

E-Learning Proposal Cover Sheet

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				
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Technical developments to support learning and teaching

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

Name of Lead Institution: University of Glamorgan

Name of Proposed Project: WALES (Work-based Access to Learning through E-Services)

Name(s) of Project Partner(s): Coleg Sir Gâr, Swansea College, Merthyr College, Bridgend College, Coleg Glan-Hafren, Coleg Ystrad-Mynach

Full Contact Details for Primary Contact:

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Length of Project: 2 years

Project Start Date: March 2007

Project End Date: March 2009

Total Funding Requested from JISC: £96,435

Funding Broken Down over Financial Years (April – March):

Apr06 – Mar07	Apr07 – Mar08	Apr08 – Mar09
£1,550	£42,905	£51,980

Total Institutional Contributions:	£17,476	
Percentage Contributions over the Life of the Project:	JISC 85%	PARTNERS 15%
Outline Project Description		
<p>The WALES project will implement and pilot the use of social software and mobile technologies in the support of work-based on-line learners. Specifically, it will explore how such tools and services can be used to deliver a personalised learning experience to employees of SMEs across Wales undertaking an on-line Foundation degree.</p> <p>The project will be based on the work of the Wales e-Training Network (WETN), which is a collaboration between all the HE and FE institutions in Wales delivering e-training solutions for SMEs. The WALES project will implement and evaluate the use of social networking and collaboration software in facilitating and enriching the learner-tutor and learner-learner relationships as part of the on-line HE delivery process.</p> <p>Five FE institutions are providing on-line tutors in the delivery of the WETN on-line Foundation Degree scheduled for launch in January 2007. The focus of the evaluation in the WALES project will be on the learner experience of using the technologies in support of this HE programme being delivered by staff from the FE institutions.</p> <p>In addition to facilitating learner-tutor communications, the use of social software and mobile technologies will also be piloted with other on-line support systems. In particular, the WALES project will explore how they can be used to enhance and personalise the administration of the teaching and learning, access to customer support services and access to learning resources.</p> <p>An expectation of the WALES project is that the use of social software and mobile technology will greatly enhance learner control and choice in the organisation of their own learning. It is known that the greater part of work-based learning is informal, often involving a work-based mentor. The project will seek to explore how the structured learning provided can be best designed to underpin and scaffold that informal learning, and how the technologies can assist in integrating the formal and informal learning activities.</p> <p>The broad aim of the WALES project, then, will be to:</p> <p>Implement and evaluate the use of social software and mobile technologies in the delivery of a personalised learning experience for work-based learners following an HE e-learning programme supported by FE institutions.</p> <p>The project objectives will be to:</p> <ul style="list-style-type: none"> • Design, implement and evaluate a tutor support system that includes the use of social software such as Blogs, Wikis, instant messaging and discussion forums • Include in the support system the use of social on-line resource providers such as Google, MySpace, YouTube and del.icio.us • Include also, the use of mobile technologies; mobile phones, PDAs, iPods, WiFi and Bluetooth devices • Evaluate the effectiveness of the technologies in the context of HE on-line courses being delivered by FE staff to work-based learners • Evaluate the effectiveness of the technologies in support of the administration of collaborative teaching and learning and access to support services 		
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
None		

JISC Capital Programme: e-Learning

Supporting Lifelong Learning: HE in FE

Lead Institution: University of Glamorgan

Name of Project: WALES (Work-based Access to Learning through E-Services)

Project Partners: Coleg Sir Gâr, Swansea College, Merthyr College, Bridgend College, Coleg Glan-Hafren, Coleg Ystrad-Mynach

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1. Introduction:

- 1.1. The WALES project will implement and pilot the use of social software and mobile technologies in the support of work-based on-line learners. Specifically, it will explore how such new tools and services can be used to enhance the delivery of a personalised learning experience to employees of SMEs across Wales undertaking an on-line Foundation degree.
- 1.2. It will be based on the work of the Wales e-Training Network (WETN), a collaboration between HE and FE institutions across Wales creating on-line training solutions for SMEs. It will evaluate the experience of learners being supported on their HE programme by tutors from the FE partners in the Network.
- 1.3. In doing so, the WALES project will directly contribute to the anticipated outcomes of the JISC programme to: *Pilot new e-learning technologies to support lifelong learners, including support for HE courses in FE, widening participation, work based learning flexible delivery and personalised learning experiences.*
- 1.4. These are also intended outcomes for the Wales e-Training Network itself, a £0.5m project that will contribute significantly to the JISC programme deliverables as well as benefiting from the additional tutor-learner piloting of social software and mobile technologies.
- 1.5. The overall objectives of both projects are aligned to the aims of the strategy for the Higher Education sector in Wales *Reaching Higher*, which states:
We want HE to play its part in meeting workforce development needs and, utilising e-learning for the purpose effectively, there should be a broadly even geographic spread of provision across Wales.
- 1.6. The sector-wide collaborative nature of the WETN and WALES projects demonstrates that the post-16 institutions have recognised the importance of broadening access to vocational education and training for SMEs and individuals, and the potential for e-

learning to deliver this in rural Wales. It also reflects the aspirations expressed in HEFCW's widening access strategy *Reaching Wider* and their promotion of opportunities for local HE study through FE institutions.

- 1.7. The WALES project will operate over a two year period beginning in March 2007 and concluding in March 2009.

2. Project Description:

- 2.1. The intention of the WALES project is to pilot and evaluate the use of social software and mobile technology in enhancing the on-line learning experience through, in particular, providing greater learner control and choice in the organisation of their own learning. In parallel with the WETN project it has the intention of facilitating the flexibility and accessibility needed by lifelong learners and work based learners to participate.
- 2.2. The evaluation of on-line courses already provided by WETN has clearly demonstrated the diversity amongst lifelong learners. The creation of personalised on-line learning environments best suits this diversity and the inclusion of social software and mobile technology has the potential to form a bridge between the formal e-training solutions provided by WETN and the informal learning that occurs both at work and socially.
- 2.3. The broad aim of the WALES project will be to:

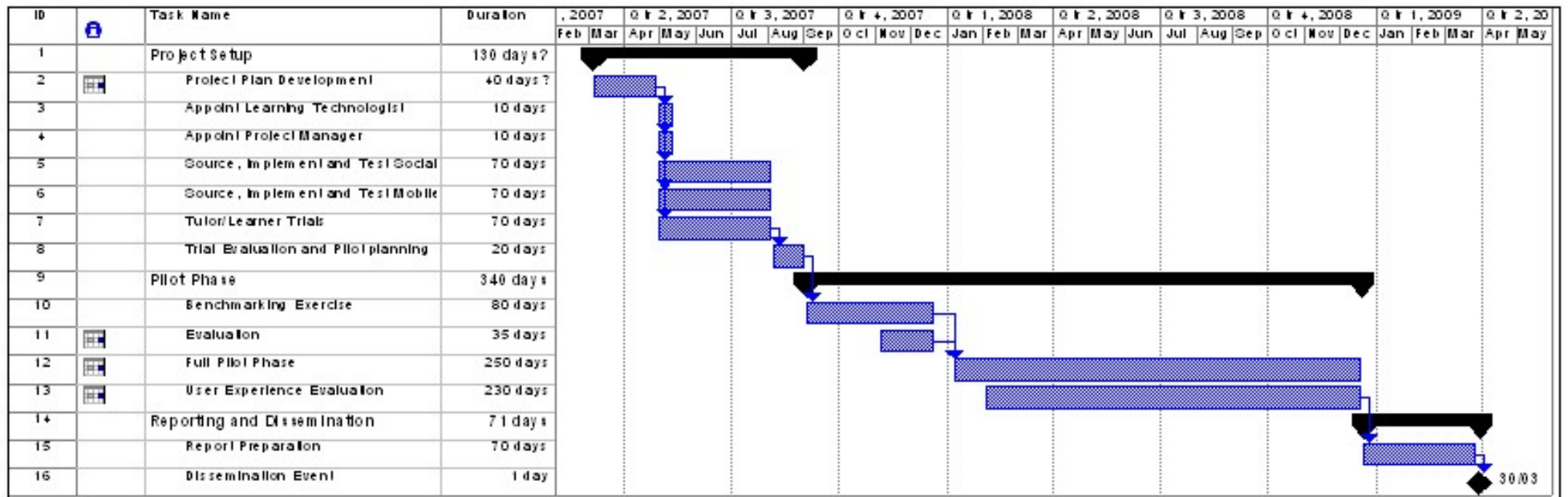
Implement and evaluate the use of social software and mobile technologies in the delivery of a personalised learning experience for work-based learners following an HE e-learning programme supported by FE institutions.

- 2.4. The project objectives will be to:
 - 2.4.1. Design, implement and evaluate a tutor support system that includes the use of social software such as Blogs, Wikis, instant messaging and discussion forums
 - 2.4.2. Include in the support system the use of social on-line resource providers such as Google, MySpace, YouTube and del.icio.us
 - 2.4.3. Include also, the use of mobile technologies; mobile phones, PDAs, iPods, WiFi and Bluetooth devices
 - 2.4.4. Evaluate the effectiveness of the technologies in the context of HE on-line courses being delivered by FE staff to work-based learners
 - 2.4.5. Evaluate, as an additional activity of particular value to the WETN project, the effectiveness of the technologies in support of the administration of collaborative teaching and learning and access to support services
- 2.5. The WALES project methodology will build on the work of other JISC projects, in particular the MLEs for Lifelong Learning Programme and the e-Learning Programme, both of which were contributed to by the e-learning teams at the University of Glamorgan and at Coleg Sir Gâr. The project will also draw from the experience and evaluation methodologies employed by the *Learner Experience of e-Learning phase one* projects in the design of the evaluation instruments to be used in WALES.

3. Project Plan and Methodology

- 3.1. The proposed methodology and timetable for the project is illustrated in the overall project plan shown in Figure 1.
- 3.2. The project will begin with the creation of a more detailed project plan and the development of the evaluation instruments to be employed. During this period two key appointments will be made for project management and for learning technology expertise. It is possible these could be secondments from within the WETN partner institutions. The mix of social software tools and mobile technologies to be employed will be finalised in consultation with learning technologists, the SMEs and the learners to be involved in the project.
- 3.3. The procurement, installation and testing of the technologies will be carried in the next phase, in liaison with the SMEs, learners and FE tutors, all of whom will be provided with training and practical instruction on their use where necessary. With the social

Figure 1. The Wales Project Plan GANTT Chart



software tools and the mobile technologies it is as likely to be the learners providing instruction to the tutors on their everyday use as the other way round.

- 3.4. There will then be a pre-pilot phase where on-line learners following three modules on the Foundation Degree and their tutors will trial the use of the technologies and the evaluation instruments will be tested. Both the use of the technologies and the effectiveness of the evaluation in providing reliable data will be assessed and adjustments made where appropriate. Tutors at all contributing FE colleges will be involved, together with one from the University for comparison purposes.
- 3.5. The main pilot period will then commence with three study periods of the on-line Foundation Degree being completed over a full year of the programme. The use of the technologies will be systematically evaluated and the outcomes analysed and documented. The final project report will include case studies and scenarios to illustrate the messages received and lessons learned.
- 3.6. The project will be based at the University of Glamorgan and the finances managed through the Department of Information Systems and e-Learning Services (ISeLS) at that institution. The major part of the trialling and evaluation activities, however, will be carried out in the partner FE institutions and it is possible that both the learning technologist and the project manager posts could also be based in the partner colleges.
- 3.7. This would reflect the distributed management and operational structure of the existing WETN project which seeks to be inclusive with all partners able to contribute according to their strengths and resource availability. It is felt that this aspect of the WALES project will optimise the ability to evaluate the organisational and learner experience issues associated with HE e-learning courses supported by FE institutions.

4. Project Management

- 4.1. The project primary contact at the University of Glamorgan will be Prof Tony Toole based in ISeLS. A project manager will be appointed to oversee day to day operations, coordinate the activities of the educational technologist and the tutors in the FE colleges, maintain project records and financial documentation and liaise with college and university administration.
- 4.2. The WALES project team will meet monthly throughout the project period, primarily through on-line video conferencing using a system already employed very effectively by WETN. Face to face meetings will be organised quarterly, timed to coincide with the WETN quarterly meetings. All project documentation will be maintained on a project Wiki, as is already carried out by WETN (see <http://wetn.pbwiki.com>) . It is felt that the established management systems and the very close alignment of the management of the two projects will greatly assist the successful implementation of the WALES project.
- 4.3. It should be noted that the tutors participating in the WALES project are a sub-set of the Programme team delivering the Foundation Degree as part of the WETN project. They will therefore be part of the management processes in both projects and it is anticipated that there will be an information flow about good operational practice as a result.
- 4.4. Additionally, Prof Toole has management control of both projects and can ensure that management and operational management issues are shared. He is also part of the Glamorgan On-line Research Unit that has contributed experienced researchers to participate in evaluative exercises on JISC projects in the past. It is felt that the overlap and common objectives of these different groups will enhance the performance and success of the WALES project.
- 4.5. The project management will liaise closely with the JISC programme manager and will value networking with other project teams at programme meetings. All formal JISC reporting requirements will be built into the management plan. The project team will be particularly pleased to work with other projects working in the same programme area and to share findings and outcomes.

5. Project Deliverables

- 5.1. The main deliverable of the WALES project will be a major report that will cover the following outcomes:
 - 5.1.1. A detailed description of the e-learning technologies used to support the learners on the WETN on-line Foundation Degree in e-Commerce. This will include a summary of the functionality of the technology and the use to which it was put, both as a formal support service and informally by the learner and by the tutor. The description will include an assessment of usability of the technologies in an on-line educational support role, their availability, accessibility, reliability and issues to do with on-line security and privacy.
 - 5.1.2. A series of case studies drawn from the evaluation of the on-line learner experience in their use of the technologies, supplemented by an evaluation of the tutors' experience. A target of 10 case studies will be set, based on the number of different modules expected to be completed during the evaluation period. The case studies will draw from the experiences of a number of learners and will cover the range of technologies employed with each module.
 - 5.1.3. An evaluation of the issues relating to the support of HE e-learning courses delivered through FE sector institutions. In particular, the evaluation will examine the effectiveness of local FE support in rural areas of Wales as envisaged by HEFCW's *Reaching Wider* proposals. A series of scenarios will be used to illustrate the issues, benefits and challenges identified relating to FE support of on-line HE learners.
 - 5.1.4. An overall summary of the messages arising from the use of social software and mobile technology in the support of on-line learners. Conclusions will be drawn about the current potential of the technologies and recommendations will be made for consideration by practitioners. An assessment of the direction technology is moving, together with current views on effective e-learning practice, will be used to suggest areas worthy of further investigation and development.

6. Project Technologies and their Usage

- 6.1. A key objective of this project is to evaluate how the increasing number of on-line and web-based software tools, and the use of mobile technologies, can be used to enhance the effectiveness of on-line learner support.
- 6.2. The decision about which technologies to evaluate and why is intended to come from the three month period during the project setup phase. This will include a detailed investigation of the current use of such software and technology by learners in a social context. Their views on using the same tools and their likely effectiveness in supporting learning will be discussed.
- 6.3. Evaluation of learner experience in a number of previous e-learning delivery projects has revealed, for example, that there is a significant desire for fully on-line lifelong learners to communicate together without the involvement of the tutor. The need for lifelong and work-based learners to have personal control over their learning pattern to fit in with their time constraints has been a very clear message. The different ways in which learners prefer to study means that a customised learning environment with optimised access to tools and resources is desirable. The communications and resource access tools being evaluated here have the potential to facilitate these needs.
- 6.4. The following scenarios are presented to illustrate how this might happen in practice:
 - 6.4.1. A cohort of learners wishes to share common issues and concerns about their course in their own discussion environment. They are encouraged to set up and manage their own discussion forum for FAQs using Google Groups (for example). The project asks for feedback on its effectiveness.
 - 6.4.2. A learner wants to customise their on-line learning environment with rapid access to learning materials and self selected resources and communications tools. They are shown how to use a Wiki to set up links directly to the learning

materials on Moodle, as well as web-resources and on-line communications. They are encouraged to experiment with this capability and report back to their tutor and peer learners.

- 6.4.3.** A tutor demonstrates the use of del.icio.us to a cohort of learners to show how the sharing of on-line bookmarks in research-based activities gains focussed access to relevant materials, not only identified across the group, but also across the wider community. The learners report back on effectiveness.

7. Learner Evaluation

- 7.1. The evaluation of the benefit to learners will be through structured feedback gathered using on-line questionnaires and telephone interviews. Such evaluation is already planned for the WETN project and the learner requirement for providing feedback will be agreed as a condition of enrolling on the course (the benefit to them is that there is no fee).
- 7.2. For their additional involvement in the WALES project activity, a nominal £50 payment will be made available to those who participate for feedback specific to the use and effectiveness of new technologies in support of their learning.
- 7.3. The use of learner questionnaires and semi-structured interviews is well established in the evaluation of learner experience on e-learning courses in Wales. This experience will be supplemented by effective evaluative practice drawn from the *Learner Experience of e-Learning* project reports and other JISC documents.

8. IPR and Sustainability

- 8.1. There are no plans to develop any original materials as part of the WALES project apart from the project documentation itself. There are therefore no immediate IPR issues to be addressed. There is an overall IPR agreement for the Wales e-Training Network that could be applied should an issue need to be addressed and this is: that any IPR generated by a project partner as part of the project is owned by the partner, but is made available on free license to all partners during the lifetime of the project.
- 8.2. The sustainability of the project outcomes will be determined by the continued development of e-learning in Wales. Although this project is based on the delivery of the WETN Foundation degree, the lessons learned and the planned future use of social software and mobile technologies in the support of on-line learners will be applicable to all e-learning courses.
- 8.3. The nature of the proposals being made here mean that all tools identified that enhance the learner experience will continue to be available for use or will be replaced by more advanced versions. Because they are predominantly provided free or owned by the learner, there is no basic cost to the sector, unless it chose to offer a technology that had such a cost.
- 8.4. The sustainability is therefore seen to be dependent on the continued development and delivery of e-learning in Wales and this is a clear intention of the Wales Assembly Government.

9. Project Budget

- 9.1. Although the JISC funding requested is towards the upper limit of the range suggested in the guidance document, it is felt that the proposal is particularly good value for money. The institutional contributions shown below do not include the very substantial contribution expected to be made to the resource support for the WALES project from the WETN project.
- 9.2. It would be inappropriate to quantify that contribution in the figures here, as it would require a parallel re-profiling of the WETN project planning documents. However, the contribution made by the tutors and by the additional staff indicated in 11.4 below, mean that the proportional input of JISC funding is somewhat lower than stated. The WETN project management team have already agreed that the additional information the WALES project evaluation will contribute to their evaluation findings, will more than justify the time contributed.

9.3. Budget Details

Directly Incurred Staff	March 07	April 07- March 08	April 08- March 09	Total £
Project Director, Mgt pt22, 0.1	████	████	████	████
Project Manager, APT&C, PO4, 0.4	██	████	████	████
Educational Technologist, SL pt 5, 0.4	██	████	████	████
Total Directly Incurred Staff	£550.00	£32,905.00	£39,480.00	£72,935.00
Non-Staff				
Non-Staff	March 07	April 07- March 08	April 08- March 09	Total £
Travel & expenses	£300	£3,600	£3,600	£7,500
Hardware/software	£200	£2,400	£2,400	£5,000
Dissemination	£0	£0	£1,000	£1,000
Evaluation	£0	£500	£1000	£1,500
Total Directly Incurred Non-Staff	£500.00	£6,500.00	£8,000.00	£15,000.00
Directly Incurred Total				
	£1,050	£39,405	£47,480	£87935
Directly Allocated				
Directly Allocated	March 07	April 07- March 08	April 08- March 09	Total £
Staff	£500	£3,000	£3,000	£6,500
Overheads	£699	£8,388	£8,388	£17,476
Other	£0	£500	£1,500	£2,000
Total Directly Allocated	£1199.00	£11,888.00	£12,888.00	£25,976.00
Total Project Cost				
	£2,249	£51,293	£60,368	£113,911
Amount Requested from JISC				
	£1,550	£42,905	£51,980	£96,435
Institutional Contributions				
	£699	£8,388	£8,388	£17,476
Percentage contributions over the life of the project				
		JISC 85%	Partners 15%	Total 100%

10. Quantitative and Qualitative Benefits

- 10.1. There are no planned quantitative benefits arising from this project for the University or the partner colleges apart from the temporary increase in staffing resource to carry out the project activities.
- 10.2. It is anticipated there will be considerable qualitative benefits to the partners and the e-learning community generally from the capacity building that the project will generate. This is, of course, one of the objectives and expected outcomes of the JISC programme and is welcomed by the institutions.

11. Key Personnel

11.1. The key personnel contributing to this project are as follows:

- Project Director:** **Prof Tony Toole**
BA, BSc, MA, MSc, MBA, PhD, CEng, FIEE
Director of On-line Services, Coleg Sir Gâr
Responsible for all e-learning development and delivery at Coleg Sir Gâr including a broad portfolio of on-line distance learning courses from NVQ level 2 to NVQ level 5. Extensive experience of successful large scale e-learning project management involving 15 projects since 1998 with a total budget of over £2m.
- Project Manager:** **To be appointed**
Good degree, preferably postgraduate qualification in business administration or education
Track record of successful project management plus substantial experience in the use of IT and the Internet
- Educational Technologist:** **To be appointed**
Good degree, preferably postgraduate qualification in educational technology or e-learning
Substantial experience of technology in education, particularly the use of VLEs and on-line communications and collaboration tools
- On-line Tutors:** **Kevin Lawrence, ILT Developer, Coleg Ystrad-Mynach**
Chris Bissex, Head of Business and Enterprise, Merthyr College
Matt Smith, Business Studies Course Tutor, Bridgend College
Owen Phillips, ILT Development Manager, Swansea College
Maura Capone, Computing Lecturer, Coleg Glan Hafren
Ray Kingdon, Computing Lecturer, University of Glamorgan

- 11.2. **All the on-line tutors are full-time academic staff at the FE partner colleges and at the University. All are the authors of the modules they will be tutoring and have been part of the Wales e-Training Network during the development phase.**
- 11.3. **All have recognized teacher status with the University of Glamorgan, which is a minimum requirement for partner FE staff to support Glamorgan HE courses. All will have also completed the Glamorgan postgraduate e-moderator training course.**
- 11.4. **Key personnel who will be contributing to the project, but will not be funded by it include Paul Peachy, the on-line Foundation Degree Programme leader to whom the FE tutors report; Riah Jones, the Foundation Degree Customer Support Officer and Course Administrator who, amongst other things will be the first contact for learners with technical problems; and Lewis Jones and Paul Stokes who provide the technical and web programming support for the WETN project. All of these personnel are funded by WETN, but will have a significant role in supporting the WALES project. It is the reason why there is no specific technical role in the WALES staff listing above.**

12. Previous Experience of the Project Team

- 12.1. The University of Glamorgan, Coleg Sir Gâr and Swansea College each have track records of substantial e-learning project management success, including a number of JISC projects in the X4L, MLEs for Lifelong Learning and e-Learning Pedagogy programmes. They have also had involvement with CETIS and TechDis activities, participate in e-Learning Consultancy work with JISC and are members of the e-Learning Pedagogy Expert Group.

- 12.2. The project team therefore has a great deal of understanding of JISC objectives and aspirations and can guide the WALES project in fulfilling JISC expectations and producing the required deliverables. Current involvement with other JISC projects and initiatives ensures regular dialogue with key players in the UK e-learning community of practice and hence an understanding of current issues, developments and thinking.
- 12.3. There is a great deal of experience of HE in FE in the project team. The University of Glamorgan is the Main franchiser of HE programmes to FE partners in Wales and all of the FE partners in this project have a long history of supporting HE learners. Coleg Sir Gâr, although in the FE sector, has always been directly funded by HEFCW for its Art and Design Provision and Engineering at the college has been offering HNC qualifications for over 35 years.
- 12.4. Prof Tony Toole is in the unique position of being a senior member of staff in the FE sector, whilst at the same time working in a managerial role in the HE sector. During the 5 year Glamorgan e-College Wales initiative, which involved the delivery of HE degree programmes on-line supported by a network of partner FE colleges, Prof Toole was partner college coordinator and facilitated communications across the network.
- 12.5. He also began the process that has now led to collaboration in e-learning development and delivery across the HE/FE sector in Wales. It began as the South West Wales e-Learning Consortium in 2000 and became an all Wales initiative in 2003/4. It has led to a much greater understanding between the two sectors and is pointing to a permanent cross-sector collaboration for the future of e-learning in Wales. This experience and expertise will be available to the WALES project.

13. Risk Assessment

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Support for on-line foundation degree delivery in 2008/09 (Current project funding commitment ends in December 2007)	2	4	8	Negotiation for continued project funding through HEFCW is currently in hand. The course will be eligible for normal HEFCW credit funding anyway when validated in January 2007. The project has a year to agree support that would also allow continued fee waiver for SMEs.
Project management capacity (Key members of the team such as Prof Toole may not be available throughout the project period)	2	4	8	A project manager is being appointed to take the main responsibility to ensure the project runs correctly and hits its targets. There is a great deal of expertise available in the partnership, and the close relationship with the WETN management team should allow additional input if needed.
Scope of the project is too broad	1	3	3	This will be taken into account in the initial planning and setup period. It is believed that the deliverables as stated are achievable. It is the range of software tools and mobile technologies that need to be discussed and prioritised during that period.
The availability of the tutor team throughout the project period	1	3	3	All the named tutors will have other e-moderator trained subject specialist colleagues to back them up should they become ill or absent for any other reason during the delivery period. These staff will be primed for inclusion in the project should it become necessary.

