

E-Learning Proposal Cover Sheet

Cover Sheet for Proposals (All sections must be completed)	<i>JISC Capital Programme</i>
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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	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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 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: Hull College

Name of Proposed Project: Higher Education Learning Portfolio for Placements

Name(s) of Project Partner(s): University of Lincoln

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Length of Project: March 2007 – March 2009 – two years

Project Start Date: 1st March 2007 **Project End Date:** 31st March 2009

Total Funding Requested from JISC: £91,986.80

Funding Broken Down over Financial Years (April – March):		
Apr06 – Mar07	Apr07 – Mar08	Apr08 – Mar09
	£51,853.89	£40,132.91

Total Institutional Contributions: £47,195.38

Percentage Contributions over the Life of the Project:	JISC	PARTNERS
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66.09%

33.91%

Outline Project Description

During Foundation Degree (FD) work placements at Hull College, learners, employers and tutors need to keep in contact with each other in order to monitor progress. For many students, and indeed employers, this is their first foray into FDs and work placement at Higher Education (HE) level. Both students and employers have reported feeling 'lost' at times and unsure of certain practices and regulations. Through the use of online blogs and forums using Elgg and Moodle, students and employers experiences will be enhanced via easy access to support from the team and to an online community of peers taking part in similar experiences.

Students often have problems with being asked to write reflectively for their Personal Development Plan (PDP), simply recording what has been done, rather than reflecting on the task. The reflective element will be embedded within the student's blog on Elgg. They will be able to view 'prompts' in the form of interactive, personalised comments and questions from workplace mentors and tutors to help scaffold the students reflective processes.

Weak writing skills can inhibit the change from recording experience, to being asked to write reflectively. Some students will benefit from an e-portfolio facility in Elgg where images, sound and video can be used to record experience and reflections.

The project will address these questions:

- Has the technological awareness and skill levels of learners, employers and tutors been raised?
- Did the technology enhance the students, employers and tutors experience?
 - Did using blogs in a more immediate fashion - incorporating tutor and employer comment as interactive and personalised prompts - facilitate and enhance reflective practice?
 - Has the e-portfolio space enhanced the recording of work placement experience via sound, images and video of the work placement?
 - Has the e-portfolio space been used by students / employers to share and upload work to be assessed, or have employers preferred to keep the output from work placements in their own domain?
 - Has the use of asynchronous discussion forums and the Elgg system enhanced communication between all parties?
- Has the use of e-learning impacted upon retention and achievement levels?
- Can online communication facilities bring to the surface particular issues with work placements?

A download facility for all the files stored in Elgg and all the blog transcripts is needed, so at a single button press, learners e-portfolio work can be transferred onto portable media. This addresses the interoperability issues between e-portfolio systems.

Training will be developed and delivered to learners, employers and tutors in both a face-to-face and online mode. This online system will be piloted with learners, employers and tutors involved in work placements on FDs run at Hull College. Various evaluative processes will take place during and at the end of the pilot period. Findings will be disseminated to JISC at regular periods and a final report will be drafted.

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.

Hull College does not wish withhold any information contained in the submission.

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	Contains detailed description of our proposed system design which would damage our commercial interests if disclosed by making this information available to competitors

1. Introduction:

1.1 Rationale: During Foundation Degree (FD) work placements at Hull College, both employers and students have reported difficulty with retaining contact with tutors, and sometimes with each other during the days that students are either physically not at their placement, or at times when their workplace mentor has to be away from their premises.

1.2. For many students, and indeed employers, this is their first foray into FDs and work placement at Higher Education (HE) level. Many of our students are working with enthusiastic small to medium enterprises (SMEs) who may be new to work placement at this level and we see this as a training vehicle for the whole work placement network rather than only a support vehicle for students. Using a development model which incorporates training and communication for the whole community we will be encouraging multi tiered support and facilitating the creation and dissemination of ideas and policies. In this way we hope to build a sustainable work placement network.

1.3. Traditionally, in the Hull area, like in many other inner cities, students writing skills are poor. This has been an issue for them when recording their work placement activities, experiences and personal development. Students often have problems with being asked to write reflectively for their Personal Development Plan (PDP), either finding it a chore or simply recording what has been done, rather than reflecting on the task. Weak writing skills can inhibit the change from recording experience, to being asked to write reflectively. Some of our students simply need practice in sustained writing activities; others will benefit from a facility where images, sound and video can be used to record experience and reflections.

1.4. The reflective element will be embedded within the student's blog. They will be able to view 'prompts' in the form of interactive, personalised comments and questions from workplace mentors and tutors to help them complete the blog in a reflective manner. These prompts help to scaffold the students reflective processes. This should alleviate the problems discovered by Wakefield College (2006), when they found that learners using blogs, "...simply presented a diary containing a factual account of what they had done, or what they planned to do."

1.5. An e-portfolio facility will let students share their work with tutors and employers whilst also facilitating widening participation for those with writing/textual difficulties. As the project extends to more creative arts-based courses it is envisaged that there will be a large quantity of audio/visual input.

1.6. Both students and employers have reported feeling 'lost' at times and unsure of certain practices and regulations. Through the use of online blogs and forums, students and employers experiences will be enhanced via easy access to support from the team and to an online community of peers taking part in similar experiences. The use of social software to facilitate a team approach between workplace, student, tutor and technologist will break down barriers and facilitate change earlier before frustration sets in.

1.7. Providing an online environment where thoughts, work and reflections can be shared and support asked for and given by any suitable member of the community also facilitates both formal and informal learning, and enables role switching and a degree of self-organisation (Smart, 2006).

2. Nature of work to be undertaken: The project will utilise an existing Elgg-based system, adapted to include an online work-placement brief, developed with HE Academy funding. Elgg will provide e-portfolio space and the blog facility where employers and tutors can deliver comments to enhance reflection for PDP use. The project will utilise Moodle to provide asynchronous discussion forums, and the online training packages – the college already uses Moodle extensively to deliver online learning.

2.1. This system will have a download facility for all the files stored in Elgg and all the blog transcripts, so at a single button press, learners e-portfolio work can be transferred onto portable media. This addresses the interoperability issues between e-portfolio systems. Training on the use of the online facilities and prompting for reflection / reflective writing will be developed and delivered to learners, employers and tutors in both a face-to-face and online mode. This online system will be piloted with learners, employers and tutors involved in work placements on FDs run at Hull College. Various evaluative processes will take place during and at the end of the pilot period. Findings will be disseminated to JISC at regular periods and a final report will be drafted.

2.2. The project will address these questions:

- Has the technological awareness and skill levels of learners, employers and tutors been raised?
- Did the technology enhance the students, employers and tutors experience?
 - Did using blogs in a more immediate fashion - incorporating tutor and employer comment as interactive and personalised prompts - facilitate and enhance reflective practice?
 - Has the e-portfolio space enhanced the recording of work placement experience via sound, images and video of the work placement?
 - Has the e-portfolio space been used by students / employers to share and upload work to be assessed, or have employers preferred to keep the output from work placements in their own domain?
 - Has the use of asynchronous discussion forums and the Elgg system enhanced communication between all parties?
- Has the use of e-learning impacted upon retention and achievement levels?

- Can online communication facilities bring to the surface particular issues with work placements?

3. Project length and start and end dates: March 2007 – March 2009

4. The project will contribute to the programme in the following ways:

- Evaluation of the project will increase awareness in the wider community of how blogs, forums and e-portfolios can support FD work placements in a Further Education (FE) environment.
- It will provide guidance to the sector on the use of e-learning to support learners and employers involved in FDs delivered in an FE environment.
- Increased awareness of how these technologies can be used to facilitate widening participation (wp) through the use of a variety of digital media to record workplace experiences and to use as assessment evidence.
- Support lifelong learning for students, allowing them to store their assessments and reflections on a portable format.
- Build knowledge and skills in the use of e-learning to support learners on HE courses delivered in FECs.
- Use and development of open source, transferable models allows re-use by the wider community.

5. Project plan: This project will utilise a web-based e-portfolio environment based on Elgg which has already been developed with HE Academy funding. It will support work-based learning for FD students and employers. This environment facilitates the upload and sharing of files, and incorporates blogs to aid personal development and reflection alongside employer and tutor comment. The project brief is accessible in web-based electronic format, as a digitised document, and defined project stages mapped against learning outcomes can be 'signed off' electronically.

5.1. The Hull College HE Strategy promotes the use of ILT in HE programme delivery to improve flexibility of study times and modes. The ILT Strategy also recognises the increasing importance of ILT and e-learning to support the growth of Work-Based learning provision. The blog forms the developmental aspect of the e-portfolio space, and the presentational aspect is catered for by the file upload space, where work in progress can be shared with employers and tutors, and final submission can be 'showcased'. The Hull College ILT Strategy encourages the use of appropriate IT by the learner in the context of the learning experience, and the college aims to ensure that all students have an e-learning portfolio. On line tutorial support, advice and guidance is to be linked to the e-portfolio and be available at every stage of the student's progression. In particular, the ILT strategy talks about acquiring e-learning portfolio software for use with work based students.

5.2. The environment will facilitate the three-way conversation involved in FD work placements between student, employer and tutor via blogs. Interaction with this environment will offer the student and the employer more continuous engagement, interaction and support than physical tutor visits will allow. Learners will keep records of their reflections via the blogs, and tutors and workplace mentors will help to stimulate and scaffold further reflection via comments on these posts. Access to files and blog posts can be controlled via access groups, effectively creating a division between a private and shared area. The college HE Strategy states that WP will be facilitated by providing high levels of learner support to meet the needs of each individual through a well-established Personal Tutor system, Individual Learning Plans and specialist support services.

5.3. Asynchronous discussion forums sited on the college's Moodle environment will give students, staff and employers access to a community of practice, offering support and facilitating the creation and dissemination of ideas and policies, contributing to one aim of Hull Colleges HE Strategy, which is to meet local labour market needs and address skills gaps through active partnership with employers and stakeholders. Appropriate employer/ industry liaison activity will be supported to ensure that subject content, delivery and assessment meet the needs of industry/sector organisations. The ILT Strategy adds that online content and communication facilities will continue to be developed to enable all students' access to flexible differentiated learning thereby focusing on the individual needs of the learner. Online communication tools will be used to ensure that students have access to guidance, support as well peer group communications that build a sense of identity and community.

5.4. The file upload / e-portfolio space will allow learners to share their ongoing work with tutors, workplace mentors and peers (if appropriate), and will allow them to record their work place experiences via images, sound and video, enhancing widening participation for those who may struggle with writing skills. The Hull College HE Strategy includes in its mission and purpose, the aim to increase and widen participation in HE through effective design of courses and facilities, providing learners with an appropriately differentiated HE experience. This includes designing programmes which allow ease of progression into HE for existing learners, and those entering HE through vocational routes.

5.5. Interoperability issues between e-portfolio environments will be catered for by enabling the download of files, blogs and completed project brief to transportable media via a single button-press. This facility will be incorporated into Elgg. As JISC points out in their briefing paper on e-Portfolios (2006):

"Lifelong and personalised learning policy drivers propose that all learners should be able to develop, record, repurpose and transfer a wide range of information about themselves electronically, as they progress through different levels and episodes of learning, training and employment."

5.6. As the project brief is online, it can be easily viewed and reviewed by learners, employers and staff, allowing learning outcomes to be 'signed off' as completed, providing a visual and dateable record of achievement. It allows all concerned to see if progress is proceeding according to plan, or if intervention is needed.

5.7. Other project aspects can be checked online – for example, by reviewing videos, photographs, word-processed documents and spreadsheets. These can then either be confirmed as satisfactory, or deemed as needing more work. This will help employers to see if tutors have confirmed if academic standards have been reached; tutors to see if students are progressing satisfactorily; students to see which aspects of their placement work have been completed successfully and what is still to be done. The online brief can be updated and checked by all stakeholders more readily than a paper copy, and progress more easily assessed and agreed by all.

6. Staff, learner and workplace mentor development: Training in the use of the Elgg-based environment will be necessary for learners, workplace mentors and tutors. This will be to aid in the technological use, and to explain how prompting the learners via the blog 'comment' facility can scaffold and aid reflective practice, and elicit insights into thoughts on the whole work placement experience. Training for all on the use of the discussion forums will be necessary in order to facilitate a community of practice amongst all concerned.

6.1. The training will be available for delivery via both face-to-face mode and a set of online introductory tasks. This will cater for those who cannot physically be present, and for those who feel more comfortable learning in a face-to-face environment. Online provision also allows learners to revisit the training material for further practice.

6.2. The colleges ILT Strategy has the following aims:

- Access to learning or information will embrace the any time, anywhere learning ethos, including guides to using the learning platforms being available electronically to support learners.
- Offering flexible access to staff development via online provision.
- Raising awareness of the opportunities for enhancing current working practices.
- Providing an environment conducive to developing new teaching and learning strategies is seen as a central priority.
- To use ILT in the Curriculum to provide all learners with the basic IT literacy skills needed to prepare them for the challenges that will dominate future careers, and enable individuals to take responsibility for their own learning within a supportive framework.

6.3. The HE Strategy compliments this; e.g. one objective is to develop staff skills and knowledge appropriate to the HE curriculum.

7. Partnership with the University of Lincoln: Hull College staff will undertake the development work and the majority of the evaluative process with all participants. University of Lincoln (UL) staff in the Teaching and Learning Development section have been given access to the online system, and will contribute to the evaluative process as 'tutors'. Training on the system will be provided for UL staff either face-to-face or online as required.

8. Evaluation: Evaluation will be ongoing throughout the project. The FD that will initially use the system will be in the subject area of Software Design and Development, and will then be piloted in various subject areas with FDs awarded by UL. The participants involved in these courses have a disparate range of IT experience, and each course has a different structure for work placement. Studying how the technology is utilised in these different areas will give a wider sample range

8.1 Participants experiences of using the technology will be evaluated via:

- Reflective blog 'diaries'
- Questionnaires and structured interviews
- Observation of use
- Case studies
- Management information and system data

9. Dissemination: Interim and final reports will analyse areas where the project was successful, and areas where it was less successful, highlighting the implications and challenges for the sector. The data collected, along with the method of collection and rationale for this will be presented, in answer to the questions detailed above.

Ten person-days a year each will be allocated to Naomi Hoyland, Rose Papworth and Charles Papworth to attend relevant JISC-CETIS special interest groups and other appropriate meetings to disseminate the findings of the project.

10. Methodology and performance indicators. This project will test a number of hypotheses, regarding the use of this technology and its impact upon the learners, employers and tutors experience in the delivery of FDs. The table below sets out these hypotheses, our method for measuring impact and what our performance indicators will be.

Hypothesis	Method	Performance Indicator
The technological awareness and skill levels of learners, employers and tutors been raised after being involved in the project	A skills analysis before and after training, and also after the work placement activity using the online software will be administered via questionnaire, to measure IT skill level, everyday IT use and technological awareness. The indicators can be both quantitative and statistical, and qualitative via the use of open-ended questions.	Increased level of skills and technological awareness evident.
The use of blogs has enhanced reflective practice.	Blogs can be studied to see if reflection is occurring, based on comments from tutors and mentor, rather than factual accounts of day-to-day activity, to provide qualitative data. Blogs can also be compared with previous paper-based PDPs. More quantitative analysis of the learners use of the blogs and the frequency of the tutor and employer mentors use of the comment facility.	The use of blogs in a reflective manner. More effective entries than original PDP process. Comments directly prompt reflection. Regular use of blogs by all.
The use of e-portfolio will enhance recording of work placement experience via sound, images and video of the work placement.	The data collected will be both quantitative and qualitative. Observation of how the user is interacting with the various system facilities will be made. Quantitative data on facility use and log-in can be produced, as well as qualitative data collected via open ended questions in questionnaires and further responses elicited using structured interviews.	Learner using sound, images and video to record activity, not just text. Positive feedback on use of e-portfolio.
The e-portfolio space has been used by students / employers to share and upload work to be assessed.		Learners and employers regularly using upload space. Positive feedback on use of e-portfolio.
The use of asynchronous discussion forums and the Elgg system enhanced communication between all parties.	Qualitative data will be used to evaluate this. Both remote and structured questionnaires will be used to generate qualitative data. Previous learner, employer and tutor experience of communication in previous work placements on the course will be compared to using the online system. Quantitative data collected on usage.	Positive feedback on the use of discussion forms and blogs. Regular use of CMC
The use of e-learning impacted upon retention and achievement levels.	The retention and achievement course results will provide quantitative data. These can be compared with previous years.	Increased Retention and achievement levels evident.
The use of online communication facilities has brought to the surface particular issues with work placements.	Longitudinal thematic analysis can be used to analyse if there are recurring accounts of experiences within the work place from all parties, and from that it can be shown if use of the online communication facilities can bring to the surface particular issues with work placements. This can inform curriculum development. Qualitative data will be produced from studying transcripts of the communication, and focus groups and structured interviews can then elicit further response on these issues.	Particular thematic issues are identified and used to inform development.

11. Timetable:

Project duration: March 2007 – March 2009

Mar – Apr 2007: Phase 1

Mar 2007: project start

The project plan will be fine-tuned, project policies confirmed and distributed, meetings and interim reporting methods agreed, scheduled and distributed, and roles and responsibilities confirmed and communicated. Advertising and interviews for one new member of staff will take place, and a candidate selected.

May – Aug 2007: Phase 2

May – June: Candidate to start employment.

May – July: The single-button download facility will be developed, tested and added to the Elgg system. All binaries etc. will be distributed according to JISC policy. The new server will be configured and relevant software and systems installed and tested. Staff, learner and workplace mentor training on the new system will be developed.

July – Aug: Access to the system and training to all parties given. Any modifications to systems made.

Sep 07 – Dec 08: Phase 3

Sep 07 – July 08: Piloting (minimum of one academic year) of the system. Ongoing evaluation. System maintenance and modification as necessary.

Aug 08 – Nov 08: Post-placement evaluation process.

Dec 08 – Mar 09:

Dec 08 – Feb 09: Compiling findings.

Feb 09 – Mar 09: Post-project evaluation.

Mar 09: Project completes

12. Deliverables:

1. A report that will analyse the areas in which the project has or has not been successful, and will highlight the implications and challenges of using blogs, e-portfolios and online project briefs to support learners, prompt reflective practice and widen participation to non-traditional students. This will be based on an evaluation of the learners, tutors and employers experiences of using the technology via reflective blogs, case studies, questionnaires and observation.
2. The facility to download files, blogs and project brief from the Elgg environment onto transportable media via a single button press.
3. A staff development programme for staff involved in FD work placements in order to utilise the system and prompt reflection via comments.
4. A training programme for employer mentors in order to utilise the system and prompt reflection via comments.
5. A training programme for students in order to utilise the system and record reflections using a variety of media, based on others interactive comments.

13. Risks: the following risks and controls have been identified.

Risk	Control
Personnel may suffer from long term illness or change jobs	Ensure other staff in team are aware of roles and facilitate cross working, this will enable periods of absence to be managed without impacting upon project workplan. Close monitoring by manager.
Change to Hull College policy	Close tracking of development in college policies by Naomi Hoyland, also part of the project team, to ensure this development does not fall without future plans.
Refusal of use by any party	Ensure all parties are aware of the development and that they are part of a pilot project. Unwillingness to participate will be accepted and more traditional modes of support continued.
Technological issues, e.g. system failure	Alignment of this development with whole college network team and development activity, so as to ensure technical issues, including down time/planned works, do not impact on project delivery. Highly sophisticated back up system in place with optional off site backup.
Lack of web access for employers	Ensure that all potential employers have access to WWW, facilitate access through college campus if necessary.

14. Value to the larger community: Dissemination of the findings will help to develop an increased awareness of how blogs, forums and e-portfolios can support FD work placements in an FE environment. Evaluation of the learner's experiences in using a web-based vehicle to extend communication and reflection via the PDP, whilst on work placement, will help to provide guidance to the sector on the use of e-learning to support learners and employers in an FE environment. It will increase awareness of how these technologies can be used to facilitate WP through the use of a variety of digital media to record workplace experiences and to use as assessment evidence.

14.1. Using the e-portfolio space within Elgg and developing a download process to allow for easy transfer of files between different, and sometimes non-interoperable, systems will support lifelong learning for students, allowing them to store their assessments and reflections on a portable format. Completed workplace assessments can be used as a showcase. The Elgg-based system is available as open-source software and any technical development will be made freely available as per JISC guidelines, so other FE colleges, and indeed HEI's, can implement and use the system, making it a transferable model.

14.2. The staff, workplace mentor and tutor training can be re-used, helping to build knowledge and skills in the use of e-learning to support learners on HE courses delivered in FECs.

15. Intellectual Property: We will comply with the intellectual property rights appropriate to the material and the ownership of that property. We will adhere to the obligations of any open source software that we use by using an open source licence.

16. Sustainability: Hull College is committed to sustaining the project. It employs a development team for e-learning which will continue to support the Elgg-based environment into the future. As the college aims to increase recruitment to HE, mainly on FDs across a variety of subject areas, there will be plenty of students, tutors and employers to use the environment, and to contribute to its development via comment. The project will be rolled out college-wide to HE courses after any amendments to the systems have been made, following comments and issues elicited by piloting it.

17. Project budget & Costings:

A detailed breakdown of the project costing are as follows. All costings are based on actual and include employer contributions and planned increments and increases. A detailed breakdown by moth is available on request.

Description	Total Cost	JISC Contribution requested			Hull College Contribution		
		Yr 1	Yr 2	Total	Yr 1	Yr 2	Total
Staff costs							
Rose Papworth	████████	████████	████████	████████	████████	████████	████████
Charlie Papworth	████████	████████	████████	████████	████████	████████	████████
Naomi Hoyland	████████	████████	████████	████████	████████	████████	████████
Billy Smithers	£████████	████████	████████	████████	████████	████████	████████
Corey Benson	████████	████████	████████	████████	████████	████████	████████
Steve Grainger	████████	██████	██████	██████	████████	████████	████████
New Post (Sc 5)	████████	████████	████████	████████	██████	██████	██████
Ted Prince	████████	██████	██████	██████	████████	████████	████████
Pauline Mitchell	████████	██████	██████	██████	████████	████████	████████
Staff travel	£1,020.00	£510.00	£510.00	£1,020.00	£0.00	£0.00	£0.00
JISC days	£3,886.86	£3886.86	£0.00	£3,886.86	£0.00	£0.00	£0.00
Equipment & other costs							
Server	£5,875.00	£5,875.00	£0.00	£5,875.00	£0.00	£0.00	£0.00
Network space & storage	£1,175.00	£1,175.00	£0.00	£1,175.00	£0.00	£0.00	£0.00
Computer desk	£470.00	£470.00	£0.00	£470.00	£0.00	£0.00	£0.00

& chair							
PC for new member of staff	£940.00	£940.00	£0.00	£940.00	£0.00	£0.00	£0.00
Additional software & Licenses	£2,350.00	£1,175.00	£1,175.00	£2,350.00	£0.00	£0.00	£0.00
Power & Data point install	£352.50	£352.50	£0.00	£352.50	£0.00	£0.00	£0.00
Evaluation	£7,500.00	£3,500.00	£4,000.00	£7,500.00	£0.00	£0.00	£0.00
Final report production – print costs	£2,000.00	£0.00	£2,000.00	£2,000.00	£0.00	£0.00	£0.00
Final report production – postage costs	£1,500.00	£0.00	£1,500	£1,500.00	£0.00	£0.00	£0.00
Dissemination	£900.00	£0.00	£0.00	£0.00	£0.00	£900.00	£900.00
Totals	£139,182.18	£51,853.89	£40,132.91	£91,986.80	£20,855.21	£26,340.17	£47,195.38

18. Key personnel and skills

Project Managers:

18.1 Naomi Hoyland

- Current employment: Hull College ILT Manager responsible for the development of the College MLE & VLE environments and the ICT infrastructure
- Previous experience in Hull College: Head of School of Media and Performing Arts
- Previous employment: Lecturer HE, Teacher 11 -18, Research for Counties Furniture Group
- Experience of similar projects: During any year the College will be involved with a variety of projects initiated or sponsored from different sources. If they involve ICT or e-Learning I will be involved major projects have included: Evaluation of VLE environments with Huddersfield University and others; UK – On Line.
- Qualifications and training: BA; qualified teacher, various e-learning and e-learning management courses.

18.2 Pauline Mitchell

- Current employment: Hull College Strategic Funding & Development Manager responsible for all external bidding and development activity.
- Previous experience in Hull College; Has been employed at the college for 8 years in which time has carried out various roles of projects and bidding, including project management of large ICT based capital projects.
- Experience of similar projects: Involvement in many cross college, and partnership based ICT/IT development projects, acting as facilitator and co-ordinator.
- Qualifications and training: BA (Hons) Post Graduate certificate in management.

Trainers, researchers and facilitators:

18.3 Rose Papworth

- Current employment: Hull College, Lecturer in Computing, Course Leader Foundation Degree Software Design and Development – roles have included E-Learning Tutor for the subject area
- Previous employment: Web developer and team leader, Learning Adviser including project work in online learning at the University of Lincoln
- Experience of similar projects: Has won a successful bid for project funding from the Higher Education Academy for developing the Elgg-based system mentioned. Was also the project leader, along with Naomi Hoyland.
- Qualifications: Cert Ed, Dip HE Computing, PGCert Online and Distance Education, currently studying final year of MA Online and Distance Education
- Professional membership: Registered Practitioner of the Higher Education Academy

18.4 Charles Papworth

- Current employment: Hull College, Lecturer in Computing, Curriculum Leader for HE in Business and Computing subject area, Course Leader BSc Computing
- Previous employment: Analyst Programmer, researcher at the University of Lincoln
- Experience of similar projects: Has been involved with the successful development of the PeaPod project.

- Qualifications: Cert Ed, HND Computing, MSc Web Information Management

Hardware and systems:

18.5 Ted Prince

- Current employment:
- Previous employment: Analyst Programmer, researcher at the University of Lincoln
- Experience of similar projects & Skills: Project Management Planning, Implementation and Execution, Server implementation and configuration, Network infrastructure Design, Planning and Implementation. Application Design Development and Implementation in various languages, Systems Design, Development and Implementation, Budget development, execution and management, In possession of Teaching qualification (Cert. Ed.), Have developed and implemented courses for FE education programmes and HE foundation degree programmes
- Qualifications: Structured Systems Analysis and Design, Cert Ed, MSc in IT in Business

Content development team:

18.6 Billy Smithers

- Current employment: Hull College, web developer as part of the Web Content Team
- Previous employment: Analyst Programmer, researcher at the University of Lincoln
- Experience of similar projects: has taken part in a numerous amounts of projects ranging from producing e-learning materials to building intranets/ portals/ content management systems.
- Skills: php, mysql, sql, xml, asp, Flash(actionscript), css, html
- Qualifications: BSc(Hons) Computer Science

18.7 Cory Benson

- Current employment: Web designer/developer for Hull College for just over three years as part of the Web Content Team.. As well as work on the intranet/portal and the college vle.
- Previous employment: part of Peapod project at Hull College.
- Experience of similar projects. Has been part of a numerous amounts of projects ranging from producing e-learning materials , both on and offline viewing
- Skills: UI design, typography, animation, video production, html, css, Flash(actionscript), javascript, php and mysql.
- Qualifications: BA(Hons) Media Production degree.

18.8 Steve Grainger

- Current employment: Webmaster/ vle administrator for Hull College for six years and as part of the Web Content Team.
- Previous employment: Before undertaking my role at the college I worked in Industry as a developer of CAD and GIS systems.
- Experience of similar projects. Been involved in several internal development projects including Learndirect and Skills for Life.
- Skills: html, javascript, asp, php, mysql, windows server 2003, IIS and Apache.

18.9 One new member of staff will be appointed for the duration of the project.

To carry out Web based development especially developing the down load facility to transfer files

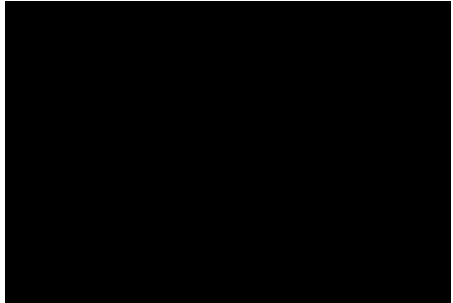
Skills required: SQL; PHP;HTML;XHTML; XML; CSS

References:

- JISC (2006) *e-Portfolios, What institutions really need to know*, JISC briefing paper, March 2006.
- Smart, C. (2006) *Reference Model/Domain map projects: Surfacing complexity* [online], JISC, Last modified 07 Nov, 2006, Published 30 Oct, 2006. Available from: <http://www.elearning.ac.uk/features/refmodel3/view> (Accessed 19 November 2006)
- Wakefield College (2006) *Using Blogs to Record 'Personal Development Planning* [online], Wakefield College, last updated 09 May 2006. Available from: http://www.heacademy.ac.uk/learningandteaching/HEinFE_Wakefield_Using_Blogs.pdf. (Accessed: 07 November 2006)

Acknowledgments to:

- Towards a Unified e-learning Strategy DoFS ; JISC Effective practice in e – Learning; JISC
- Managing the Future with MLEs. BECTA/FERL Demonstrating Transformation Amended April 05



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