

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

✓	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: The Sheffield College

Name of Proposed Project: Widening Participation through eLearning

Name(s) of Project Partner(s): Sheffield Hallam University

Full Contact Details for Primary Contact:

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Length of Project:	24 months		
Project Start Date:	01.03.2007	Project End Date:	30.03. 2009
Total Funding Requested from JISC:	£100,000		
Funding Broken Down over Financial Years (April – March):			
Apr06 – Mar07	Apr07 – Mar08	Apr08 – Mar09	
	£89,000	£11,000	
Total Institutional Contributions:			
Percentage Contributions over the Life of the Project:	JISC 78.13%	PARTNERS 21.87%	
Outline Project Description			
<p>The Sheffield College and Sheffield Hallam University would like to make a project proposal supporting lifelong learning in the context of HE in FE.</p> <p>The main focus of the project would be:</p> <ul style="list-style-type: none"> • to create an infrastructure for the delivery of a foundation degree in e Communications that supports flexibility and diversity • to introduce technologies into a foundation degree course that are socially inclusive, enhance social interaction and provide opportunities for the inclusion of multimedia • to introduce technologies that can support and enhance the delivery of a personalised HE learning experience in FE and ensure the full and active participation of lifelong, non-traditional, learners • to explore the use of technology that will support and enhance work experience and work opportunities to learners who are at the margins of education, including online work experience for learners who are house-bound as a result of disability or caring responsibilities • to provide tutors with the confidence and skills in pushing e Learning boundaries, in managing and facilitating e Learning in a new context. 			
I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)	✓	NO	
I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)	✓	NO	

1 Overview of Project

1.1 Background

1.1.1 During the academic years of 2005-2007, The Sheffield College (TSC) has been exploring with Sheffield Hallam University (SHU) the development of a fully online taught Foundation Degree in e Communications. This would provide a Level 4/5 progression route for more than 500 Level 2/3 learners who have studied English and Communications in a fully online taught environment since 2001 at TSC. These learners are some of the most hard to reach adult learners in the UK. They are mainly shift-workers, people with disabilities, single parents with small children, people with mental health issues and so forth. They are all people who failed to achieve at school and are unable to attend traditional college provision for a variety of reasons. We wish to provide a progression route to foundation degree level for these learners and to reach them in their homes all over the UK. TSC will fund the content authoring of this foundation degree. This proposal is concerned with the funding of the technologies that will enrich and personalise the learning experience. It is also concerned with the use of technology to provide work based learning experience for students and vocational counselling and guidance. Many students will be shift-workers who need to access work experience in their work place; a significant number will be home bound and work experience must be found via the internet for them. KR, for example, is a 28 year old student who is bed-ridden with severe ME. She will have a work-based learning experience for an ME fund-raising organisation which will be organised and conducted entirely online. The student will produce articles, web pages, leaflets for the organisation. Meanwhile the College will also use technologies to provide online careers guidance for such students which is focused upon finding home-based employment on the internet.

1.1.2 TSC is one of the largest FE colleges in the UK and an extensive HE provider. The College has a history of eLearning that goes back to 1997 with its 'Learning to Teach Online' course (LeTTOL) which has been delivered to more than 2000 learners worldwide. TSC currently has twelve foundation degree courses which include Business and Finance, Applied Computing, Graphic Design and Media Production.

1.1.3 TSC also has extensive experience of eLearning in the English curriculum; its English Online Department has delivered fully online taught GCSE English and A Level English since 2001. The eighteen-strong department has won five national awards for eLearning, including the 2006 eLearning Age Award for the best support of online learners. Widening participation has been the driving force behind the Department's work from the outset. This team has had considerable success in taking learning into the homes of the most marginalised and disadvantaged learners at Levels 2 and 3 and is now in its sixth year of delivery. The English Online Department developed the UK's first and only fully taught online GCSE English course and to date more than 500 students have achieved grades A*-C with more than half achieving grade A or A*. The same Department has also run A level English Language and Literature with similar success. Again, a 100 per cent pass has been achieved with 75 per cent of the students achieving A and B grades.

1.1.4 The Online GCSE English course is case studied in the Harnessing Technology eLearning strategy; the course is also in its second year of an extensive external evaluation funded by the DfES. The team have presented extensively on its work nationally and internationally.

1.1.5 TSC's English Online Department has extensive experience of blending classroom learning with technology. In 2001, a five year plan was drawn up with the aim of creating a progression route whereby English and Communications are delivered through technology from Basic Literacy through to Level 4, entirely from a re-engagement perspective. Whether the learner is a 16 year old student who has left school without qualifications or an adult who perhaps left school many years ago without qualifications and has encountered life-long barriers to learning, whether the learner is at Entry or at Level 3, the pedagogical principles remain the same: to use technologies and engaging content to break down barriers to learning.

1.1.6 TSC has almost achieved its five year objective and currently hosted on the college's intranet are interconnected courses that provide a learning ladder from Basic Literacy Entry levels to Level 3. TSC is now at the final stage of putting the top rung in the ladder with a Level 4 progression for its students - a fully taught online foundation degree in e Communications in partnership with SHU.

1.1.7 There is a history of close collaboration between the English Studies Department at SHU and TSC English Online Department. The FE partners have experience that goes back over a decade of teaching on a traditionally delivered Combined Studies Degree offered as part of a franchise with the University, while the HE partners have moderated FE Access to HE courses for the College for almost twenty years.

1.1.8 The focus for this project is to introduce the framework and technologies involved in this final step in the learning ladder. It will explore, use and evaluate existing technologies that will assist students to

progress through a foundation degree enabling them to seek employment through the skills and expertise they have developed.

1.1.9 As a result of its online GCSE and A level delivery, TSC has an award-winning guidance team who are experienced in providing vocational guidance online. This team is currently investigating online employment opportunities for students who are housebound. The project will include the exploration of technologies that will provide careers guidance, work experience and work-based learning opportunities.

1.2 Summary of Proposal

1.2.1 TSC and SHU would like to make a project proposal for the JISC call: Supporting lifelong learning in the context of HE in FE. The main focus of the project would be:

- to create an infrastructure for the development and delivery of a Foundation Degree in eCommunications that supports flexibility and diversity.
- to introduce new technology into a foundation degree course that is more socially inclusive and provides a greater opportunity for the inclusion of multimedia
- to introduce existing technology that can support and enhance the delivery of a personalised HE learning experience in FE and ensure the full and active participation of lifelong, non-traditional, learners
- to explore the use of technology that will support and enhance work experience and work opportunities to learners who are at the margins of education, including online work experience for learners who are house-bound as a result of disability or caring responsibilities
- to provide tutors with the confidence to push e Learning boundaries, in managing and facilitating eLearning in a new context, with different pedagogical approaches and technology that are more relevant to Level 4/5 in 2007 to 2010 than those we introduced to Level 2/3 learning in 2001.

1.2.2 TSC and SHU are currently exploring providing an online foundation degree in eCommunications. Successful students would be guaranteed progression onto the third year of the English BA Degree at SHU; this third year would also be delivered fully online.

1.2.3 The partners would develop the technological infrastructure and content with a view to delivering and evaluating the first year from September 2007. Nationwide dissemination would be provided and it would be offered as a model for more widespread use.

1.2.4 TSC would actively encourage partnerships with other colleges in delivering this foundation degree. The College has already developed a model whereby it partners and supports two other colleges to deliver the Online GCSE English course: the Royal Forest of Dean College and the Belfast Institute of Further and Higher Education. Newry Institute is about to join this arrangement.

1.3 The Sheffield College Online English Department

1.3.1 Over the past six years, the Online English Department has designed and now delivers three online courses: English GCSE Online, AS English Literature and Language Online and A2 English Literature and Language Online.

1.3.2 The Department has also designed and now delivers blended learning courses in Basic Literacy, pre-GCSE English, I-Media (an OCR-examined course that provides Level 2 learning in digital graphics, web authoring, digital animation, digital sound and the design of computer games) and A level Media Studies.

1.3.3 The success of these online courses has been recognised by the following awards:

2006	English GCSE and A Level Online courses. Winner of 'The best example of supporting learners online' – the eLearning Age Award 2006
2005	The Sheffield College/Sheffield LEA Blended Literacy Project. Highly commended, AQA Beacon Award for Schools/College partnerships
2004	pre-GCSE English: Young People Speak Out. Winner of the FENC Beacon Award for Blended Learning

2004	pre-GCSE English: Young People Speak Out. Winner of the NILTA Innovation Award for Blended Learning
2002	English GCSE Online. Winner of the NILTA Innovation Award
2002	English GCSE Online. Winner of the LSDA Beacon Award for eLearning

1.3.4 The Online English Department at TSC thus possess the skills to design, deliver and to successfully run and sustain high quality, high level online courses in English and Communications. The development and design of these course is labour-intensive and time-consuming and the Department has often had to work to very tight deadlines. The Department has always met the deadlines for the development and delivery of all the courses with which it has been involved.

1.3.5 Members of the Online English Department have experience of teaching at Level 4 in association with SHU that goes back over ten years.

1.3.6 The English Online team are very familiar with evaluation processes. All their courses have been internally evaluated through practitioner research (NRDC/Skills for Life funded) or by external evaluators such as the University of Sheffield and the UK Literacy Association (UKLA).

1.3.7 The team has presented on its work nationally at conferences organised by the following organisations: UKLA, Skills for Life, NRDC, ALT, NATE, Ferl, FENC, JISC's RSCs. They have also presented internationally for the University of Nara, Japan and at AERA, Montreal.

1.3.8 Participation at conferences and at forums for dissemination has been fostered by a clear commitment from TSC to promote online learning.

2 Aims and Objectives

2.1 Aims

The overall aims of the proposed project are:

- to develop a technical infrastructure for the development and delivery of a foundation degree in eCommunications that supports flexibility and diversity.
- to introduce into the course, technology that TSC has not used before in online learning courses.
- to use technology as a vehicle to offer and deliver this online course to any adult who can benefit from it at any point in their life, in a form and at a time that is appropriate to their circumstance.
- to use technology to offer work-based learning, including online work-based learning that qualifies and prepares students for real job opportunities and or enables them to progress to a third, final year of the BA English Degree at SHU if they wish.
- to evaluate the effectiveness of technology in assisting the process of delivering online learning
- to evaluate the students' experience of the first year of this online foundation degree.
- to disseminate project findings within the JISC community and more widely. This would include offering the online foundation degree as a model for use or further development.

2.2 Objectives

- to produce course content via high quality, interactive webpages that students will be able to access via a MLE.
- to introduce new technologies for e-assessment and communication. A range of the following will be incorporated into the course:

- TSC's content management system, hosted by 'mysheffcol'
- an open source forum, used for course communication.
- an open source hosted wiki solution, forum for external communication.
- an e-portfolio system.
- Janet VideoConferencing Service: OnDemand (JVCS: OnDemand)
- a wiki, to replace the traditional course handbook

- to introduce new technologies such as wikis and blogs for work based learning

3 Overall Approach

3.1 Scope and Boundaries

The eCommunications foundation degree must essentially provide a rich learning experience leading to employment opportunities. For home-bound students, particularly those with mobility issues, employment must be obtained via the internet. The foundation degree must also form a progression for students who studied English at Level 2/3 with TSC.

3.2 Project Phases

There would be four phases to the proposed project.

Phase	Details	Date
1	Completion of a detailed project plan that maps the relationship between what is taught and the technologies used for communication purposes. Establishment of project management.	Mar to Apr 2007
2	Course content to be placed onto TSC's intranet; appropriate solutions will be chosen and set up in preparation for an October course start.	Apr to Sept 2007
3	The effectiveness of the technology integrated into the course and used to deliver the course will be the subject of the pilot year.	Oct 2007 to June 2008
4	Completion of the course and project evaluation (both formative and summative). Completion of final report and dissemination.	by Mar 2009

3.3 Critical Success Factors

To achieve success at each project phase, the following requirements are essential:

3.3.1 Establishment of project management and a reporting structure, including quarterly steering group meetings, quarterly project reports to JISC, three-weekly highlight reports to the steering group and quarterly implementation group meetings. Further details can be found in Section 11 'Project Management'.

3.3.2 Production of a pedagogical outline. This would include a detailed course and module structure.

3.3.3 Addressing technical requirements. This would include: producing a technical specification, specifying delivery platforms, agreeing key elements of the online modules (web forms, pages, downloadable files), producing design templates for content, identifying multimedia elements, agreeing site architecture/navigation and specifying standards conformity. It would also include agreement on the most effective solutions for internal and external communication.

3.3.4 Production of content. This would include: review of existing face-to-face content and selection of appropriate material, drafts of content and assessment activities, comment on drafts, production of final content and assessment activities.

3.3.5 Technical implementation. This would include: a design framework, populating page templates with content, the creation of interactivities and other elements, the sourcing of multimedia elements, establishing communications platforms and testing.

3.3.6 Ensuring legal compliance and meeting requirements of SHU. This would include: obtaining copyright clearance and producing an ethics policy.

3.3.7 Establishing associated policies and processes. This would include: setting up administrative processes, producing learner and tutor guides, producing supplementary documents and setting up a tracking system.

3.3.8 Producing a delivery plan. This would include: establishing and training an online tutor team, establishing a tutor support forum, establishing protocols for updating content and activities, planning the publicity, recruitment and enrolment policy, and handing over the project to the curriculum area.

3.3.9 Evaluation and dissemination. These are described in detail in Section 13 'Evaluation Plan' and Section 14 'Dissemination Plan'.

4 Project Outputs

	Description of Deliverables	Date(s) Due	Generic Value for the JISC Community
1	Project Initiation Document based largely on key sections of this proposal, as modified in discussion between the consortium and JISC.	Q1 2007	Will provide a clear overview of the project.
2	Production module content for year 1 of the foundation degree.	Q1 2007 to Q3 2007	Usable by providers, awarding-bodies, etc, wishing to apply or modify the project's approach.
3	Production of online modules for year 1 of the foundation degree.	Q3 2007	
4	Production of an open source wiki solution.	Q3 2007	
5	Possible production of an e-portfolio solution.	Q3 2007	
6	Possible utilisation of Super Janet5 video conferencing: <i>On Demand</i> .	Q3 2007	
7	Production of an open source management system, such as Moodle Forums.	Q3 2007	
8	Evaluation of project.	Q3 2008 to Q2 2009	
9	Project annual reports.	Q2 2008 and Q2 2009	
10	Dissemination events (see Section 5 'Project Outcomes').	Q1 2008 to Q3 2009	
11	Project website.	Q3 2007	To publicise the project and relevant deliverables.

(See Appendix B GANTT chart)

5 Project Outcomes

5.1 To provide opportunities for people unable to attend traditionally taught HE courses.

5.2 To develop and extend ideas about e Learning in FE and HE, and in the wider research and education community.

5.3 Stimulate more development of online courses in the research and education community.

6 Stakeholder Analysis

Stakeholder	Interest/Stake	Importance
Existing learners	Are pressing for a progression route at Level 4 from A Level English online.	High
Directors of TSC and SHU	Are keen to see the College's online programme continue to develop. Both TSC and SHU seek strong partnership activities at level 4.	High
TSC ICT Team	Responsible for smooth delivery of technical infrastructure.	High
TSC and SHU Staffing Managers	Responsible for allocating appropriate staffing resource.	High
DfES	DfES is keen to see the online programme within TSC continue to develop.	Medium

7 Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P×S)	Action to Prevent/Manage Risk
Staffing	2	4	8	Ensure senior level and staffing manager level ownership and responsibility. Identify appropriate staffing cover and shadowing arrangements from the outset of the project.
Organisational	1	1	1	No organisational issues foreseen. Strong partnership arrangements in place between SHU and TSC.
Technical	1	5	5	Build upon tried and tested systems to ensure that the technical infrastructure is reliable.
External suppliers	1	1	1	No significant issues foreseen with external suppliers - multiple suppliers of widely available goods/services.
Legal	1	5	5	The principle issue is IPR. TSC have staff dedicated to providing IPR advice who are trained to JISC standards and have good communication channels with legal advisers.
Budgetary	1	4	4	Strong management frameworks in place to ensure budgets are closely monitored and controlled.

8 Standards

8.1 TSC uses a combination of Moodle for communication tools such as forums and chat, and its own content management system, 'mysheffcol', to manage the publishing of learning content. SHU uses Blackboard for both these activities.

8.2 The foundation degree will be delivered using Moodle and 'mysheffcol'. In year 2 learners will explore different communication tools and learn how to use Blackboard. This will have the additional benefit of easing the transition into the top-up year progression route delivered by SHU using Blackboard.

Name of Standard or Specification	Version	Notes
Moodle	2	Communication tool for forums and chat.
'Mysheffcol'		TSC's content management system built to W3C standards, used for hosting foundation degree learning materials.
JVCS <i>On Demand</i> (H323)		JVCS's <i>On Demand</i> -based systems for video conferencing.
Blackboard		VLE used by SHU when learners top up their foundation degree.
Web Content Accessibility Guidelines	1.0	To achieve recommended accessibility to <i>at least</i> all Priority 1 issues.
(x)html Transitional	1.1	For ease of conversion to xml.

CSS	2.1 W3C recommendations	Latest published CSS guidelines.
Javascript		Client side scripting needs.
Adobe Flash	7/8	Animation, demonstrations, simulations and online video.
Png		Most up-to-date image format.
Jpg, Gif		Backward compatibility with older generation web browsers.
Mp3		Non-DRM to allow playback on most audio equipment.

9 Intellectual Property Rights

TSC will own the IPR which it creates within the project. SHU will own the IPR which it creates within the project. TSC will grant SHU a non-transferable, non-exclusive license for the use of IPR created by this project. SHU will grant TSC a non-transferable, non-exclusive license for the use of IPR created by this project. Any background IPR owned by either institution remains within the ownership of that institution. Third party materials may be included within the content of the foundation degree. Permission will be sought from the owners/publishers of materials on a case-by-case basis. Permission for third party material will be obtained before work based on that material takes place. There are no third party materials upon which the project is dependant. Permissions will be sought for an appropriate time period with built-in options to renew after the project ends.

10 Project Partners

Project partners will be TSC and SHU. There will be representation on the Project Steering Group (PSG) from the South Yorkshire e learning Partnership, Sheffield Local Authority, the South Yorkshire voluntary sector and from the employment sector.

11 Project Management

11.1 The project will employ comprehensive accountable management arrangements to ensure that the project is delivered in line with its initial design. Project management arrangements will be the responsibility of the Project Director who will be the Business, Strategy and Partnership Manager at TSC. He will chair the Project Steering Group (PSG) which will meet monthly. The Project Manager will be the Online English Manager at TSC. She will be responsible for the day-to-day delivery of the project. The project co-ordinator will be a practitioner who also authors the course and has responsibility for its structure.

11.2 In the opening weeks of the project, the Project Initiation Document would be revised in the light of responses from JISC as well as TSC, SHU and the project team. This revised document would be renamed the Project Implementation Document and will consist of:

- an outline of how the project will be conducted and completed
- a partnership agreement
- a list of the members of the project team
- a budget
- a Gantt chart
- a list of deliverables
- a risk register.

The Project Initiation Document would form the key document used in all replies to JISC concerning overview of the project and how it is progressing.

11.3 The PSG will meet approximately quarterly. Its membership will include a senior individual from each partner-organisation, the Project Director and the Project Manager, as well as JISC representation where possible. The PSG's remit will be to:

- steer the project
- resolve any strategically significant issues which emerge during the project's life
- sign off major project deliverables
- sign off quarterly progress reports to JISC

- authorise any significant deviations from the project plan.

The PSG will use the Project Implementation Document to ensure that key milestones, outputs and expenditure are in line with the planned profiles. Close monitoring will ensure that should there be any variation between actual performance and planned profiles, the PSG will be able to take prompt action.

11.4 The Project Implementation Group (PIG) will comprise individuals who during the period in question are actively engaged in working on the project. It will function through quarterly face-to-face meetings, email, and three-weekly one-hour telephone conferences. Chaired by the Project Director, the PIG's remit will be:

- to produce project deliverables on time and to a high standard
- to deal with operational issues which emerge during the course of the project
- to highlight any strategically significant issues which will require attention from the PSG.

11.5 Project Communications

The Project Manager will produce:

- a short three-weekly highlight report for use by PIG and for noting by PSG
- a quarterly progress report to JISC for sign-off by the PSG
- a short monthly report to JISC to set headings including work in progress; tasks/milestones completed; issues, risks and countermeasures; main action in the next four weeks.

11.6 The project will maintain a simple website with a secure area for internal documents and a public area for 'publishable' deliverables, six-weekly progress reports, etc.

11.7 One or more JISCMail lists will be used to facilitate discussion and information flow within the project.

11.8 An opt-in low volume JISCMail list will be established for use by individuals in the wider community who want to be kept informed about project developments.

11.9 Project Team

11.9.1 It is anticipated that most of the project team will be from TSC and SHU. As these team members work in Sheffield it is realistic to arrange face-to-face meetings. However the project team will mainly meet during a series of three-weekly telephone conferences.

11.9.2 All members of the project team would continue with their regular employment; the funding would enable them to be released from some of their commitment.

11.9.3 For TSC, Julie Hooper will provide project management and will spend 20 per cent of her time on the project. Phil Euesden will provide leadership and co-ordination, spending 50 per cent of his time on the project. For SHU Steve Earnshaw will provide leadership and authored content. (See Appendix D for CVs.)

11.9.4 An enabling Partnership Agreement would be drawn up defining the roles of TSC, SHU and all the members of the project team. This would achieve commitment from senior management and ensure that everyone is clear about their roles in relation to the project.

12 Budget - See appendix A.

13 Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Spaced out between Q3 2007 and Q2 2008	How students respond to specific uses of the technologies eg an e-portfolio	Accessibility, responsiveness, adaptability and functionality of technology.	Interviews, hopefully face to face, with three students, which will be transcribed. An online questionnaire to all 30 students in the cohort. Observation data from students interacting using social software (three sessions). Reflective research meetings, taped and transcribed.	Positive responses of students to specific uses of the technologies eg an e-portfolio
Spaced out between Q2 2007 and Q 2 2008	How tutors engage students' interest through the use of the technologies eg JVSC: OnDemand	Accessibility, responsiveness, adaptability and functionality of technology	Interviews, hopefully face to face, with three students, which will be transcribed. An online questionnaire to all 30 students in the cohort. Observation data from students interacting using social software (three sessions). Reflective research meetings, taped and transcribed.	Ways in which the tutors engage the students' interest through the technologies eg JVSC: OnDemand
Spaced out between Q3 2007 and Q2 2008	Student experience of the technologies (eg a wiki) in aiding and changing learning.	Accessibility, responsiveness, adaptability and functionality of technology	Interviews, hopefully face to face, with three students, which will be transcribed. An online questionnaire to all 30 students in the cohort. Observation data from students interacting using social software (three sessions). Reflective research meetings, taped and transcribed.	Changes in the students' learning and how learning is aided through technologies eg a wiki.
Spaced out between Q2 2007 and Q 2 2008	How tutors orientate students towards the technologies eg Moodle Forums.	Accessibility, responsiveness, adaptability and functionality of technology	Interviews, hopefully face to face, with three students, which will be transcribed. An online questionnaire to all 30 students in the cohort. Observation data from students interacting using social software (three sessions). Reflective research meetings, taped and transcribed..	Changes in the ways in which the tutors orientate students towards the technologies eg Moodle Forum.
Spaced out between Q3 2007 and Q2 2008	How students motivation changes in relation to the use of the technologies eg an e-portfolio.	Accessibility, responsiveness, adaptability and functionality of technology	Interviews, hopefully face to face, with three students, which will be transcribed. An online questionnaire to all 30 students in the cohort. Observation data from students interacting using social software (three sessions). Reflective research	Changes in the way in which students are motivated by the technologies eg an e-portfolio.

14 Dissemination Plan

One of the most successful ways we have found of disseminating our work is to attend the meetings of the national JISC RSC delegates. These colleagues then invite our team to their regions to deliver workshops as well as cascading back to their colleges themselves. We would be prepared to continue this practice.

We would also produce articles in practitioner journals eg. JISC's 'Inform' where we will discuss the role the technologies play in personalising the learning, particularly in relation to the hardest to reach learners. We would want to disseminate nationally to those in the employment service any success in finding online employment opportunities for disabled learners.

Dissemination events will be planned in a national context to share the new course, and to show case its effectiveness. These will be spaced out between Q2008 and Q2009.

Links will be made with other on-line courses to disseminate the findings.

15 Exit and Sustainability Plans

Project Outputs	Action for Take-up and Embedding	Action for Exit
Project Initiation Document	Not needed, as the PID is valid for the life of the project.	Completion of the project.
Production of content of modules for year 1 of the degree	Not needed, as this content will be designed to be converted into online materials.	Completion of phase 2 of the project.
Project annual reports	The reports are part of JISC requirements and will be submitted during the life of the project. They may be usable by providers, awarding-bodies etc wishing to apply or modify the project's approach.	Completion of the project.
Evaluation	The evaluation will be submitted to JISC and made widely available as part of the project's dissemination	Usable by providers, awarding-bodies etc wishing to apply or modify the project's approach.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Production of online modules for year 1 of the foundation degree in eCommunications	This online degree course will be permanent and embedded into the college programme.	The Online English Department is based in Castle College, a part of The Sheffield College. Castle College has been designated as a vocational centre and currently offers traditionally delivered foundation degrees and Access courses to mature students returning to education. Exploration will take place regarding the possibility of offering some of these courses online.	Funding such initiatives.
The use of technologies in the online foundation degree:- an open source Wiki solution an open source management system, such as Moodle Forums the possible production of an e-portfolio solution the possible utilisation of JVSC: OnDemand	This online degree course will be permanent and embedded into the college programme.	Exploring how these technologies could be used in existing traditionally delivered courses and how they could be used in: existing online courses delivered at the College traditionally delivered courses at the College future online courses.	Funding such initiatives.
The knowledge and learning gained by the Project Team.	This online degree course will be permanent and embedded into the College programme.	Exploring how this knowledge and learning could be used in existing traditionally delivered courses and how it could be used in: existing online courses delivered at the College traditionally delivered courses at the College future online courses.	Funding such initiatives.

Appendices

Appendix A. Project Budget

The Sheffield College

	JISC Contribution Requested		Institution Contribution		Total
	YR1 Mar 2007- Feb 2008	YR2 Mar 2008- Mar 2009	YR1 Mar 2007- Feb 2008	YR2 Mar 2008- Mar 2009	
Sheffield College					
Lucy Rowland Interface Designer.5 x FTE	█				█
Kieran Briggs Web Developer.5 FTE	█				█
Phil Euesden.2 FTE Programme Author	█				█
Jean Gilmour .2FTE Programme Author	█				█
Kate McCullough .2 FTE Programme Author	█				█
Dru Perrin .2 FTE Technical Implementation		█			█
Rob Szczerba Technical Implementation.2 FTE		█			█
Julie Hooper Project Management .1 FTE			█	█	█
Peter Harrison Project Management .1 FTE			█	█	█
Travel & Subsistence (include attendance at relevant programme meetings)	£1,000	£1,000			£2,000
Equipment (specify individual items over £10k)					
Video Conferencing	£4,200				£4,200
Dissemination activities					
Conference		£1,000			£1,000
Evaluation activities		£2,000			£2,000
Other (please specify)					
e.g. Consumables					
e.g. Small equipment					
Sheffield College Totals	£57,200	£8,000	£12,000	£6,000	£83,200
Sheffield Hallam University					
Matt Steggle 0.2FTE Digital Media	█				█
Steven Earnshaw 0.2FTE Digitisation	█				█
Jill LeBihan 0.2FTE Programme Author	█				█
Chris Hopkins 0.2FTE Programme Author	█				█
Steven Earnshaw 0.1FTE Project Management		█			█
Jill LeBihan 0.1FTE Programme Development			█		█
Travel & Subsistence (include attendance at relevant programme meetings)			£500	£500	£1,000
Equipment (specify individual items over £10k)					
Dissemination activities					
Evaluation activities			£2,000	£2,000	£4,000
Sheffield Hallam University Totals	£31,800	£3,000	£7,500	£2,500	£44,800
Total	£89,000	£11,000	£19,500	£8,500	£128,000
Total requested from JISC	£89,000	£11,000			

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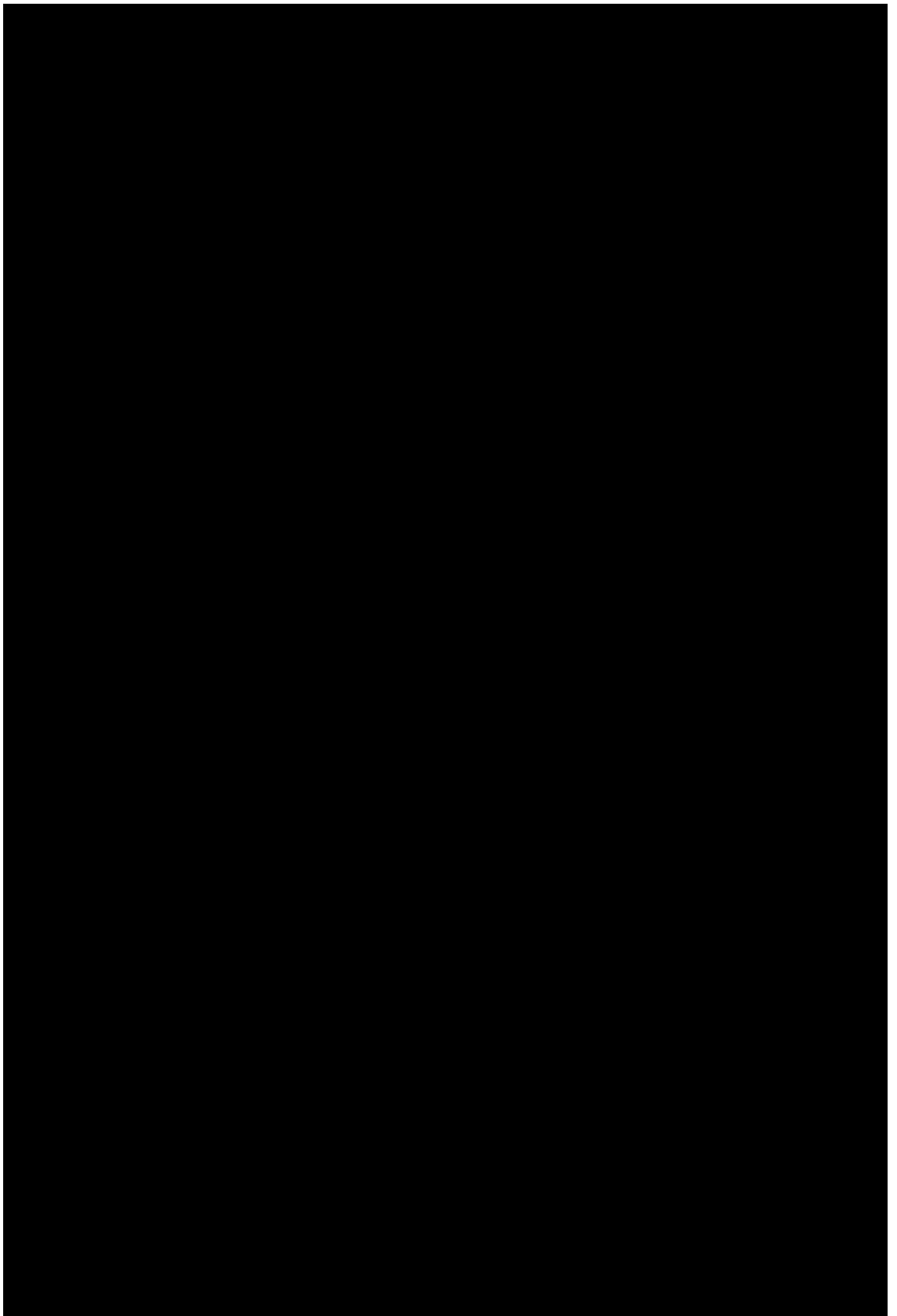
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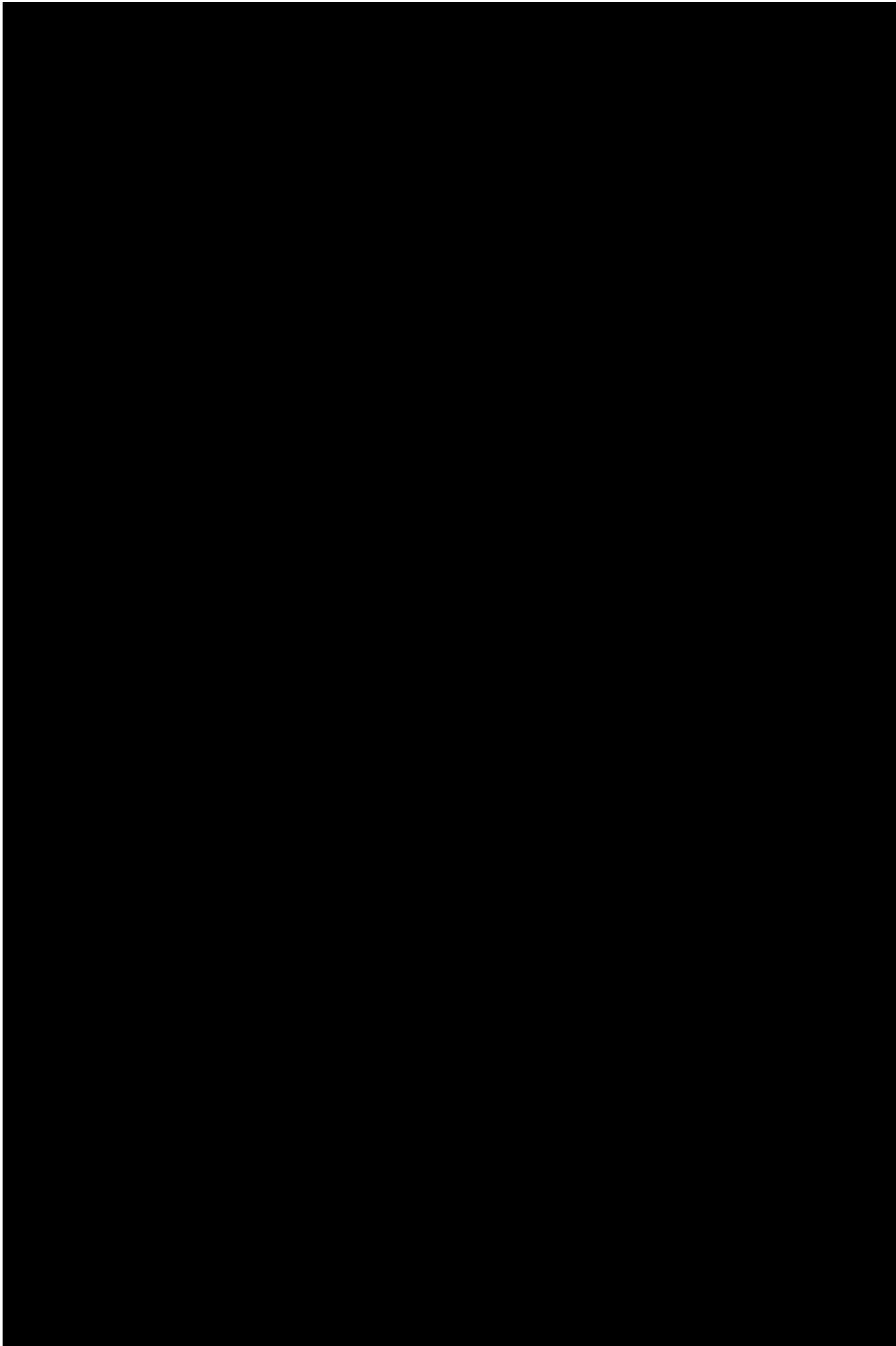
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Appendix E : FOI Document

FOI Withheld Information Form

The Sheffield College: 'Widening Participation through e Learning' Project Proposal.

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
No sections	N/A	N/A

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.