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					
☐	**Call I – HE in FE**				
Technical developments to support learning and teaching					
	Call II – Assessment ☐ **a)** Item Authoring Tool ☐ **b)** Item Bank Software ☐ **c)** Assessment Delivery Tool		**Call IV – Admissions demonstrators** √ **a) structured personal profiles, course entry profiles and pre-assessment;** ☐ **b)** improving applicant feedback; ☐ **c)** accreditation of prior experiential learning; ☐ **d)** e-portfolio based admissions.	☐	**Call VI – Course validation**
☐	**Call III – Technology supported learning environments**	☐	**Call V – Course description and discovery**	☐	**Call VII – Domain maps**
A					
Name of Lead Institution:	University of Nottingham				
Name of Proposed Project:	Demonstrating Improved Learner Information for Admissions (DELIA)				
Name(s) of Project Partner(s): Manchester Metropolitan University UCAS APS Ltd					
Full Contact Details for Primary Contact: **Name:** Angela Smallwood **Position:** Director, Centre for International ePortfolio Development **Email:** angela.smallwood@nottingham.ac.uk **Address:** Hallward Library, University of Nottingham, University Park, Nottingham NG7 2RD **Tel:** 0115 846 7301 **Fax:** 0115 846 6777					
Length of Project:	21 months				
Project Start Date:	1 March 2007	**Project End Date:**	31 December 2008		

Total Funding Requested from JISC: £100,000		
Funding Broken Down over Financial Years (April – March):		
Apr06 – Mar07	**Apr07 – Mar08**	**Apr08 – Mar09**
£4,000	£50,000	£46,000
Total Institutional Contributions:		
Percentage Contributions over the Life of the Project:	**85.5% JISC**	**14.5% PARTNERS**

Outline Project Description

The idea of this project is to bring together the learning from two successful JISC reference model projects, eP4LL and XCRI, with UCAS's expertise, the current work of forward-looking admissions practitioners in HEIs and the creativity of technical developers experienced in service-oriented architecture. While the ADoM project, which is being proposed under Call VII to partner this one, would map the whole of the current admissions process, the purpose of this project is to draw upon that baseline information to develop new scenarios for future practice, going on to specify and prototype a particular area of admissions.

One focus is on redefining course entry profiles and making them interoperable with structured references and structured personal statements, capable of linking to personal e-portfolio evidence, in order to improve support to learners applying for HE and the quality of applications.

A second focus is on prototyping the technology to support a range of staff in handling these new kinds of data, in order to facilitate and streamline the administration of e-Admissions in HEIs.

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**
Section 10: budget	s.43 Commercial Interests	Contains detailed description of our proposed budget including information relating to individuals' salaries

DELIA – Demonstrating Enhanced Learner Information for Admissions

A. Introduction

Rationale for the proposed work

1. The idea of this project is to bring together the learning from two successful JISC reference model projects, eP4LL and XCRI, with UCAS's expertise, the current work of forward-looking admissions practitioners in HEIs and the creativity of technical developers experienced in service-oriented architecture. While the ADoM project, which is being proposed under Call VII to partner this one, would map the whole of the current admissions process, the purpose of this project is to draw upon that baseline information to develop new scenarios for future practice, going on to specify and prototype a particular area of admissions. One focus is on redefining course entry profiles and making them interoperable with structured references and structured personal statements, capable of linking to personal e-portfolio evidence, in order to improve support to learners applying for HE and the quality of applications. A second focus is on prototyping the technology to support a range of staff in handling these new kinds of data, in order to facilitate and streamline the administration of e-Admissions in HEIs.

2. Reform of HE admissions

In the wake of the Schwartz report on *Fair Admissions* to HE (DfES, 2004), developing practice in HEIs reflects the need for:

- enhanced information about applicants across a range of scenarios (from the highly competitive to widening participation) to enable admissions staff to identify the most appropriate students with the most aptitude and potential to succeed
- better information about course entry requirements for applicants, to enable them to match themselves better to courses and write more informed personal statements which contain the information which admissions staff actually want – course entry profiles are currently extremely variable in scope, quality and usefulness.
- professionalisation of admissions – transparent processes and streamlined, efficient administration.

3. e-Developments

- From 2006, UCAS applications data has become 98.5% web-based, creating an opportunity to demonstrate to the whole of FE and HE the benefits of the eFramework in putting e-Administration in the education sector on a new footing
- The DfES eLearning Strategy envisages for every school student - from 2007-08 - a personalised learning space that can encompass an eportfolio http://www.dfes.gov.uk/publications/e-strategy/docs/e-strategy.pdf Paragraph 139, Priority 2
- Personalised learning is a key theme in the DfES reform of 14-19 education and a central new provision is the introduction of specialised diplomas from 2008, individually tailored, encouraging learning in a range of locations; Becta is investing in eportfolio research and is very likely to promote the use of eportfolios for specialised diploma students, to help them bring together and integrate learning from a number of providers for progress review and progression - including transition to higher education.

4. Rationale for the HEIs partnership: Nottingham and Manchester Metropolitan

- A partnership of two complementary HEIs, reflecting between them a broad spectrum of admissions practice (centralised and devolved) and requirements across the HE sector
- Each is already working with 16-19 providers within established collaborations
- Each previously partnered UCAS in separate JISC e-Framework projects described below and has worked separately with Alan Paull Services on specifications contributed to the eFramework

Opportunity to build on previous JISC work

5. Starting with the Specifying an ePortfolio project, which involved collaboration with UCAS, Nottingham has led work on personal statements and personal profiling since 2002. The e-Portfolio for Lifelong Learning (EP4LL) Reference Model (RM) Project demonstrated the relative maturity of e-Portfolio for progression/transition and set out service flows for the process of making an application to

HE. The DELIA project will focus on real contexts in institutions where developments around course entry profiles are being pursued, in order to link the abstract models of our earlier work to the active users, critique the outputs of the EP4LL RM, develop a revised specification, build and implement it.

6. XCRI's requirements-gathering work, led by Manchester Metropolitan, identified a need to include course entry profiles within course advertising information. Discussions with UCAS and detailed review of 161 online prospectus sites revealed massive variety in the way entry profiles were written and used – some listed learning outcomes for a programme of study, others identified attributes required of a candidate. XCRI identified no regular structure within the entry profiles it reviewed, and thus elected to store the data either as free-text or html, if some formatting control were required. At present, neither format is amenable to prompting an applicant on how to structure their personal statement. However, Phosphorix has extended the XCRI schema to support some experimentation in this area for its regional pilot work, and the XCRI support project will provide a basis for this kind of community-led extension to be critiqued and either accepted or rejected for revised editions of the schema, in the best traditions of the open source model.

7. The prototyping work set out in this bid will be a prime vehicle for requirements engineering in the entry profile space. Requirements and suggested structures will be fed into the XCRI schema development process through the XCRI support project – via its forums and community meetings.

Nature of the project

8. The nature and purposes of this project are, therefore, to:

- Scope and demonstrate the kind of electronic assistance, using a service-oriented approach, that would be required to make course entry profiles linked to structured personal statements and references work – demystifying admissions for a wider range of applicants, supporting transparency for HEIs and improving administrative processes for HE admissions staff.
- Explore pre-assessment (on the increase in certain disciplines)
- Support development of structured course entry profiles and explore their use and benefits (a) to applicants drawing upon eportfolios to build structured personal statements and (b) to referees in providing references.
- Explore business processes needed by admissions staff in HEIs to handle the enhanced information, establishing how they would be able to optimise the administrative use of structured information in formerly unstructured fields like the personal statement and reference.
- Help to improve self-matching to courses by candidates and to enhance learner information for more accurate assessment of candidates' aptitude and potential by admissions tutors, maximising the likelihood of HEIs retaining the students admitted.
- Draw on the findings of the proposed ADoM project and help to demonstrate the potential of fully electronic HE admissions.

Length of project - Start & end dates

9. 21 months: March 2007- December 2008

Fit with HE institutions' objectives

<u>Nottingham</u>

10. The fit of the DELIA and ADoM proposals to Nottingham's institutional objectives is indicated in the letter of support from PVC Professor Sewell, appended to this bid. At the grassroots, the number of situations where academic Schools at the University of Nottingham feel the need for further information about applicants, to complement the content of the current UCAS application, is multiplying. The School of Veterinary Medicine and Science has to select students for a heavily over-subscribed course, while working to a strong widening participation agenda, and has introduced an extensive on-line questionnaire based on a model designed by the Medical School. Engineering, a recruiting subject, would welcome enhanced information about increasing numbers of candidates presenting vocational qualifications; and Geography has a long-standing interest in student-centred contextual data and is

keen to make use of richer information about borderline applicants, if it could be made available. At the institutional level, the Director of Undergraduate Admissions, who oversees what is now a substantially centralised approach to administration of admissions, is supportive of both this proposal and the ADoM proposal, while, in Information Services, the Head of Applications Development and Support is keen to see a generic solution developed which will be sufficient to accommodate the kinds of local measures taken by departments like the School of Veterinary Science and Medicine, which currently lie outside mainstream institutional provision.

11. The University of Nottingham Medical School has conducted and published research identifying correlations between the contents of personal statements/references within UCAS applications and the subsequent performances of admitted students. Informed by this research, the Medical School has automated much of its processing of applications, including the assessment of personal statements. The DELIA project will have the co-operation of the School's Medical Education Unit, providing access to the questionnaires and criteria-referenced assessment protocols for the semi-structured interviews which are also used. This will provide excellent stimulus material for the requirements-gathering work with admissions staff in both vocational and non-vocational subject settings.

Manchester Metropolitan

12. Following the appointment of a new Registrar, Manchester Metropolitan University is embarking on a detailed process review of its pre-entry services which is providing a strong institutional rationale for our related bid proposal under this call for an admissions domain map project, ADoM. In the course of the institution-wide work which MMU will be contributing to the ADoM project, Schools whose admissions practice suggests useful comparisons with or differences from the Nottingham examples will be identified for inclusion in the requirements gathering.

How the project will contribute to the programme

13.*Service Oriented Approach* This project will build and test a prototype, taking a service oriented approach, mapping to the e-Framework, providing feedback to the reference models, and proposing additional services as appropriate.

14*. National and regional systems and structures* Through working in partnership with UCAS, the project offers national impact. At regional level, the project will strengthen further the Nottingham-based JOSEPH project and inform the Derbyshire-Nottingham LLN, Leap Ahead, which is focused upon progression to HE for non-traditional learners and has a strong e-portfolio strand.

15. *Capacity building* Bringing together two experienced reference model project teams with admissions professionals, the project will be able to build capacity and develop guidance in the area of e-administration, through the teams' informed promotion of the e-Framework,

16. *Engagement of vendors* This project's approach to prototyping (see Project Description below) provides scope to invite vendors to help prove the prototype within the context of their own systems. The project will be exposed to major vendors in both FE and HE because of the focus on the UCAS process. We envisage continuing an on-going dialogue with two or three vendors. For example, Nuventive, whose e-portfolio product is currently being piloted at the University of Nottingham, has already expressed a strong interest in responding to the sort of project invitation described above in relation to its admissions work. Phosphorix have developed prototype work for the eP4LL project which could provide input to prototyping work under this project.

17. *Research* The DELIA work will have research underpinning through the team's access to the published studies by the Nottingham Medical School which have analysed the key indicators for progress on their courses of elements of UCAS personal statements and references. The Nottingham project staff are linked into the current Becta research project on the impact of e-portfolio on learning and will be taking forward a research agenda on e-portfolio for the Derbyshire-Nottinghamshire LLN. Partner Schools, such as the School of Veterinary Medicine, are strongly committed to seeing the outcomes of the project developed into published research.

B. Project description

18. This work will explore and extend the demonstrators and workflows published by the eP4LL RM project to support personal profiling, investigating how productively this can be linked to improved course entry information. It will prototype service flows providing access to course entry profiles for applicants, for support staff in FE and for referees. We will be analysing the content and functions of a range of the 'extra' information sources currently in use in the Schools of Veterinary Science and Medicine, Engineering and Geography at Nottingham, developing a service oriented approach to the business processes supporting processing of these sources and working, through our consultation networks (focus groups in both institutions and in UCAS) to test for generic improvements.

19. The project will also explore further what 'course entry profiles' and 'personal statements' need to deliver from the applicant's point of view. What potential do they have to evolve further in the short to medium term to meet the needs of all stakeholders? We will produce a revised course entry profile specification, advancing on the outline specification produced for the eP4LL RM project.

20. Focus groups of first-year undergraduate students, primarily, will be formed to provide user input into the revision of the course entry profile specification itself, while workshops with Schools-based admissions tutors and central admissions staff will develop scenarios and provide feedback on development ideas and demonstrations. Nottingham will explore the possibility of gathering feedback from FE students and staff through our ongoing contacts with our network of FE institutions already involved in related work with us on the JOSEPH regional JISC project and in the Derbyshire-Nottinghamshire LLN project.

21. The highest priority services (quick wins) will be prototyped to enable clear understanding between institutions and software vendors about the kind of support that will be required. We will use a process of rapid trialling with throw-away technology, followed by more considered prototyping as a result of the trials. UoN will engage developers to do this. Based on their review of the whole admissions field at MMU, proposed by the parallel project bid, ADoM, the MMU project team will critique and test output to ensure flexibility.

The role of UCAS

22. UCAS's technological role will be to provide storage and delivery of entry profiles, and receipt and onward delivery to HEIs of structured personal statements and references. UCAS will also need to provide, in a practical manner, evidence data to HEIs, including via ePortfolios; and to facilitate integration with UCAS systems of the technology which the project builds, at least in demonstration mode.

23. In collaboration with other projects funded under the admissions call, the project would propose a security model for UCAS, which would provide essential facilitation for eportfolio-based applications – one possibility being that an applicant creating links from their personal statement to eportfolio evidence would publish an ePF url to UCAS. Then people authorised to log in to UCAS would have permissions to look at the selected evidence.

24. UCAS would also provide the project with access to national networks and focus groups of experienced admissions staff and facilitate opportunities for the project to present to key UCAS committees and consult with working groups. UCAS would also support the project's dissemination for consensus-building: for example, they would want to consider foregrounding the whole suite of JISC admissions projects at the UCAS Admissions Office Conference 2007 through a plenary paper and contributing to a half-day 'plugfest' at the UCAS Admissions Office Conference 2008.

25. How the partnership will work

- The project will be overseen by the Advisory Group for Nottingham's Centre for International ePortfolio Development, chaired by PVC Professor Herb Sewell. This meets three times per year and already includes UCAS's Director of Outreach, a representative of JISC and other national stakeholders.
- Team communications will be facilitated by weekly teleconferencing and by developing team functionality on the project website. There will also be monthly team meetings to review progress and plans, which will sometimes be face-to-face and sometimes by video link.

- In addition to the ongoing evaluation of development ideas and products, team members collectively and individually will have the benefit of dialogue with an External Evaluator, who will act as a critical friend and provide an outside perspective on project thinking and progress.
- Funding will be disbursed by the project manager based at Nottingham and partners will invoice in arrears.

Intended project plan

Phase 1: User input and development of outline technical specifications to inform the trialling period

26. Project team members work iteratively with admissions tutors across academic departments, selected because they are already actively reviewing their admissions processes, to redefine the generic course entry profile in the light of the enhanced information they regard as important. The outline specification produced by the eP4LL RM project is used as a baseline for a process of developing examples and iterating towards the revised definition.

27. Technical staff use information from practitioners to develop
- a technical description of the processes and information flows that capture how central admissions staff would handle structured personal statements and structured references in the screening and processing of applications
- outline technical specifications of the structured entry profiles, personal statements and references.

28. Pedagogical staff develop initial scenarios to describe when and how admissions tutors in academic departments would handle the personal statements and references written in response to the revised course entry profiles, including how they would interact with central admissions processes and, where appropriate, make use of the depth of information available via links to personalised evidence in an applicant's eportfolio.

Phase 2: Trialling

29. In this phase, a 'rapid trialling' approach is used, accepting that many of the application ideas could be discarded, once tested. Trial materials are sometimes small-scale items such as software and storyboards. The user-testing covers:
- revised course entry profiles and the structured personal statement template with first-year undergraduates
- structured references with FE tutors
- structured personal statements and references with admissions staff.

30. This phase provides sustained dialogue between the technical specialists and the practitioners, as an aid to communication and a brainstorming method to make sure enough ideas are generated and tested. The outcome is a firming up of ideas to be incorporated into a more robust overall prototype in the next phase.

31. Technical work with UCAS describes the processes and information flows, the processes required to receive and distribute this new-style application data within the Apply process. Technical descriptions are produced in the form of UML diagrams and outline functional specifications.

Phase 3: Creating and testing a demonstrator (or prototype)

32. Technical staff carry out a trial implementation of the business processes using dummy data. This is followed by the collection of initial user feedback, after which a period of frequent iterations, testing, validation and changes follows. The activity line for the prototyping is fairly conventional: requirements, technical specification, design, delivery, user acceptance and usability testing, with feedback loops and flexibility at each stage. This phase enables us to invite vendors to get involved in prototype implementations. They prove the prototype by getting it to work in their own system.

33. The usability tests cover all users. They include some parallel trials with first-year HE student focus groups trying out both the current Apply system and the new functionality, as a source of particularly useful feedback.

34. The team shows demonstrations to FE staff and collects feedback on the usefulness of the services for formative evaluation of draft personal statements, as a developmental activity during preparation for application to HE, testing the eP4LL proposition on the reusability of the services identified for summative evaluation within the admissions process.

Phase 4 – Finalising reports and other written outputs
35. The team completes the written items listed under deliverables below.

All phases – Evaluation, collaboration, community consultation and dissemination
36. Throughout the process, the project team operates a wiki to widen user engagement, takes up opportunities to disseminate ongoing work at appropriate workshops and conferences run by others, especially JISC and UCAS, and, as required, convenes specialist invitation consultation events to build consensus among change-makers and fill any gaps in the project's coverage of the constituencies whose experience and feedback should be drawn into the development of the work.

37. Members of the team have strong track records in co-operating with JISC staff and contributing regularly to programme meetings and would be glad to continue to do so through the proposed work.

Timetable

38. The activities for this project will be extensively integrated and iterative, with technological and pedagogical staff working closely with users at regular intervals throughout. So the phasing indicated in this table is a very broad guide to how the project will progress and does not attempt to depict the ongoing iterations between the different strands of activity.

Quarter from	Apr 2007	July 2007	Oct 2007	Jan 2008	Apr 2008	July 2008	Oct 2008
Phases							
1. Capture practice from full range of users and develop outline technical spec							
2. Rapid trialling process using throw-away technology							
3. Prototyping phase							
Technical implementation							
Usability testing							
Iterative onward develpmt							
4. Finalising case studies and reports							

39. Deliverables

- A revised course entry profile specification, informed by and reflecting on the outline specification provided by the eP4LL RM and informed by XCRI and informing new XCRI mini-projects
- Set of demonstrator IT services: prototype implementation
- Project website including a wiki to facilitate community engagement
- Presentations to CETIS SIGs and UCAS working groups and community events
- Final project report including description of technical adoption strategy used, a discussion of the approach adopted and analysis of how successful this has been; also identifying both technical and organisational issues and challenges arising from the development of the demonstrator and providing commentary on the XCRI and eP4LL Reference Models.

- Technical report presenting narrative, scenarios, UML diagrams, service definitions and a full process model and comprising Process, Use Case and Information Models, summarised as a Service Usage Model (SUM)
- Evaluation report on the new technology, assessing fairness and user experience, informed by guidance drawn from the Admissions Scoping Study 2.
- At least two case studies, relating to recruiting/selecting courses and/or vocational/non-vocational disciplines, centralised/devolved administrative arrangements cross-referenced to the scenarios. These will highlight any differences that emerge in the process models or information flows as a result of these differences, indicating clearly where repeated patterns of service underlie what may look apparently different on the surface.
- Guidance materials for practitioners and, if time allows, a research paper suitable for publication.

40. ***Risks***

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to prevent/manage risk
Loss of key staff	3	4	12	Clear and regularly reviewed documentation; regular progress reviews to ensure smooth handover
Partner institutions unwilling/unable to do required work	2	4	8	Early commitment from senior management; work helps support core business; regular reviews to facilitate support from other partners
Scope of project grows beyond resources	4	2	8	Regular review of aims and achievements; clear management of expectations of all partners
HEIs being protective over their business processes	1	3	3	Involving two HEIs which are not in direct competition; employing sensitivity and agreeing protocols in sharing information.
Inadequate pre-scheduling of events	2	4	8	Careful detailing of timelines in project plan, synchronised with partners' existing commitments and factoring-in peak pressure times in the admissions cycle for staff in HEIs and at UCAS
Technology does not fulfil expectations	1	3	3	Clear management of expectations of all partners from early stage; communication with other projects to share findings and solutions to problems

41. Value of outcomes to the JISC community; overall value to the HE and research communities

- New SUMs will be contributed to the e-Framework and the project will build capacity in the implementation of a service-oriented approach to a key business process
- The project will contribute to the reform of HE admissions, promoting the professionalism of staff and providing support and transparency for applicants.
- The prototyping is designed to provide UCAS with a powerful demonstration for the sector of the potential of e-Admissions and to act as a catalyst in promoting interoperability of administrative systems for admissions in both the FE and HE sectors.
- By bringing together two first-generation RM teams to make this kind of high impact by combining their expertise, the project will add value to JISC's previous investment.
- High-quality presentations, reports and other support materials produced by team members who have track records as skilled presenters and writers and effective disseminators, will communicate the innovative work of the project and the significance of the e-Framework effectively to the community and provide a reference resource for future work.

IPR

42. Information regarding institutional processes will be subject to local IPR agreements; project outputs will be in the public domain and any sensitive information generalised or anonymised. All software developed by the project will be licensed as open source.

Sustainability

43. *Institutions* On the relation of the project to contexts of institutions' strategies, please see the detailing of this point under 'Fit to institutions' objectives' above. This project, in conjunction with the ADoM proposal, meets immediate business needs in both HEIs. The University of Nottingham will be happy to maintain the project website for at least three years after the close of the funded period. On-going e-Portfolio work at the University of Nottingham through the JOSEPH project, the CETL for Integrative Learning and the Nottinghamshire-Derbyshire LLN is predicated on the 'thin' e-portfolio model and service oriented approach; the outcomes of this project will feed into and be sustained by further activities in all of these related initiatives.

44. *JISC and the HE community*

- Contributing to the eFramework and thereby making available services for use and adaptation by the community
- National consultation with and through UCAS and other sector-wide bodies and networks will help to build consensus and maximise the potential for wider adoption

45. *Potential for the employment sector* In the light of the report from the Admissions Scoping Study 1 due in March 2007, the team would hope to start exploring the comparison with e-recruitment to employment. The Nottingham team's existing partnerships with regional employers would offer opportunities for designing complementary developmental work for the future, to test the cross-over and reusability of technology around admissions and recruitment between the sectors, a key issue for lifelong learning.

46. **Budget**

Directly Incurred Staff	**March 07**	**April 07– March 08**	**April 08– March 09**	**TOTAL £**
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Total Directly Incurred Staff (A)	**£1179**	**£14190**	**£11471**	**£26840**
Non-Staff	**March 07**	**April 07– March 08**	**April 08– March 09**	**TOTAL £**
[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]
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[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Total Directly Incurred Non-Staff (B)	**£3700**	**£38891**	**£39717**	**£82308**
Directly Incurred Total (A+B=C) (C)	**£4879**	**£53081**	**£51188**	**£109148**
Directly Allocated	**March 07**	**April 07– March 08**	**April 08– March 09**	**TOTAL £**
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
Directly Allocated Total (D)	**£40**	**£496**	**£333**	**£869**
Indirect Costs (E)	**£270**	**£4166**	**£2513**	**£6949**
Total Project Cost (C+D+E)	**£5189**	**£57743**	**£54034**	**£116966**
Amount Requested from JISC	**£4000**	**£50000**	**£46000**	**£100000**
Institutional Contributions	**£1189**	**£7743**	**£8034**	**£16966**
Percentage Contributions over the life of the project		**JISC 85.5%**	**Partners 14.5%**	**Total 100%**

Addenda to the budget

47. *Summary of benefits to institutions* This project will enable the University to further its leading work on eportfolios for transition and on widening participation, and further progress the process of centralisation of admissions, through developing a leading-edge technological demonstration of generic services, in collaboration with Manchester Metropolitan University and UCAS which will also be of interest to the whole HE community.

48. *Statement on staff time allowance* The allocation of staff time allows for 10 person days per year to engage in programme level activities and indicate that further days will be allowed for networking with other projects on admissions, beyond programme meetings if advantageous. Kirstie Coolin's time is included at no cost to the project as part of the University of Nottingham institutional contribution.

Key personnel

49. Dr Angela Smallwood is Director of the Centre for International ePortfolio Development and Co-Director of the Centre for Integrative Learning at the University of Nottingham. A National Teaching Fellow, she has received several grants of FDTL and DfES funding for a series of influential collaborative projects linking personal development planning in UK universities with 16–19 education and employment, and has a strong record in project development and dissemination. She is a contributor to CETIS and EPICC work and an experienced project manager and workshop leader. She was Director of the successful JISC MLE project 'Specifying an ePortfolio: enhanced learner information for flexible admissions and transitions into Higher Education' and the RIPPLL and eP4LL RM projects. She is currently Project Director for the University of Nottingham-led JOSEPH project. She is also leader of the e-Portfolio strands of the University's CETL for Integrative Learning (2005-2010) and the Nottinghamshire/Derbyshire LLN.

50. Sandra Kingston is Project Manager at the University of Nottingham Centre for International ePortfolio development. She has had a portfolio career spanning a range of activities including publishing, IT and primary school teaching. She was part of the project team for the JISC MLE Phase 2 'Specifying an ePortfolio' project, was project manager for the EP4LL ePortfolio Reference Model project and is currently project managing the RIPPLL DeL regional pilot (due to end December 2006) and JOSEPH projects.

51. Dr Mark Stubbs is Principal Lecturer in Business Information Technology at Manchester Metropolitan University, and responsible for MMU's Managed Learning Environment. He lectures in XML and web technologies, and has designed, constructed and overseen the introduction of a number of large computer systems within MMU. Mark has contributed to several JISC-funded projects, most notably the XCRI exchanging course-related information project, which he leads.

52. Karen Banks is a Senior Member of staff at MMU. She has been seconded from a faculty position, to take up the role of Development and Projects Manager to coordinate delivery of a programme of activities designed to develop Student and Academic Services. Karen is Project Manager of the Pre-entry Services Project which encompasses all aspects of student recruitment and admissions activity and aims to integrate all aspects of existing operations, which are currently dispersed, to ensure standardisation, and optimisation of levels of service delivery.

53. 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.

54. Jill Johnson is Director of Policy and Communications at UCAS. She has been a senior manager at UCAS for the last six years and has been closely involved in new developments associated with many aspects of application and progression by learners into HE programmes of study. Prior to joining UCAS she had a spell in project management subsequent to holding a variety of teaching appointments; before that she worked in a commercial environment. Over the past decade she has been interested in how technology can support individuals in a number of different contexts, particularly those associated with learning and those which facilitate progression more generally.

55. Kirstie Coolin is 'Applications Developer – ePortfolios' at the University of Nottingham Centre for Integrative Learning. She has worked extensively as a developer in FE colleges in Nottinghamshire and Leicestershire, collaborated with the University of Nottingham project teams on the eP4LL and RIPPLL projects and is currently specialising in service oriented approaches to development work for the University's regional JISC project, JOSEPH.