

**JISC Grant 4/08: Full Text****JISC Learning and Teaching Innovation Grants: Call for Initial Proposals****Version 5 - February 2010**

**Sent To:** Heads of Higher Education Institutions funded by the Higher Education Funding Councils for England, Scotland, Wales and Northern Ireland  
Heads of Further Education Institutions in England which teach higher education to more than 400 FTEs  
Heads of Further Education Institutions in Scotland, Wales and Northern Ireland

**Of Interest To:** Pro Vice Chancellors for (e)Learning and (e)Research  
Directors of Information Services and Systems  
Learning Resource Managers, Librarians and Archivists  
Principal Investigators in Research Teams  
Learning Technologists  
Heads of e-Learning and ILT Managers

**Introduction**

1. The Joint Information Systems Committee<sup>1</sup> (JISC) invites institutions to submit funding proposals for innovative projects in the e-learning domain.

Programme/ Initiative	Theme / Context	Description	Funds
Learning and Teaching Innovation Grants	e-Learning	Projects and activities that fit with the vision, outcomes and principles of the JISC e-Learning programme and support innovative approaches to learning and teaching, identify areas of activity suitable for further investment and enhance the overall educational experience of students throughout the sector by identifying and solving common problems that are not covered by existing or planned JISC programmes.  Projects can run for up to 12 months, and work in any aspect of the e-learning domain.	Grants of up to £50,000, with at least £1,000,000 available over the life of the programme (which commenced in May 2008).

2. The next deadline for receipt of proposals in response to this call is **12:00 noon on 19 April 2010**. Further deadlines will be provided online.
3. Funding is available for projects over a twelve month period starting from 1 July 2010 (see paragraph 30). All projects must be complete by 30 June 2011.

**Eligibility**

4. Proposals may be submitted by HE institutions funded via HEFCE, SFC, HEFCW and DEL Northern Ireland, and by FE institutions funded via SFC, DCELLS Wales and DEL Northern Ireland. FE institutions in England that teach HE to more than 400 FTEs are also eligible to bid provided proposals demonstrate how the work supports the HE in FE agenda.
5. Proposals may be from single institutions or consortia. Partnership arrangements may be developed outside the sector (for example with research council sites, publishers, commercial suppliers), but the lead partner must meet the criteria outlined above. Funds can only be allocated through the lead partner.
6. Only one proposal per lead institution will be considered at each assessment point.

<sup>1</sup> Further information on JISC is available at: <http://www.jisc.ac.uk>

7. Prospective bidders should also note the following requirements:
- a. **The proposal must not duplicate existing JISC funded<sup>2</sup> or planned<sup>3</sup> work.** Are there other projects or programmes covering this area of work? Is the project offering something distinct from what already exists?
  - b. **The proposal must not be part of the core institutional remit.** Is this something your institution should be doing anyway, via core funding from the funding council (e.g. student feedback and quality assurance is generally considered part of the institutions core remit)?
  - c. **The proposal must not include the development or purchase of learning material/learning content.** Projects that propose to create, commission, or repurpose learning material such as lecture notes, learning objects, podcasts, videos, training materials or virtual world artefacts will not be eligible. However, it would be acceptable to include this as part of an institution's contribution.
  - d. **The proposal should not include the further development of an existing tool** unless there is significant demand from a suitable identified community. Note: an example of a suitable community would include staff from a consortia of institutions (whereas staff from a single institution would not).
  - e. **The proposal should not include software, licences and equipment purchase** Given the small size of these grants the purchase of software, licences and equipment for your project cannot be included. However, it is permissible for this to be included as part of institutional contributions.
  - f. **The proposal must have the support of the lead institution and any partners.** At this stage you must give your assurance that senior staff in each partner have been consulted and agreed to the proposal. We reserve the right to check this independently. A financial contribution commensurate to the potential impact of the project on the institution is expected.
  - g. **The proposal must not be a direct resubmission of a previous bid to a JISC funded programme.** At this stage you should note any previous bids that your proposal is based on. We will also check our records. Resubmitted bids will be expected to differ substantially from their initial forms, taking into account JISC feedback where available. In very rare cases the resubmission of very high quality bids judged "out of scope" in a previous call may be acceptable. Bids that did not meet the deadlines of previous calls may be submitted if they meet the criteria.

## Background

8. JISC supports higher and further education by providing strategic guidance, advice and opportunities to use Information and Communications Technology (ICT) to support research, teaching, learning and administration. JISC is funded by all the UK post-16 and higher education funding councils.
9. JISC have released a number of calls for proposals around the e-learning domain, though these have been targeted to particular areas of need identified by consultation or strategic need. With this call we are looking for projects that fall outside of our recent calls – ideas that could have a major impact on your institution and the wider sector.
10. JISC have run four previous rounds of the Learning and Teaching Innovation Grant funding opportunity in May 2008, August 2008, January 2009 and May 2009. For further information see the summary below and the programme website<sup>4</sup>.

Round	Proposals Received	No of Interviews	No of projects funded	Funding Allocated
1. May 08	82	9	2	£150,000
2. Aug 08	85	6	2	£110,413
3. Jan 09	68	6	5	£308,113
4. May 09	67	9	5	£260,519
<b>Total</b>	<b>302</b>	<b>30</b>	<b>14</b>	<b>£829,045</b>

<sup>2</sup> <http://www.jisc.ac.uk/whatwedo.aspx>

<sup>3</sup> <http://www.jisc.ac.uk/fundingopportunities/futurecalls.aspx>

<sup>4</sup> <http://www.jisc.ac.uk/whatwedo/programmes/elearningltig.aspx>

## Programme Scope

11. Through this programme, JISC intends to fund projects and activities that fit with the vision, outcomes and principles of the e-learning programme (Annex E) and support innovative approaches to learning and teaching (as defined in paragraph 12 below). Proposals are sought for projects which identify areas of activity suitable for further investment and that will enhance the overall educational experience of students throughout the sector by identifying and solving common problems that are not covered by existing or planned JISC programmes.
12. For the purposes of this call, innovative proposals are considered to be ones which fulfil the following:
  - are unique or pioneering – something that has not been done previously
  - could be considered to be a "high-risk" intervention
  - use innovative technologies or practice to directly benefit learning or the learning process for learners
13. In addition, proposals will be expected to demonstrate:
  - that they have a potential to be a benefit to the whole JISC community
  - how the project will address the needs of users, including:
    - brief use case scenario(s) the project is designed to meet (e.g. which specific named community is being addressed by the project, what the requirement for this is and how the bid will meet these requirements)
  - the potential to be scalable and replicable
  - some potential for sustainability
14. Bidders are expected to reference existing work, JISC funded and elsewhere<sup>5</sup> that overlaps with the proposed project, clearly expressing why the project is innovative in this context.
15. A two-stage process will be used to identify suitable projects to support. An initial outline proposal, submitted by email, will allow us to filter for eligibility and select interesting ideas to be further explored at interview. Projects selected for the interview stage will be expected to provide additional information to support their interview (see paragraph 25).
16. The programme is being run in this way in order to reduce the initial investment in time and resource needed to develop a traditional JISC proposal, and to encourage the submission of speculative and innovative ideas from the community.
17. Funded projects should contribute to one of the key outputs and outcomes across the e-learning programme. These include:
  - a. Improved understanding at practitioner and senior management level of the potential of ICT to support learning and teaching at departmental, institutional, regional or national levels, and the strategic implications of this;
  - b. The stimulation of positive and informed change in the sector through the enhanced capacity, knowledge and skills around the use of ICT to support learning and teaching, especially lifelong, workplace and flexible learning;
  - c. Support for personalisation, and pedagogic and institutional diversity, at departmental, institutional, regional or national levels;
  - d. The continuing development of a flexible technical infrastructure which supports a service oriented approach, is based on community involvement and collaboration, and aims to maximize cost effectiveness and flexibility;
  - e. Support for the delivery of national policy on lifelong, workplace and flexible learning and the provision of strategic leadership to the sector; and
  - f. Enhanced knowledge of, and experience in, the current use and potential of e-learning as a basis for future funding decisions for the JISC and its sub-committees.
18. This circular invites proposals **in any area** related to the JISC e-learning programme.

## Evaluation Criteria

<sup>5</sup> Suggested possible sources include the [JISC website](#), [JISC Regional Support Centres](#), [HE Academy](#) and [Subject Centres](#)

19. Bids will be assessed according to the criteria in the table below. We will expect more detail in the second stage of the assessment process (see paragraph 25):

Evaluation Criteria	Questions Evaluators will be Considering
Is the project addressing a recognised need?	<ul style="list-style-type: none"> <li>- is clear and concise evidence provided for the need and the potential effectiveness of the intervention? For example, student feedback, external policy and strategy drivers etc.</li> <li>- does the proposed activity address this need, and how was the proposed activity arrived at?</li> <li>- does the proposal indicate how the project will address the needs of users (see paragraph 13)?</li> <li>- Note that this proposal must not duplicate existing<sup>6</sup> or planned<sup>7</sup> JISC funded work or be part of the core institutional remit – see paragraph 7.a and 7.b</li> </ul>
Is it a good, innovative idea?	<ul style="list-style-type: none"> <li>- see paragraph 12 of this call – does it fit the criteria outlined there? e.g, will this project be:               <ul style="list-style-type: none"> <li>• unique or pioneering – something that has not been done previously?</li> <li>• a high risk intervention or is it something that would be done anyway?</li> <li>• using innovative technologies or practice to directly benefit learning or the learning process?</li> </ul> </li> <li>- will the idea work?</li> <li>- Note that the proposal should not include the further development of an existing tool unless there is evidence of significant demand from a suitable identified community (see paragraph 7.d).</li> </ul>
Does the project fit the scope of this programme?	<ul style="list-style-type: none"> <li>- how well does the proposed intervention fit with:               <ul style="list-style-type: none"> <li>• the scope of the programme (paragraphs 11 to 18)</li> </ul> </li> <li>- Note that the proposal must not:               <ul style="list-style-type: none"> <li>• include the development or purchase of learning material/learning content using JISC funds (see paragraph 7.c)</li> <li>• include software, licence and equipment purchase using JISC funds (see paragraph 7.e)</li> <li>• be a direct re-submission of a previous bid to a JISC funded programme (see paragraph 7.g)</li> </ul> </li> </ul>
Does the project demonstrate the potential of their project to improve or inform knowledge/practice in the wider HE/FE community?	<ul style="list-style-type: none"> <li>- how well does the proposal demonstrate:               <ul style="list-style-type: none"> <li>• the potential to be a benefit to the whole JISC community</li> <li>• the potential to be scalable and replicable</li> <li>• some potential for sustainability</li> </ul> </li> </ul>
Is this a realistic proposal given the timescale and resources available?	<ul style="list-style-type: none"> <li>- are suitable project management structures in place, and can we have confidence in the project team to achieve these?</li> <li>- is the proposed intervention achievable in the given time scale?</li> <li>- does the proposal suggest that it has the full support from the institution(s) involved?</li> <li>- does the proposal demonstrate an institutional contribution in accordance with the scale of the potential impact of the project on the institution? (see paragraph 7.f)</li> <li>- does the proposal demonstrate value for money?</li> </ul>

### The assessment process

<sup>6</sup> <http://www.jisc.ac.uk/whatwedo.aspx>

<sup>7</sup> <http://www.jisc.ac.uk/fundingopportunities/futurecalls.aspx>

*Initial proposals*

20. Stage one proposals must be submitted via email as described in paragraphs 27 and 28.

*Interview stage*

21. If called to interview, bidders will be invited to present their proposal in more detail to a small assessment panel. The panel will consist of members of JISC Learning and Teaching committee (JLT), external experts and JISC programme managers. These may not be the same people who assessed your bid in the initial selection process.

22. Interviews will be held on dates indicated in the table at paragraph 30.

23. Interviews will be conducted via Elluminate<sup>8</sup> (a web conference system). Interviewees will not need to hold an Elluminate licence and full details on how to participate will be provided to all shortlisted projects including a practice run if required.

24. The interview will be conducted as follows

- 10-15 minute presentation from bidders (audiovisual aids may be used);
- 10-15 minute questions to presenters;
- 10 minute panel discussion in private.

Up to 8 projects may be interviewed on any one day so the timetable will be strictly adhered to.

25. Projects called to interview will be expected to submit a full budget not less than five working days before the interview. Copies of slides or presentation materials should also be submitted at the same time, together with letters of support and a completed copy of the FOI Withheld Information Form (Annex A).

**Submitting a Bid**

26. For this call, we are NOT asking for standard submissions. Please read this section carefully.

27. Submission of bids must be via email. We will be strictly enforcing word limits and content restrictions. **Please read the guidance<sup>9</sup> and bid template<sup>10</sup> in full** - bids outside of the required parameters will **NOT** be assessed.

28. Your initial proposal must be submitted to the following email address: [ELEARNING-BIDS@JISC.AC.UK](mailto:ELEARNING-BIDS@JISC.AC.UK) using the template provided. You should not use any other JISC bid templates. Letters of support are not required at this stage.

29. Proposals will be initially scanned for eligibility and theme. Those that we consider to be most viable will be called to interview.

30. The programme timetable, including submission dates, interview dates and start points is as follows:

Submit initial idea by	Notification of outcome of initial proposal stage	Interviews at	Project start date
19 April 2010	17 May 2010	Beginning of June 2010	1 July 2010

31. The deadline for receipt of submissions is **12:00 noon on the deadline listed above**. You will see email confirmation of your submission.

32. **ONLY** proposals using the template will be accepted. No additional material should be sent at the first stage. The word limits in the template must be adhered to strictly.

<sup>8</sup> <http://www.illuminate.com/>

<sup>9</sup> [http://www.jisc.ac.uk/fundingopportunities/funding\\_calls/2010/02/ltig5.aspx#downloads](http://www.jisc.ac.uk/fundingopportunities/funding_calls/2010/02/ltig5.aspx#downloads)

<sup>10</sup> [http://www.jisc.ac.uk/fundingopportunities/funding\\_calls/2010/02/ltig5.aspx#downloads](http://www.jisc.ac.uk/fundingopportunities/funding_calls/2010/02/ltig5.aspx#downloads)

33. Proposals **MUST** contain responses to all of the questions on the template including the question regarding Freedom of Information. See Annex B, (paragraph B47. - B49. ) for further details.
34. Bidders are encouraged to consult with their institutional FOI officer for further information if required. Failure to fill in or submit this information will be construed as consent for disclosure and/or publication on JISC's website should your bid be successful.
35. JISC development projects are funded in higher education institutions on the basis of full economic costs. Bids from these institutions should therefore be constructed on a full economic costs (fEC) basis using the Transparent Approach to Costing (TRAC) methodology. Although initial proposals will not be required to contain full budgetary details, we recommend bidders prepare these to inform their submissions. All proposals should indicate the contribution towards the total cost of the project sought from JISC and the contribution that the lead institution and any project partners intend to contribute. FE colleges should use their normal costing procedures. (See Annex C for further information on TRAC.)

### Evaluation Process

36. Initial proposals will be evaluated against the criteria by JISC staff, representatives from JISC services and external experts, including JISC Learning & Teaching Committee members.
37. JISC will endeavour to notify bidders by the dates indicated above. Successful projects should commence from the relevant date as stated. All projects must finish within one year of the start of funding.
38. JISC will expect to work with the selected projects to agree the project plan and to ensure that the project budget is appropriate and suitably profiled. It may be necessary to negotiate some aspects of the project objectives and content with the project teams in the interest of maximising the expected benefits of the programme as a whole.
39. Proposals that fail badly on any one criterion may be rejected, and proposals showing exceptional strength in one or more areas with serious weaknesses in others may be funded. In making awards under this call, JISC will take into account the need for an appropriate, varied and affordable portfolio of projects and partners. For instance, previously successful applicants may apply for funding in this round, but this will be taken into consideration during the marking process to help ensure that there is a balanced portfolio across the LTIG programme as a whole. It is not, therefore, necessarily the case that the projects with the highest raw scores will be those funded in all instances.

### Further Information

40. General enquiries about the circular should be sent to Heather Williamson (email [h.williamson@jisc.ac.uk](mailto:h.williamson@jisc.ac.uk), tel. 07810 814468) and about the submission process to Jennifer Stockford (email [j.stockford@jisc.ac.uk](mailto:j.stockford@jisc.ac.uk), tel. 0117 931 7072).
41. A Learning and Teaching Grants guidance document is available on the JISC website<sup>11</sup>.
42. Bidders should be aware of the range of JISC services that may be relevant to provide advice, guidance or support dependant upon the proposal being submitted. Further information on JISC Services such as the Regional Support Centres, JISC Legal and JISC TechDis can be found at: <http://www.jisc.ac.uk/whatwedo/services>

### Appendices

- Annex A: FOI Withheld Information Form**  
**Annex B: JISC's Generic Terms and Conditions of Grant**  
**Annex C: Example Budget (for interview stage only)**  
**Annex D: Initial Proposal Template (available separately)**  
**Annex E: E-learning programme information**

<sup>11</sup> [http://www.jisc.ac.uk/fundingopportunities/funding\\_calls/2010/02/ltig5.aspx#downloads](http://www.jisc.ac.uk/fundingopportunities/funding_calls/2010/02/ltig5.aspx#downloads)

All appendices and the main body of JISC Circular 4/08 can be found at:

[http://www.jisc.ac.uk/fundingopportunities/funding\\_calls/2010/02/ltig5.aspx#downloads](http://www.jisc.ac.uk/fundingopportunities/funding_calls/2010/02/ltig5.aspx#downloads)

## Annex A

JISC is subject to the Freedom of Information Act 2000 (FOIA). Therefore potential bidders should be aware that information submitted by them to JISC during this tender process, and throughout the life of any project subsequently funded, may be disclosed upon receipt of a valid request.

JISC will not disclose any information received during this bidding process whilst the evaluation of the bids received is still underway. The evaluation process is still deemed to be active until such time as all grant letters to successful projects have been sent out.

It is JISC policy to make the content of any bid funded by JISC through this call publicly available via the JISC web site shortly after funding has been awarded. Unsuccessful bids will be destroyed one month after the lead institution has been notified that their bid was not successful. However, it should be noted that the contents of unsuccessful bids may be disclosed should JISC receive a relevant FOI request prior to destruction taking place.

### FOI Withheld Information Form (for interview stage)

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

Example:

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
2.4	s.43 Commercial Interests	<i>Contains detailed description of our proposed system design which would damage our commercial interests if disclosed, by making this information available to competitors.</i>

**Annex B****Terms and Conditions of Grant****Preamble**

B1. JISC funds a wide variety of development projects on behalf of its funding bodies. These projects include consultancies and supporting studies where the main deliverable is a report, and projects where the deliverables include products or services as well as reports. These generic terms and conditions apply to all development projects and define the responsibilities of the lead institution and its project partners.

**Adherence to Project Management Guidelines**

B2. The institution and its partners must adhere to the Project Management Guidelines available electronically at <http://www.jisc.ac.uk/fundingopportunities/projectmanagement.aspx>. The Guidelines provide initial advice on project planning, project management, the relationships between JISC programmes and projects, evaluation, and dissemination. The Guidelines will be updated from time to time, and the lead institution will be notified of any major changes. It is the responsibility of the lead institution to inform its project partners accordingly.

**Submission of Agreed Deliverables**

B3. The institution and its partners must supply all deliverables specified in the agreed project proposal. The schedule for submitting deliverables must be included in the Project Plan and agreed with the JISC Executive. Any changes to this schedule must be agreed in writing with the JISC Executive.

B4. Project deliverables are subject to approval by the JISC Executive, and the framework for approval is outlined in the Project Management Guidelines.

B5. Project deliverables will be deposited in the appropriate JISC data centre or managed repository, where appropriate.

**Core Project Document Set**

B6. The lead institution must also supply a core set of documents to indicate how the project work will be planned and implemented, to report on progress, and to inform future auditing and evaluation. It is the responsibility of the lead institution to agree these documents with its project partners prior to submission.

B7. The core project documents are listed below and further information about each document is provided in the Project Management Guidelines. These are the documents required for a typical project funded for 2–3 years. Where the documents required or their timings are different, these will be listed in the circular/ITT and letter of grant or agreed separately with the JISC Executive.

B8. Core project documents are subject to approval by the JISC Executive, and the framework for approval is outlined in the Project Management Guidelines.

B9. Core project documents will be deposited in the JISC records management system so they are accessible to the JISC Executive.

<b>Core Project Document</b>	<b>Timing</b>
Project Plan (including an Evaluation Plan, QA Plan, Dissemination Plan, and Exit/Sustainability Plan)	within 1 month of start date
Project Web Page on JISC Web Site (including copy of accepted Project Plan)	within 1 month of start date
Project web site at lead institution	within 3 months of start date
Consortium Agreement (for projects involving more than one institution)	within 3 months of start date
Progress Reports, including financial statement	default 2 per year; schedule to be agreed with Programme Manager for projects of less than 12 months.
Technical and supporting documentation (for projects creating technical deliverables)	timing to be agreed with Programme Manager

Final Report	draft version 1 month before end date; final version at project end date
Completion Report, including financial statement	end date

### Intellectual Property Rights

B10. As a general rule, JISC does not seek to acquire or retain IPR in any outputs created as part of the project and/or service. IPR ownership shall therefore vest with you [and your partners, as laid out in your Consortium Agreement]. However, if this is not the case for the particular piece of work you are undertaking, the correct IPR position will be documented in the grant/contract letter.

B11. The funding is made available on condition that outputs from the project are made available, free at the point of use (or 'at cost' where appropriate) and under Open Access or Open Source principles where possible, to the UK HE, FE and Research communities in perpetuity in accordance with JISC's Open Access Policy<sup>12</sup> and/or JISC's Open Source Software Policy<sup>13</sup> wherever possible.

B12. A condition of funding is that you grant JISC, on behalf of HEFCE, an irrevocable, non-exclusive royalty-free licence in perpetuity to exploit the outputs in any way it sees fit, including enabling the JISC to use, archive, preserve and disseminate the outputs. This may include, where appropriate, the delivery of project outputs to the community under a suitable open access and/or Open Source licence. In all cases, JISC will also retain the right to modify or adapt the project outputs. The purpose of this is to give JISC the ability to ensure outputs are available to the UK education and research community for non-commercial use should you fail to fulfil this condition of funding. You further agree to ensure that any licence you enter into in order to acquire third party materials for the purposes of this project may legally be transferred to a third party, nominated by HEFCE, to enable such continued availability of outputs to the UK education and research community.

B13. JISC may terminate this Agreement immediately without further obligation in the event of:

- (i) any breach of this Agreement which cannot be remedied or is not remedied within thirty (30) calendar days of you being requested to do so; or
- (ii) any resolution being passed or petition being presented to wind up your business (otherwise than for reconstruction or amalgamation) or a receiver being appointed of the whole or part of your assets; or a failure to complete a satisfactory Consortium Agreement, where required, in the time required by your JISC project manager; or where, in the reasonable opinion of the JISC, any of the terms or conditions of funding have not been fulfilled.

If termination occurs under any of these circumstances, all rights in any works created by you as a result of the funding shall revert to the JISC on behalf of HEFCE.

B14. You [and your partners] must ensure that outputs do not infringe the copyright or any other Intellectual Property Right existing at the time the project is completed (including, but not limited to, database rights, moral rights, performers rights, unregistered or registered trade marks, patents, or registered designs) of any third party. Where necessary, copyright and other Intellectual Property Rights should be cleared before digitisation or incorporation into outputs begins. You must obtain written permission for any third party rights that you incorporate, using a standard clearance letter whose wording has been agreed with your JISC Programme Manager. You must also document all attempts to identify the owner of works where the rightsholders cannot be located (so-called "orphan works".) It is a condition of funding that you must discuss any orphan works you encounter with your JISC Programme Manager and must follow your programme manager's advice regarding how to deal with such orphan works.

B15. It is a further condition of grant that you respect the Moral Rights of those individuals who contribute to the project outputs and in particular requires that you (1) acknowledge them by listing the names of those individuals who made a significant contribution to the project outputs in such project outputs, (2) that the text or content of any outputs should be checked by those individuals before release.

B16. JISC, however, reserves the right to acquire all Intellectual Property Rights, including, without limitation, copyright, database right, performers rights, patents and trade marks, whether registered or unregistered, in any works created by you as a result of the funding, as appropriate, either indefinitely or for a certain fixed period of time on behalf of HEFCE. JISC also reserves the right to request that all

<sup>12</sup> <http://www.jisc.ac.uk/whatwedo/topics/opentechnologies/openaccess>

<sup>13</sup> <http://www.jisc.ac.uk/fundingopportunities/opensourcepolicy.aspx>

Moral Rights are waived. This ability to acquire the Intellectual Property Rights will only be used under exceptional circumstances and in any such case, the JISC will explain in writing to you the reasons for the transfer.

### **Charging**

B17. Funding is made available on the condition that the institution and its partners shall make available deliverables developed by the project free of charge to the teaching, learning and research communities during the period of funding, except for a handling and/or usage charge, which must be agreed in writing with the JISC Executive.

### **Programme Meetings and Events**

B18. Programme meetings and other events are organised by JISC to brief project staff and share knowledge. Attendance at relevant programme and special interest group meetings is expected. Projects should allocate staff time to participate in programme activities, and the Project Management Guidelines provide guidance on days per year to allow. The project will be provided with a schedule of meeting dates.

B19. Projects should also allocate time to liaise with the Programme Manager on a regular basis, and institutions should provide access to the Programme Manager at any reasonable time.

### **Dissemination**

B20. The institution and its partners must commit to disseminating and sharing learning from the project throughout the community. The institution and its partners must develop a Dissemination Plan as part of the overall Project Plan and report on dissemination activities in Progress Reports and the Completion Report. Further information about dissemination is available in the Project Management Guidelines.

### **Project Web Site**

B21. The institution and its partners must create a web page or web site to explain the project aims and objectives and to disseminate information about project activities and results. The Project Management Guidelines give guidance on the scope, content and design of web sites.

B22. Where appropriate, project deliverables and core project documents may be posted on the project web site. As the project web site is primarily a dissemination vehicle, deliverables and documents posted are considered to be copies, and the masters will be deposited in the appropriate JISC repository.

B23. The lead institution or one of its partners must agree to host the web site on their server for a minimum of 3 years after the end of the project and to assist JISC in archiving it subsequently.

### **Publicity**

B24. In any publicity material or public presentation about the project it is essential to include an indication that the project was made possible by funding from JISC. Projects and services must adhere to JISC PR Guidelines and to any additional advice established by the JISC Communications and Marketing team in due course. The current JISC Communication and Marketing Toolkit can be found at [http://www.jisc.ac.uk/aboutus/marketing\\_toolkit.aspx](http://www.jisc.ac.uk/aboutus/marketing_toolkit.aspx).

### **Open Access**

B25. JISC supports unrestricted access to the published output of publicly-funded research and wishes to encourage open access to research outputs to ensure that the fruits of UK research are made more widely available. JISC firmly believes in the value of repositories as a means of improving access to the results of publicly-funded research and is investing significantly in this area. A national support project is available to help institutions develop repositories and share practice ([http://www.jisc.ac.uk/whatwedo/programmes/programme\\_rep\\_pres/rep\\_support.aspx](http://www.jisc.ac.uk/whatwedo/programmes/programme_rep_pres/rep_support.aspx)).

B26. JISC requires that all project or service outputs and the full text of all published research papers and conference proceedings arising from the funded work to be deposited into an institutional or subject open access repository. Deposit should include appropriate bibliographical metadata relating to said articles, and the deposit should be completed within six months of the first publication date of the paper. JISC mandates the deposit of the native version (Word, PPT, etc.), with PDF as well if wanted, but certainly with a format from which usable xml can in principle be derived (not PDF).

B27. Which version of the article should be deposited depends upon publishers' agreements with their authors but JISC mandates that articles should be made available through publishers that adopt the RoMEO "green" approach as a minimum (for further information see <http://www.sherpa.ac.uk/romeoinfo.html#colours>). Authors should go to another journal if the journal chosen does not adopt the RoMEO "green" conditions.

B28. Jorum [<http://www.jorum.ac.uk/>] is a free national repository that provides a long-term solution for hosting learning and teaching materials. From summer 2009, JorumOpen will be available for staff in UK FE/HE to deposit learning and teaching materials released under Creative Commons or similar licences. JorumOpen will be free to use and open to the world. It is mandatory that all learning materials produced by projects and services should be deposited or linked to Jorum together with the appropriate metadata, and JISC strongly encourages its use by all JISC-funded projects.

B29. It is highly desirable that any software components of the outputs are released under appropriate open source licences to ensure that they can also be freely shared with organisations and communities with which the JISC has close working arrangements, see JISC's Open Source Software Policy (<http://www.jisc.ac.uk/fundingopportunities/opensourcepolicy.aspx>)

### **Evaluation**

B30. JISC undertakes evaluation of its development projects and programmes to ensure that knowledge and results are shared with the wider community and to improve the development programme itself. Projects are required to participate in programme evaluation activities organised by JISC.

B31. The institution and its partners are also required to undertake evaluation of their work. The institution and its partners must develop an Evaluation Plan as part of the overall Project Plan and report on evaluation results in Progress Reports and the Final Report. Further information about evaluation is available in the Project Management Guidelines.

### **Exit/Sustainability Plan**

B32. Funding is for a limited term as set out in the letter of grant. The institution and its partners must develop an Exit/Sustainability Plan as part of the overall Project Plan, to document the planning needed to get the best value from the work that has been funded. This will include an assessment of what should happen to deliverables and options for sustainability after funding ceases. Where the institution and its partners wish to exploit deliverables on a commercial basis after funding ceases, they should submit a business plan with economic models that demonstrate how the product or service will be self-sustaining. Further information about exit/sustainability is available in the Project Management Guidelines.

### **Adherence to Standards**

B33. The institution and its partners must use the technical standards stipulated by JISC and where unstipulated open standards wherever possible, Any deviation should be justified in the proposal and any alternative be designed with re-use by others in mind. Easy of interoperability between systems is key to the provision of next generation technologies for education and research, and projects are expected to work with JISC to address this issue. It is the responsibility of the lead institution to inform its project partners accordingly. Relevant standards can be found in the JISC Standards Catalogue <http://standards.jisc.ac.uk/>.

### **Quality Assurance**

B34. The institution and its partners must put in place appropriate formal quality assurance procedures to ensure that deliverables are fit for purpose and comply with specifications, JISC guidelines on standards and best practice, and accessibility legislation. Projects must develop a QA Plan as part of the overall Project Plan describing the QA procedures they will put in place and supply evidence of compliance when deliverables are submitted. Further information about QA is available in the Project Management Guidelines.

### **Payment Schedule**

B35. The schedule of payments will be indicated in the letter of grant. If more than one institution is involved in a project or service, payments will be made to the lead institution. It is the responsibility of the lead institution to disburse the funds to its project partners.

B36. Payment is conditional upon satisfactory progress with milestones and deliverables. The institution and its partners must supply deliverables and core project documents on schedule or subsequent payments may be withheld.

B37. At the end of the project, any unspent funds should be returned to JISC unless a formal agreement is reached with the JISC Executive about how these funds may be spent to further support the work of the project.

B38. For financial audit, the procedures of the lead or fund-holding institution will apply. In general, JISC does not intend to send financial auditors to projects. However, there remains the possibility that JISC's auditors may wish to audit projects. Project fund holders are required to make themselves available for a visit by members of the JISC Executive or nominees on reasonable notice.

### **Staff Development**

B39. Funding is for a limited term as set out in the letter of grant. Near the end of the project funding, institutions should inform project staff about career development opportunities. These might include information about job vacancies within the institution or opportunities for training and career guidance.

### **Compliance with UK and EU Legislation**

B40. The institution and its partners must comply with any UK or EU legislation or any international treaty obligations currently in force or introduced during the timescale of the project, that has implications for the conduct of projects or the deliverables/documents they supply. JISC will endeavour to inform the lead institution of relevant legislation and supply guidance for compliance. It is the responsibility of the lead institution to inform its project partners accordingly. Further advice and guidance is available from the JISC Legal Information Service (<http://www.jisc.ac.uk/legal>), email: [jlis@strath.ac.uk](mailto:jlis@strath.ac.uk), tel: 0141 548 4939.

### Accessibility

B41. In line with Government legislation and social inclusion initiatives, JISC is committed to providing resources that are accessible to a diverse range of users. In order to achieve this JISC advises that all resources including the project web site meet good practice standards and guidelines pertaining to the media in which they are produced, for example HTML resources should be produced to W3C html 4.01 strict (<http://www.w3.org/TR/1999/REC-html401-19991224/>) and use W3C WAI guidelines to double A conformance (<http://www.w3.org/WAI/WCAG1AA-Conformance>). Further advice and guidance is available from the JISC TechDis Service (<http://www.techdis.ac.uk>), email: [helpdesk@techdis.ac.uk](mailto:helpdesk@techdis.ac.uk), tel: 01904 754 530.

### Data Protection

B42. The institution and its partners must accept responsibility as the Data Controller or Joint Data Controllers as defined by the Data Protection Act 1998 ('the Act') for the personal data collected and processed as a result of this project. Neither HEFCE nor the funding bodies accept responsibility for any breaches of the Act which occur due to the actions of project staff or agents directed by them.

B43. HEFCE is the recognised data controller for JISC. In line with the requirements of the Data Protection Act 1998, the institution and its partners hereby grant HEFCE permission to hold the names, job titles and work contact details of project staff to enable administration of the programme of which the project is part, and to keep project staff up to date with information pertinent to it.

B44. The institution and its partners also grant HEFCE permission to hold these contact details as part of the main JISC Contacts Database. They will be used to contact staff or send them information from other JISC sources relating to forthcoming events or initiatives that may be of interest.

B45. This information would be made available to the JISC Executive, staff within the Regional Support Centres and staff within other JISC-funded services and initiatives only for the purposes described above. This data will be held until such time as the institution instructs HEFCE otherwise or for the lifetime of HEFCE.

B46. Any institution which prefers that project details were not held as part of the JISC Contacts Database, or would like any further information about how this data will be processed, should contact the JISC Executive.

*Freedom of Information*

B47. The institution and its partners should be aware that educational institutions are listed as public authorities under Schedule 1 of the Freedom of Information Act 2000 ('the Act'). The information created by project staff during the course of the project and as described in their original bid is therefore covered by the provisions of the Act.

B48. Neither HEFCE nor the funding bodies accept any responsibility for the project's compliance with the Act for information held by the project staff. This is deemed to be the responsibility of their host institution(s).

B49. HEFCE will comply with the terms of the Act for information relating to the project or programme of which it is part that is held by the JISC Executive. Project staff should therefore be aware that any contracts, information or communications in written form (including email), which are sent to the JISC Executive (including the Programme Manager), may be made available to the public on receipt of a valid request and unless covered by one of the classes of exempt information listed in Part 2 of the Act.

**JISC Executive**  
**Augues 2009**

**Annex C**  
**Template Budget (for interview stage only)<sup>14</sup>**

<b>Directly Incurred Staff</b>	<b>August 09–July 10</b>	<b>August 10–July 11</b>	<b>TOTAL £</b>
Post, Grade, No. Hours & % FTE	£	£	£
Etc.	£	£	£
Etc.	£	£	£
<b>Total Directly Incurred Staff (A)</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Non-Staff</b>			
<b>Non-Staff</b>	<b>August 09–July 10</b>	<b>August 10–July 11</b>	<b>TOTAL £</b>
Travel and expenses	£	£	£
Hardware/software	£	£	£
Dissemination	£	£	£
Evaluation	£	£	£
Other	£	£	£
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Directly Incurred Total (C) (A+B=C)</b>			
<b>Directly Incurred Total (C)</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Directly Allocated</b>			
<b>Directly Allocated</b>	<b>August 09–July 10</b>	<b>August 10–July 11</b>	<b>TOTAL £</b>
Staff	£	£	£
Estates	£	£	£
Other	£	£	£
<b>Directly Allocated Total (D)</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Indirect Costs (E)</b>			
<b>Indirect Costs (E)</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Total Project Cost (C+D+E)</b>			
<b>Total Project Cost (C+D+E)</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Amount Requested from JISC</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Institutional Contributions</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Percentage Contributions over the life of the project</b>			
	<b>JISC X %</b>	<b>Partners X %</b>	<b>Total 100%</b>
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>			
	<b>No FTEs</b>	<b>Which Staff</b>	

**Explanation of Terms**

<sup>14</sup> See overleaf for further guidance and an explanation of the terms directly incurred, directly allocated and indirect costs.

All applications from UK HE institutions for development funding from JISC should be costed on the basis of full economic costs (fEC). fEC is the total cost of a project.

Projects should be costed using the TRAC Research indirect and estates charge-out rates, and TRAC fEC methods for Research. However, this does not affect their classification as Research or Other/Other Services Tendered for reporting in annual TRAC, HESA, the financial statements or with regard to Customs and Excise (VAT) treatment.

If a project is not classified as Research under annual TRAC the Research charge-out rates should still be used. However, there is no need to amend the denominator or the numerator of the charge-out rate calculations to try to incorporate these projects.

Academic-related staff who lead or work directly on a project should be classified as 'researchers' when costing the project and should be allocated indirect/estates costs. They should be included in the annual TRAC time allocation collection exercises when those are carried out, and their time on projects should be included in the denominator of the indirect and estates charge-out rate calculations when they are next calculated.

Further guidance on fEC for JISC-funded research and development projects can be found at: [http://www.jisc.ac.uk/fundingopportunities/bidguide/full\\_economic\\_costing.aspx](http://www.jisc.ac.uk/fundingopportunities/bidguide/full_economic_costing.aspx)

## Cost Headings

### Directly Incurred

These are costs that are explicitly identifiable as part of the project, are charged at cash value actually spent and can be supported by an audit record. They include:

**Staff** – payroll costs requested for staff, full- or part-time, who will work on the project and whose time can be supported by a full audit trail during the life of the project. Directly incurred staff should be completing timesheets if they are not 100% chargeable to the project.

Unless a member of staff will be spending 100% of their time on a project, all estimates of time on a project should be made in numbers of hours or days, for each year of the project. This should then be converted to a FTE for use in calculating the indirect and estate costs charges.

Where a post graduate research (PGR) student is carrying out some of the work on a project, the fEC associated with that student should be included on the project application.

This will include:

- Stipends/maintenance costs
- The principal investigator's (PI) supervision/training time
- Indirect and estates costs on the PI time
- Indirect and estates cost on the PGR FTE (weighted by 0.2 for indirect costs, and 0.5 or 0.8 for estates).

Tuitions fees should not be included in the fEC.

**Travel and Expenses** – funds for travel and subsistence for use by staff who work on the project where these are required by the nature of the work. This should include attendance at programme meetings (two per year) and other relevant meetings dependent upon the project/programme.

**Equipment** – the cost of individual items of hardware or software dedicated to the project, including VAT, e.g. a computer for a newly recruited member of staff for the project.

**Dissemination** – the cost of any dissemination activities proposed for the project.

**Evaluation** – the cost of any formative or summative evaluation activities proposed for the project.

**Other Costs** – costs of other items dedicated to the project, including consumables, recruitment and advertising costs for staff directly employed on the project.

### Directly Allocated

These are the costs of resources used by a project, which are shared by other activities. They are charged to projects on the basis of estimates rather than actual costs and do not represent actual costs on a project-by-project basis. They include:

**Staff** – proposals will need to show the costs of any principal investigators/project directors and any co-investigators/co-directors if their time charged to the project is based on estimates rather than actual costs. This may also include the costs of technical and clerical staff, and if a project is buying a small amount of one or more of a person's time.

**Estates** – these costs may include building and premises costs, basic services and utilities, and any equipment maintenance or operational costs not already included under other cost headings.

Institutions should use the non-laboratory estates rate if desk-based work (not requiring specialist computing facilities) is done by staff in laboratory departments.

Work carried out by academic-related staff such as librarians or IT managers would normally be categorised as non-laboratory but this would depend on the type of project.

**Other Directly Allocated** – these costs may include, for example, access to institutional research facilities such as equipment and IT systems.

#### Indirect Costs

These include non-specific costs charged across all projects based on estimates that are not otherwise included as Directly Allocated costs. They include the costs of administration, such as personnel, finance, library and some departmental services.

NB: The budget section of the proposal should clarify the FTEs used to calculate the indirect and estates charges, and indicate which staff have been included.

#### **Indexation**

Costings for subsequent years should factor in inflationary increases for salaries and other costs. All costings should be inclusive of any VAT applicable.

#### **Project Partners**

Funding for project partners, e.g. staff time, should be clearly identified in the proposal under the relevant heading. Resources to be provided by project partners, whether cash or in-kind contributions, should also be clearly identified in the proposal.

#### **Justification of Costs**

All costs associated with the project must be fully justified.

#### **Virement**

Directly Incurred Costs can be vired within the overall Directly Incurred budget heading, however, Directly Allocated and Indirect Costs cannot (they do not vary from the estimates made on project application).

## **Annex D – Proposal template**

Available separately.

## Annex E – The e-learning programme

### 1. Vision Statement

*The aim of the JISC e-learning programme is to enable UK further and higher education to create a better learning environment for all learners, wherever and however they study, in order to realise the vision outlined below.*

*The vision is of a world where learners, teachers, researchers and wider institutional stakeholders use technology to enhance the overall educational experience by improving flexibility and creativity and by encouraging comprehensive and diverse personal, high quality learning, teaching and research.*

By 2010 within this environment:

1. Learners and Teachers are using a mixture of institutionally-provided and user-owned technologies in a confident and effective manner;
2. Course teams are effectively exploiting the available technology in all aspects of course design, development and delivery;
3. Technology rich physical and online learning teaching and research spaces are accessible and flexibly designed to reflect an understanding of the learning styles preferences and diversity of their users;
4. A wide range of learning resources is freely available, easily discovered and routinely re-used;
5. There is widespread deployment by institutions of flexible technical infrastructures that take advantage of service oriented approaches and of shared services;
6. Institutional decision makers are making realistic and effective choices about the deployment of proprietary and/or open source software;
7. National, sectoral, and institutional e-learning strategies in further and higher education are aligned; and agencies are working confidently in partnership for the benefit of the whole sector;

It is assumed that strengthening of the traditional face to face approaches to learning and teaching in higher education continue alongside an expansion of lifelong learning opportunities

### 2. The e-Learning Programme Scope and Approach

#### 2.1 Scope

In order to begin making this vision reality, we have found it helpful to examine our eLearning programme interventions in terms of five areas of activity and three underlying cross-cutting themes.

#### 2.2 Activity Areas

There are a number of issues that have been identified as priorities by the community, and by the Government's e-Learning strategies, and these are reflected in five activity areas:

- I. e-Assessment
- II. e-Portfolios
- III. Learning Resources and Activities
- IV. e-Administration for L&T
- V. Technology Supported Learning Environments

These areas vary in their maturity, both in terms of how they are understood, and the stability of the technology and standards that have been developed at this stage. The programme will focus development work in these areas, and in the process will identify priorities, build on work that has already taken place, and support future planning activities.

#### 2.3 Cross Cutting Themes

In order to be successful, the adoption of technology should be integrated at strategic, technical and business levels as well as at the level of learning and teaching practice. The programme is addressing this by underpinning its work with three thematic areas:

### **I. Strategy and Policy**

Institutions are now working in a rapidly evolving technological educational environment and face serious challenges in adapting and implementing transformative, dynamic and innovative strategies. The e-Learning Programme will provide guidance and support for senior managers to enable them to develop effective and responsive e-learning policies, systems and structures developed at local, regional and national levels, and it will support the process of ensuring that the needs of the lifelong learner are central to this process.

### **II. Learning and Teaching Practice**

There is a need for greater understanding of the potential of ICT in learning and teaching, and the strategic implications of this. The e-Learning Programme will provide guidance and support for practitioners to enable them to develop confidence and skills in designing and facilitating e-learning in different contexts and with different pedagogical approaches. It will enable them to understand, evaluate and share their practice, and will facilitate easy access to high quality learning resources and activities, and to flexible tools and services. The programme will also seek to understand and represent the experiences of diverse learners and how the technologies and services impact on their learning.

### **III. Technology and Standards**

e-Learning tools tend to be contained in large systems which make it hard to combine different tools and share data with other systems, thus restricting support for personalisation and pedagogic and institutional diversity. The e-Learning Programme will working towards the vision of a technical infrastructure that supports flexibility, diversity and extendibility. Support and guidance will be provided on how a service oriented approach can inform the technical plans of an institution and enable institutions to reduce the cost of implementation. It will identify high risk areas, build the development capacity of the community and enable it to share and review the results of its work.

## **2.4 Strategic Drivers**

Lifelong learning, widening participation, work based learning and personalised learning are not defined as either Cross Cutting Themes or Activity Areas but are acknowledged as the current strategic drivers that set the context for e-learning programme activities, particularly under HEFCE capital funding.

## **2.5 Programme Approach**

The eLearning Programme aims to provide a 'map of the territory', to provide guidance and support, and to focus development work where it will be most effective. It considers that technology should be exploited to free time from those activities that can be efficiently automated, and should be used to support innovative and creative approaches to teaching and learning.

The programme therefore undertakes the following development activities:

- I. investigates the role technology can play in enhancing teaching and learning - for example through piloting agile development of new technologies or agile adoption of more established technologies in new ways;
- II. describes or model the e-learning domain - for example by undertaking targeted research studies, by process modelling, and other technical approaches such as domain mapping;
- III. analyses the outcomes of its investigations and synthesises the outcomes of its modelling activities;
- IV. creates draft standards and specifications, prototype tools, proofs of concept and exemplars for potential adoption by partner organisations and services;
- V. informs and consults with others on the development of e-learning systems, standards and policies;
- VI. guides users by helping practitioners, learners and institutions to make sense of these outcomes and to apply these models, exemplars, tools and standards effectively.

## **2.6 Principles to Guide Development**

In the pursuit of its Vision, the development activities undertaken by the e-Learning Programme will be guided by the following Principles:

1. **Continuous Engagement:** 2-way engagement between JISC and all its stakeholders from the beginning to the end of development work will be encouraged to try to ensure that all needs are met.
2. **Open Standards:** a strong emphasis will always be placed on open standards in accordance with JISC's remit.
3. **Modularity:** A modular approach to development will be adopted to enable interoperability, where possible.
4. **Universal Benefit:** Programmes will seek to be of universal benefit - to all staff and learners, including administrative, teaching, technical, managers etc - and be inclusive to all learning institutions across the UK, where possible and within the funding remit.
5. **Sharing:** Sharing of all knowledge and learning will be promoted so that, where possible, outcomes are portable and not specific to one institution or context; open access is actively encouraged where appropriate.
6. **Sustainability:** Programmes will encourage outputs to be sustainable, working with services and external agencies, as appropriate, to achieve this.
7. **Risk-taking and Innovative:** Experimentation and the trying out of new ideas will always be encouraged, recognising that learning from mistakes is as valuable as learning from success.
8. **Evidence-based and supporting good practice:** Programmes will be based on sound evidence, or be seeking to produce that evidence, which can then be used to reinforce and disseminate good practice.
9. **Business and Community Engagement:** programmes will work closely with employers and industry, where appropriate, to enable expansion and development of work-based-learning.

### 3. Business Case

Technologies and their applications are changing at an increasing pace. Users are developing and sharing content through social systems such as blogging, wikis, Second Life and other immersive worlds, online spaces and other forms of social software, and this trend is beginning to have a major impact on the mass media and the publishing industry. The development of web services now means that users can create their own personal environments using systems such as Google, and online systems can model and respond to individual behaviour as demonstrated by vendors such as Amazon. Over half of all homes in the UK are now connected to broadband and users of all ages are increasingly using the internet as a vital source of information and communication in their daily lives.

The population is participating in education in increasingly complex ways throughout their lives. Higher education in the UK has seen unprecedented expansion in numbers, and is enrolling students with a diversity of previous experiences and skills. Employers are expecting employees to continuously update their professional competences, including their capacities to work comfortably with information and communication technologies. Government policy directs institutions to focus on providing lifelong opportunities for learning, tailored to the needs of the individual. However, educational institutions tend to have technical infrastructures in place which do not easily support these priorities. They are often based on expensive legacy systems which do not share data effectively, do not allow users to integrate their own preferred technologies and devices, do not give learners ownership of their own learning-related data, and do not support free access to online communities of learning.

It is in this context that educational institutions have to consider the role that technology should play in their offerings to students, how they can be flexible, responsive and exploit new opportunities such as regional partnerships, increased employer engagement, and how they can provide a more flexible learning experience while maintaining a high quality of provision.

Adopting new technologies is a complex process at strategic, technical and business levels, and it is not easy to predict the developments that lie ahead. This is why the eLearning Programme has been designed to help institutions and individuals to adopt and use ICT in ways that support teaching and learning effectively. It recognises the scale of the challenge, the complex range of problems facing institutions, and the need to help them respond innovatively. It also recognises that institutions will need to build on established investments in technology, and to develop their understanding and capacity to exploit new technologies to the full within their own context.

The programme seeks to identify which developments are most appropriate, to encourage agile adoption of new technologies, spreading the risk of innovation, and to help institutions reduce the cost of implementation. It builds on the JISC ongoing commitment to a service oriented approach in the belief that this provides the most effective way forward for a flexible and responsive technical infrastructure.

### 3.1 Outcomes

In order to achieve its vision, the e-Learning Programme intends to produce the following outcomes:-

1. Improved understanding at practitioner and senior management level of the potential of ICT to support learning and teaching at departmental, institutional, regional or national levels, and the strategic implications of this
2. The stimulation of positive and informed change in the sector through the enhanced capacity, knowledge and skills around the use of ICT to support learning and teaching, especially lifelong, workplace and flexible learning
3. Support for personalization, and pedagogic and institutional diversity, at departmental, institutional, regional or national levels
4. The continuing development of a flexible technical infrastructure which supports a service oriented approach, is based on community involvement and collaboration, and aims to maximize cost effectiveness and flexibility
5. Support for the delivery of national policy on lifelong, workplace and flexible learning and the provision of strategic leadership to the sector
6. Enhanced knowledge of, and experience in, the current use and potential of e-Learning as a basis for future funding decisions for the JISC and its sub-committees.

### 3.2 Benefits

If the eLearning Programme is successful the resulting benefits will be

1. Learners will be able to access a wide range of different learning experiences, to make informed choices about their use of e-learning services and materials, and to progress between courses and institutions with their own learning records;
2. Practitioners will be developing the confidence and skills to manage and facilitate e-learning in different contexts, with a variety of innovative pedagogical approaches;
3. Institutions will be using e-learning as an integral part of their approach to widening participation, work-based learning, flexible delivery and personalised learner experiences;
4. Technical infrastructures will support flexibility, diversity and extendibility, and have the potential to reduce the cost of implementation
5. There will be effective and responsive e-learning policies, systems and structures in place at local, regional and national level; guidance and support will be available to help institutions make more informed decisions on the strategic use of e-learning
6. All participants in the learning/teaching process will have easy access to appropriate, high-quality learning materials and to flexible learning systems and tools, which they will be able to customise to suit their own preferences and needs