

JISC e-learning Programme (HE in FE) – Tyne and Wear Colleges' Consortium
A Comparative Study of e-portfolio Implementation in WBL (ComPort)

1. Executive Summary

- 1.1. This project will compare and contrast four different approaches to the use of mobile and other technologies to support HE programmes which have WBL elements. Four North East FE Colleges¹ with an excellent track record in collaborative projects each have different target audiences and different technology options with which to put together personal support systems for work-based elements of their HE programmes. This proposed project will provide carefully controlled comparative data to assist the HE in FE community with their implementation choices.
- 1.2. HE programmes in the consortium Colleges require the skills and learning developed in the workplace to be documented and validated so as to complement College based study and assessment. According to the Introduction to the report 'About e-Portfolios: an overview of JISC activities' 'An important aspect of lifelong learning is the learners' ability to assemble, demonstrate and reflect on the skills, knowledge and achievement they have built up during their unique learning journeys. One of the functions of electronic portfolios (e-portfolios) is to support this kind of activity.'²
(http://www.jisc.ac.uk/publications/publications/pub_eportfolio_overview.aspx)
- 1.3. To assist the HE in FE community with implementation choices in the future this project aims to explore, within a rigorous framework, four ways in which the lifelong learner can be supported in their use of e-portfolios and PDP systems as part of their unique learning journey as an HE student at an FE college. This project aims to explore ways in which the lifelong learner can be supported in achieving this during part of their unique learning journey spent as a HE student at an FE college.
- 1.4. The 4 consortium colleges submitting this proposal will pilot existing technologies with new approaches, focusing on personalised learning and in particular e-portfolios and PDPs. Four strands of the project, one in each of the four partner colleges, will each look at particular aspects and implementations of e-portfolios/PDPs. A distinctive and critical feature of this project is that each partner will use different approaches and technologies, whilst a framework of metrics designed at the outset and refined progressively through the life of the project will be used to ensure that a consistent and accurate comparative analysis is available to report on the sub-projects
- 1.5. The project aims to extend employer participation in Work Based Learning, improve the process for learners, supervisors, mentors and lecturers and identify approaches and strategies that work best. The project will accelerate the pace of change in e-learning in the 4 institutions and build upon a very strong track record of collaboration and managing successful projects.
- 1.6. The objectives and outcomes of this project support the DfES 'Harnessing Technology' e-strategy³ published in 2005. The e-strategy supports investigation into personalised support, assessment for learning and student tracking in relation to e-portfolios, and relates one aspect of e-portfolios to Records of Achievement stating 'It should eventually be possible for an individual to build this personal electronic record through education and carry on using it in the workplace and lifelong learning'.
- 1.7. The proposal supports the aim identified in the HEFCE Strategy for e-learning⁴ 'to support the HE sector as it moves towards embedding e-learning appropriately, using technology to

¹ The consortium consists of City of Sunderland College, Gateshead College, South Tyneside College, and Tyne Metropolitan College

² 'About e-Portfolios: an overview of JISC activities'. October 2006 Lisa Gray and Sarah Davies, JISC Executive

³ 'Harnessing Technology: Transforming learning and children's services', 2005. Department for Education and Skills.

⁴ 'HEFCE strategy for e-learning'. March 2005/12. Higher Education Funding Council for England, Joint Information Systems Committee, Higher Education Academy.

transform higher education into a more student-focused and flexible system, as part of lifelong learning for all who can benefit'.

2. Issue/Opportunity to be addressed by the Consortium Bid

- 2.1. The HE course managers at each of the Tyne and Wear Consortium Colleges, have identified a common area for development around which this bid is based, namely enhancing the learning experience of HE students. The focus of the proposal is enhancing programmes of study with a significant Work Based Learning (WBL) component through the use of e-portfolio and PDP technology within a consistent implementation framework.
- 2.2. Many HE students are undertaking part time programmes of study of typically 12 hours per week and attendance at the FE Institution, therefore, comprises a minority of the working week, with the majority being within the workplace which may be at some distance from the host institution. In one instance the HE students are undertaking specialist Marine Education programmes which require significant periods at sea, away from the host College.
- 2.3. There is increasingly a need for increased flexibility and personalisation to provide access to HE for such diverse groups of non-traditional learners with varying support needs and learning styles. There is a need to identify pedagogies, assessment practices and support mechanisms to cater for their needs, encourage them to reflect effectively and recognise their past and present achievements. The above aspects are integral to, and an increasing proportion of, the HE programmes delivered by the colleges in this consortium.
- 2.4. The HE course managers in the Tyne and Wear consortium Colleges consider that the paper-based mechanisms for capturing, validating and integrating the WBL elements of the HE provision could be more flexible, efficient and reliable, either from the perspective of the students undertaking the HE programmes, the students' employer or the standpoint of the supervisors and the college tutors who are required to validate and monitor the achievements and credit those achievements to the main HE programme.
- 2.5. There is a need for on-line systems, accessible to learners, supervisors, employers, mentors and course managers which will allow 24/7 access, and empower all of those groups to progress the WBL component of the HE programme in the most accessible, efficient and reliable manner.
- 2.6. The issue/opportunity described here relates strongly to the colleges' strategic plans and is a natural progression from previous collaborative activity (see section 4).
- 2.7. The issue/opportunity is of interest to the wider HE and FE sectors, and the proposed project provides a cost effective means of significantly increasing the HE/FE sectors' understanding of the role of e-portfolios in WBL. The partners will fund most project activity from their own sources, with JISC funding allowing greater scope and depth and an important extra layer of rigorous evaluation to enable wider benefits.

3. Strategy

- 3.1. **AIM: This project will deploy contrasted e-portfolio/PDP systems across four collaborating colleges and provide a comparative analysis of their effectiveness and efficiency.**
- 3.2. In order to facilitate this, it is proposed that the consortium will, at the outset of the project, develop a framework of metrics covering the operation and results of the project elements. The framework will provide unique, comparative and consistent information about the effectiveness of four contrasted approaches to the support of work-based learning.
- 3.3. In order to facilitate this, it is proposed that the consortium will
 - develop a framework of metrics covering the operation and the collection of results data from the project operation.
 - use this framework to provide unique, comparative and consistent information about the effectiveness of four contrasted approaches to the support of work-based learning.
 - research and follow good practice demonstrated elsewhere in the sector

- greatly enhance the capability of WBL learners in four different environments to document learning activities and experiences and record their personal development as a lifelong learner
 - support course managers in administering their programmes
 - achieve efficient and reliable recording of Work Based Learning and Skills within HE programmes.
 - allow supervisors and employers to play an active part, providing feedback, engaging in dialogue and monitoring the progress of their employees.
 - regularly take feedback from learners and employers, involving them as much as possible to ensure effective solutions meeting their needs
 - provide reports on the comparative results obtained within this project of heterogeneous elements using consistent applied metrics and reporting styles
 - indicate the strengths and weaknesses of a range of four approaches applied to the on-line support of work-based learners
- 3.4. The application of e-portfolio technologies should significantly improve the position for learners in work related HE programmes, be they local or international. Furthermore, the employers or their agents who support those students are empowered to monitor and contribute to the progress of learners during their programme.
- 3.5. The project will seek to extend knowledge about best practice in using e-portfolios. This will emphasise student ownership of e-portfolios and encourage the view of e-portfolios as a tool for lifelong learning. Students will be able to grant access to parts of their portfolio to key parties, presenting different views of the portfolio to different audiences.
- 3.6. Project outcomes will be:
- short rule-of-thumb definitions of good practice in establishing WBL support
 - case studies of the four approaches
 - a report defining key issues and success factors
 - the proposal to pilot the use of more than one e-portfolio system by different partners within the consortium will allow a comparative study to be made as to the various features of each of the e-portfolio systems which best support the project objectives. This will be documented as a report.
- 3.7. Further details of the specific HE programmes and the student cohorts are contained within the 'Implementation' section of this proposal.

4. The Consortium

4.1. The four Tyne and Wear Colleges proposing this project are:

<i>College</i>	<i>Validating University Partner</i>	<i>Number of Learners</i>	<i>Number of HE Learners</i>
City of Sunderland College	University of Sunderland	25,000	823
Gateshead College	University of Sunderland	13,258	253
South Tyneside College	Northumbria University	17,000	949
Tyne Metropolitan College	University of Sunderland/Northumbria University	16,000	324

- 4.2. City of Sunderland College (CoSC) is a large tertiary and general FE college in North East England. It offers a wide portfolio of courses, from pre-foundation level for students with severe learning difficulties to Foundation Degree and other HE courses. The CoSC strand in relation to the Tyne and Wear Colleges' Consortium HE in FE project bid is to explore the use of mobile access to the e-Portfolio/PDP systems that learners have access to via our VLE, with part-time HE students who spend most of the working week in the workplace.
- 4.3. Gateshead College (GC) has a wide course portfolio including provision for 14-19 year olds, workforce development, Higher Education and adult and community learning. The GC proposal in relation to the HE in FE project is to implement e-portfolios with a focus on establishing mechanisms to ensure the effective input of work-based mentors in supporting work-based learners.

- 4.4. South Tyneside College (STC) is a large Further Education College with over 17,000 students. Students are drawn from the local community, across the UK and over 30 countries worldwide. The STC proposal is to pilot the use of the College's Blackboard® e-Portfolio system with a cohort of sea-going marine engineering student cadets undertaking professional certificates linked to a Foundation Degree programme. Employers, supervisors, tutors and the sea cadets will utilise the e-Portfolio facilities to capture, monitor and validate, the Work Based Learning, (WBL), components of their sea going experience, which will satisfy the academic requirements of their Foundation Degree programme.
- 4.5. Tyne Metropolitan College (TMC) is the result of a recent amalgamation between North Tyneside College and Tynemouth Sixth Form College. TMC is the major FE provider of in the North Tyneside area offering provision to adult community learning, school links, 14-19 year olds, 19+, local/regional employers and Higher Education students. The TMC proposal is to develop an on-line facility for full and part time students on Foundation Degrees in Counselling, Playwork and Travel and Tourism to support the development of e-portfolios, student centred lifelong learning elements and the recording of WBL evidence.
- 4.6. The Colleges have a strong track record in delivering collaborative projects. Each of the consortium Colleges play an active part as members of the RSC Northern Content and Curriculum and Technical Groups. The Colleges have experience of co-hosting, organising and facilitating events with the local RSC team.
- 4.7. The One North East (ONE) sponsored, local LSC managed OWL (Object Warehouse for Learning) project, ran for two years from 2003 to 2005 and established a regional repository of learning resources to be accessed and shared by the consortium colleges. Furthermore, the e-learning activity targets specified by ONE were not only achieved by the consortium but greatly exceeded. A regional dissemination event at the Centre for Life in Newcastle was attended by over two hundred delegates and involved presentations by project and industry partners.
- 4.8. In 2005-06 the consortium was successful in a Local Initiative Development Fund (LIDF) bid supported by the Local Learning and Skills Council. This project, to develop e-learning primarily at level 2, identified LSC agreed learner targets that were all fully achieved by the consortium of colleges.
- 4.9. The Colleges have strong track records over several years working with LSN (and formerly LSDA) working on 'Q Projects' to embed e-learning through staff development and the creation of e-learning resources. Contributions to dissemination events and national repositories of learning materials and exemplars have resulted from this work.
- 4.10. In 2005-06, the Colleges worked extensively with LSN on the VLSP (Vocational Learning Support Project) which required the production of e-learning products by practitioners within the consortium that would serve as exemplar course materials for four new vocational A levels. This highly collaborative venture was project managed by OWL and resulted in twenty four innovative, interactive e-learning lessons which were well received and highly praised by LSN. This material underwent a national dissemination in autumn 2006. As a direct consequence of this project, the consortium was accorded preferred supplier status and continue to develop materials for LSN.
- 4.11. The consortium, via the OWL project and in particular City of Sunderland College contributed effectively during 2005-06 to the JISC-funded North-East Regional Collaboration around e-Portfolio Progression Pathways with Illustrative Case Studies (EPICS) by the submission of live student data as part of the testing of transferring e-portfolio data between both institutions and different systems and via representation on the EPICS' Advisory Board. Experience of exploring transfer of data between different e-portfolio systems as part of this project will be valuable if this proposal is successful.
- 4.12. City of Sunderland College were members of the Advisory Board for the JISC-funded Strategies for managing ICT and its applications within colleges and universities: policy and practice (the StrICT Project) and were actively involved in the construction of the research tools used by that project to gather the data used in its report.

5. Implementation

- 5.1. The e-portfolio approach to WBL delivery, support, assessment and management will be implemented across a cross-section of HE provision across the consortium.
- 5.2. A key aspect of this proposal is to establish at the outset a set of metrics which will be used to consistently produce comparative data about the four approaches being taken to these different groups of learners. The creation of these metrics will occur at the start of the programme taking input from JISC, RSC Northern and other useful sources which are identified by research. It is envisaged that further metrics will be evolved and added consistently across the four sub-projects during the life of the project. Metrics will (e.g.) include cost of implemented technologies and ILT staff set-up time; resources spent per learner on induction and support; learner use levels (profile of access frequencies and hits); learner progress data; learner completions and results; overall interactions of tutors, mentors and employers. There will also be collection of consistent qualitative data through learner, staff, mentor, and employer diaries and blogs. The consistency and rigour of the framework for collecting this comparative data will provide excellent guidance for use within the HE in FE sector when the implementation of WBL personal support systems are being considered.
- 5.3. An excellent range and depth of skills and experience is readily available across the 4 colleges and partner universities, and this skill base will be accessed by seconding staff to the project. Appendix D shows some example outline CVs.
- 5.4. Several e-portfolio systems will be used by different partners within the consortium (thus supporting a comparative study of their features and qualities). Technologies will include Blackboard, PebblePAD and ePET (funded by JISC as part of the Distributed e-Learning programme)⁵.

5.5. Sub-Project: Personal support for learners in a maritime environment (South Tyneside College)

Course Title: Foundation Degree in Marine Engineering:
Course Pattern: Three Year Sandwich Foundation Degree with attendance at College and then at sea in the proportion 40:60

- 5.5.1. Marine Education programmes at South Tyneside College are migrating from the NVQ and HND programmes currently operated toward the Foundation Degree model. The first intake of students upon the FD Marine Engineering programme will be in March 2007.
- 5.5.2. The Marine Engineering FDs are validated by Northumbria University. Unlike earlier HND programmes, the FD courses have a significant WBL component. The nature of the Marine Programme is such that the WBL component involves time at sea developing the skills and knowledge to satisfy the WBL requirements.
- 5.5.3. It is proposed to offer a pilot group of marine engineering students, with the approval of their shipping company employer, the opportunity to collect their WBL evidence in electronic form through the College's e-portfolio system. Perhaps more importantly, tutors and supervisors will have immediate access to that evidence, both to verify and moderate the quality of the submission, and to manage the development of the WBL portfolio. This continual monitoring would obviate the need for a substantial re-transcription and perhaps resubmission of WBL evidence upon return to College.
- 5.5.4. In a number of circumstances however, access to an Internet enabled PC for specific groups of employed students is limited, and therefore off-line techniques (such as PDAs and personal laptops) for capturing the WBL elements will be investigated. Thereafter synchronisation with the individual student's portfolio is possible through the facilities available within the Blackboard VLE.

5.6. Sub-Project: (Tyne Metropolitan College)

Title: Supporting FD learners and staff with on-line facilities

⁵ See <http://www.eportfolios.ac.uk/ePET/>

Course Pattern: 2 yrs Full and Part Time

5.6.1. The current Foundation Degrees in Counselling, Playwork and Travel and Tourism provision within the college continue to expand and grow in learner numbers. Due to this growth, the need to support both learners and staff with e-portfolio development, the inclusion and sharing of lifelong learning elements and the recording of WBL evidence has become evident. Problem areas include a lack of effective communication between mentors and mentees, geographical distance, disparate work patterns and differing support requirements.

5.6.2. TMC's proposal of an on-line facility will offer the following opportunities to learners, mentors and employers:

- improved sharing of information
- increased efficiency of communication
- the opportunity to be more reflective on a personal level
- IT upskilling (e.g. blogs, podcasts, web skills)
- improved evidence recording

It is intended to set up a VLE area as the primary communication vehicle between all project participants and provide storage e-portfolios, resources and learning materials and assessment evidence.

5.7. Sub-Project: Supporting Business Services learners with hybrid systems (City of Sunderland College)

Course Title: HNC Business

Course Pattern: 2 Year Part-time

5.7.1. The CoSC strand in relation to the Tyne and Wear Colleges' Consortium HE in FE project bid is to explore the use of mobile access to the e-Portfolio/PDP systems that learners have access to via our VLE, with part-time HE students who spend most of the working week in the workplace.

5.7.2. One of the main purposes of an e-Portfolio/PDP system for students following HE courses linked to their employment is to allow the learner to actively reflect on the learning process and relate that learning to their employment practice. This would best be achieved if the reflections are captured as soon as possible after they have applied theory to practice. The use of a hand-held computer or Personal Digital Assistant (PDA) would greatly facilitate this, particularly if it can be synchronized with the VLE that houses the e-Portfolio/PDP system.

5.7.3. The harnessing of three existing technologies – the college VLE, PDAs and an additional plug-in to the VLE which allows the learner to effectively take the VLE off-line, access both learning materials and the e-Portfolio/PDP system, make amendments/additions to the latter and then re-synchronize this with the online VLE when they next have access to the Internet will, it is envisaged, help to personalise the learner experience and place learning more directly in the work-based context of the learner.

5.7.4. This combination of technologies will allow for more efficient capture and reporting of the reflective elements of the learner's e-Portfolio/PDP, extend the ability of the learner to access e-learning content in the workplace (or in other locations away from college or an internet connection) and thus increase the benefits of e-Learning for them. They will also have an increased ability to share their learning experiences with their employers, many of whom pay the course fees.

5.7.5. The underlying approach to this project is very much that of testing out a proof of concept. The idea that mobile technology linked to learning capacity has face validity in relation to extending learning opportunities and the ability to capture and record reflections and other evidence in relation to learning. Face validity however, is not a sufficient condition for re-designing curriculum models, course management and student contributions to their learning. Rather, it is essential that any such developments are rooted on sound evidence from research, and it is intended that this project will provide

the evidence on which decisions about whether or not to use the approach outlined above with future learners is to be continued.

5.8. Sub-project: Fully engaging the employers (Gateshead College)

Course Title: Certificate in Education/Professional Graduate Certificate in Education
Course Pattern: 2 Year/1year Part-time

5.8.1. Gateshead College delivers the Certificate in Education/PGCE in Post-compulsory education as part of a consortium led by the University of Sunderland. As well as undertaking training, development and research activity to become effective practitioners, learners must demonstrate development of skills and application of appropriate pedagogies in their specific subject/vocational area. This process emphasises work-based learning, requiring learners to apply their skills in the workplace with the support of experienced practitioners - 'Curriculum Mentors'.

5.8.2. There are practical challenges and difficulties in making this work successful, for example:

- There is a shortage of readily available curriculum mentors in certain subject areas
- Effective communication between mentors and mentees is essential
- Sharing of good practice and mutual support between mentors is important, but there are practical difficulties relating to geographical distance
- There are difficulties in people meeting up regularly and fitting mentor activity into busy schedules
- Specialists in different subject areas and work-based settings require different levels and types of support
- It is necessary to ensure consistent quality of support

5.8.3. The project proposal is to apply learning technologies to solve this problem and evaluate their effectiveness. Work has started in setting-up a Virtual Learning Environment area for communication between mentors, communication between mentors and learners and storage of resources and learning materials. This has been done as part of a small-scale 'Quality Improvement Project' supported by £1,000 funding from QIA. The project proposal for the FE in HE call is to extend this work to create electronic implementations of learner portfolios and Personal Development Plans (PDP), with the Curriculum Mentors operating as 'e-Mentors' to support learners within their workplace.

5.8.4. In this model, learners will have ownership of an e-portfolio and PDP, with Curriculum e-Mentors supporting and advising.

6. Outcomes

6.1. At the conclusion of this project, comprising pilot programmes in each of four colleges in Tyne and Wear, each institution in the consortium will have significantly developed the provision of those HE programmes which contain a substantive WBL component.

6.2. If, in the view of the College senior managers and the HE managers of those programmes, the e-portfolio approach to managing the WBL element of their provision, substantially improves the quality of the provision for the students, work based supervisors, and employers, then the e-portfolio supported approach will be rolled out in the following session to other HE provision comprising a WBL element.

6.3. The consortium has a strong track record of embedding the outcomes of previous collaborative projects into mainstream practice. There is evidence of a natural, strategic progression from previous joint activity into further projects, developments and activities. Likewise, this project is a natural next step from earlier joint activities, and the resulting outcomes would be sustained by future plans and strategies.

6.4. In addition it is intended that this project will provide comparative information which HE in FE providers can use when making implementation choices of personal systems in the WBL elements of HE programmes.

- 6.5. As results are drawn from a variety of approaches in a variety of settings, it is expected (as with outcomes of previous collaborative projects) that the project outcomes will be highly transferable.

7. Management

- 7.1. The progress of the overall project will be monitored at monthly meetings of the e-learning managers from each of the consortium colleges. The e-learning managers from the partner colleges have several years experience overseeing and steering joint projects of this nature.
- 7.2. Progress reports, against standard headings, will be forwarded to JISC on a termly basis.
- 7.3. A Project Manager will oversee the project as a whole and provide a central point of contact for JISC. Project Leaders (one based in each of the four partner Colleges) will work closely with the project manager, taking responsibility for each of the four project strands. A substantial portion (see Appendix C) of the funding requested from JISC is to provide robust management and co-ordination.
- 7.4. Risk will be carefully managed throughout the project and appropriate actions taken. Initial planning takes account of risks, illustrated by:
- the proposal for substantial central management support to facilitate effective communication and ensure that the central framework for evaluation is implemented consistently
 - plans for regular monitoring and review of approaches/strategies by e-learning managers to ensure action is taken to keep in line with the project schedule and objectives
 - plans to also have distributed project management within each college, to ensure effective local monitoring and accountability
- 7.5. Results will be drawn from all of the consortium colleges. Tools including surveys and interviews with students, work based supervisors, HE course managers and Employers will be used to establishing perceptions of the e-portfolio as a mechanism for supporting the work based HE students.
- 7.6. The primary features of each portfolio system which were found to be helpful or unhelpful, will be documented in a comparative table of e-portfolio features and effectiveness.

8. Evaluation

- 8.1. Evaluation will take into account the experience of learners, employers and colleges. Case studies and reports will draw evidence from sources such as learner diaries and reflective logs.
- 8.2. Internal evaluation will occur through the use of the metric framework which will require frequent examination of the findings of the sub-projects. External evaluation will also be commissioned for this project. Two interventions will be scheduled so that adjustments to the project operation can be achieved at a mid-point as well as a terminating objective statement of results.

9. Dissemination

- 9.1. The consortium has a real commitment to disseminating the outcomes of project activities. This is evidenced by the consortium's excellent track record in disseminating outcomes of previous collaborative developments such as the OWL project.
- 9.2. A National event held regionally, relating to e-portfolios in WBL HE programmes will be organised in conjunction with JISC, the RSC Northern and delivered by the Colleges in the consortium. In addition a web-cast for peers in FE colleges and HE institutions will be organised.
- 9.3. An innovative form of dissemination is proposed, where the outcomes of the project in terms of case studies of learners' personal experiences are made available on-line for current or potential 'HE in FE' learners. This would make use of a popular web 2.0 community system (such as Myspace) and would have the aim of communicating the advantages of work-based HE routes supported through application of technology.

Appendix A

Cover Sheet for Proposals (All sections must be completed)	JISC Capital Programme
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Name of Capital Programme: e-Learning			
Bid for Call: (Please tick ONE BOX ONLY, as appropriate)			
Supporting lifelong learning			
<input checked="" type="checkbox"/>	Call I – HE in FE		
Technical developments to support learning and teaching			
<input type="checkbox"/>	Call II – Assessment <input type="checkbox"/> a) Item Authoring Tool <input type="checkbox"/> b) Item Bank Software <input type="checkbox"/> c) Assessment Delivery Tool	<input type="checkbox"/>	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 type="checkbox"/> d) e-portfolio based admissions.
<input type="checkbox"/>	Call III – Technology supported learning environments	<input type="checkbox"/>	Call V – Course description and discovery
<input type="checkbox"/>		<input type="checkbox"/>	Call VI – Course validation
<input type="checkbox"/>		<input type="checkbox"/>	Call VII – Domain maps
Name of Lead Institution: Gateshead College			
Name of Proposed Project: A Comparative Study of e-portfolio Implementation in WBL (ComPort)			
Name(s) of Project Partner(s): City of Sunderland College, Gateshead College (lead partner), South Tyneside College, Tyne Metropolitan College Plus: University of Sunderland, Northumbria University, Foundation Degree Forward as supporting partners			
Full Contact Details for Primary Contact: Name: Andrew Robson Position: e-learning Development Manager Email: andrew.robson@gateshead.ac.uk Address: Gateshead College, Durham Road, Gateshead, NE9 5BN Tel: 0191 490 2209 Fax: 0191 490 2313			
Length of Project: 2 years			
Project Start Date: March 2007		Project End Date: March 2009	
Total Funding Requested from JISC: £90,000			
Funding Broken Down over Financial Years (April – March):			
Apr06 – Mar07	Apr07 – Mar08	Apr08 – Mar09	
£0	£45,000	£45,000	
Total Institutional Contributions:			

Percentage Contributions over the Life of the Project:	JISC 39%	PARTNERS 61%
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Outline Project Description

This project aims to explore, within a rigorous framework, four ways in which the lifelong learner can be supported in their use of e-portfolios and PDP systems as part of their unique learning journey as an HE student at an FE college. This project aims to explore ways in which the lifelong learner can be supported in achieving this during part of their unique learning journey spent as a HE student at an FE college.

This project will compare and contrast four different approaches to the use of mobile and other technologies to support HE programmes which have WBL elements. Four North East FE Colleges with an excellent track record in collaborative projects each have different target audiences and different technology options with which to put together personal support systems for work-based elements of their HE programmes. This proposed project will provide carefully controlled comparative data to assist the HE in FE community with their implementation choices.

The 4 consortium colleges submitting this proposal will pilot existing technologies with new approaches, focusing on personalised learning and in particular e-portfolios and PDPs. Four strands of the project, one in each of the four partner colleges, will each look at particular aspects and implementations of e-portfolios/PDPs. A distinctive and critical feature of this project is that each partner will use different approaches and technologies, whilst a framework of metrics designed at the outset and refined progressively through the life of the project will be used to ensure that a consistent and accurate comparative analysis is available to report on the sub-projects.

I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	YES ✓	NO
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I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	YES ✓	NO
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Appendix B : Timetable and Work Packages

Date	Work Package		Details	Deliverables	Person(s) Responsible
March 2007 – April 2007	WP1: Project Planning Finalisation phase	WP1a: Plan	Discussion with JISC Project Manager to ensure clear understanding of nature and scope of Project.	Project plan	AR, RA, MS, BH (The Steering Group)
		WP1b: Metrics	Define framework of metrics for accurate comparative analysis	Framework of metrics	External body commissioned by Steering Group
May 2007 – August 2007	WP2: Pre-implementation phase.	WP2a: Governance Structure	Appointment of Project Manager	Work breakdown structure diagram	The Steering Group
		WP2b: The Technologies	Purchase, installation and testing of required technologies	Commissioned installed technologies	The Steering Group and Project Manager
		WP2c: Staff Induction and Training	Staff Development with Academic and Employer Engagement staff to enable them to effectively support learners and employers during the project	Records/evaluation of development activity	The Steering Group and Project Manager
August 2007 – July 2008	WP3: Implementation phase.	WP3a: Employer Induction	Employers of work-based learning informed of nature of projects and benefits to them as well as the learners	Records/evaluation of activity	The Steering Group, Project Manager and Academic Staff
		WP3b: Student Induction and Training	Students introduced to the project and the technologies	Records/evaluation of activity	Academic Staff and Employer Engagement staff
		WP3c: Student Evaluation Groups established	1 group of students for each strand of the project set-up and aims of evaluation explained.	Records of activity	The Steering Group, Project Manager and Academic Staff
		WP3d: Project Implementation	Project implemented with students	Records of activity	The Steering Group, Project Manager and Academic Staff

December 2007 – December 2008	WP4: Evaluation and Dissemination phase	WP4a: Project Evaluation Tool(s)	Develop tool(s) to evaluate the project against pre-defined measures	Evaluation Tool(s)	The Steering Group, Project Manager and Academic Staff
		WP4b: Initial Data Collection (November 2007)	Collect and analyse data on early experiences. Report on outcomes to Steering Group.	Data Progress report	Project Manager and Academic Staff
		WP4c: Mid-point Data Collection (February 2008)	Collect and analyse data at mid-point of the Implementation phase. Report on outcomes to Steering Group.	Data Progress report	Project Manager and Academic Staff
		WP4d: End-point Data Collection (July 2008)	Collect and analyse data at end of Implementation phase. Report on outcomes to Steering Group.	Data Progress report Case Studies	Project Manager and Academic Staff
		WP4e: Dissemination 1: Learners to Peers (August 2008)	Dissemination of outcomes by Learners to their peers via web 2.0 technology	Web presence	The Steering Group, Project Manager and Academic Staff
		WP4f: Dissemination 2: Project staff to Peers (October 2008)	Dissemination event held by project for peers in HE and FE	Records/evaluation of activity	The Steering Group and Project Manager
		WP4g: Final Report (December 2008)	Submission of final report to Jisc	Final report	The Steering Group and Project Manager

Appendix C : Costs

Directly Incurred Staff	March 07	April 07– March 08	April 08– March 09	TOTAL £
Project Manager (146 days of project management distributed to reflect requirements of project stages)	£	██████	██████	██████
e-learning Managers (one per college)	██████	██████	██████	██████
Project Leaders (one per college)	£	██████	██████	██████
Other Staff (inc IT technical staff, other academic staff)	██████	██████	██████	██████
	£	£	£	£
Total Directly Incurred Staff (A)	£1,000	£81,036	£81,181	£164,957
Non-Staff				
Non-Staff	March 07	April 07– March 08	April 08– March 09	TOTAL £
Travel and expenses	£	£2,000	£2,200	£4,200
Hardware/software	£	£40,500	£0	£40,500
Dissemination	£	£0	£6,500	£6,500
Evaluation	£	£2,500	£4,500	£7,000
Other	£	£	£	£
Total Directly Incurred Non-Staff (B)	£	£45,000	£13,200	£58,200
Directly Incurred Total (A+B=C) (C)	£2,740	£126,036	£94,381	£223,157
Directly Allocated				
Directly Allocated	March 07	April 07– March 08	April 08– March 09	TOTAL £
Staff	£	£500	£515	£1,015
Estates	£	£2,000	£2,060	£4,060
Other	£	£	£	£
Directly Allocated Total (D)	£	£2,500	£2,575	£5,075
Indirect Costs (E)	£	£	£	£
Total Project Cost (C+D+E)	£	£128,536	£96,956	£228,232
Amount Requested from JISC	£	£45,000	£45,000	£90,000
Institutional Contributions	£2,740	£83,536	£51,956	£138,232
Percentage Contributions over the life of the project		JISC 39 %	Partners 61 %	Total 100%

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