: Project Schedule
Appendix B: Supporting Letters

E-Ville Project Schedule

	Months 1-3	Months 4-6	Months 7-9	Months 10-12	Months 13-15	Months 16-18	Months 19-21	Months 22-24	Months 25-27	Months 28-30
Workpackage 1: Project Management										
Workpackage 2: Specification of requirements and scenarios										
Workpackage 3: Pilot development – constructing the ‘E-Village’										
Workpackage 4: Pilot implementation										
Workpackage 5: User Experience monitoring and feedback										
Workpackage 6: Evaluation and recommendations										
Workpackage 7: Dissemination, dialogue and interchange										

Project Start Date: 30/09/06

Project End Date: 31/03/09

**PRO VICE-CHANCELLOR
(EXTERNAL AFFAIRS AND BUSINESS DEVELOPMENT)**

Professor David Miles

KINGSTON
UNIVERSITY

Sarah Davies
JISC Executive
Northavon House
Coldharbour Lane
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20 June 2006

RIVER HOUSE
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Telephone 020 8547 2000
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Dear Ms Davies

JISC CIRCULAR 3/06 Cross-institutional use of e-learning to support lifelong learners

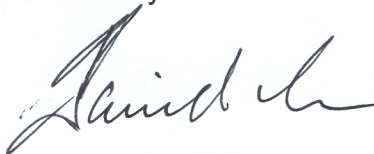
I would like to convey my support for Kingston University to participate in the enclosed e-learning bid.

Kingston already has a good working relationship with The National Blood Service through the Foundation Degree in the Faculty of Health and Social Care Sciences and it is this activity that will immediately benefit from the proposed project.

At Kingston we are particularly developing our work-based learning provision and this project will provide the opportunity to extend the learning experience in ways that will benefit a wide variety of work-based learner situations.

I am delighted to endorse the involvement of Kingston University as lead in the proposed project.

Yours sincerely



Professor David Miles
Pro Vice-Chancellor (External Affairs and Business Development)

