

E-Learning Proposal Cover Sheet

Cover Sheet for Proposals (All sections must be completed)	JISC Capital Programme
--	-------------------------------

Name of Capital Programme: e-Learning

Bid for Call:
(Please tick ONE BOX ONLY, as appropriate)

Supporting lifelong learning

<input type="checkbox"/>	Call I – HE in FE
--------------------------	--------------------------

Technical developments to support learning and teaching

Call II – Assessment <input type="checkbox"/> a) Item Authoring Tool <input type="checkbox"/> b) Item Bank Software <input type="checkbox"/> c) Assessment Delivery Tool	Call IV – Admissions demonstrators <input type="checkbox"/> a) structured personal profiles, course entry profiles and pre-assessment; <input type="checkbox"/> b) improving applicant feedback; <input type="checkbox"/> c) accreditation of prior experiential learning; <input checked="" type="checkbox"/> d) e-portfolio based admissions.	<input type="checkbox"/>	Call VI – Course validation
---	--	--------------------------	------------------------------------

<input type="checkbox"/>	Call III – Technology supported learning environments	<input type="checkbox"/>	Call V – Course description and discovery	<input type="checkbox"/>	Call VII – Domain maps
--------------------------	--	--------------------------	--	--------------------------	-------------------------------

Name of Lead Institution: University of Wolverhampton

Name of Proposed Project: PortisHEad (e-Portfolios In Successful HE admissions)

Name(s) of Project Partner(s): University of Wolverhampton (lead)
 Wolverhampton College
 Pebble Learning Ltd
 UCAS
 APS Ltd

Full Contact Details for Primary Contact:
Name: Shane Sutherland
Position: e-Portfolio Co-ordinator, University of Wolverhampton
Email: sams@wlv.ac.uk
Address: eInnovation Centre
 University of Wolverhampton
 Telford Campus
 TF2 9FT
Tel: 01952 288300
Fax:

Length of Project: 20 months

Project Start Date: 1 Mar 2007 **Project End Date:** 31 Oct 2008

Total Funding Requested from JISC: £98,998

Funding Broken Down over Financial Years (April – March):		
Apr06 – Mar07	Apr07 – Mar08	Apr08 – Mar09
£4,712	£73,510	£20,776

Total Institutional Contributions: £14,492		
Percentage Contributions over the Life of the Project:	JISC 87%	PARTNERS 13%
Outline Project Description <p>Using a case study approach the PortisHEad project will implement an extension of the e-Portfolio Reference Model to enable groups of students from Wolverhampton College and the University of Wolverhampton to use their e-Portfolios to research, prepare and submit Higher Education applications via UCAS, to receive information, advice and guidance (IAG) about their applications from their school or college, to receive feedback from HE admissions staff and to form the starting point for enrolment and induction into an HE institution.</p> <p>Using the 'thin e-Portfolio model', based on Web Services and a Service Oriented Approach, the project aims to put the learner, via the e-Portfolio, at the centre of the HE admissions process.</p> <p>The project will start in March 2007 and end in October 2008.</p>		
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES √	NO
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES √	NO

FOI Withheld Information Form

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.

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
Page 11	Commercial interests	Commercially sensitive pricing information from commercial partners and the university
4.1 and 4.2		

1 Introduction to PortisHEad, e-Portfolios In Successful HE admissions

Project Aims

- 1.1 Using a case study approach the PortisHEad project will implement an extension of the e-Portfolio Reference Model to enable groups of students from Wolverhampton College and the University of Wolverhampton to use their e-Portfolios to research, prepare and submit Higher Education applications via UCAS, to receive information, advice and guidance (IAG) about their applications from their school or college, to receive feedback from HE admissions staff and to form the starting point for enrolment and induction into an HE institution.
- 1.2 The project will start in March 2007 and end in October 2008.

Context and contribution to the e-Learning Programme

- 1.3 The project will build on the work of the e-Portfolio for Lifelong Learning Reference Model Project. The next logical step in this development would be to implement a practical application of the model using an existing e-Portfolio system, with a view to learning lessons from a state-of-the-art implementation. The PortisHEad project proposes to carry out this work using the PebblePad system. In addition the project will implement a 'real life' pilot version of the web services developed for the Reference Model Project, including the use of structured entry profiles for admissions to HE.
- 1.4 The project will build capacity, knowledge and skills in the use of e-Portfolios within HE admissions and information, advice and guidance (IAG), placing the learner's needs at the centre. It will enable a close coupling between the IAG and admissions processes on the one hand, and on the other, the applicants' experience of learning through the IAG events and personal reflections that occur during the preparation, submission and assessment of their applications and onward through enrolment and induction into university life.
- 1.5 Working closely with a vendor (Pebble Learning) and with real students and practitioners, the project will provide practical knowledge and new open source services that will be a starting point for future implementations as well as providing capacity now.
- 1.6 The work of this project will engage UCAS in technical development closely with its wider partners and stakeholders, and can inform further activities under the Managing Information Across Partners (MIAP) initiative, by showing how UCAS information systems can be linked electronically with ICT systems in schools, colleges and other organisations supporting applicants. The project will also enhance the existing electronic integration of UCAS information systems and those in Higher Education Institutions (HEIs).
- 1.7 The project addresses the Schwartz report¹ recommendations 'to produce a more integrated service for applicants and specifically to facilitate ... Transfer of information from applicants; ... Structuring the personal statement and reference, in particular through the insertion of course-specific prompts; ... Providing feedback to applicants ...'.
- 1.8 The project will work with student groups preparing for entry to courses starting in 2008. This time scale permits the project team to carry out important preliminary work to identify suitable groups, to modify existing business processes and software, and to construct appropriate linkages with UCAS processes.
- 1.9 The project will place a major emphasis on communications with the e-Learning Programme and with other projects within it. We would wish to co-ordinate with other projects undertaking work with UCAS and have already indicated that any of our work on an appropriate security model should be shared with, for example, the University of Nottingham's potential demonstrator project in this area.
- 1.10 All participants will be encouraged to use the facilities of PebblePad to record their own observations and make them available to the project team.

¹ 'Fair admissions to higher education: recommendations for good practice' Sep 04

2 Project Description

Overview

- 2.1 The PortisHEad project will implement the integration of the PebblePad e-Portfolio system throughout the admissions process as an example of the 'thin e-Portfolio model' recommended by the e-Portfolio Reference Model Project. We will review and amend existing business processes, so that the learner's e-Portfolio can be placed at the centre. In particular we will:
- Produce structured entry profiles for relevant University of Wolverhampton courses, where they do not currently exist;
 - Revise current IAG and application management practices in Wolverhampton College and the University of Wolverhampton for the selected student groups;
 - Enable electronic data transfer from the students' e-Portfolio to the University via UCAS, linking into current UCAS centralised procedures;
 - Provide feedback to applicants, to include assistance to those who are not successful;
 - Improve induction mechanisms via further data transfer to populate the university e-Portfolios of successful students.
- 2.2 The project will work with UCAS staff to create linkages alongside or within existing centralised application mechanisms, so that communication between applicants and HEI staff via UCAS happens correctly, including the details of the transfer of data. These facilities will be provided through web services, wherever possible. Specific funding for UCAS has been allocated within the project budget.
- 2.3 We will select two small groups of students in two specific subject areas, so that we can retain control of the inputs to the new processes, while being careful not to disadvantage the students involved. It is likely that one group will be from the University of Wolverhampton, while the other will be from the City of Wolverhampton College. The former group may be applying for postgraduate study, subject to further investigation with UCAS over linkages with the new UKPASS system to be launched in 2007.
- 2.4 New functionality that interfaces with external business processes (for example course search or application submission) will be implemented as open source web services, wherever possible, using the early tools produced by the Reference Model project. Coverage will include:
- IAG during the research and preparation stages of the application process, as well as on receipt of feedback from the University and induction into the new study programme.
 - The learner's research and preparation of the application, particularly personal statements, including peer review and formative assessment by IAG and other staff.
 - Registration at UCAS.
 - Submission of the application to the University via UCAS.
 - Feedback as a result of summative assessment of the application by the University.
 - Induction into the University, including further IAG via the University's PebblePad system.
- 2.5 The project will liaise closely with the scoping study outputs. We are fortunate in that we have some overlap of personnel, including both UCAS and APS Ltd, which should enable us to use material from the draft outputs prior to final reports.
- 2.6 We will develop the new services using an open source and service oriented architecture approach. We will necessarily develop proprietary interfaces to the open source services within PebblePad and retain its look-and-feel, so that the new services are easy for our learners to access. Technical work required to implement the web services and to link PebblePad with other requisite services are included within the budget proposal. Any user interface developments designed to improve the wider functionality of the PebblePad system will be independently funded by Pebble Learning Ltd.
- 2.7 We recognise the importance of communication between the projects in the programme and with JISC colleagues at Programme level and have allocated specific project resource to this work. In addition to conventional project documentation, we propose to encourage all participants to use PebblePad itself as the primary mechanism for commenting on the project. This will enable us to gather many examples of project diaries as source material for our reports.

Outcomes and benefits

- 2.8 The major outcome of the project will be a software implementation of e-Portfolio based admissions to HE with a sample of applicants using the PebblePad e-Portfolio system interfacing via new open source web services with existing UCAS systems. It will be an exemplar of good practice and a practical case study,

giving the perceptions of real students, IAG, administrative and academic staff in a college and a university. The project will deliver a practical example of the use of e-Portfolios within the UCAS admissions domain.

- 2.9 The project will track student experience and performance in detail from preparation of application to induction and will demonstrate the efficacy of fully electronic admissions.
- 2.10 As the project is an implementation through a case study, all those people involved, be they applicants, advisers, academic or administrative staff or members of the project team, will be encouraged to document their perspective using PebblePad, so that we can maximise our learning about the processes and outcomes.
- 2.11 The project will deliver open source working prototypes of technical infrastructure enhancements (e.g. web services), including technical documentation that will aid the development of further models.
- 2.12 There are both technical and non-technical audiences for communications about this work. The project will explain the benefits of the work for both types of audience, segmented further, for example for parents, IAG staff, HEI academic, administrative and IT staff, learners, etc.
- 2.13 We expect the project to demonstrate faster processing and better integration of admissions processes than current systems.

Requirements and deliverables

- 2.14 We will map e-Portfolio functions in PebblePad to those required by HE admissions, from initial course search to induction.
- 2.15 We will produce a description (narrative, scenarios, workflow, functional specifications, technical architecture and UML) of revised processes versus existing processes throughout. We will map our case study to the 'thin e-Portfolio model' and will include a service usage model (SUM) for application via an e-Portfolio, which will be submitted to the e-Framework.
- 2.16 We will design and develop enhanced functionality for PebblePad, so that it matches the requirements of HE admissions, re-using existing functionality where possible, for example its CV Builder and Webfolio Builder. Functionality will be produced to enable e-Portfolio material to be transferred to the admitting HEI, both direct from PebblePad and via UCAS. We will identify which material should go direct and which via UCAS and provide a mechanism for implementation.
- 2.17 We will produce appropriate open source interfaces linking to UCAS systems (e.g. UCAS Apply and Track), so that an applicant can apply via PebblePad, using e-Portfolio enabled functionality. It is likely that a web service based UCAS registration system would be a component. The service will also include use of the Entry Profile as a series of prompts for the applicant's Personal Statement, as well as enabling the automatic population of UCAS' online Apply system with data from the e-Portfolio.
- 2.18 We will design and implement web services to enable the provision of feedback to the applicant via his or her e-Portfolio.
- 2.19 We will utilise an appropriate security model, so that UCAS systems are not compromised and the requirements of the legal framework and good practice in information security are adhered to. This work will be informed by other JISC projects, for example within the Repositories and Preservation Programme.
- 2.20 We will carry out usability testing and trial via case study with real students and staff. Issues will be recorded throughout within PebblePad, fed back into action plans and reported in the final case study report and through a lessons learned log in the final project report.
- 2.21 We will evaluate the usefulness of the approach, compared with a conventional one, using outputs of scoping study 2.

Communications plan and dissemination of benefits

- 2.22 We will prepare a full communications plan at the start of the project. The understanding gained and the technology developed through this project will be of significant interest to the JISC community, particularly those with an interest in e-Portfolios, interoperability and all types of e-Transition from one organisational context to another. The communications plan will include:
 - Contribution to programme meetings and special interest groups particularly around e-Portfolios, interoperability and e-Transition;
 - Presentations and representation at events about HE admissions, particularly with respect to the UCAS domain, including ICT, administrative, IAG staff and vendors.
 - All relevant materials from the project will be deposited in Jorum.

- A project website providing access to all project information, support resources and deliverables;
- Written publications and papers for journals;
- A case study report, referencing anonymised project diaries from learners and staff.
- Report on the efficacy of the e-Portfolio for Lifelong Learning Reference Model and extension of the model if appropriate (UML documentation where necessary).
- Final project report, including lessons learned, a report on the use of XCRI for course related material and recommendations for future action.

Intellectual Property Rights

2.23 IPR generated by the project will be considered a community resource and will be distributed to the learning community in the most effective means on advisement from the JISC.

Sustainability

2.24 The University of Wolverhampton is committed to supporting the PebblePad community to develop it in ways that will enhance usage of e-Portfolios in general and learner-centred services in particular. To this end it already has strong and extensive partnership arrangements with regional colleges.

Risk

2.25 We summarise the leading risks in this table:

id	description	type	containment plan	contingency plan
1	Support from partners is not effective.	Political	Establish good communications and sign up for all project deliverables early.	Escalate to senior management within the organisation concerned.
2	Liaison between project partners is not adequate, leading to project delay or misunderstandings.	Organisational / Management	Use project meetings, milestones and highlight reports to ensure good project tracking.	Re-adjust schedule; allow slack in project time table.
3	Unexpected technical problems occur leading to delays.	Technical	Ensure early involvement of, and planning by, key technical personnel.	Adjust schedule and resourcing where required.
4	Scoping studies are delayed.	Project	Communicate with the scoping study teams & with JISC at programme level.	Gain JISC approval to move forward on the basis of key assumptions.
5	Budget proves insufficient.	Financial	Maintain tight control of costs. Establish good change control arrangements.	With agreement of JISC, adjust project deliverables.

3 Project schedule

Overview

Date	Action	Description	Main Outputs
Mar-Jun 07	Set-up, investigation and analysis phase	Project initiation Business process re-design; review and re-design of existing functionality	Detailed project plan Documented business processes Revised software, incl open source services for this phase
Jun-Oct 07	Application Preparation phase	IAG processes; applicants prepare applications; further development work	Prepared applications; new services
Oct 07-Aug 08	Application Submission and Assessment phase	Applicants submit completed applications through UCAS to the university; further development work	Submitted applications New services
Aug-Oct 08	Induction, evaluation and reporting phase	Students inducted into university and PDP started Project evaluation and reports written	Populated PebblePad at university Project reports
Mar 07-May 08	Modelling and refinement	Continuous work in response to feedback	
Mar 07-Oct 08	Communications	Communications activity with wider community Reporting to programme to be explicit in project plan	Presentations, bulletins, reports, etc

Jun 07-Oct 08	Support to students, IAG and HEI staff	Continuous support	
---------------	--	--------------------	--

Set-up, investigation and analysis phase

<i>Date</i>	<i>Action</i>	<i>Description</i>	<i>Output</i>
Mar 07	Establish project team Confirm project plan and phase plan	Allocation of resources Project Team Meeting: Initiation	Project communication system Project plan; Phase plan
Mar 07	Review possible interface with UKPASS (UCAS postgrad system)		Decision
Mar-Apr 07	Receive and review scoping study outputs	Amend project plan	Revised project plan
Mar-Apr 07	Re-design business processes	Obtain university admissions processes review report from university Do UML modelling and information flows, including review versus reference model Validate model with staff	Validated business processes model
May-Jun 07	Develop new service functionality to support research and preparation phase	Review and revise existing PebblePad functionality, including CV Builder and Webfolio Builder to support processes to create a UCAS application, including Personal Statement and supporting evidence.	New services Revised PebblePad interface
May-Jun 07	UCAS liaison	Start preparation of linkages into UCAS system, including security model	Progress statement Agree security model with UCAS
May-Jun 07	Create UCAS course search web service	With UCAS create a web service for PebblePad to use for course discovery, unless developed by alternative project	New UCAS course search web service
Mar-Jun 07	Plan Application Submission and Assessment phase		Phase plan
Jun 07	Confirm next phase plan Authorise next phase	Project Team Meeting Project Board Meeting	Next phase plan Approval for next phase

Application Preparation phase

<i>Date</i>	<i>Action</i>	<i>Description</i>	<i>Output</i>
Jun 07	Confirm student groups	Work with college and university IAG practitioners to confirm cohorts for project	Agreement with staff and students
Jun-Oct 07	Applicants prepare applications	Support to IAG processes, staff and students	Prepared applications in PebblePad
Jun-Jul 07	Implement UCAS link	Develop, implement and test security system. Develop, implement and test data transfer mechanisms.	Security and data transfer systems into UCAS system
Jun-Oct 07	Develop new service functionality to support application submission and application assessment phase	Create services for UCAS registration and submission of UCAS application from PebblePad. Create services to allow feedback to applicants from HEI.	New services

Jun-Oct 07	Plan Application Preparation phase		Phase plan
Oct 07	Confirm next phase plan Authorise next phase	Project Team Meeting Project Board Meeting	Next phase plan Approval for next phase

Application Submission and Assessment phase

<i>Date</i>	<i>Action</i>	<i>Description</i>	<i>Output</i>
Oct 07-Jan 08	Applicants submit applications (some preparation may continue to Jan 08)	Data transferred from PebblePad to the university via UCAS. Communication between university and student via UCAS Track and PebblePad new functions.	Submitted applications Communications; decisions; feedback
Nov 07-Mar 08	University assesses applications	Support to assessment processes	Decisions and feedback via UCAS Track and PebblePad
Nov 07-Aug 08	Develop new service functionality to support student induction	Create services for data to be transferred from college e-Portfolio to university e-Portfolio, via UCAS and direct Create services to allow feedback at induction to support PDP at university.	New services
Jan 08	Report and communications event	Interim report to programme and wider community	Interim project report; communications event
Jan 08-Aug 08	Modelling and refinement	Produce and refine models in the light of experience and feedback	Interim reports and feedback from wider community
Oct 07-Aug 08	Plan Induction, evaluation and reporting phase		Phase plan
Aug 08	Confirm next phase plan Authorise next phase	Project Team Meeting Project Board Meeting	Next phase plan Approval for next phase

Induction, evaluation and reporting phase

<i>Date</i>	<i>Action</i>	<i>Description</i>	<i>Output</i>
Aug 08-Oct 08	Students inducted into university	Services for enrolment and induction fed from data in college e-Portfolio system Feedback from university tutors form basis of PDP	Enrolment details in university system University e-Portfolio populated
Aug 08-Oct 08	Evaluation of project outcomes Communications event	Comparison of outcomes versus scoping study evaluation measures re fair admissions Review of project diaries Report writing	Final project report Communication activities

4 Budget

	Mar-07	April 07– March 08	April 08– October 08	TOTAL £
Directly Incurred				
Staff				
Total Directly Incurred Staff (A)	£ 3,396	£ 67,498	£ 11,771	£ 82,665
Non-Staff				
Total Directly Incurred Non-Staff (B)	£ 1,325	£ 7,537	£ 8,473	£ 17,334
Directly Incurred Total (A+B=C) (C)	£ 4,721	£ 75,035	£ 20,244	£ 99,999
Directly Allocated				
Project				
Directly Allocated Total (D)	£ 1,863	£ 7,204	£ 4,425	£ 13,491
Indirect Costs (E)	£ -	£ -	£ -	£ -
Total Project Cost (C+D+E)	£ 6,583	£ 82,238	£ 24,669	£ 113,490
Total Project Cost (C+D+E) + inflation in final yr	£ 6,583	£ 82,238	£ 25,655	£ 114,477
Amount Requested from JISC	£ 4,712	£ 73,510	£ 20,776	£ 98,998
Institutional Contributions + inflation in final yr	£ 1,871	£ 8,728	£ 3,892	£ 14,492
Percentage Contributions over the life of the project	JISC 87%	Partners 13%	Total 100%	
Inflation at 4% is included for Apr 08 to Oct 08				

- 4.1 We have constructed a more detailed project budget than that presented here, which is available on request. In addition the volume of work for key members of the team is indicated in the 'Key Personnel' section below.
- 4.2 We suggest that JISC supports our recommendation that each project allocates 2 or 3 days to inter-project liaison and collaboration across all the HE demonstrator projects, in addition to programme level communications, to ensure a high degree of synergy across these projects. We believe that this will greatly enhance the lessons learned during the time scale of each project and will improve project outcomes, particularly in relation to making them into practical and usable artefacts.

Value of the project to lead institution and partners

- 4.3 The project has value to the University of Wolverhampton and Pebble Learning Ltd, because it enhances the capability of PebblePad. Therefore there is a significant contribution from these organisations, reflecting costs for the development of the proprietary software interfaces that will enable the open source elements to function with PebblePad.

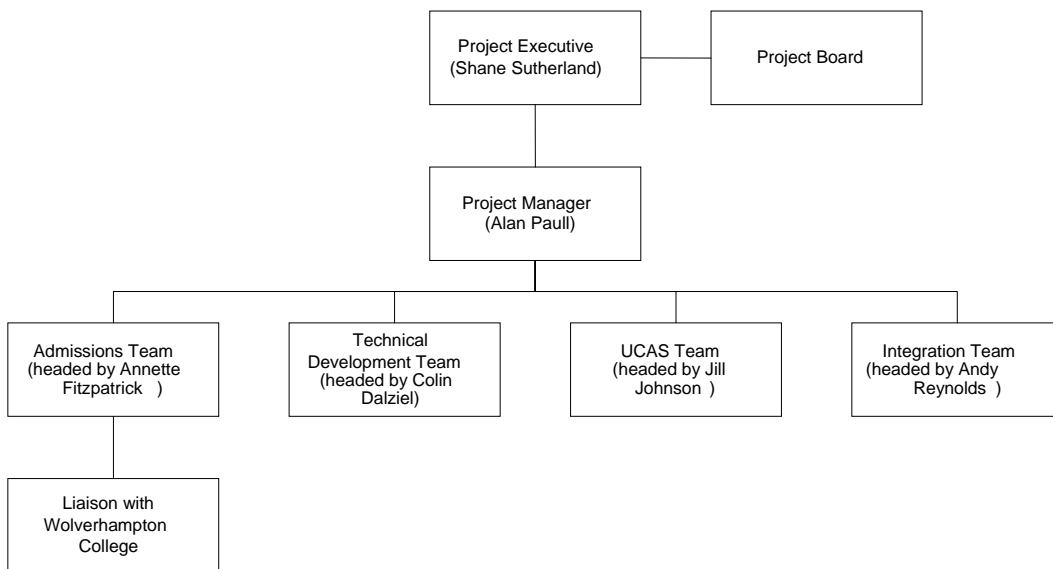
5 Project organisation and key personnel

Project governance

- 5.1 The management of the project will be through a Project Board containing the responsible staff from the partner organisations. Primary responsibility for delivering the project rests with Shane Sutherland, who will take on the role of the project's Executive. Other project roles are indicated in the diagram below. The project is supported by project champions from the university, Paul Travill (Academic Registrar) and Professor Alison Halstead (Dean of Learning and Teaching), who heads the Centre of Excellence in Learning and Teaching (CELT). Jill Johnson will represent UCAS. The Project Board will receive regular highlight reports from the Project Manager and will hold a formal meeting to approve progress to the next phase of delivery. It will consist of:

- Shane Sutherland (Executive)
- Dr Alison Halstead (Project Champion)
- Paul Travill (Senior User, University of Wolverhampton)
- Colin Dalziel (Senior Supplier, Pebble Learning Ltd)
- Jill Johnson (Senior Supplier, UCAS)
- Alan Paull (Project Manager, APS Ltd)

Project organisation



- 5.2 We will use a 'lite' version of PRINCE2, using appropriate techniques drawn from that methodology.

University of Wolverhampton

- 5.3 The University of Wolverhampton has established itself as a leader in e-portfolio development as is evidenced by the rapid uptake, in both HE and FE, of the University's e-portfolio product PebblePad. This project will be able to build on a number of JISC and other projects in the areas of e-Portfolio use particularly ePISTLE, ELP learner experiences of e-learning (e.g. LXP).
- 5.4 Originally developed as an e-Portfolio tool at the University of Wolverhampton, evidence gathered from learners and teachers indicates that PebblePad provides additional tools and services which help users conceive of it as a personal learning system. For example many users on the ePISTLE project, including initially sceptical users, began using the system for purposes beyond the simple evidencing of competence: the PortisHEad project aims to design an HE admissions tool set and integrate it into PebblePad to add value for the group of students seeking entry to HE.
- 5.5 The project will draw upon careers and admissions colleagues, as well as college staff from City of Wolverhampton College. It will use the outcomes of an admissions process review currently under way.

Pebble Learning Ltd

- 5.6 Pebble Learning Ltd is a spin-off company from the University, retaining a very close relationship with it through the development of PebblePad, the University's e-Portfolio system. PebblePad gives the company a national reach across schools, colleges and universities, which will enable developments supported by the product to be implemented widely.
- 5.7 The benefit of using PebblePad derives partly from its increasing usage in higher education and other educational establishments from primary schools through to the university sector, and partly from its track record of innovative development and responsiveness to the needs of learners and its organisational users. PebblePad is currently being used in more than 35 HEIs and a growing number of schools and colleges.

UCAS

- 5.8 UCAS supports the PortisHEad project and provides, in Jill Johnson, a key member of the Project Board. UCAS is committed to implementing the technical integration work that will be a key component in the project's success.

Key personnel

- 5.9 **Rachel Challen** is a qualified teacher who has worked with innumerable colleagues in schools, colleges and HE as an e-mentor. Rachel has managed a number of e-mentoring projects and is currently supporting teachers and learners on the regional e-Portfolio project ePISTLE. Rachel brings a unique knowledge of the user perspective and user requirements to this project.

Rachel will provide end-user training, support and evaluation. Time allocation: 30 days

- 5.10 **Colin Dalziel** is a qualified teacher in HE and has extensive experience with learning technologies. He was involved in the Broadnet Project from 1996-99; this project led to the development of one of the very earliest VLEs, WOLF. Colin has been involved in a number of innovative research projects including the educational application of PDAs, SMS Messaging, computer aided assessment and Learning Avatars. Colin also acted as a technical advisor for the JISC-funded X4L project 'e-Studio'. Recently he has managed or worked on the JISC-funded projects ePISTLE, LIPID and MELaS.

Colin will manage the technical development team. Time allocation: 30 days

- 5.11 **Andrew Everson** was formerly a developer on the Learnwise VLE which developed from WOLF. Andrew designed and built a Rural VLE which was licensed by UoW for use with its partner institutions in China. Andrew has a first class degree in Computer Science and is the lead technical developer for PebblePad. Andrew has made a significant contribution to implementing UKLeaP and IMS e-Portfolio specifications. Andrew has previously supported the JISC-funded projects ePISTLE, LIPID, MELaS and ELP.

Andrew is the lead technical developer at PebblePad. Time allocation: 45 days

- 5.12 **Annette Fitzpatrick** is head of the Central Admissions Unit at the University of Wolverhampton. Annette has 15 years experience in HE Student management and administration. Annette is currently responsible for the University's undergraduate admissions systems including UCAS, GTTR and NMAS. She also has responsibility for the administration of postgraduate admissions.

Annette will lead the UoW admissions aspects of the project. Time allocation: 15 days

- 5.13 **Professor Alison Halstead** is the Dean of Learning and Teaching and Director of the Centre of Excellence in Learning and Teaching. Alison was the project sponsor for the development of the PebblePad system at UoW and remains instrumental in supporting innovative tools and processes to support learning, teaching, assessment and the broader student experience.

Alison is project sponsor for this project and sits on the project board. Time allocation: 5 days

- 5.14 **Jill Johnson** has been a senior manager at UCAS for the last six years and as such has been closely involved in new developments associated with many aspects of application and progression by learners into HE programmes of study. Over the past decade she has been particularly taken with the way in which technology can support individuals in a number of different contexts, but particularly those associated with learning, and those which facilitate progression more generally. She therefore supports any initiative, which explores these areas in more detail and is pleased to be involved either in an advisory capacity or to influence decisions, both externally and internally, which take new ideas further forward.

Jill leads the UCAS team. Time allocation: 15 days

- 5.15 **Kirsty Jones** is the StartRight Manager at the University of Wolverhampton. StartRight is designed to investigate, develop and enhance Welcome Week enrolment processes and student induction and Kirsty will be using her expertise to guide the project on potential uses of the e-Portfolio post application and into induction.

Kirsty will advise on the induction uses of the application eportfolio. Time allocation: 6 days

- 5.16 **Simon Larson** is the Director of HE and International Provision at the City of Wolverhampton College. Simon also manages the School of Access and Education Studies.

Simon is the project coordinator at CoWC. Time allocation: 6 days

- 5.17 **Toni Lavender** is the senior multimedia developer at Pebble Learning, responsible for the interaction of the innovative user interface with the back-end systems. She has extensive experience of instructional design and developing multimedia based e-learning materials using a variety of software tools. Toni has teaching experience in the post-compulsory sector and was the lead developer on the X4L project eStudio.

Toni is the lead multimedia developer responsible for the interface. Time allocation: 20 days

- 5.18 **APS Ltd** is an IT consultancy company that has been involved in XML, standards and interoperability work for many years. Through **Alan Paull** the company provides project management, business modelling and information management skills. It has provided supporting technical skills to JISC e-Portfolio projects from 'Specifying an e-Portfolio' to the e-Portfolio Reference Model project, for which he provided a web-based demonstrator. He has also supported the development of XCRI from the project's inception, providing a mechanism for the supply of University of Plymouth courses data to UCAS via XCRI.

Alan provides project management, modelling and admissions expertise. Time allocation: 45 days

- 5.19 **Andy Reynolds** is the head of student management systems at the University of Wolverhampton. Andy has 17 years experience of student management systems and has managed a number of large scale implementation and integration projects. Andy is responsible for the current University of Wolverhampton/UCAS systems integration.

Andy leads the admissions implementation team at UoW. Time allocation: 15 days

- 5.20 **Shane Sutherland** is a former teacher-educator with extensive experience of professional staff development in pre-16, post-16 and HE contexts. He has a First Class degree in Further, Adult and Higher Education and a Masters in Quality Management. Shane was instrumental in introducing interactive whiteboards to university teaching; designed a 'future' classroom and was an early innovator in the use of VLEs. He has led two projects to redesign PGCert curricula for blended learning; has hosted a number of learning retreats and is involved nationally and internationally in e-Portfolio developments. Shane is closely involved with the e-Portfolio SIG; contributes to national debate on interoperability; is a member of the Creative Thinking Group and has previously managed or worked on the JISC-funded projects ePISTLE and LIPID.

Shane is the project executive and lead contact for JISC. Time allocation: 60 days

- 5.21 **Paul Travill** is the Academic Registrar at UoW and is responsible for the overall management of Registry's four divisions: Quality and Standards, Planning, Student Management Systems, and Admissions and Student Records. Before Paul's recent move he was Director of Registry at Edinburgh's Napier University for five years and helped his department achieve Investors In People status. At Napier he led the implementation of SITS student management software, including an extensive roll-out of web services.

Paul will lead registry involvement and sits on the project board. Time allocation: 5 days

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

[Redacted]

[Redacted]	[Redacted]	[Redacted]	[Redacted]
[Redacted]	[Redacted]	[Redacted]	[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[Redacted]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

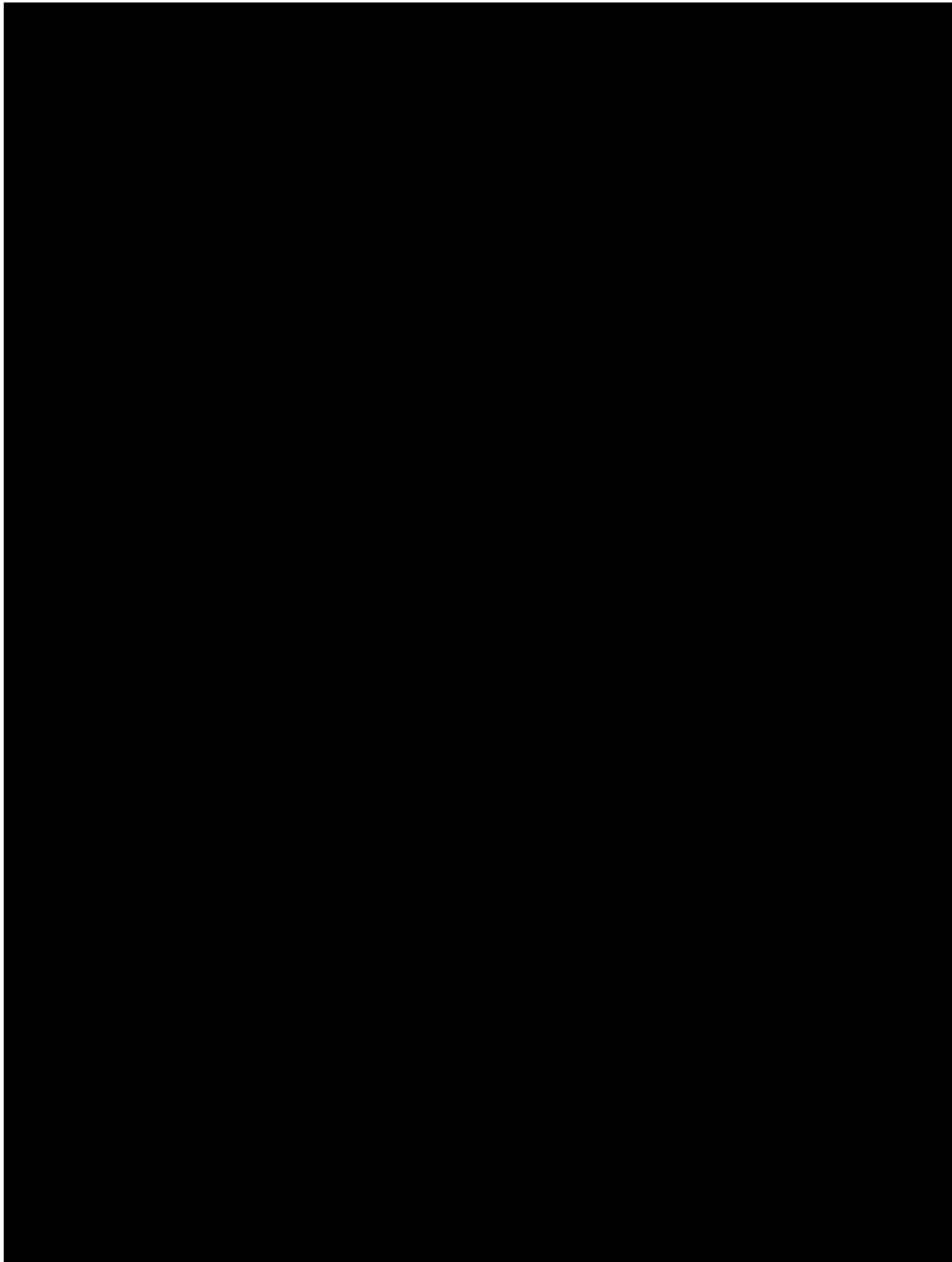
[REDACTED]

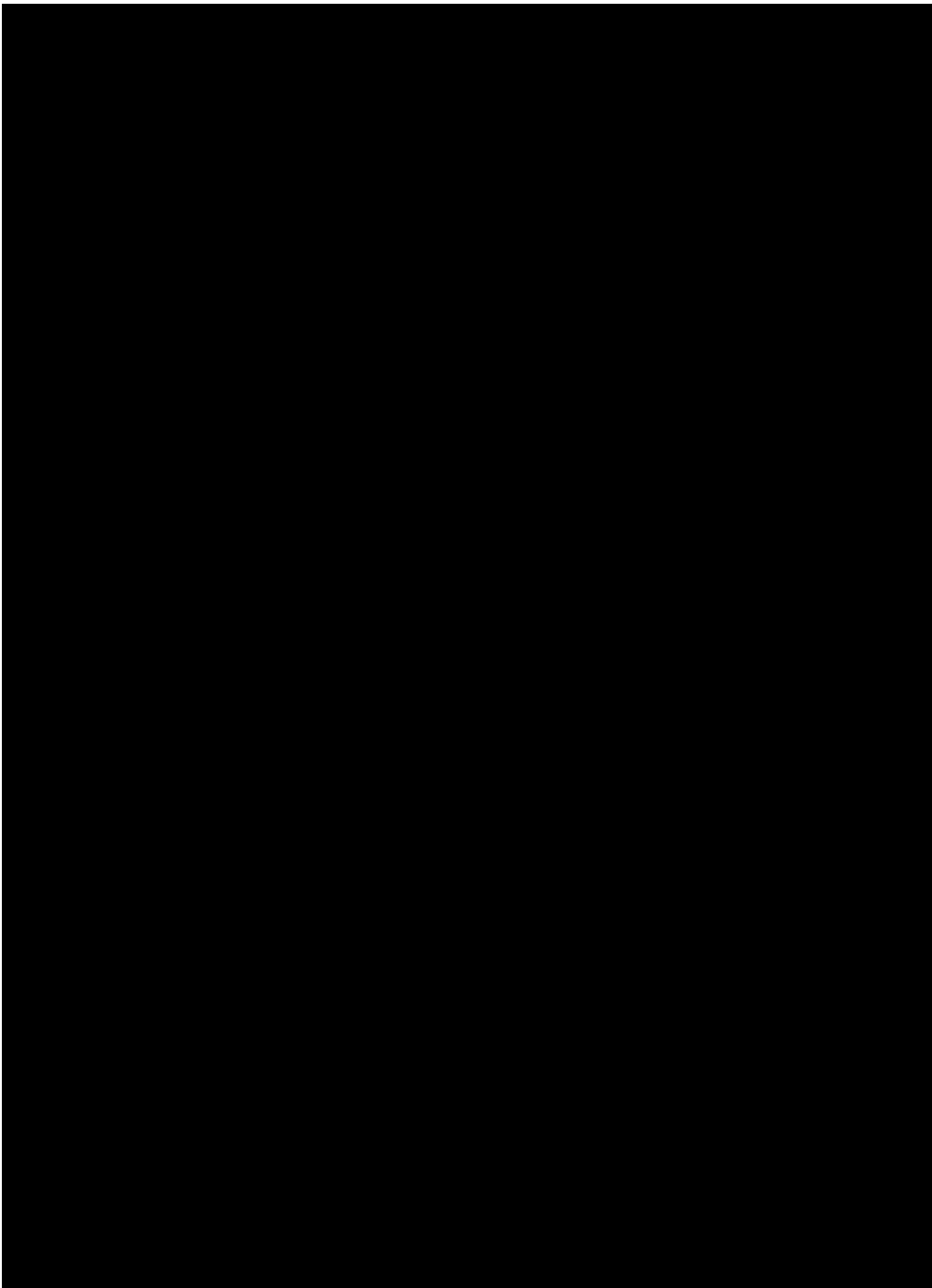
[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]





...the first of these is the fact that the ...

...the second of these is the fact that the ...

...the third of these is the fact that the ...

...the fourth of these is the fact that the ...

...the fifth of these is the fact that the ...

...the sixth of these is the fact that the ...

...the seventh of these is the fact that the ...

...the eighth of these is the fact that the ...

...the ninth of these is the fact that the ...

