

Cover Sheet for Proposals	<i>JISC Capital Programme</i>
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Name of Capital Programme: e-Learning		
Name of Lead Institution: Loughborough College		
Name of Proposed Project: Development of an e-portfolio to support HE learners in the workplace		
Name of Project Partners: RNIB Vocational College LUMINAR Leisure Industries		
Full Contact Details for Primary Contact: Name: Clare Holden Position: Learning Resources Manager Email: clare.holden@loucoll.ac.uk Address: Loughborough College Radmoor Road Loughborough Leicestershire LE11 3BT Tel No: 01509 618311 Fax No: 01509 618109		
Length of Project: 2 years		
Project Start and End Dates: 1 st October 2006 – 30 th September 2008		
Total Funding Requested from JISC: £161,900		
Funding Broken Down over Project Years: Year 1 - £82,500 Year 2 - £79,400		
Total Institutional Contributions: Manager's time Overheads in lighting, heating, office space Use of College network, software		
Outline Project Description To build on existing good practice in JISC projects to develop an e-portfolio model for Foundation Degree learners who are studying in the workplace. The systems will utilise open source tools which can be adapted to FE requirements, and will meet best practice in accessibility and interoperability standards.		
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>

Project Partners:
Loughborough College – lead partner
Luminar Leisure Industries
RNIB Vocational College

Introduction

Loughborough College will seek to develop an e-portfolio system bringing together a range of open-source tools such as bulletin boards, blogs, wikis, video and graphic images that will build a virtual record of personal and professional achievement of learners. This will be integrated into a Personalised Learning Environment (PLE) based on Moodle, and using Learning Activity Management Systems (LAMS) – both of which are open source software tools used throughout the educational community. We will build on knowledge gained already in the field of e-portfolio development through projects funded by JISC and adapt them to the needs of the Further Education sector, particularly in the area of work-based learning.

The project will build on current work in the development of an online system to administer, timetable and track learners at Luminar Leisure in the Leadership and Management Foundation Degree, and seek to create a supportive and interactive online environment that will enable learners unfamiliar with Higher Education to engage with their educational experience, and to record their learning in personal and workplace activities. It will also create a presentation tool which can be used in the workplace or education.

This project will start on 1st October 2006, and finish on 30th September 2008, and will provide the educational community, particularly in the FE sector, with a set of software tools which can be adapted and used in supporting and managing learning for the diverse community of learners undertaking Foundation Degrees whilst in employment. We will work with the JISC Regional Support Centre, which is hosted at Loughborough College, to disseminate this model to the Educational Community.

Project Description

This proposal seeks to build on Loughborough College's three recent ILT initiatives; e-progress file, web enabled distance learning and management of e-learning systems detailed below:

Management of e-learning systems - We have been successful partners in the Collaborative Approaches in the Management of e-learning (CAMEL) project which has enabled us to develop and share in good practice in the management of e-learning systems in Further and Higher Education. Knowledge and good practice established through this project will guide and influence the design and application of e-portfolio development proposed.

Based upon our successful involvement with the CAMEL Project, we are now working with Greenwich University on the new e-learning Independent Design Activities for Collaborative Approaches to the Management of e-learning (eLIDA CAMEL) Project which commenced in May 2006. This will focus on the design and implementation of tools for learning and establishing a framework for sharing good practice.

e-progress file - the successful JISC funded project developed an e-progress file consisting of three strands; one for 16 – 19 year old learners in College, one for Key Stage 3 & 4 learners able to transfer their e-progress files from school into FE education and one for HE learners to transfer their e-progress file into University. This successful project has allowed us to develop a package which has interoperable features both from the local schools and into the local University RAPID system. We have also developed expertise in accessibility using ACCLIP standards, and use of screen reading and enlargement software.

The e-progress file is linked to the student intranet and enables easy access for learners to engage with, take ownership of and manage their own individual learning programmes (within a controlled environment to ensure security of information and data). Teaching staff can view and track progress at individual learner level as well as group and class level. It provides an overview of the student's learning programme across a range of curriculum areas

The development of the e-progress file represents significant progress towards using ILT effectively to improve learning and teaching for the organisation, staff and our communities of learners.

A significant part of this project has been to explore solutions to the problems of interoperability between the schools and Universities who have been partners in this project.

The e-progress file has many of the features of an e-portfolio which we propose to develop within the context of this grant application. We propose to build on the knowledge and expertise we have gained from e-progress development and produce an e-portfolio aimed at adult learners, in particular those engaging with learning in the workplace.

Web enabled distance learning in the workplace – we are currently working with Luminar Leisure Industries delivering Foundation Degrees to Managers employed in night clubs and similar who have atypical working hours, patterns and schedules. Learning programmes are managed via a web enabled portal which learners access in order to manage their own learning, email tutors, submit assignments and book onto seminars as appropriate. A central administrator manages the overall programme. The majority of the learning programme is delivered via distance learning in this way and is proving successful.

Key features of this approach include maximising and exploiting the potential of ICT and ILT as teaching and communication means, placing the learner at the centre of their learning experience, shifting ownership from the organisation to the individual and promoting self management of learning goals and career aspirations. The portal provides an e-admin system for the Luminar learners, providing a means by which they can record a range of personal, employment and educational progress and attainment in one place, and which can also be used as a presentation tool both within current employment and to demonstrate skills and achievement to future employers. This web enabled distance learning platform contains elements of e-portfolio potential within it illustrating as it does the benefits of further personalizing the learning space.

Sustainability - the College has proven success in delivering a number of Foundation Degrees in Sport Management and Leisure and Tourism Management to learners in over 50 workplaces throughout the country. The COVE status the College holds for this area reflects the high quality of teaching and learning. The positive QAA review comments are in the appendices. The intention is to develop systems that can be implemented across these programmes as well as our Leadership and Management Programme which currently reaches Public Sector Employees in Lincolnshire, Nottinghamshire and Derbyshire at levels 5 & 7.

Risks – we have identified the following risks and solutions

Identified risk	Impact high, medium, low	Actions to reduce risk	Actions to contain risk
Project partners pull out	High	Work with alternative employer partners	Ongoing monitoring meetings involving all partners
Key staff leaving	Medium	Ensure working expertise is shared amongst project group	Ensure working expertise is shared amongst project group
Incompatibility of ICT systems in employer workplaces	Medium	Regular monitoring meetings with partners and on going dialogue between ICT staff between organisations.	Partnership agreement drawn up and signed by partners, as part of the project plan.
Project slippage due to lack of staff time.	Low	Regular monitoring meetings of Loughborough College project team and partners	Use of College and JISC Project management schemes will keep work on track.

IPR statement –Software used in the design of the e-portfolio will be open source software and Loughborough College will undertake to share any system, and lessons learnt with the educational community through JISC.

Context of the Project in the Educational Community

We propose to make full use of the knowledge and research findings available in the JISC community to develop an e-portfolio which can be used to reach adults in the workplace, particularly those wishing to access Higher Education and who meet access barriers. We will build on existing JISC projects, particularly the RIPPL project undertaken by Nottingham University, and Personalized Learning Environment (PLE) Project by Bolton University.

We will build on lessons learnt from our ILT initiatives described above and will seek to incorporate into our development, lessons learnt from other Further Education colleges who have benefited from HE institutions cascading their e-portfolios across when working in partnership (documented within JISC community).

A key project objective will be to develop e-portfolio infrastructure within the Further Education environment, in particular for Foundation Degrees across the whole range of curriculum areas.

The value of e-portfolios is beginning to be documented. George Lorenzo and John Littleton (July 2005) *An Overview of E-Portfolios* provides an outline of model, scope and value to education. From pages 2 - 3:

The benefits of an e-portfolio typically derive from the exchange of ideas and feedback between the author and those who view and interact with the e-portfolio.

and

it can include description, rationale and discussion of digitized artifacts, resulting in a powerful tool for representation, reflection and revision.

From G.Greenberg (July / August 2004) *The Digital Convergence: Extending the Portfolios Model* EDUCAUSE Review, vol. 39, no 4 pp 28 – 36

The author's (learner) personal reflection on the work inside an e-portfolio helps create a meaningful learning experience.

The development of e-portfolio customized to individual learners using Personalised Learning Environment (PLE) software such as Moodle and Learning Activity Management Systems (LAMS), and use of blogs, wikis ,skype and other mobile technology will enable us to reach new learners currently not participating in education due to access barriers. The use of freeware such as Moodle will support effective dissemination of project outcomes and developments to other Further Education Colleges with HE learners.

Development of the e-portfolio will;

- Make Further and Higher Education accessible in the workplace
- Widen participation and support Equal Opportunities
- Contribute towards Government targets for adults achieving level 4
- Promote ownership of lifelong learning
- Collaborate to join up systems across platforms to streamline learner movement between institutions

Interoperability is a key concern and a development strand will focus on joining up existing ICT systems both within this organisation and beyond. The aim is for the e-portfolio to be transferable and accessible to other educational institutions across an interoperable ICT platform. Loughborough College has worked with Loughborough University as part of the e-progress file project in using IMS LIP specifications. The potential for information sharing and transferring of data will streamline learner movement between institutions, ease difficulties in paper based entry procedures and widen participation amongst groups currently under

represented in Higher Education. Through our current JISC networks, we will continue to work with Loughborough University, and the CAMEL Partnership to ensure that we remain in touch with best practice in the Sector.

e-portfolio elements;

- e-assessment technology to support self and peer
- e-administration managed remotely
- Managing diverse programme of learning
- User friendly front end
- Access and delivery of chunks of learning, learner paced
- Achievement record
- Personal Development Plan
- Presentation tool for work and learning

Impact

Our proposal to develop e-portfolios and PLEs and to make them accessible to adults in the workplace has the capacity and potential to revolutionise the way that working adults engage with learning. The use of technology to deliver learning provides capacity for learners to interact with their learning interface, personally modeled both in style and to some degree content. Access at a time, pace and place to suit work schedules will dramatically increase the scope and reach of Higher Education to new groups in the workplace. The PLE aspect will enable learners to feel comfortable with their learning space and to feel that they own and control it and that support is a key stroke away. The use of these systems will increase retention and achievement for learners who may otherwise feel isolated from the educational establishment.

Wider distribution of customised e-portfolios will influence the culture of learning and effect a different kind of engagement characterized more by learner; response, reflection, representation, and revision of their progress.

The project will contribute to the Government targets of increasing numbers of adults achieving level 4 skills development by enabling access to new groups of learners.

Access to HE and Widening Participation amongst under represented groups will be strengthened through the distribution of e-enabled learning platforms accessible in the workplace.

The Royal National Institute for the Blind (RNIB) College will be pro actively involved in contributing their expertise in accessibility standards, by using learners supported by the Institution as part of the case study.

The project will support Personal and Professional Development Plans for individuals in work as well as Workforce Development Plans within different sectors.

It will promote and trial the use of eportfolios, and PLEs with new learners and different groups.

It will build on the ILT expertise, and support infrastructure within Loughborough College

Project Objectives

- Support JISCs Strategic aim 1 “to support the use of Virtual Learning Environments (VLEs) and the development of Managed Learning Environments (MLEs), identifying and defining technical standards and with other organisations, helping to embed eLearning and supporting emerging eLearning pedagogies’
- To develop an eportfolio for HE learners in the workplace which can be piloted by learners, and used as a case study for the FE Community delivering Foundation Degrees.
- Create a Personalised Learning Environment (PLE) using open source software (Moodle) linked to key information within the Management Information System (MIS) joining up and recognising learner’s experience in work and personal development, and recording it as part of the educational experience.
- Develop e-learning systems to support learners who are learning at a distance from the College, and who are in full time work, and may be inexperienced in participating in higher education.
- To explore the further development of the College Personal Development Profile Project using the aspect of the HE Learner Profile and to identify suitable elements for development for learners in the workplace.
- To explore and find solutions for issues of confidentiality and security in the access to and transferal of personal information between the workplace, FE and HE institutions.
- Build on and join up with current work in the JISC community in the development of e-portfolios – particularly in supporting part-time HE learners who are fully in employment
- Work closely with the RNIB College in order to use staff and student expertise in testing the system at pilot stage to ensure accessibility for a wide range of learner disabilities. This will form part of the case study.
- Use a number of case studies to provide evaluation and feedback from a variety of learners in work to improve and progress the development of the system.

Budget

Budget Heading	Year 1	Year 2	Total
Project Manager Assumes 50% of commitment	£21,000	£22,000	£43,000
Programme Leader 25 days commitment each year	£6,000	£6,000	£12,000
Web Designer One new post	£19,000	£20,500	£39,500
Technical Support 20% of commitment	£6,000	£6,400	£12,400
Admin Support 50% of commitment	£9,000	£9,500	£18,500
Web Server, backup and security support	£10,000	£2,000	£12,000
Software	£4,000	£4,000	£8,000
Staff Development And Conferences	£3,000	£2,000	£5,000
Travel and Subsistence	£2,000	£3,000	£5,000
Evaluation and dissemination	5 days @ £500 per day = £2,500	8 days @ £500 per day = £4,000	£6,500
TOTAL	£82,500	£79,400	£161,900

Loughborough College will expect to gain a number of sustainable benefits from this project:

- The development of a system that can be implemented for distance learning courses at all levels.
- An improved learner satisfaction result
- Improved retention and achievement results for students who are studying from the workplace.
- Staff expertise and experience in Managing an e-learning JISC Project.

It will expect to contribute:

- Manager's time and experience
- Building, lighting and heating overheads
- Network and server space
- Use of appropriate College software

The RNIB College will expect to gain from the project:

- Staff expertise and knowledge to transfer to other projects, and student support systems.
- Increased levels of satisfaction for learners with special needs and disabilities on distance learning programmes.

It will expect to contribute:

- Staff time for monitoring meetings.
- Staff expertise in specialist software.

- Appropriate software for testing and case studies.

Luminar Leisure Industries will expect to gain from the project:

- Increased levels of staff expertise and satisfaction
- Improved levels of staff retention in Night Club Manager's roles.

It will expect to contribute:

- Staff time for monitoring meetings, and evaluation and testing of systems.
- Administration time for training staff.

Track Record of Partnership Institutions

The RNIB and Loughborough College have a rich history of working collaboratively over a number of years. The students who are supported by the RNIB study on a range of courses at Loughborough College, and this has ensured that expertise in accessibility has been gained in both institutions. The RNIB and College have worked on the development of the e-progress File Project in order to ensure accessibility for students. There is a proven track record of collaboration on projects using e-learning technologies, including two successful Q projects. There is an exchange of good practice using ILT between the institutions, including regular contact between IT and Learning Resources departments.

Luminar Leisure Industries are a wide-spread organization which has night clubs throughout Great Britain. They have a well-embedded Management Training programme which has been validated to a Foundation Degree, and is managed by Loughborough College. Currently there are over 400 learners on this programme which is expected to grow over the next four years. This programme has been the subject of a college project to enable the administration, timetabling and learner tracking on line, and the pilot e-portfolio development will be based on developing this system further into an e-portfolio tool.

Project Plan

	Objective	Year 1 (2006-2007)				Year 2 (2007-2008)			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
1	To explore the development of an e-portfolio for HE learners in the workplace, using best practice JISC models. Develop the Personalised Learning Environment by building on the existing web interface using Moodle, and linking to College MIS systems.								
2	To develop the e-portfolio model ensuring that the accessibility standards – ACCLIP, and other screen reading software is included. Work with the team from the RNIB vocational College to test and evaluate product.								
3	Liaise with Luminar to ensure that technical and security issues are resolved in terms of learner access from the workplace, accessibility, and transferability.								
4	Pilot this work with 10 learners from the workplace, in order to gain evaluation and feedback. (Objective and deliverable)								
5	Deliverable: Pilot of the technical transfer of the learner profiles generated to the e-portfolio and the IMS LIP specifications.								
6	To ensure that the needs of students with disabilities, particularly visual impairment, are fully addressed by testing with students supported by the RNIB.								
7	Deliverable: At least 6 Case Studies which explore and define the impact of the project on a wide range of learners and groups of learners in at least 2 workplaces.								
8	Deliverable: At least 4 'User cases' which explore and define generic scenarios with regard to the formative planning processes which underpin the development of the e-portfolio.								
9	To evaluate the project comprehensively and thoroughly by feedback from case studies, and to ensure effective dissemination locally and within the wider JISC community.								

Key Personnel

The project team at the lead partner institution have a proven track record of managing successful ILT projects as outlined above. The staff listed below are existing staff employed at Loughborough College, RNIB and Luminar Leisure Industries. We would employ a Web Designer with multimedia skills for the duration of the project under the guidance of the Web Master. We would seek to employ them from 1st October 2006 for two years.

Clare Holden, Learning Resources Manager, Loughborough College

Sue Concannon, Team Leader, e and distance learning courses, Loughborough College

Geoff Tonge, Programme Leader for Leadership and Management Foundation Degree, Loughborough College

Peter Dickson, Team Leader for teacher education, and ILT Champion, Loughborough College

Sam Persse, Webmaster, Loughborough College

Fiona Henry, Project Leader of e-progress file project, and tutor for Business Studies.

Margaret Uffendell, ICT and Resources Manager, RNIB College

Bernadette Ude, Management Development Co-coordinator, Luminar Leisure Industries Ltd

CVs for the Loughborough College Project Team can be found in the Appendices

QAA Foundation Degree in Leisure management- review 2005

" Provision of information and communication technology facilities has been carefully planned. All students have access to computers in their workplaces and the day-release students also have access in the College. The programme team has put considerable effort into creating a programme intranet so that students can access assignment briefs, lecture notes and other materials through the WebCT virtual learning environment. In the first year of the distance-learning programme, students had difficulty downloading pictorial material so all materials were simplified for 2004-05. Distance-learning students also receive paper copies of the materials which have been written and produced to a very high standard. Any student who does not have appropriate access to the internet receives a CD-ROM with all the relevant material which can then be loaded on to a personal computer. This multistrand provision is excellent, demonstrates care and support for the needs of distance-learning students and is valued by the students."

QAA Foundation Degree in Sports Science with Sports Management- Review 2005

" A range of learning materials is employed including some on-line, accessed either within the College or remotely. Students' use of learning materials is referred to in meetings with their progress tutor. This is particularly helpful for those few students from non-traditional backgrounds. While all materials reviewed suggested a fitness for purpose, the more effective materials were those that used the virtual learning environment to a greater extent than others. During IP, students are able to make contact with staff and access some on-line materials to assist with work-based assessments."

" The range and quality of the teaching and learning resources are of an exceptionally high standard. The students express satisfaction with the learning resource centre (LRC), which is well stocked with appropriate books, journals and computers, with access to electronic journals and databases through ATHENS. The LRC support staff are available to assist students. The LRC is closed at weekends. Students have access to the University library provision, but not the computers. Students can access learning resources electronically while at home and on IP. Sports-related laboratories contain a BodPod and practical facilities. Technician support is effective; the provision of two mobile classrooms containing 24 laptop computers and smart boards in all teaching rooms add to the high-quality resource provision."

" The reviewers also confirm that the JISC-funded project for the development of e-progress files and personal development planning is an example of innovative student support. "

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June 2006

To whom it may concern

Development of an e-portfolio to support HE learners in the workplace

This is to confirm that the bid being submitted by Clare Holden in relation to the JISC call has the full support not only of myself, but of the Executive and other Managers of the college.

An important part of our current Strategic Plan is the desire to further develop and improve existing good practice in the use of e-learning systems, and the development of online support for Foundation Degree students in the workplace. I welcome the opportunity provided by this proposed project to help us to achieve this aim.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J E Mutton', with a decorative flourish at the end.

J E Mutton

Principal and Chief Executive



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Loughborough College ILT Strategy

The Planning of Learning & Teaching

For every FT course there will be posted on the Team's curriculum website:

- Details of the syllabus
- A published assessment plan identifying dates of assessment, methods of assessment, copies of assignments and assessment/grading criteria

There will be an integrated electronic timetabling system, available across college

There will be a common electronic planning tool, available across college – the lesson plan and schemes of work database, linked to the curriculum website

The Delivery of Learning & Teaching

All students will access a personalised learning environment that will be interactive, and bring together their course information, email, and electronic information together in one virtual space.

A new personalised learning environment (PLE) using Moodle will be implemented – which will link course information, online resources, and interactive learning tools in one virtual space. The project is due to be piloted in September 2006, and then implemented for each curriculum team over the following year – with support for moving course information, and staff training. The full implementation will be completed by end June 2007.

All students will be using IT facilities to enhance and facilitate their learning. ICT will be used to tailor programmes to individual needs, to differentiate learning and to utilise a range of learning styles.

Students will be proficient in a range of presentation media (Powerpoint, publisher, word, excel). Each student will undergo an IT diagnosis to determine what IT training is required.

Tutors will present information in a variety of ways (Powerpoint, DVD, Internet)
Courses will make extensive use of interactive materials.

Electronic **communication**, primarily e-mail, SMS, blogs and course discussion boards will enable better and more frequent communication between class members and their tutors.

All work will be able to be submitted and returned electronically. (Word - protected receipting by Tasc)

Resources: the Curriculum website will contain all the information relating to the programme:

- Syllabus
- Teacher details – name, photo, biography, e-mail address, mobile number
- Lesson / tutorial timetables
- Lesson subject matter, learning objectives,
- Assignment timetable – dates due and dates returned
- Assignment details



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- Programme materials – notes / worksheets / presentations / video links / tests & quizzes etc
- Web links / web sites
- Discussion Board
- Book Lists and links to eResources

All course materials will be available online from a central, catalogued repository, which is easily searchable. All staff will have access to this repository.
Students will be able to access all their programme materials from their Curriculum website.

All programme materials (lecture notes, presentations, articles, references) will be available from the Curriculum website, which will be accessible remotely.

“Low level” materials (notes / worksheets) will be electronic and interactive (eg ask questions, with immediate feedback, include exercises such as drag and drop items into a s/s)
Staff Skills / Training / Support / Targets

Programmes will make full use of multi media resources:
Videos / DVD (from recorded TV programmes, bought-in, made by the staff / students) and video clips (edited from recorded programmes, bought-in, other collections, made in house) played using the classroom projector, selected from a central catalogue of resources.
Central learning resource. JISC JORUM project

Recording of processes / techniques will be widely used
Eg students are recorded performing tasks to be reviewed by themselves, peers, tutors.
Processes / techniques are recorded demonstrating the proper procedures to be used. This will be used as a model and can be watched on demand by the student.

Recording of processes / tasks can be recorded and kept for assessment purposes

The Management of Learning & Teaching

There will be a comprehensive student tracking system that records all student work and marks and feedback. This will be accessible by both tutors and students

There will be a database that holds schemes of work and lesson plans for every programme.

All students have an electronic progress file

Tutors and students will be able to contact each via e-mail and SMS

Learners are registered at every session electronically

All students submit feedback, electronically, on their course at the end of each term in a centrally administered system

The Assessment of Learning & Teaching

All work will be able to be submitted and returned electronically

Wherever possible e-assessment will be developed and implemented.

Recording of processes / tasks can be recorded and kept for assessment purposes



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All students will have on-line diagnostic testing for IT and be directed to an appropriate accredited, IT training programme (e-mail, use of internet, Word, Excel, Powerpoint, File Management)

FW: JISC bid - Message (Plain Text)

File Edit View Insert Format Tools Actions Help

Reply Reply to All Forward

This message was sent with High importance.
Extra line breaks in this message were removed.

From: Clare Holden Sent: Mon 19/06/2006 16:24
To: Clare Holden
Cc:
Subject: FW: JISC bid

-----Original Message-----
From: Rebecca.Clake@Luminar.co.uk [mailto:Rebecca.Clake@Luminar.co.uk]
Sent: 16 June 2006 16:28
To: Jackie Rawling
Cc: Bernadette@luminar.co.uk; bill.wiseman@luminar.co.uk
Subject: Re: JISC bid

Jackie

Thank you for bringing this opportunity to our attention, it sounds like a fantastic way of furthering the training and support for our managers and we would most definitely be interested in this. We look forward to discussing this with you some time in the near future.

Regards

Rebecca

Rebecca Clake Account Manager for Crew	
Members Luminar Leisure	
Extension: 4396 Outside: 01908 544396	

Start JISC Circular 03/... Bids Project Outline JI... 3 Microsoft Of... Adobe Acrobat St... 12:57

