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Interim Reporting Template

Project Name: KUBE Kingston Uplift for Business Education

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Reporting period: September 09 – February 10

- **Section One: Summary**
- Kingston Uplift for Business Education
- Kingston College in partnership with Kingston University
- 2 year JISC-funded project
- Enhancing Curriculum Delivery with ICT Programme
- Focus on the introduction and integration of new technologies into HE Business programmes
- Key strategy has been blending of face-to-face and online methods
- Models for blended curriculum delivery a key outcome

KUBE is now moving into the final stages of the project. As outlined in the previous Interim Report which focused on the work carried out between October 2008 and August 2009, much of the early part of the project was spent gaining information about existing practice and gathering baseline evidence around the structure of the current provision on the three programmes on which the project focuses.: The BA Hons in Business Management, the HND in Business and Finance and the Foundation degree in business and professional administration. This report will detail the progress made between September 2009 and February 2010.

Key developments during this period have included:

- **Launch of blended models across all the modules of the BABM HND and Foundation Degree programmes as outlined in the project plan and last interim report.**
- **Further development of a pedagogic planning tool as outlined in the project plan and last interim report.**
- **Introduction of mobile and podcast based learning resources and collaborative elements on Foundation Degree as outlined in the project plan and last interim report.**
- **Launch of pilot mahara based collaborative module for BABM/HND Academic English programme.**
- **Dissemination process both internal and external underway. Including artefacts for design studio and circle sites**
- **Construction well advanced of Moodle based teaching and learning support site containing shared Xerte learning units developed as part of the KUBE project**

Section Two: Activities and Progress

As identified in the last report and in the original project plan there are four key themes within the project:

1. Module redesign

The process of introducing blended delivery models, new assessment approaches, enhanced learner support and more focused curriculum coordination

2. Tutor controlled interactive learning tools

The process of introducing and embedding learning design tools including Xerte to create engaging and accessible content for learners to use in class and online

3. Student controlled interactive learning tools

Embedding planning, reflection and collaboration tools to promote personalisation. These tools include Personal Learning Planning, Mahara, One Community and iGoogle environments.

4. M-Learning

Integration of hand-held capture and playback devices and podcast technology for formative assessment and feedback.

This report will focus on each of these themes and examine the processes used during the reporting period to develop these areas within the HE business Curriculum. The report will examine each theme and use previous interim report as a platform from which to chart the activities and progress achieved.

Module redesign

As outlined in the last report research which took place during the early stages of the project which took a variety of forms and provided the KUBE project management team and the HE business team to work together on the process of Module Redesign

Key processes included:

- Analysis of Internal and external data about the HE Business provision
- Discussions with key members of the HE business management team.
- Interviews and discussion with the HE business teaching team.
- Observation of classes
- Capture (video and audio) of the above
- Student survey.
- In addition to the above the core teaching team met regularly with the ILT support and development KUBE project team and engaged in a visioning day
- An emerging challenge was how we could change the delivery of this franchised HE programme without a fundamental curriculum redesign (which would not be possible given the nature of the relationship between the institutions, and was not within the scope or terms of reference of the project)
- The project team agreed that the application of a re-engineered delivery of the HE Business Curriculum across the whole of the 1st Year BABM/HND groups commencing September 2009 could be linked to the launch of the new semester

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based programmes introduced by KU in September 2009

- One example of change in delivery practice is the GIP initiative. The Grade improvement programme (GIP) is an initiative developed within HE business as part of KUBE in response to needs of HND and some BABM students for improving language and academic writing skills.
- Managing Yourself and Others module will also be at the vanguard of the Module redesign. MYO is double weighted and runs throughout first and second semester.

Excerpts from previous KUBE interim report.

During September 2009 A Pre-induction Learner Voice survey, proposed in the last report was carried out across the Year one BABM HND students. The original plans to use the 'One Community' Elgg based platform unfortunately were curtailed as the administrative processes required to register students onto the system proved too inflexible to open up this channel of communication within the required timeframe. Therefore a carefully targeted and persistent e-mail campaign was carried out containing inducements for the students to participate (a prize draw for an ipod touch and an Asus EEPc). The final completion rate for this survey was in excess of 65% and gathered detailed information from learners about their expectations about their programme as well as details of technologies used by learners and how comfortable they were with using them.

Details from this survey may be found later in the report in the Evaluation Section

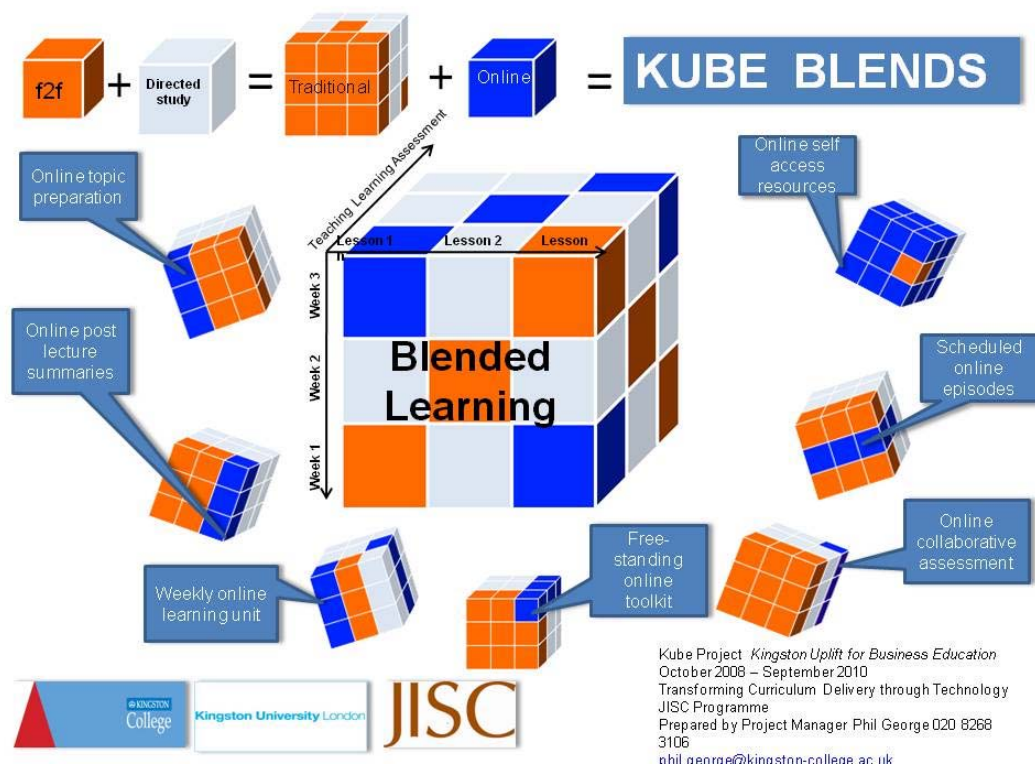
Module redesign progress.

The Kube Project Plan refers to the intended development of a pedagogic planning tool as described below:

Pedagogic planning tool: we plan to integrate existing third party open source curriculum planning tools such as Phoebe, Learning Activity Management System (LAMS) and the Netskills E-Learning planning template to promote scheme of work building and lesson planning respectively in ways that incorporate ICT-based approaches. Extensive support and training will be provided for Higher Education Business tutors in the area of curriculum planning so that technology-enhanced teaching and learning methods are appropriately and effectively integrated. A series of e-curriculum planning workshops will take place in the early stages of the project to focus on the use of technology in the deliver of the subject. On the Foundation Degree a particular emphasis will be the use of blended delivery methods with elements of face to face provision replaced by online approaches.

Following the launch of the redesigned blended pilots (GIP and MYOB) in Semester 1. During Semester 2 all components of the BABM HND programmes now have a blended learning solution in place. The design of these modules is represented in this model which is currently being used in a variety of dissemination activities, this Pedagogic planning tool will detailed later in this report.

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Modules on the second semester of BABM /HND are detailed below with a brief description detailing how these modules have been redesigned within KUBE.

- **Managing yourself and others. KUBE Online Topic preparation.**
Foundation content for the module is digested before the lecture.
Weekly podcasts and interactive learning objects used to present the online content
Face-to-face lectures explicitly make reference to podcast resources
Online and face-to-face sessions clearly indicated in scheme of work
- **Law for Business. KUBE Online post lecture summaries.**
Core content covered in face-to-face lectures
Students required to review lecture material using interactive online learning objects
Students then summarise key concepts and submit to online environment
- **Business Accounting KUBE Weekly Learning unit.**
Face-to-face lecture forms central element within an integrated unit of linked activities
Pre-lecture preparation content available as online learning objects
Post-lecture student summaries are posted online
All elements form an integrated learning unit for each week.
- **Quantitative Methods KUBE Free standing online toolkit**
Most teaching delivered in traditional face-to-face sessions

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Free-standing online toolkit used to address discrete element of the module
Toolkit covers key principles and involves teaching, learning and assessment activities
Online element *not* integrated into the scheme of work

- **Organisational Behaviour** **KUBE online Collaborative Assessment**

Most teaching delivered in traditional face-to-face sessions

Assessment strand undertaken online

Students work in groups to complete assessment task

Web-tools used to facilitate collaborative assessment preparation and delivery

Collaborative social networking approach to support group work.

- **English for academic purposes** **KUBE Scheduled online episodes**

Scheme of work rather than weekly timetable is separated into face-to-face and online elements

All teaching materials and learning activities undertaken online for two weeks at a point half way through the module

Peer collaboration supported through collaborative social networking methods

- **Grade improvement programme** **KUBE online self access resources.**

All support resources and learning activities undertaken online

Formative assessment completed online

Self-access model to online resources

Occasional face-to-face 'surgery' sessions

Please note **that in addition to the above** work focus was now placed on the Foundation Degree modules with particular emphasis on mobile learning and podcasting more details of which follow. All of the above activity was dependent upon the deployment of web-based multi-media learning units using the learning unit creation tool Xerte.

2. Tutor controlled interactive learning tools.

The primary tool used to create these tutor controlled interactive learning units is the Xerte online toolkit. This toolkit has now been adopted across the HE Business team and is being used on all of the modules outlined above.

Reference was made in the previous interim report to the intended use of Xerte in the Accounting model delivered in Semester 2 the focus for this Xerte supported module was to create:

- Cohesive blended module

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- Time-tabling approach (when they need to do what)
- Week-by-week pattern
- Pre-class materials (readings, podcasts introducing, other activities – 15 minutes worth)
- lecturer – reinforcement within the lecture
- Post lecturer: recapitulation and specific tasks
- For some topics also quizzes (self-assessment quizzes)
- Additional tasks to make students use different resources
- Discussion forum as well – monitored by lecturer
- Peer feedback and lecturer feedback through discussion forum
- Lecturer will use this information from discussion board to adapt future teaching

This blended model was introduced in February 2010 featuring a collection of focused online learning activities

3.Student controlled interactive learning tools

Embedding planning, reflection and collaboration tools to promote personalisation. These tools include Personal Learning Planning, Mahara, One Community and iGoogle environments.

The KUBE project plan and first interim report discussed our exploration of a selection of tools and their anticipated use with learners during this stage of the project.

‘The project management team at Kingston have consulted with colleagues at Lewisham college, who have kindly provided access to the Moodle/ILP tools which have been developed as part of their own JISC project (Making the New Diploma a success). This has provided a most useful example of how the ILP can be presented. We anticipate working with Lewisham further down the line in sharing best practice around the ILP use. Our implementation of the ILP will be across first year of BABM/HND and will include approximately 130 students. We envisage a smaller pilot group for Mahara drawn from the Foundation Degree year 1. This will be approximately 35 students on this part time programme, most of the students are in employment and the pattern of attendance is one evening class per week and one Saturday workshop per month. Mahara will be used as a reflective tool and learning log for this group of students’.

One significant change to our plans has centred on the activities we had planned around a Moodle installation. The technical challenges we have faced with our installation of the moodle platform have been considerable and we are only now actually in a position to use moodle/mahara and associated tools on pilot programmes. This coupled with the situation that the BABM/HND/FD Business students are compelled to use the Kingston University VLE Study Space has meant that the use for example of Mahara as an ePortfolio tool has not yet been possible to implement, however we have now launched a mahara pilot with BABM/HND students on the Academic English module, as well as using the wiki tools in study space with FD learners preparing for team presentations on the Organisational Behaviour module.

4. M-Learning

Integration of hand-held capture and playback devices and podcast technology for formative assessment and feedback.

The Kube project plan refers to the mobile podcasting plans as follows:

Podcasts: the KASTANET project, funded through the JISC HE in FE E-Learning Programme, convincingly demonstrated the benefit of podcast resources in promoting learning and engagement for higher education students. The KUBE project will build on this progress by incorporating a range of business-related podcasts, including study skills materials, into curriculum planning and delivery. In addition to lecture-support materials, learner-created podcasts will also be used as a vehicle for group work and collaboration. The HE Business podcast initiative will exploit technology available at the College such as digital recording devices, audio editing tools (such as Audacity), drag and drop file transfer for staff into podcast series (scripts developed through the KASTANET project) and automatic RSS feed creation.

The main focus for the use of Mobile devices and podcast based technology or 'podagogy' is the Foundation Degree in Business and Professional Administration as outlined in the original project plan and last interim report this programme provides a different set of challenges than BABM /HND for a variety of reasons.

- FD is a part time programme with limited classroom time: delivered using one evening class of 3 hours a week and one Saturday school each month.
- Learners on this programme are working full time.
- Age range is 23 - 52 years
- Learners are mainly highly motivated.
- Learners have a broad range of experiences
- Learners are spread over a fairly wide geographical area.

The aim of the Kube project in this area of HE business provision is to provide these learners with a wider and more extensive collection of learning resources and experiences based on mobile learning devices and remote self access modules to reinforce and scaffold the learning experiences in the classroom. This part of the project was about augmenting rather than replacing any existing class based activities.

Furthermore it was considered that the use of mobile and web-based activities would enable learners to cooperate more easily with one another on collaborative elements of the assessment on certain modules.

The primary tools used with the FD students are

- Podcasts
- Xerte learning Units
- iTunes U
- Study Space (Kingston University vle)
- Wiki tools
- Google Docs.

To facilitate the use of podcasting and iTunes U, Ipod touch devices were made available to the all learners .These devices were acquired as part of a separate Molenet project which Kingston College took part in during 2008/2009 called KAPTIVATE which initiated the rollout of Podcasting across the organisation and provided a number of devices for deployment with targeted learners.

Tutors on the FD programme have created a collection of podcasts across three modules so far.

- Business Environment
- Organisational Behaviour

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- Finance

Each module Study Space (Blackboard) site has been redesigned to incorporate a 'Bizcast' section which contains a mixture of digital resources created specifically for this cohort and other learning resources drawn from a variety of sources including iTunes U and Xerte learning units generated for the other HE programmes.

Typical Bizcast material will include

- A podcast dialogue explaining the module and how it works. This would involve an informal Q and A session between the module leader and a 'student' (initially this has been a member of the project team asking questions that are common student anxieties) The intention is that subject to reflection we would hope to use real students to ask the questions and also to conduct peer to peer conversational podcasts to help new learners with an introduction to the topic.
- A podcast dialogue discussing the structure of the module assessment and strategies for coping with it effectively.
- A podcast dialogue specifically focusing on one topic area in the news linking it to the module and discussing the implications within the context of the module (an example of this is the impact of the global banking crisis on the Business Environment within the Business environment module.
- Time management skills
- Stress management skills

By setting up subscriptions to specific RSS feeds in iTunes U we connected the students to further, more generic business and management podcasts from institutions including the Open University Harvard and Oxford University.

To supplement the podcast resources a number of Xerte learning units were deployed in the modules to link elements together in a logical fashion. These units contain mixed media and podcast resources.

As part of our evaluation process the Organisational Behaviour module evaluation survey used with the students will have specific reference to the KUBE curriculum delivery changes to gain insight about how the learners used the devices and what they consider might be additional benefits and resources which could be made available to them through mobile devices.

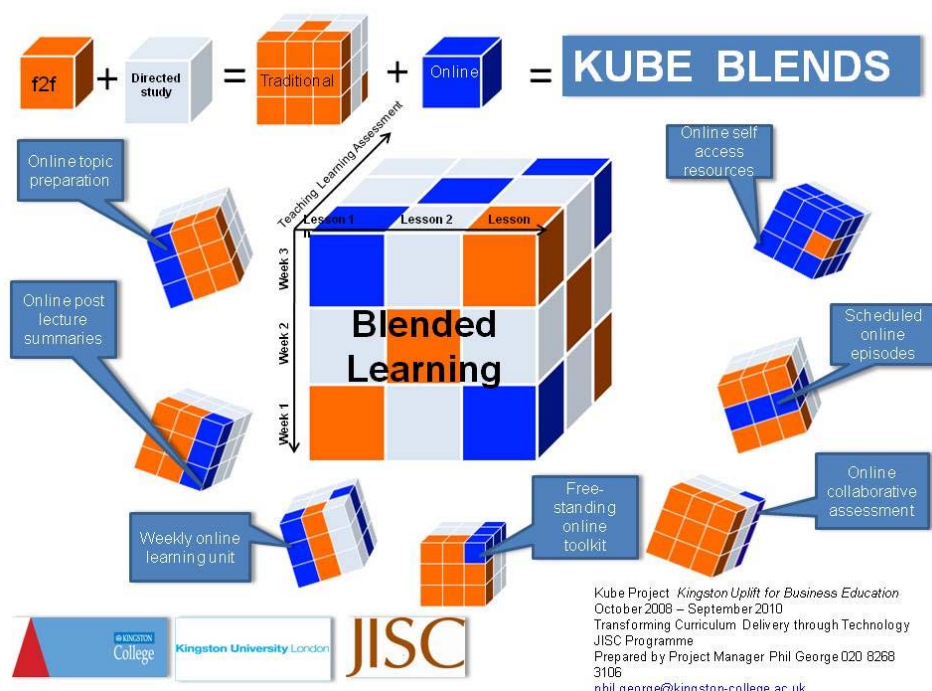
Section Three: Outputs and Deliverables

1) Pedagogic Planning tools

As mentioned earlier in the report a key objective for the KUBE project is the development of a pedagogic planning tool to assist teaching practitioners to plan and develop blended learning in any part of the curriculum. We referred to this in the project plan and subsequent interim report.

'Pedagogic planning tool: we plan to integrate existing third party open source curriculum planning tools such as Phoebe, Learning Activity Management System (LAMS) and the Netskills E-Learning planning template to promote scheme of work building and lesson planning respectively in ways that incorporate ICT-based approaches. Extensive support and training will be provided for Higher Education Business tutors in the area of curriculum planning so that technology-enhanced teaching and learning methods are appropriately and effectively integrated. A series of e-curriculum planning workshops will take place in the early stages of the project to focus on the use of technology in the deliver of the subject. On the Foundation Degree a particular emphasis will be the use of blended delivery methods with elements of face to face provision replaced by online approaches'

During the project it has become clear that no specific tool available actually provided us with what we felt we needed to illustrate or demonstrate the concepts of blending learning in an appropriate way. We have therefore, over time developed our own tool for this purpose, which was first showcased at the JISC Experts meeting in March and has subsequently been used to demonstrate ways of blending the delivery of curriculum to other HE providers within the institution. This tool will also be featured as a significant output of the project at future dissemination events and will form part of a packaged learning unit including a video lecture and workshop on how it can be used to be posted on the design studio during the next month.



In line with the previous interim report:

Case studies:

Case Studies and accounts of the application of different technologies at various points on the learner journey for HE Business students will provide an objective analysis of the costs and benefits of technology-enhanced approaches in curriculum delivery. These will focus on induction and orientation; teaching (including the peer observation system); learning and assessment. (*Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community*)

Curriculum delivery models: Present and Future methods for pedagogic planning and scheme of work construction along with annotated models of existing practice identified during baseline survey effective blended delivery will be released to the sector as resources to promote analysis and planning in relation to e-supported curriculum delivery. (Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)

Emerging Learning design guidelines: Resulting from the exploration of curriculum delivery models experience of factors involved in effective learning design. (Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)

FAQs and guidelines: responses to common issues and guidelines about the adoption and integration of different technologies will be created in order to assist with the practical elements of using ICT in curriculum delivery. (Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)

Interactive learning resources: the mobile learning objects and study skills materials, including podcast resources, will be released amongst the outputs for the KUBE project. (Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)

Teacher observation toolkit: the self-assessment and peer observation system along with video exemplars of good practice, developed to share good practice amongst the curriculum staff in the HE Business area will provide a valuable framework for establishment of similar initiatives in other curriculum areas across the sector
Learner response analysis: feedback from qualitative and quantitative surveys of student interaction with ICT-based methods for curriculum delivery will support analysis and evaluation of impact. (Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)

Summary and report: the summary and report will explore the strengths, weaknesses, opportunities and threats of ICT-based curriculum delivery approaches in the HE Business area and make recommendations for the wider adoption of similar methods across the sector. (Internal audience: HE business cross reference to other faculties plus senior management, quality improvement etc. External audience : Kingston University Jisc community)

Section Four: Evaluation

During September 2009 A Pre-induction Learner Voice survey, proposed in the last report was carried out across the Year one BABM HND students. The original plans to use the 'One Community' Elgg based platform unfortunately were curtailed as the administrative processes required to register students onto the system proved too inflexible to open up this channel of communication within the required timeframe. Therefore a carefully targeted and persistent e-mail campaign was carried out containing inducements for the students to participate (a prize draw for an ipod touch and an Asus EEPc). The final completion rate for this survey was in excess of 65% and gathered detailed information from learners about their expectations about their programme as well as details of technologies used by learners and how comfortable they were with using them.

The process of obtaining buy in from the learners was challenging in the extreme, despite promises of high quality prizes students displayed little interest in making their views known. It was therefore essential to maintain a continued and focused email campaign every two to three days and continually monitor the survey site for activity. Finally when we exceeded the 65% student participation level we ended the survey. Some three weeks beyond our anticipated closing date.

Below are example sections

How do you rate your motivation to try different ways of learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	somewhat motivated	14	18.9	19.2	19.2
	motivated	41	55.4	56.2	75.3
	very motivated	18	24.3	24.7	100.0
	Total	73	98.6	100.0	
Missing	99	1	1.4		
Total		74	100.0		

Emailing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	somewhat motivated	9	12.2	12.2	12.2
	motivated	35	47.3	47.3	59.5
	very motivated	30	40.5	40.5	100.0
	Total	74	100.0	100.0	

Podcasting

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid not motivated	17	23.0	23.0	23.0
somewhat motivated	26	35.1	35.1	58.1
motivated	27	36.5	36.5	94.6
very motivated	4	5.4	5.4	100.0
Total	74	100.0	100.0	

The survey is a detailed enquiry into the nature of the learner experience both with and without technology. This survey is being used to compare the anticipated learner experience with the actual learner experience and try to find out how the attempts to deliver a Blended Experience have worked with the learners.

A detailed analysis of the data collected will form part of the summative evaluation at completion of the project.

During the period between November and February the KUBE teaching team have been interviewed about their experiences of using blended delivery across the modules of semester 2. These filmed and audio interviews will continue throughout the remainder of the project.

Student focus groups have been convened during April May and June from BABM/HND and FD to discuss the impact of the redesigned delivery.

Group discussions including Kingston College and Kingston University staff will take place during June and July to investigate 'what happens next' with these programmes.

Section Five: Outcomes and Lessons Learned

As discussed in the last report

'Overcoming resistance to change is a complex task at best. The bigger problem for us was the realisation that we would face resistance based on the perception that the mode of delivery was dictated by the core institution, Kingston University supply all the learning materials, provide the learning platform (Blackboard Study space) and dictate the summative assessments. Hence, teaching staff on the programme felt they had little latitude to make changes in delivery and certainly not the wide reaching changes we were proposing.

Aligning the project proposals with the restructure of the modules and semesterisation planned by Kingston University would provide an opportunity to reassure the teaching team that fundamental changes could be made to the way the programmes were delivered. The project management team set up briefing meetings for the HE business teaching teams which set-out the proposed methods and explained the rational for change.

As mentioned earlier in the report, seizing this opportunity to use the Universities mandatory processes as an agent for change is considered to be a key milestone of the KUBE project.

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A further benefit has been the interest generated within the University, particularly with the module leaders.'

The strategy outlined above has helped in ensuring progress with the blended delivery during this semester, indeed without this integrated approach it would have been very difficult to progress.

A sustained working relationship between the eLearning team and the tutors on the HE business is essential to ensure continued buy-in to the blended delivery methodology. This has been greatly enhanced by cementing further this relationship by

a) The project manager of Kube has joined the teaching team on Foundation Degree since January 2010 team teaching on the Organisational Behaviour Module .

b) A core team Tutor from HE business (Susan Driver) has taken a 0.5 post with the e-Learning team to cover maternity leave. Susan took up her post in February and has added another dimension to the project team by understanding the challenges faced by colleagues teaching on this programme and the nature of the students she has been able to assist with the deployment and awareness raising of the online components with learners.

Susan has also taken over the supporting the staff in creating materials as well as taking responsibility for working on the Grade improvement programme.

Clearly the more in touch we can be with the grass roots delivery of this programme the more influence we can exert on how it is effectively improved. The problem we suspect will be one of sustainability.

Section Six: Communication and Dissemination Activities

During the period to February 2010

A number of dissemination activities have taken place during the period covered in this report. Some of which are specific to the KUBE project, others have taken specific elements of the KUBE project as a focus.

These include:

- Kingston University School of Business briefing.
- BECTA TENS Technology Exemplar workshop
- JISC Innovating e-Learning 2009 conference presentation on KUBE alongside other members of the Cluster Group facilitated by Andrew Comrie
- JISC Experts meeting March 2010
- JISC annual conference April 2010
- Curriculopoly pages Design Studio and Circle Site Feb 2010
- Kingston College Faculty of Business and Professional Studies Governors meeting.
- Presentation to Kingston College Academic board re KUBE
- Kingston College Higher Education Staff Development day.

Section Seven: Issues, Challenges and Opportunities

Risk	P	S	I	Action to prevent/manage risk
Staffing (staff leaving because of short-term contracts)	1	2	2	Project posts will be filled by existing Kingston College and University staff.
Organisation (timescales, milestone and budget)	2	3	6	The Project Steering Group will involve senior managers from both organisations together with experts from external institutions.
Technical (problems with infrastructure to inhibit development)	1	5	5	High level IT support will be provided by both partner organisations.
Recruitment (student numbers fall on BABM and related programmes)	1	2	2	Continuous monitoring through the UCAS system. Forward planning and marketing in place for BABM and other HE business courses. FD in E-Business could be integrated if necessary.
External suppliers	2	2	4	Head of IT Systems fulfils dedicated role in managing external suppliers.

Above is the risk analysis originally included in the KUBE project plan.

- **Staffing:** although the Kube programme has experienced staff turnover as anticipated we have managed to cover the positions necessary for the project to continue effectively.
- **Organisation:** Like many organisations, Kingston College is facing highly challenging times at the moment, with many economic and funding factors impacting on the operations of the college. However, we have ensured that the project has not suffered because of this with careful and sustained management.
- **Technical:** as discussed earlier in this report times scales unavoidably slipped with the moodle/mahara installation we have however recovered the position and are now piloting a mahara project.
- **Recruitment:** Student recruitment has not had a negative impact on the project.
- **External suppliers:** For the most part we have determined to use open source software or web-based services. The intended student survey using OneCommunity had to be rescheduled on another platform, this however did not hinder effective collection of data.

Section Eight: Collaboration and Support

- Regular attendance at JISC events, cluster events and informal meetings with other members of the cluster group has meant that good collaboration and communication has been maintained throughout the duration of this project. In preparation for the JISC online conference in November a good dialogue took place between the participants and Andrew Comrie the cluster critical friend.
- A further cluster group meeting took place in December at Lewisham College with a pleasing informal atmosphere and excellent exchanges of ideas. A social event took place the evening before the cluster meeting which again provided a further strengthening of bonds within the group.
- Kingston College plans an additional cluster meeting during the spring which will take 'where to next' as a theme. Dates and activities to be arranged with the cluster members and Andrew Comrie, critical friend.

