



## Project Document Cover Sheet

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## KUBE: Kingston Uplift for Business Education

Project Plan (Version 3): 18<sup>th</sup> March 2009

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# Overview of Project

## 1. Background

The KUBE project seeks to exploit the opportunities provided by educational technology to enhance the learning experience of students studying higher-level business education programmes at Kingston College. Based on a partnership between Kingston College and Kingston University, the project will focus on the introduction of an integrated suite of electronic tools and services in order to transform the delivery of the business curriculum. The initiative is designed to address a number of significant issues relating to learner engagement and success in the selected subject area. To this end approaches have been identified, which attempt to address the pedagogic, lifestyle and vocational needs of our learners and which seek to generate meaningful, effective and sustainable outcomes that will be of widespread value across the sector.

The higher-level business programmes at Kingston College include the BA (Hons) in Business Management (BABM), involving delivery of the first two years before progression to Kingston University; an HND and HNC courses in Business and Finance (full and part-time respectively); Foundation Degree in Business and Professional Administration and a Foundation Degree in E-Business. With some 300 students enrolled onto these programmes, business education makes a substantial contribution to Kingston College's higher education provision.

Although business education at Kingston College is supported by a committed team of well-qualified and experienced teaching staff in the Higher Education Business Section, and there are excellent relationships with Kingston University as the partner institution for the BABM programme, there are a number of significant quality and performance issues in the provision that have prompted the institution to examine the methods and procedures associated with curriculum delivery in this subject area.

The issues associated with curriculum delivery in the higher level business programmes were brought into focus by a recent **Internal Quality Review (IQR)** of the provision. This simulated Ofsted-type inspection, one of 16 which took place within the College during the 2007-8 academic year, took place during a five day period in May 2008. It involved some 15 lesson observations by trained observers; focus group discussions with students; scrutiny of retention and achievement rates; and analysis of curriculum planning documents such as course handbooks, schemes of work and lesson plans. The inspection, coordinated by the College's Quality Improvement and Professional Development Division, highlighted a number of issues and made recommendations for improving provision. The key concerns highlighted relate to:

- Attendance,
- Learner engagement
- Passivity of learning activities.
- Low levels of formative assessment.

The nature of the issues themselves, the enterprise of the staff in the subject area, the strategic direction in the College as it seeks to fully utilise the benefits of e-learning, and the resources and track record of the organisation in applying ICT-based solutions to address institutional issues all suggest that technology can play a major role in transforming the delivery of the business education curriculum. The **KUBE** project represents Kingston College's response to this challenge.

The profile of learners recruited to higher education business programmes further underscores the need for learning and teaching approaches that promote engagement, interactivity, collaboration, feedback and support, which we believe technology-based solutions can help us deliver. The students recruited to the BABM programme at Kingston College, along with the other local network colleges in partnership with Kingston University are accepted with 160 UCAS points for entry compared with 280 for direct entry onto the equivalent programme run at the University (the entrance requirement for the HND course is just 80 points). The BABM programme provided at Kingston College sets out to incorporate a set of additional learning skills appropriate for this group of learners including Study Skills and an enhanced individual tutorial programme to help support learners.

It is also the case that the introduction of ICT-assisted learning, teaching and assessment in the higher education business curriculum is entirely appropriate for a discipline which relies increasingly on technological solutions. ICT is widely used in all areas of commercial business practice: communications, marketing, research, training, project management, recruitment and selection and administration. A further rationale for the KUBE project is thus to effectively equip young people with employability skills for full participation in a knowledge economy where there is now virtually ubiquitous access to information technology.

Within the national agenda increasing emphasis is being placed on the provision of flexible, personalised and engaging education and training experiences, which exploit technology for the benefit of learners. These themes are underlined the UK government's agenda for lifelong learning, widening participation and the personalisation of learning experiences as expressed in their E-Learning Strategy (Harnessing Technology: Transforming Learning and Children's Services, March 2005) and in the current (2007-9) JISC Strategy. The KUBE project initiative complements and builds on other projects and research reports: KASTANET and KAMPUS.

## 2. Aims and Objectives

The KUBE project aims to develop and evaluate models of good practice in using technology to transform the teaching, learning and assessment in higher-level business education. Four key objectives have been identified as a means to address the issues, outlined in the previous section, facing this curriculum area:

- **Support learners through the use of interactive online resources:** a suite of integrated online tools will be introduced to support diagnostic and formative assessment, student collaboration, access to multimedia content this will comprise a mixture of repurposed resources and new content generated for the specific programmes, specifically a collection of podcasts, enhanced podcasts and video based learning activities, e-portfolio and ILP facilities and SMS-based timetable alerts.
- **Enrich learning and teaching through the use of mobile technology:** a combination of mobile wireless devices will be used including ultra-mobile PCs (UMPCS) and Ipod touch media players. These devices will be used to promote reinforcing learning, formative assessment and group-based learning activities.
- **Extend the role of e-learning through blended curriculum delivery models:** elements of existing face to face provision will be replaced with online approaches in order to enable a greater focus on face to face support for learners. During the early part of the project, in collaboration with the KUBE teaching team, appropriate areas of the curriculum will be identified which best may work using a blended approach. The blended 'units' will be delivered during the Sept 2009/2010 academic year
- **Support teaching staff through an e-supported peer observation scheme:** a mechanism to classify, evaluate and disseminate good practice in teaching business education will be introduced, underpinned by online tools and streaming video resources. This process has its roots in Kingston College's current lesson observation practice. This provides opportunities for tutors to identify teaching needs and areas of individual expertise. The plan is to capture exemplar teaching practice in the classroom, categorise and tag it, bundle it with the appropriate digital learning resources (using a content packaging tool like Xerte) and create a searchable repository of learning events, based in KC-Online the Kingston College intranet. Teachers will be able to view specific learning activities by topic and access the support learning resources to run the session. The

system will be based around streaming technology and resemble YouTube or Googlevideo in form and function. The intuitive nature of the mechanism should ensure the need for staff training is minimal.

The relationship between the initiatives associated with these objectives, the issues facing the higher business education programme areas and the key technology interventions are mapped in the table in section 4.

Overall the project will provide an analysis of the costs and benefits of integrating a range of technology-supported resources and processes into the delivery of a substantial curriculum area involving HE provision within an FE context. The extensive evaluation activities will generate evidence of learner participation in response to achievement from new e-supported curriculum delivery approaches as well as analysis of the impact technology integration has on teachers, support staff and curriculum managers. All of the approaches associated with the KUBE project will involve integration, development and application of existing technologies and for this reason a core aim of the project is to generate sustainable solutions that have widespread currency within other curriculum areas at Kingston College as well as more generally within the FE and HE sectors.

### 3. Overall approach

#### **Proposed Methodology**

The KUBE Project workplan outlines the workpackages categorised as follows:

- **Project Start up**
- **Review analysis and Specification**
- **Planning Curriculum delivery and support**
- **Assembly of Tools and resources**
- **Piloting of curriculum delivery methods**
- **Implementing curriculum delivery and support methods**
- **Evaluation and dissemination**

A vital component in planning this project has been the engagement of the Higher Education Business teaching team and this remains a key factor in ensuring success as the tactics employed in this project rely on the continued enthusiasm and positive inputs from the core KUBE teaching team and progressively the wider HE Business teaching team under their leadership.

The methodology of this project is based on the most effective tactics we can employ to bring change to the current HE Business Curriculum delivery. This starts with the process of recognising there are problems and understanding that these require solutions. This requires two distinct approaches, one designed to gain a learners perspective, one to establish how the teachers feel.

During the early stages of the project a series of activities are taking place to build solid working relationships between the teams involved in KUBE. These activities were designed to ensure that the teaching team felt no sense of threat or inappropriate judgement about their input and importantly provided opportunities for them to recognise and identify likely problem areas in the current provision. These activities revolved around:

- observation and analyses of current practice
- reflection and review of the effectiveness of current practice
- discovery and discussion around a selection of pedagogic models
- introduction and consideration of a range of possible eLearning tools and techniques
- negotiation and implementation of chosen 'first steps'

During this period of baselining activity we embarked on a programme of capturing classroom sessions. Using the video footage captured the eLearning and business teaching team collaborated in classifying and codifying the types of activities filmed. In an attempt to understand what took place in a variety of teaching learning events, how much value this had and how it might be best redesigned or alternatives provided.

Concurrently, student views were sought using a variety of research methods including:

- a web-based survey carried out on-line but also in classrooms using Ultra-mobile devices .
- attendance at student forums
- Existing evidence from earlier student surveys.
- Vox pop style Interviews using flip cameras

A group of learners has been identified and approached to form a cross programme focus group to take part in a project longitudinal study following the learners from year one as the progress through year two of their studies. We consider this to be a key component in the evaluation process.

Following the base lining, evidence gathering, review and initial planning work the project has now entered the next phase of assembling tools and techniques and piloting/testing some potential solutions.

The main focus at commencement of this phase is once again the curriculum teaching team and their training/awareness needs around using new or unfamiliar tools. The eLearning team have embarked on a succession of one to one training/support sessions with individual team teachers. Coaching and supporting in the use of the chosen technologies which include making and distributing podcasts. Creating effective learning packages in Xerte and using technology effectively in the classroom.

During this phase of the project, pilot resources will be rolled out to identified groups of learners. Preparation for summer examinations are the focus of these resources and learners will be asked to evaluate and feedback following the period of their examinations. This feedback will help to inform decisions made about the wider adoption of e-Learning artefacts during the next academic year.

Work has commenced on the moodle/mahara platform which will ultimately house the HE Business Learning objects and resources alongside the mahara based e-portfolio tools. It is anticipated that following a period of external consultancy a stable platform will be in position at the end of July 2009. Introduction of the e-portfolio tools will follow at the commencement of the new academic year in September 2009. The initial focus will be on the Year 2 BABM Foundation Degree students.

It is anticipated that more detailed investigation and reflection around the Mahara software will reveal other potential uses inside and outside of the project. There may, for example be applications connected to the peer observation/ repository of learning events detailed earlier contributing to teacher's professional development.

The full implementation of the curriculum delivery and support methods will commence in September 2009 and continue until the end of the 2009/2010 academic year. During this period the wider HE Business team will join the KUBE project mentored by member of the core team and supported by the eLearning team.

Key events proposed in this period include:

- Blended delivery models will be put in place.
- E-Portfolio will be launched
- Classroom technology including wireless mobile UMPC's will be leveraged to enhance formative assessment and group activities.
- Ongoing evaluation and review process will take place utilising learner and teacher focus groups (longitudinal study) alongside built in evidence capture through technological means.
- Establishment of streaming based repository of learning resources connected to Peer observation programme.
- IQR to take place and provide comparison with the baseline IQR report from 2008.

## 4. Specific Outputs

The specific outputs that will be provided by the KUBE project include:

- **Case studies:** 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.
- **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.
- **Emerging Learning design guidelines:** Resulting from the exploration of curriculum delivery models experience of factors involved in effective learning design.
- **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.
- **Interactive learning resources:** the mobile learning objects and study skills materials, including podcast resources, will be released amongst the outputs for the KUBE project.
- **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.
- **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.

## 5. Project Outcomes

Issues and associated outcomes we plan to achieve through the KUBE project for each of the identified areas of concern outlined below

Issues	Current Practice	Planned outcomes
Planning	Evidence from lesson observations suggests that many tutors relied too heavily on skeleton schemes of work provided by the partner institution, Kingston University. There is little reference to online learning approaches in the schemes of work provided for the courses.	Higher level business courses involve a closely integrated mix of traditional and technology-supported elements. This will be assisted by interactive scheme of work builders and lesson planning tools, which enable tutors to assemble learning programmes that integrate e-learning components with traditional delivery methods. A developmental peer observation planning tool for tutors to identify and focus on specific teaching techniques

		that will be of benefit to them will also be introduced.
<b>Attendance and punctuality</b>	There are currently significant concerns with full-time student attendance on the current BABM and HND courses. Focus group sessions with students suggests that this issue relate to a perception that there was lack of accurate and up-to-date timetable information, inconvenient timetables, some less than inspiring classes and lack of incentives to attend.	The KUBE project will involve introduction of blended delivery strategies to change required attendance models, linked to the College's new electronic registration system. The focus on interactive learning, greater formative assessment and enhanced learning support will also create more lively and relevant face to face sessions. SMS timetable and attendance alerts will also be introduced. These initiatives are designed to drive attendance and punctuality levels to above national benchmarks.
<b>Classroom practice</b>	The IQR inspection identified a problem of too much passivity of learners in the classroom on business programmes. Students drift during many classes and are explicit about wanting more interactive learning	A key outcome in this area is more active learning and more motivated, engaged and productive learners. Extensive use of online interactive resources, collaborative software and mobile UMPC devices will enable students to work effectively on tasks individually, in pairs, small groups or during whole class activities.
<b>Checks on learning</b>	Evidence from lesson observations indicates that there are insufficient checks on learner understanding and progress and that learners themselves receive little formative feedback on their achievement	Significantly increased use of formative assessment through the use of 'little-and-often' interactive learning objects and UMPC devices will provide rapid feedback on understanding and improved practical performance. Tutors will have higher quality information about student progress.
<b>Group work</b>	Although frequent use is made of group-based assignments and self-supporting study groups are established for students on the Foundation Degree, there are issues in effectively assessing individual	Collaborative assessment and peer support activities, for both module assignments and cross-programme working, will be enhanced by the use of student-produced podcasts, wikis, blogs and discussion

	<p>contributions to combined work and in facilitating effective communication within and between groups.</p>	<p>forums. These will be widely used to facilitate sharing of ideas, tracking of contributions from team members and for presenting the results of team-based tasks.</p>
<p><b>Learner support</b></p>	<p>Although staff work hard to provide support to their learners and this is especially effective on the Foundation Degree programme, mechanisms are not in place to enable efficient identification of, response to and tracking of learner support issues.</p>	<p>Through more responsive course delivery methods and greater levels of diagnostic and formative testing tutors will be able to provide more frequent and relevant support to their students. This process will be underpinned by the introduction of integrated e-portfolio and individual learning plan systems. Online submission of coursework will also be introduced as part of a drive to exploit the benefits of technology for assessment. Web-based SMS services, integrated with the KCOD system.</p>
<p><b>Sharing good practice</b></p>	<p>Whilst the IQR inspection identified areas of excellent practice amongst the higher education business provision it highlighted the fact that there was considerable inconsistency and insufficient mechanisms for effective teaching and learning strategies to be shared amongst the teaching team.</p>	<p>The use of communication and collaboration tools, combined with a new e-supported peer observation system will promote sharing good practice and the development of teaching skills amongst the team responsible for delivering the higher-level business programmes.</p>

## 6. Key Technology Interventions

The table below explores the relationship between issues and objectives and shows the different technology-based interventions that will be implemented as part of the project. Each intervention is described briefly in the section that follows.

<i>Issue</i>	Planning	Diagnostic testing	Attendance and punctuality	Classroom practice	Checks on learning	Group work	Learner support	Sharing good practice
<i>Initiative</i>								
Interactive online resources	a	b			c, d, e	c, f, g, h	i, j, k	l, m
Mobile technology		n		d, f, l, n	d, i, j	n	o	
Blended curriculum delivery models	a		k, o		d, e, i		h, i, j	
E-supported peer observation	p							m, p

The practical components of the KUBE project will involve introducing a number of technology-based interventions. These are described below. The letters refer to the locations in the matrix included in the above chart:

**a. Pedagogic planning tool:** we plan to integrate existing third party open source curriculum planning tools to promote scheme of work building and lesson planning respectively in ways that incorporate ICT-based approaches. Examples under consideration include *Phoebe* and the work carried out on the *London Pedagogic Planning* project.

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.

**c. 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 (using the open source DirCaster application).

**d. Mixed media and Quizzes:** Following extensive research we will exploit the open source Nottingham University developed **Xerte** tool teamed with the **JISC Techdis created page templates tool** to create engaging, structured, platform agnostic, mixed media learning packages incorporating a collection of simple yet effective assessment tools and quizzes. A major consideration in choosing this tool is the relative simplicity of creating learning objects and the speed with which teachers can learn to use the tools and deploy learning objects. Xerte also works effectively as a mobile authoring tool and can replace most of those used during the College's recent KAMPUS project, thus requiring that teachers only need learn to use one major authoring/packaging tool. KAMPUS explored the role of UMPC devices in promoting in-class interactivity and formative assessment. The most successful of these resources were the templates created by Barking College and these will be used to generate lightweight formative assessment materials for use in sessions Xerte can produce identical assessment materials but presents these resources in the form of a packaged learning event thus allowing the teacher to provide a framework and process in which the learner will engage. Xerte learning activities will be carefully integrated into schemes of work in order to promote differentiation, group work, feedback and personal engagement.

**e. Online assignment submission:** the Assignment tool in Moodle will be used as a digital drop box for learners to submit coursework to tutors for assessment.

**f. Wikis:** in order to address the challenge of managing group-based assignment activities, particularly the issue of assessing individual contributions, the wiki tools in Moodle will be adopted as a platform for the collaborative activities. This environment will present a vehicle for planning, team working and presentation of project work.

**g. Blogs:** we plan to use the enhanced blogging facilities within the Mahara e-portfolio application for both individual and group-based project planning, creation of reflective journals and presentation of study skills information.

**h. Discussion boards:** the forums in Moodle will be used extensively to promote learner collaboration and support. They will be especially valuable for adult learners (notably on the Foundation Degree) and learners requiring intensive support in study skills (especially the HND). The forums will be used to elicit questions and comments on learning techniques and study skills, engender discussion and the sharing of ideas and provide a channel for tutor support and guidance.

**i. Individual Learning Plans:** the KUBE project will exploit the recently-developed ILP facility with KCOD, the College's curriculum management, e-registration and progress monitoring system. This system integrates qualifications on entry, diagnostic test results, target output grades, on-course formative and summative assessment results and calculates working-at grades (WAGs) along with a simple traffic-light system to indicate progress against target. Facilities exist to incorporate learning objectives and personal planning information. We will explore the integration of this system with the Mahara e-portfolio tool.

**j. E-Portfolios:** we are seeking to integrate the open source Mahara e-portfolio and social networking application with KCOD and Moodle. This will provide the facility that we require for students to demonstrate learning, skill development and achievement in a platform-independent and portable environment. The system offers space to present personal content, a blogging tool, social networking facilities and a résumé builder. These tools will enable sharing of content between the partner stakeholders at the College and University as well as with employers and other interested parties. To assist with the configuration and integration of Mahara we propose using consultancy services provided by the University of London Computer Centre (ULCC), the host institution for JISC RSC London.

**k. Electronic registration:** the KCOD electronic registration and timetabling application, which is presently being extended through a separate JISC-funded project (KATAPILA in the Institutional Responses to Emergent Technologies Programme), will provide the platform for e-administration on the Higher Education Business courses. The subject team already use electronic registration although the KUBE project will focus on exploiting the data collected through this process more effectively in progress monitoring and academic counselling.

**l. Streaming video:** the College recently deployed a streaming media server to deliver high quality video content to desktop and mobile devices. The KUBE project will exploit this resource by creating a series of study skills and tutorial-related episodes (in tandem with the podcast initiative described above) to promote a range of general techniques required by all students on the Business programmes. The facility will also be used to host exemplar teaching content, which will be referred to in the peer observation system.

**m. Peer observation system:** the fledgling peer observation system in KC Online will be extended through the KUBE project as a tool for teaching staff to access video exemplar material from colleagues within the teaching team based on needs analysis completed as part of each staff member's Professional Development Plan. The system enables teachers to undertake a self-

assessment exercise, an element of which involves them ranking their development needs across a range of some 30 teaching techniques (such as starting lessons, organising group work, providing feedback, using formative assessment, dealing with latecomers, setting coursework etc). The system will be refined to address the specific needs of learning and teaching within the Higher Education Business area with links to exemplar teaching content hosted on the College's streaming server.

**n. UMPCs and iPod Touch:** the KUBE project will build on the work undertaken in a LSC/LSN-funded **KAMPUS project (Kingston Access to Mobile Personalisation with Ultramobile Services)**, which has successfully integrated the use of small mini-laptop devices into classroom practice. The devices have been used in several curriculum areas to provide personalised access to learning content (notably streamed video for skill development), promote collaboration, formative assessment and evidence collection for assignments and portfolio assembly. The impact of the KAMPUS project, underscored by detailed student and staff surveys, has been considerable and we believe the Higher Education Business curriculum will gain great benefit from application of the same technology. In addition iPod Touch devices will be employed specifically on the foundation degree as part of another project entitled **KAPTIVATE** these devices will be used for learners to access podcasts, enhanced podcasts and video based learning as well as providing convenient access web based learning resources via wireless connectivity.

**o. SMS services:** through the JISC-funded KASTANET project, two-way SMS services have been integrated with KCOD, based on a web-service connection to the SMS servers provided by PageOne (the provider for JanetTXT). This technology will be used to provide personalised updates on timetables and attendance alerts for students on programmes involved in the KUBE project.

**p. Online professional development plan:** we plan to use the College's internal staff portal, KC Online (based on a Microsoft SharePoint installation) as a vehicle for logging information about staff professional development activities and related development plans. The 'MySite' facility will be templated to allow teaching staff in the Higher Education Business curriculum area to identify and monitor their own professional development requirements and related closely to the peer observation system.

#### **Notes on the above**

Clearly a considerable range of technologies are being proposed within the KUBE project. Whilst the implementation and evaluation of all these tools would be the preferred option it may be worthwhile to indicate which tools are considered core to the project and thus essential to the success of the project.

The Key issues highlighted within the IQR report focused on

- Attendance,
- Learner engagement
- Passivity of learning activities.
- Low levels of formative assessment.

It follows therefore that these factors should inform decisions around the essential technological tools within KUBE which will likely have most impact on these issues.

**The combination of Xerte packaging and learning object creation, Podcasting tools and video streaming alongside collaborative tools like wikis are essential ingredients in providing rich mixed media learning activities** as part of a potential blended solution as well as providing the tools to directly address issues of passivity of learning activities, learner engagement and low levels of formative assessment. In turn energising the classroom based and extended activities using these technologies may have a material impact on attendance.

**The use of mobile technologies dovetails wholly with the above.** By introducing technology into the classroom via UMPC's the dynamics of group work and assessment can be significantly changed and enhanced. Further the distribution of learning media via the medium of iPod Touch for those learners on foundation degree with much reduced attendance patterns potentially adds a new and exciting dynamic to the learners experience.

**The benefits of a teacher having access to a searchable library of practical examples of exemplar teaching practice bundled with the requisite e-based resources** (again a Xerte task) cannot be underestimated and the value added to the fledgling peer observation system may be substantial.

**The promise of the Mahara/Moodle platform providing access to a sustainable e-Portfolio system** that can be deployed and used with selected groups of learners engaged on

programmes which are the subject of far higher levels of scrutiny and evaluation is an attractive proposition and would provide a most valuable learning experience for the organisation and the sector.

A determining factor on the choice of tools must be usability. Usability is a prime concern for the teaching teams as extensive training on complicated technology is not an option. The chosen tools must be relatively simple to understand and use, suitable for purpose, attractive and engaging. The value of these tools must be unambiguous if they are to be adopted in normal practice by teaching practitioners.

All of the above equally applies to the learner.

## 7. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Higher Education Business students	Learners require learning and teaching approaches that promote engagement, interactivity, collaboration, feedback and support, which we believe technology-based solutions can help us deliver.	High
Higher Education Business teaching staff.	The KUBE project provides the basis for a new way of interacting with learners and in delivering the course, which is likely to have significant longer term positive implications for tutors.	High
ILT Support and Development staff	The KUBE project provides an opportunity to collaborate on the development and repurposing of learning tools specifically for business learning	High
BABM course teams	We are seeking to enhance achievement on the BABM programme which has implications for course directors and tutors.	Medium
SMT teams at Kingston College and University	The KUBE project underscores the learning and teaching strategies of both consortium partners and will form the basis of wider practice within the two institutions.	High
Employers	Foundation degree students are mainly all employed and whilst this is not a workplace assessed programme the employers continued support is important. Some maybe sponsored by the employer or given some support with their studies. BABM and HND students are full time but potential employers will be looking for an appropriate skill set from graduates which their programme of study should help to provide	High
Faculty of Business and professional studies	The project will provide understanding and experience of new learning and teaching and course management approaches, which will inform practice in related programmes across the faculty.	High
Widening participation team at Kingston University	The project will strengthen the University's local networks and enhancing awareness of methods of interacting with students from diverse	Medium

	backgrounds.	
JISC	The project will contribute to the broader sphere of activity JISC is engaged in relating to e-learning within and HE in FE context	High
JISC RSC for London	The lessons learnt from the KUBE project will be most rapidly disseminated through the regional RSC community	Medium
DfES	KUBE is promoting themes of widening participation and personalisation, which are central to the Government's e-learning strategy	Low
Higher Education Subject Centre	The project may generate new subject-specific pedagogic approaches within the context of science teaching that could be disseminated through the relevant HEA Subject Centres.	Low
Other JISC projects	Impact on e-learning within an HE in FE context; Moodle development; opportunities for dialogue and collaboration	Medium
Sector Skills Council, E-Skills UK	Informative pilot of new approaches to using ICT	Low
Other FE colleges and the wider educational community	The FE sector at large is likely to be interested in the impact and potential of mobile devices for learning support, learning and assessment.	Medium

## 8. Risk Analysis

The key risks and associated mitigating actions that are judged to be relevant to the project are outlined in the table below.

Key: P = probability, S = severity, I = impact (PxS). 1 = low severity, 5 = high severity.

<b>Risk</b>	<b>P</b>	<b>S</b>	<b>I</b>	<b>Action to prevent/manage risk</b>
Lack of buy-in for Curriculum delivery change from HE Business teaching team	2	5	10	Close liason between teaching team HE Head of school and KUBE project team. Regular meetings and reviews of progress, support and staff development. Close integration of all KUBE participants
Lack of buy-in for changes in programme from HE Business students	1	5	5	Close monitoring of student activities and the need for continued feedback. Look for student input and review of activities
Scope of project prevents focus	1	5	5	Regular review and evaluation of activities and timings. Project management teams to take realistic approach, understand limitations and take appropriate action. (review aspects of the project if needed)
Organisation timescales budget and milestones	1	3	3	KUBE Steering group will contain members who can advise and provide guidance on these matters to keep the project on target.
Technical problems (proposed upgraded	1	4	4	Comprehensive buy-in from all

installation of moodle mahara and other software hardware solutions)				technical teams. No reliance on untested technology use of open source technology wherever possible. Use of ULCC for pre-installation consultancy for mahara moodle
Recruitment (student numbers decline on BABM Foundation and HND programmes	1	3	3	Continuous monitoring through UCAS . Forward planning and marketing in place for BABM and other HE business CoursesFD in eBusiness could be included if necessary.

## 9. Standards & Technical Development

The KUBE project will involve adoption of stable technologies that have already been piloted at both Kingston College and University. The partners are committed to conforming to open standards in technical implementation of the project (including XHTML, SQL database structures, RSS 2.0, W3C-specified CSS and IMS content packaging).

## 10. Intellectual Property Rights

With regard to the ownership of intellectual property, the Parties agree as follows:

- a. All materials not incorporated into a Deliverable shall be owned by the Party generating the material.
- b. All Deliverables, and the materials contained therein, not incorporated into a Product shall be owned jointly by all the Parties.
- c. Any Product shall be owned by one Party and the Management Committee will decide which Party shall own a Product on a case by case basis.

Each Party shall obtain the necessary assignments of intellectual property rights (this term includes, but is not limited to, copyright, database right, patents and trademarks) from all staff, students or agents involved in the development and production of the Deliverables on its behalf. Each Party warrants to the other Parties that it is the owner of the copyright and/or database rights in the Deliverables or that it is duly licensed to use the Deliverables and that the content of the Deliverables used as contemplated in this Agreement does not infringe any copyright or other proprietary or intellectual property rights of any natural or legal person.

## 11. Project Partners

The project is founded on a strong relationship between Kingston College and Kingston University, both of whom have strong track records in e-learning innovation and collaborative activities.

**Kingston College** is a medium to large general further education college which offers a wide range of academic, vocational, adult and professional programmes and with around 1500 HE students. It has recently undergone a restructuring programme, which saw the establishment of an Information and Learning Technology (ILT) Support and Development Division, which provides a central facility for IT support, information management, web development and e-learning innovation. The College's ILT Strategy includes a stated commitment to exploiting new technology in providing more flexible, personalised and differentiated experiences for its students. It also outlines plans to extend the role played by technology in learning, teaching and assessment and links closely to the organisation's Learning and Teaching and Professional Development Strategies, both of which underscore the importance of technology-assisted processes in raising quality. The College has piloted the use of many of the elements proposed in the KUBE project in several curriculum areas, including UMPCs; interactive learning tools; online assessment (diagnostic, formative and summative); blogs and wikis and podcasts. The KUBE project would provide an opportunity to build on and accelerate these developments in the context of an important curriculum area, which the organisation has a strategic commitment to support.

**Kingston University** was one of the earliest pioneers of VLE technology and has gone to great lengths to systematise and embed e-learning within practice across the organisation. The university's Learning and Teaching Strategy and the Faculty of Business and Law's Blended Learning Strategy both underscore the value and potential of new technology in providing interactive, student-focused learning opportunities. The university led a major research project on the role of e-learning in supporting progression from further to higher education (Widening Access and Success). The E-Access strand of this project, which involved Kingston College as a project partner, explored the role of online mentoring in preparing learners for the transition from further to higher education and provides a firm foundation for the KUBE project. Kingston University is also a partner in the HEA-funded IMPALA project, which is investigating how MP3 files and podcasts can support student learning. The university has also recently completed a JISC-funded LeX project: The Learning Experience of e-Learning published a literature review (Undergraduate experiences of e-Learning) with the HE Academy.

## Project Resources

### 12. Project Management

The principal staff members to be involved in the project along with a brief description of their role are listed in the table below.

Project role	Name	Job title	Organisation	Areas of responsibility
Project Director	Andrew Williams	Director of ILT Support and Development	ILT Support and Development Division, Kingston College	Planning and reporting, budget control, liaison with JISC. Internal awareness-raising and stakeholder relations.
Project Operations Manager	Phil George	E-Learning Manager	ILT Support and Development Division, Kingston College	Production of work-packages, coordination of project team, progress monitoring, quality measures, reporting.
Project Curriculum Manager	David Hillier	Head of School of Professional Studies	Faculty of Business and Professional Studies, Kingston College	Coordination of Higher Education Business tutors, timetable planning, liaison with Kingston University.
Curriculum E-learning Coordinator	David Connolly	Head of Section HE Business and Related Subjects	ILT Support and Development Division, Kingston College	Lead role in embedding technology within HE Business courses. Liaison with ILT Division. Review of technology impact.
Tutor Support Coordinator	Nicky Read	E-Learning Support Coordinator	ILT Support and Development Division, Kingston College	Tutor awareness, training and support. Planning technology integration. Assistance in content creation.
Content Developer	Daniel Smithson	E-Resources Adviser	Learning Resources Centre, Kingston College	Development of mobile learning objects and other online content.
Systems Adviser	Iwona Kur	Web Developer	ILT Support and Development Division, Kingston College	Assistance with integration of KCOD, Mahara and Moodle. Liaison with ULCC.
HE Business Tutor	Janette Bradnick	Foundation Degree Coordinator	Faculty of Business and Professional Studies, Kingston College	Embedding technology into Foundation Degree B&PA. Lead practitioner on blended learning strand.
HE Business Tutor	Susan Driver	Tutor Liaison and Key Skills Coordinator	Faculty of Business and Professional Studies, Kingston College	Embedding technology into HNC and HND B&F. Lead practitioner on study skills & mobile technology strand.
HE Business Tutor	Ian Baggaley	Personal tutor, BABM	Faculty of Business and Professional Studies, Kingston College	Embedding technology into BABM Degree. Lead practitioner on blended interactive learning resources strand.
KU Liaison Coordinator	Fiona Tolmie	Director of Undergraduate Programmes	Faculty of Business and Law, Kingston University	KU perspective. Advice and guidance in curriculum planning. Contributions to Steering Group and quality reviews.
KU Curriculum Planning Adviser	Andreas Panayiotidis	Blended Learning Coordinator	Faculty of Business and Law, Kingston University	Advice and guidance on the use of blended learning and introduction of ICT with in the HE Business provision and on learner progression issues.
Project Evaluator	Ann Ooms	E-Learning Evaluator	Academic Development Centre, Kingston University	Construction of evaluation plan and instruments. Project evaluation and analysis of impact.
Project Administrator	Amanda Patterson	Professional Development Administrator	Quality Improvement and Professional Development Division, Kingston College	Management of project correspondence, enquiries and legal documents. Part-time contracts. Production of key documents.

Initial estimates of time allocation for Key project roles are outlined below. These figures are extracts from the KUBE Budget attached.

Role	Estimated hours over duration of the project	
Project Director	240 Hours	
Project Operations Manager	440 Hours	
Project Curriculum Manager	240 Hours	
Curriculum E-Learning Coordinator	300 Hours	
Project Evaluator	240 hours)	
Foundation Degree Tutor	150 Hours	
BABM Tutor	300 Hours	
HNC/D Tutor	300 Hours	
KU Liaison	50 Hours	

**Project Management Group**

<b>Name</b>	<b>Institution</b>	<b>Project role</b>
Andrew Williams	Kingston College	Project Director
Phil George	Kingston College	Project Manager
David Hillier	Kingston College	Head of HE Business KUBE co-ordinator
Ann Ooms	Kingston University	Project Evaluator

The project management group currently has representation from Head of HE Business David Hillier who also has a key teaching role on the HE Business programmes. The group will meet at 6 weekly intervals.

**Project Steering Group**

<b>Name</b>	<b>Job title</b>	<b>Institution</b>	<b>Project role</b>
Fenella Deards	Director QIPD	Kingston College	Steering Group Chair
Andrew Williams	Director, ILT Support and Development Division	Kingston College	Project Director
Tim Linsey	Associate Head, Academic Development Centre (Educational Technology)	Kingston University	
Phil George	E-Learning Manager	Kingston College	Project Manager
Jo Monk	Dean of Faculty Business and Professional Studies	Kingston College	
David Hillier	Head of HE Business	Kingston College	
Robyn Todd	Student HND business	Kingston College and Kingston University	
Daniel Smithson	LRC e-resource manager	Kingston College	
Becky Lees	Faculty of Law and Business	Kingston University	
David Connolly	Course Manager BABM HND	Kingston College	
Ann Ooms	Project Evaluator	Kingston University	Project Evaluator
Nicky Read	E-Learning support coordinator	Kingston College	

The project steering group is chaired by the Director of Quality improvement at Kingston College. It is anticipated that QIPD will play an important role in providing an appropriate framework on which to base the ongoing evaluation of the project.

## 13. Project Evaluation

Evaluation is recognised as a central component of the KUBE project and will be integrated throughout the programme period. A professional evaluator, based at Kingston University, with extensive experience of working on other projects, including the College's current JISC-funded KASTANET project, will be involved in this capacity. Tasks will include:

- Development of evaluation instruments for qualitative and quantitative data collection.
- Initial benchmarking surveys of student and tutor experiences, expectations and aspirations.
- Setting up of student focus group for longitudinal study for 1<sup>st</sup> year students progressing to 2<sup>nd</sup> year.
- Monthly planning and review meetings involving key project participants (staff from the KC HE Business and ILT teams and KU Faculty of Law and Business).
- Ongoing liaison between technical, education and research teams at Kingston College and Kingston University.
- Use interactive online tools such as discussion boards and blogs as vehicles for learner feedback at key phases during the project (pilot trials, induction, summer 2009, autumn 2009 and summer 2010).
- Formative reviews using HE Business student focus groups at the end of the semesters in each academic year.
- A full project evaluation using both qualitative and quantitative survey methodology will be undertaken in the final months of the project during mid 2010.

The KUBE Project will address a number of challenges. As specified earlier key issues include:

- Attendance,
- Learner engagement
- Passivity of learning activities.
- Low levels of formative assessment.

These issues were highlighted as a result of a Kingston College Internal Quality Review which took place during 2008. As a key tool in the KUBE evaluation process the equivalent IQR process for 2009/2010 will be used to assist in measuring the changes which have taken place and the impact that the project may have had on the issues identified.

Using the student focus group in collaboration with the project team we will maintain a video diary, recording the changes and interventions from the learners' perspective. We will employ the use of Flip video cameras to capture these video's and set up a video library within the KC Online KUBE project pages. It is clearly important that the students are actually aware that planned change is taking place.

Baseline data collected will provide a framework from which to measure the extent and impact of the change.

Key performance indicators set by the HE Business and Faculty heads in association with QIPD will be put in place around issues outlined above to measure impact.

Other more qualitative evidence will need to be gathered using interview/questioning techniques alongside the focus group inputs.

A regular series of lesson observation/videocaptures will continue throughout the programme providing further video evidence of change in classroom practice and learner engagement. This will feed into the aforementioned 'best practice' video repository and monitoring of this resource will provide further evaluation opportunities around the viability of this strand of the project.

The measurement of impact resulting from the introduction of mobile devices in and out of the classroom will require skilful planning. We can draw upon the experiences gathered from the KAMPUS project which concluded during 2008. KAMPUS focused on the introduction and adoption of mobile devices in teaching and learning across a variety of subject areas. The project looked at using Ultramobile PC's (ASUS Netbooks) with learners and the development and production of learning resources including video streaming and formative assessment quizzes. KAMPUS placed the emphasis on mainly skills based learning including Hair and Beauty, Engineering and Child care and development. It is anticipated that elements can be selected from the project research questions and adapted for use in KUBE.

Similarly, the introduction of iPod touch technology into the Foundation Degree business area has been made possible as a result of KAPTIVATE, a MoLENet funded project that has just commenced at Kingston College. It is anticipated that the KUBE project will benefit from using the agreed research questions in KAPTIVATE to help assess the impact of these devices.

Further regular discussions will need to take place within the KUBE team over the duration of the project to ensure that all viable opportunities for collecting evidence and feedback are exploited. Once fortnightly core team meetings are proposed which will bring together members of the teaching team, the project manager and eLearning support. These 1 hour meetings will provide a forum to check on progress, share ideas, flag up potential problems which may require action and signal potential opportunities for evaluation.

## 14. Programme Support

The project team is grateful to JISC for the support structure establishment through the programme management framework and for the collaborative approach adopted by other participants in the HE in FE E-Learning programme.

Themes where support will be particularly appreciated within the KUBE project include:

- Repurposing resources
- Effective project evaluation planning an implementation
- E-portfolio implementation via the Mahara platform

## Detailed Project Planning

### 15. Work packages

The work packages for the KUBE project are included in Appendix A.

### 16. Evaluation Plan

This evaluation plan will be used in conjunction with section 10 above [Project Evaluation](#). The plan will be subject to review and appropriate modification during the run of the project.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Nov 08	Collect baseline data regarding <ul style="list-style-type: none"> <li>- current teaching practice</li> <li>- attendance</li> <li>- progression</li> <li>- content delivery</li> <li>- participation</li> <li>- access to learning technologies</li> <li>- effective use of learning technologies</li> <li>- collaboration and group work</li> <li>- formative testing</li> <li>- monitoring</li> <li>- feedback</li> </ul>	Teaching staff's perceptions of students' experience with: <ul style="list-style-type: none"> <li>- classroom learning experiences</li> <li>- using learning technologies</li> <li>- course information</li> <li>- progression</li> <li>- content delivery</li> <li>- participation</li> <li>- collaboration</li> <li>- formative testing</li> <li>- monitoring</li> <li>- feedback</li> </ul>	Class based lesson observation filming and reflective feedback. Survey and interviews with teaching staff	Baseline data to be used for comparison to measure impact of project.
Nov 08	<ul style="list-style-type: none"> <li>- technology attitude</li> <li>- technology comfort level</li> </ul>	Teaching staff's and students level of comfort with and attitudes towards technology	Survey teaching staff and students  Student focus group set up for longitudinal study	Baseline data to be used for comparison to measure impact of project on teaching staff's level of comfort with and attitudes towards technology
May 09	Teaching staff and Year 1 students	<ul style="list-style-type: none"> <li>- Are technologies used?</li> </ul>	Staff and students	Data will be used to make changes to the

	<p>perceptions at the early stage of the project</p> <p>(Focus mainly on Podcasting and Xerte Learning units)</p>	<ul style="list-style-type: none"> <li>- Are technologies used properly?</li> <li>- Are technologies reliable?</li> <li>- Are technologies useable?</li> <li>- Ease of use of technologies?</li> <li>- Efficiency of use of technologies?</li> <li>- Does the use of technology have an impact revision processes?</li> </ul>	<p>Student focus group set up for longitudinal study</p> <p>Teacher interview</p>	<p>project where necessary</p>
Nov 09	<p>Teaching staff and Year 2 students perceptions at the start of year 2</p>	<ul style="list-style-type: none"> <li>-</li> <li>- Are technologies used?</li> <li>- Are technologies used properly?</li> <li>- Are technologies reliable?</li> <li>- Are technologies useable?</li> <li>- Ease of use of technologies?</li> <li>- Efficiency of use of technologies?</li> <li>- Does the use of technology have an impact on induction?</li> </ul>	<p>Survey teaching and students</p> <p>Student focus group set up for longitudinal study</p> <p>Teacher interview</p>	<p>Data will be used to make changes to the project where necessary</p>
Jan 10	<p>Teaching staff perceptions after one semester year 2</p> <p>Podcasts</p> <p>Xerte</p> <p>Blended</p> <p>Mobile</p>	<ul style="list-style-type: none"> <li>- Are technologies used?</li> <li>- Are technologies used properly?</li> <li>- Are technologies reliable?</li> <li>- Are technologies useable?</li> <li>- Ease of use of technologies?</li> <li>- Efficiency of use of technologies?</li> <li>- Does the use of technology have an impact on induction?</li> <li>- Does the use of technology have an impact on course information?</li> </ul>	<p>Survey teaching staff</p>	<p>Improvements on students' experience with</p> <ul style="list-style-type: none"> <li>- content delivery</li> <li>- participation</li> <li>- collaboration</li> <li>- testing</li> <li>- monitoring</li> <li>- feedback</li> </ul>

		<ul style="list-style-type: none"> <li>- Does the use of technology have an impact on content delivery?</li> <li>- Does the use of technology have an impact on participation?</li> <li>- Does the use of technology have an impact on collaboration?</li> <li>- Does the use of technology have an impact on formative testing?</li> <li>- Does the use of technology have an impact on feedback?</li> </ul>		
May 2010	Outcomes and impact	<ul style="list-style-type: none"> <li>- Are learning technologies used?</li> <li>- Are learning technologies used properly?</li> <li>- Are learning technologies reliable?</li> <li>- Are learning technologies useable?</li> <li>- Ease of use of learning technologies?</li> <li>- Efficiency of use of learning technologies?</li> <li>- Does the use of learning technology have an impact on content delivery?</li> <li>- Does the use of learning technology have an impact on progression?</li> <li>- Does the use of learning technology have an impact on participation?</li> <li>- Does the use of learning technology have an impact on collaboration?</li> <li>- Does the use of learning technology</li> </ul>	<p>Student surveys and focus groups,</p> <p>Student focus group set up for longitudinal study</p> <p>teaching staff surveys and interviews and focus groups, ,</p> <p>assessment data,</p> <p>attendance records,</p> <p>enrolment records,</p> <p>interview project manager</p>	<p>Major improvements on students' experience with</p> <ul style="list-style-type: none"> <li>- content delivery</li> <li>- participation</li> <li>- collaboration</li> <li>- testing</li> <li>- monitoring</li> <li>- feedback</li> <li>- progression</li> </ul>

		<p>have an impact on testing?</p> <ul style="list-style-type: none"> <li>- Does the use of learning technology have an impact on monitoring?</li> <li>- Does the use of learning technology have an impact on feedback?</li> <li>- Is there a greater sense of belonging on the programme?</li> <li>- Have progression and achievement rates increased?</li> <li>- Is learning more active?</li> <li>- Do students have greater autonomy in learning?</li> <li>- Has understanding of knowledge increased?</li> <li>- Has practical performance improved?</li> <li>- Has team-working improved?</li> <li>- Have problem-solving skills improved?</li> <li>- Did attendance improve?</li> <li>- Are course delivery methods more responsive?</li> <li>- Is the project sustainable?</li> </ul>		
	Peer review and exemplar video repository	<ul style="list-style-type: none"> <li>- Does it work?</li> <li>- Is it used?</li> <li>- Is it easy to access?</li> <li>- Has it improved teaching?</li> </ul>		Teaching staff

## 17. KUBE Quality Plan

<b>Output</b>	<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)/ Evidence of compliance</b>	<b>Quality responsibilities</b>
Project website	Before launch; then quarterly reviews	Usability and accessibility	Compliance checking; peer review  Compliant with W3C and Kingston University accessibility policy	Project Manager
Workshops and conference presentations	As appropriate	Fitness for purpose	Peer review	Project Manager and Evaluator
Technical services: Moodle KCOD Mahara integration	Ongoing scrutiny	Adherence to open standards	Compatibility checks and peer review	Project manager and technical coordinator
Consultation/dissemination events	From 09	Fitness for purpose; project objectives	Peer review	Project team/steering group
Documentation standards	From October 08	Version control	JISC/Kingston College and University Communication Policies	Project Manager
Interim Reports	From March 09	Validity and usability of messages and lessons learned	Acceptance by JISC. Peer review by colleagues involved in implementing mobile technology.	Project Manager Steering group to quality assure
Training materials	From December 08	Fitness for purpose; usability	Learner and tutor review	Project manager and coordinator
Technical guidelines	From May 09	Fitness for purpose; usability; adherence to standards	Best practice; peer review; assessment against objectives/standards	Project manager and technical coordinator with advice from CETIS
Final report	July 2010	Validity and usability of messages and lessons learned	Acceptance by JISC. Peer review by colleagues involved in implementing mobile	Project Manager Steering group to quality assure

			technology	
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## 18. Dissemination Plan

<b>Timing</b>	<b>Dissemination Activity</b>	<b>Audience</b>	<b>Purpose</b>	<b>Key Message</b>
Fortnightly	Blog on project website	JISC Programme Manager	Progress review; Issues Log	Update on project progress
Ongoing	Circle site	Circle membership	Updates to community on project progress	Sharing experiences
Ongoing	Project outputs section on project website	Wider community	Dissemination of re-usable resources	Impact and update of project activities within learning and teaching
Ongoing	Briefings with stakeholders	Stakeholders	Details of candidate standards	Possible benefits in adopting a standardised process model for Course Validation
Ongoing	JISC / CETIS Meetings	JISC Community	Detailed information about the project and related activities	How outputs from this project can be used by others
Quarterly	Interim reports and project briefings	JISC Programme Manager	Evaluation of project progress; identification of issues and modifications to project plan	Formal update on project progress
July 2010	Final evaluation report	Wide community	Internal dissemination	Outcomes and benefits of the project; lessons learnt
Overall	Overarching support and synthesis projects	Wide community	Dissemination of ongoing findings	Co-operation and collaboration
Ongoing	HE Business teaching team new developments (Wider team)	Wider teaching community Kingston College	Discuss new tools and techniques for engaging learners used in KUBE	Wider adoption of good practice

## 19. Exit and Sustainability Plans

<b>Project Outputs</b>	<b>Action for Take-up &amp; Embedding</b>	<b>Action for Exit</b>
KUBE project curriculum delivery template	Reshaped delivery of the HE business provision once reviewed may be used as a template for other curriculum areas both inside and outside the institution	Project Manager to ensure all deliverables are listed and/or included and appropriate archiving arrangements are in place.
Technical report	To provide input for future projects working in this area; publication on JISC and project websites	Technical issues dissemination across wider FE and HE communities; knowledge and experience gained. disseminated through project website and further dissemination opportunities, including JISC-support and synthesis meetings
Project reports	Promotion through conferences, mailing lists and JISC website	Archived on website

<b>Project Outputs</b>	<b>Why Sustainable</b>	<b>Scenarios for Taking Forward</b>	<b>Issues to Address</b>
Curriculum delivery models	Methods of pedagogic planning and scheme of work construction with annotated models of blended delivery will be released as resources.	Widespread uptake and analysis of e-supported curriculum delivery throughout the sector based on sound pedagogic planning and modelling.	Integration of SMS interface within other institutional systems
Interactive learning resources	Identification of generic issues; platform independent	Uptake across other curriculum areas in partner institutions and other providers; provide input for other projects working on effective deployment of interactive resources within a blended learning delivery model	Need to be archived/distributed as part of a shared community resource
Guidelines on teacher observation toolkit.	Effective self assessment and peer observation system with access to video exemplars of good practice among curriculum staff in HE business will provide a valuable framework for similar initiatives in other curriculum areas and institutions	Work taken up in future JISC projects	Access and distribution of outputs

## Appendices

*Appendix A. Workpackages*

*Appendix B. Budget and staff allocation*

*Appendix C. Consortium agreement*

Appendix A

**KUBE draft work-package plan.**

Work-packages and activities	'08	2009				2010			Outputs	Milestones	Responsibility
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3			
<b>PHASE 1 PROJECT START UP</b>											
WP1.1 Assemble project teams work teams and steering group									<ul style="list-style-type: none"> <li>Project team assembled, consultation process set up via a series of face to face meetings dedicated KUBE project intranet pages and awareness event .</li> <li>Steering group assembled first meeting scheduled for 10<sup>th</sup> February 2009</li> <li>Continual liaison with Head of HE Business to ensure communication with HE business team</li> </ul>	Inaugural steering group assembly 10 <sup>th</sup> Feb 2009 Inaugural Jisc project management visit 9 <sup>th</sup> Feb	AW PG DH
WP1.2 Raise awareness with stakeholders									<ul style="list-style-type: none"> <li>Project leaders (ILT and HE Business) attend JISC launch event</li> <li>Consultative meetings with HE Business staff managers and Dean of Faculty.</li> <li>Consultation with course program managers in designing an appropriate student survey.</li> <li>Meetings with technical teams re planned moodle platform mahara integration and timetabling tools.</li> </ul>	Project launch  Project visioning day  Launch of on-line survey  ULCC consultation visit	AW PG
WP1.3 Develop project website and project outlines									<ul style="list-style-type: none"> <li>Project website created <a href="https://kube.kingston-college.ac.uk/">https://kube.kingston-college.ac.uk/</a></li> </ul>	Project website live	PG

									<ul style="list-style-type: none"> <li>Project KC Online pages created project outlines posted here</li> </ul>	Project pages live in KOnline	
WP1.4 Specify technical requirements and consultancy arrangements									<ul style="list-style-type: none"> <li>Initial consultation with Learning Information Systems team at Kingston College headed by David Robinson and ILT development design team relating to system integration based around new moodle platform</li> <li>Consultation visits to ULCC (University of London Computing Centre) planning and timetabling specialised consultation on Kingston college moodle installation with particular emphasis on integration of e-portfolio tool mahara.</li> <li>eLearning team investigation of tools and techniques that can be repurposed for use on the HE Business programs.</li> </ul>	<p>ULCC involvement in Moodle Mahara integration</p> <p>Agreed contract with ULCC for consultancy</p> <p>Installation of networked JING Xerte nln learning objects</p>	<p>AW DR</p> <p>AW DR</p> <p>PG NR</p>
<b>PHASE 2 REVIEW ANALYSIS AND SPECIFICATION</b>											
WP2.1 Undertake curriculum audit to identify existing approaches											
WP2.2 Elicit learner views and goals through survey techniques									<ul style="list-style-type: none"> <li>Learner survey designed by Dr Ann Ooms from Kingston University in association with eLearning team and HE business course tutors. Created online using Survey Monkey and linked to Study space as well as being e-mailed to learners. Initial response lower than sample needed. eLearning team agreed with course team to attend classes with sets of UMPC's and carry out surveys with students in class (now resumed as students have returned and completed exams))</li> <li>Attendance at student forum.</li> <li>Appointment of a selection of students to participate in focus groups and a</li> </ul>	<p>Survey launch</p> <p>Effective learner response</p> <p>Establish collection of video examples current teaching practice</p> <p>Creation of student focus group for longitudinal study</p>	PG NR AO

									<p>longitudinal study during the two years of the project.</p> <ul style="list-style-type: none"> <li>Attendance by Project Manager at JISC evaluation workshop event provided information about a wide variety of tools and techniques available to promote effective project evaluation.</li> <li>Attendance at JISC RSC event focusing on the Learner voice.</li> </ul>	<p>Set up of evaluation sub site within KUBE KC Online environment</p>	
WP2.3 Review literature on elearning in business education									<ul style="list-style-type: none"> <li>JISC</li> <li>CMI</li> <li>Harvard Business Review</li> <li>OU</li> </ul>		
WP2.4 Specify requirements and intended outcomes									<ul style="list-style-type: none"> <li>Project Plan</li> </ul>		
<b>PHASE 3 PLANNING CURRICULUM DELIVERY AND SUPPORT</b>											
WP3.1 Identify modules roles resources and tools for new approaches									<ul style="list-style-type: none"> <li>Kube planning day</li> <li>Consultation with business team</li> <li>Existing knowledge of business teaching and learning</li> <li>Individual tutor meetings to task specific initial eLearning artefacts. (postponed from WC 2<sup>nd</sup> Feb rescheduled WC 9<sup>th</sup> Feb)</li> </ul>	<p>Planning day KUBE site input Individual tasking meetings</p>	<p>PGNR Business team</p>
WP3.2 Plan schedule of curriculum interventions									<ul style="list-style-type: none"> <li>Preliminary interventions planned during Summer term 09</li> <li>Planning for wider deployment, in particular blended elements to redesign delivery TBA.</li> </ul>	<p>Release of redesigned Learning objects to learners in support of exam study</p>	

WP3.3 Plan format and content of peer observation system										<ul style="list-style-type: none"> <li>TBA</li> </ul>		
WP3.4 Develop and publish detailed project plan										<ul style="list-style-type: none"> <li>TBA following consultation with Lisa Gray (JISC) Andrew Comrie (Critical Friend) and Cluster group meeting, scheduled during February.</li> </ul>	Draft Project Plan completed	PG
WP3.5 Training and support of HE business tutors.										<ul style="list-style-type: none"> <li>Training and support underway. Following individual consultations with tutors, appropriate learning objects identified by the tutor will be created/modified in association with the eLearning team and deployed with target learning groups.</li> </ul>	<p>Tutors produce and deploy e-based resources with identified learners</p> <p>Identify further business teachers to expand project</p>	PG NR Business team
<b>PHASE 4 ASSEMBLY OF TOOLS AND RESOURCES</b>												
WP4.1 Creation of online business courses in Moodle VLE										<ul style="list-style-type: none"> <li>Moodle test platform installed. Testing in progress</li> </ul>	Tested integrated Moodle platform connected to Active Directory and KCOD	DR AW
WP4.2 Production and release of learning and assessment resources											New collection of learning objects	PG NR
WP4.3 Integration of e-registration e-learning ILP and e-portfolio systems											Establishment of mahara platform	DR AW PG
WP4.4 Develop and initiate population of peer observation system										<ul style="list-style-type: none"> <li>TBA</li> </ul>		PG
WP4.5 Assembly and release of tutor support and training resources										<ul style="list-style-type: none"> <li>Creation of tutor support materials commenced using a variety of innovative tools including: Web-based screen and video capture tools Jing and wink.</li> <li>KC-Online platform</li> <li>Xerte undergoing tests as possible packaging tool.</li> </ul>	HE Business tutors involved in creation of e-resources on Business courses.	PG

<b>PHASE 5 PILOTING OF CURRICULUM DELIVERY METHODS</b>											
WP5.1 HND & HNC pilots of in class technology enhanced methods									<ul style="list-style-type: none"> <li>TBA</li> </ul>	TBA	PG
WP5.2 Foundation Degree pilots of blended learning approaches									<ul style="list-style-type: none"> <li>Learners and teachers use a blended approach to deliver content traditionally delivered only as classroom based sessions.</li> <li>Learners adopt a more autonomous approach to learning and content access</li> </ul>		
WP5.3 BABM pilots of group based collaborative and assessment approaches									<ul style="list-style-type: none"> <li>Collaborative group work becomes a central learning process in the BABM program. The use of wiki based technology provides a platform for group based work both in and out of the classroom.</li> </ul>		PG
WP5.4 Pilot peer observation system									<ul style="list-style-type: none"> <li>TBA</li> </ul>		
<b>PHASE 6 IMPLEMENTING CURRICULUM DELIVERY AND SUPPORT METHODS</b>											
WP6.1 E-supported curriculum planning and blended learning approaches									<ul style="list-style-type: none"> <li>The design and implementation of blended learning units within the BABM HND and Foundation degree programs during the 3<sup>rd</sup> and 4<sup>th</sup> quarter of 2009. Introduction of</li> </ul>		PG
WP6.2 Diagnostic group based and formative assessment methods									<ul style="list-style-type: none"> <li>TBA</li> </ul>		
WP6.3 Peer and learner support systems and approaches									<ul style="list-style-type: none"> <li>TBA</li> </ul>		
WP6.4 Use of UMPC devices and in class elearning approaches									<ul style="list-style-type: none"> <li>Deployment of mobile (umpc) devices in classroom environments used for collaborative e-learning approaches</li> </ul>		PG NR

WP6.5 Online interactive and collaborative methods										<ul style="list-style-type: none"> <li>Using wiki discussion forum and social networking tools to reinforce collaborative work.</li> </ul>		PG NR
WP6.6 Online learning planning, review and portfolio systems										<ul style="list-style-type: none"> <li>Implementation of e-portfolio system based around Moodle/mahara integration for learner reflection</li> </ul>		AW DR
WP6.7 Professional development and peer observation methods										<ul style="list-style-type: none"> <li>Introduction of self assessment and peer observation teaching toolkit</li> </ul>		
<b>PHASE 7: EVALUATION AND DISSEMINATION</b>												
WP7.1 Development of evaluation tools and strategy										<ul style="list-style-type: none"> <li>Appointment of a selection of students to participate in focus groups and a longitudinal study during the two years of the project.</li> <li>Attendance by Project Manager at JISC evaluation workshop event provided information about a wide variety of tools and techniques available to promote effective project evaluation.</li> <li>Attendance at JISC RSC event focusing on the Learner voice.</li> <li>Cluster group meeting Feb/March 09 focusing on evaluation techniques</li> <li>Input from Andrew Comrie (Critical Friend)</li> </ul>		PG AO
WP7.2 Benchmarking survey of learner & tutor attitudes & expectations										<ul style="list-style-type: none"> <li>Learner survey designed by Dr Ann Ooms from Kingston University in association with eLearning team and HE business course tutors. Created online using Survey Monkey and linked to Study space as well as being e-mailed to learners. Initial response lower than sample needed. eLearning team agreed with course team to attend classes with sets of UMPC's and carry out surveys with students in</li> </ul>		AO PG

									<p>class (now resumed as students have returned and completed exams))</p> <ul style="list-style-type: none"> <li>• Attendance at student forum.</li> <li>• Appointment of a selection of students to participate in focus groups and a longitudinal study during the two years of the project.</li> <li>• Attendance by Project Manager at JISC evaluation workshop event provided information about a wide variety of tools and techniques available to promote effective project evaluation.</li> <li>• Attendance at JISC RSC event focusing on the Learner voice.</li> </ul>		
WP7.3 Iterative evaluation of pilot studies											AO PG
WP7.4 Final evaluation and analysis of project impact and outcomes											AW PG
WP7.5 Production of project outputs, report and dissemination events											PG AW



## 15. KUBE Project Budget

Consortium Agreement: Annex 3

10th October 2008

	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	TOTAL £
<b>Directly Incurred Staff</b>				
<b>Total Directly Incurred Staff (A)</b>	<b>£20,416</b>	<b>£24,500</b>	<b>£4,084</b>	<b>£49,000</b>
<b>Non-Staff</b>				
Travel and expenses	£2,917	£3,500	£583	£7,000
ULCC consultancy	£4,167	£7,500	£833	£12,500
Dissemination	£2,083	£2,500	£417	£5,000
Evaluation	£3,958	£4,750	£792	£9,500
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£13,125</b>	<b>£18,250</b>	<b>£2,625</b>	<b>£34,000</b>
<b>Directly Incurred Total (A+B=C)</b>	<b>£33,541</b>	<b>£42,750</b>	<b>£6,709</b>	<b>£83,000</b>
<b>Directly Allocated</b>				
<b>Total Directly Allocated Total (D)</b>	<b>£45,333</b>	<b>£53,000</b>	<b>£8,667</b>	<b>£107,000</b>
<b>Total Indirect Costs (E)</b>	<b>£4,167</b>	<b>£5,000</b>	<b>£833</b>	<b>£10,000</b>
<b>Total Project Cost (C+D+E)</b>	<b>£83,041</b>	<b>£100,750</b>	<b>£16,209</b>	<b>£200,000</b>
<b>Amount Requested from JISC</b>	<b>£83,333</b>	<b>£100,000</b>	<b>£16,667</b>	<b>£200,000</b>
<b>Institutional Contributions</b>				
Hardware/software (server & devices)	£8,333	£10,000	£1,667	£20,000
Consultancy services (SMS integration)	£2,083	£2,500	£417	£5,000
Data hosting and general IT support	£6,250	£7,500	£1,250	£15,000
SMS contract	£1,667	£2,000	£333	£4,000
<b>Total Institutional Contributions</b>	<b>£18,333</b>	<b>£22,000</b>	<b>£3,667</b>	<b>£44,000</b>
<b>Percentage contributions</b>		<b>JISC 82%</b>	<b>KC/KU: 18%</b>	<b>Total:100%</b>

Appendix C.

Kingston University London



*KUBE: Kingston Uplift for Business Education*  
*JISC Transforming Curriculum Delivery through Technology projects*

## Consortium Agreement

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THIS AGREEMENT is made on the 16<sup>th</sup> day of March 2009 BETWEEN

Kingston College of Kingston Hall Road, Kingston upon Thames, Surrey, KT1 2AQ and

Kingston University Higher Education Corporation of River House, 53-57 High Street, Kingston upon Thames, Surrey, KT1 1LQ

(hereinafter referred to individually as a **"Party"**, collectively or in groups as **"the Parties"**)

### Introduction

- A. In response to the JISC Circular 08/08: Call for projects in the areas of curriculum delivery, assessment and course advertising, which included an announcement of funding for Transforming Curriculum Delivery Through Technology projects, the Parties to this Agreement have submitted a proposal to the JISC to undertake a project entitled 'Kingston Uplift for Business Education (KUBE)'. The Parties are hereinafter collectively referred to as **"the Consortium"**.
- B. The Consortium intends to carry out a programme of work which is described in the bid submitted to the JISC and detailed in **Annex 1** (hereinafter referred to as **"the Project"**).
- C. The Project will involve the development of outcomes (hereinafter referred to as **"Deliverables"**) including case studies, implementation guides and evaluation reports related to the introduction of mobile learning strategies within the context of a large access programme for science (Science Degree Foundation programme), run jointly by the two Parties. It is envisaged that the Deliverables may be further developed after the end of the Project and that such further development may lead to the production of additional materials (hereinafter referred to as **"Products"**).

D. This Agreement sets out the details of the relationship between the Parties.

IT IS HEREBY AGREED AS FOLLOWS:

## 1. Purpose of the Consortium

The purpose of the Consortium is to carry out the Project and to produce Deliverables as described.

## 2. Commencement and Duration

The Consortium was formed and the Project commenced with an effective date of 1<sup>st</sup> October 2008 and the Project has a duration of 2 years, unless otherwise agreed in writing by the Parties.

## 3. Terms and Conditions of Grant

The Parties agree that Kingston College is the lead institution for the Project. HEFCE has sent Kingston College a letter of grant for the Project dated 2<sup>nd</sup> February 2007 detailing the funding awarded and the terms and conditions of grant. Kingston College, as the lead project partner, has duly signed the letter of grant to confirm its acceptance of these terms and conditions, and the signed letter of grant is attached as **Annex 2**. The Parties hereby agree to adhere to the terms and conditions listed in the letter of grant.

In all instances, conditions laid down by the JISC or its successor will override any agreement between the Consortium members.

This Agreement shall terminate immediately with no liability between the Parties should the Grant agreement terminate for any reason whatsoever, unless the Parties agree to continue.

## 4. Project Resources

### 4.1 Allocation

The total grant funding awarded to the Project is as follows:

2009/9 Financial Year 1 –	£83,333
2009/10 Financial Year 2 –	£100,000
2010/11 Financial Year 3 –	£16,667
Total –	£200,000

and the budget shall be apportioned between the Parties in accordance with the schedule detailed in **Annex 3**.

### 4.2 Distribution

Payments shall be made from the JISC to Kingston College and the Project Manager will instruct the Kingston College to make payments to the Parties shortly after receipt in proportion to the share of the total budget each Party is receiving.

### *4.3 Invoicing/Claims*

Where equipment items are purchased or other claimable expenses are incurred, claims should be passed to the project manager as soon as they have been paid, with copies of the original invoices attached.

## 5. Project Management

### *5.1 Identification*

The Parties agree that the Project will be managed by Andrew Williams of Kingston College ("**Project Manager**"). The Project Manager will coordinate the day to day operation of the Project through a Project "**Management Group**" and report to a "**Project Steering Group**", which will oversee the overall direction of the project and monitor its performance against the project plan. The chair person of the Project Steering Group is Fenella Deards, Director of Quality Improvement and Curriculum Development at Kingston College ("**Chair**").

The nominated individuals in both Project Management Group and Project Steering Group are listed in **Annex 4**.

### *5.2 Responsibilities of the Project Manager*

The Project Manager will have responsibility for the day-to-day management of the Project, with the Steering Group being concerned with overall policy and direction. The Parties agree that the Project Manager will have the following responsibilities:

- Consultation over and production of the project plan, including work packages
- Specification and management of the project budget
- Appointment and coordination of staff contributing to the project
- Overall direction of project activities
- Monitoring project developments and outcomes
- Coordination of project communication and dissemination of outcomes
- Liaison with JISC over project requirements and progress

### *5.3 Responsibilities of the Steering Group*

The Steering Group will determine the overall nature of the Project and will retain responsibility for determining the technical standards to be adopted by the Project. The academic, scientific and technical content of the Product will be determined by the Steering Group.

The Steering Group will meet at least twice yearly. Additional meetings may be called by two or more Parties or on the advice of the Project Manager. The Steering Group may choose to take advice from third parties as is required. Meetings will operate under the following rules:

- a. the Project Manager will notify Steering Group members of the dates of meetings and outline agenda with at least 14 days notice;
- b. each Steering Group member will have one vote, except the Chairman who has a casting vote (but a member may not vote on matters concerning a dispute with the Consortium where the member is the subject of the dispute);
- c. Steering Group members may nominate a representative to attend meetings and vote on their behalf;
- d. decisions will be taken on the basis of a majority vote of those attending and eligible to vote;

- e. the minimum number of voting members required for meetings is six

#### *5.4 Responsibilities of the Chair person*

To act as Chairman of the Management Committee

#### *5.5. Responsibilities of the Parties*

Each Party undertakes to use all reasonable endeavours to:

- a. perform on time the tasks and work packages assigned to it under the schedules shown in **Annex 5**;
- b. participate actively with other Parties where necessary;
- c. promptly notify the Project Manager of any delay in performance;
- d. prepare and present reports as required.

#### *5.6. Changes in Membership of the Consortium*

Institutions may be invited to join the Consortium only by the unanimous decision of the Management Committee and on the condition that the new institution becomes a Party to this Agreement.

A Party may withdraw from the Consortium only in the event of another Party's irremediable breach of this Agreement or breach of the conditions laid down by the JISC, and with the unanimous agreement of any remaining Parties not in breach. In the event of withdrawal or expulsion the Consortium will only be liable to meet the cost of any work undertaken up to the point at which an institution ceases to be a member of the Consortium. The balance of any payments made to the Party will be returned to the Project Manager within 30 days of withdrawal or expulsion. In all cases, the Consortium reserves the right to retrieve any work produced as a result of the Project.

## **6.Data Management**

### *6.1 Data Collection*

In the course of the Project, each Party is involved in the collection of data in the form of questionnaires, surveys and interviews. The data are to be sent to the Project Manager and stored in an archive at Kingston College ("**the Project Archive**"). Each Party agrees to ensure that all data submitted to the Project Manager are accompanied by documentation detailing the origin of the data, together with any necessary consents.

### *6.2 Data Maintenance*

Kingston College hereby undertakes to maintain the Project Archive for the duration of the Project and for a period of at least three years after the end of the Project. This period is subject to extension if the Management Committee so decides.

### *6.3 Data Protection*

As a member of the KUBE consortium, both Partners Institutions will be processing personal data for the purpose of the project. Both Partner Institutions are required to adhere to the specifications set out by Kingston University's research ethics guidance and procedures as set out in 'Ethics:

Guidance and procedures for undertaking research involving human subjects' handbook (9/2007)' for the processing of personal data collected during the project.

## 6.4 Confidentiality

Each Party hereby undertakes to the other Parties that it shall procure that its employees, agents and students shall:

- a. keep confidential all information of a confidential nature (whether written or oral) concerning this Agreement and the business affairs of another Party that it shall have obtained or received as a result of the discussions leading up to or entering into or performance of this agreement (the "**Information**");
- b. not without the prior written consent of the relevant other Party disclose the Information either in whole or in part to any other person save those of its employees, agents and sub-contractors involved in the implementation or evaluation of the Project who have a need to know the same for the performance of their duties;
- c. use the Information solely in connection with the implementation of the Project and not otherwise for its own benefit or the benefit of any third party.

These provisions (a), (b) and (c) above shall not apply to the whole or any part of the Information to the extent that it can be shown by the receiving Party to be:

- i. known to the receiving Party prior to the date of this Agreement and not obtained directly or indirectly from any other Party; or
- ii. obtained from a third party who lawfully possesses such Information which has not been obtained in breach of a duty of confidence owed to any Party by any person; or
- iii. in the public domain in the form in which it is possessed by any other Party other than as a result of a breach of a duty of confidence owed to such other Party by any person; or
- iv. required to be disclosed by legal process, law or regulatory authority.

Each Party hereby undertakes to the other Party to make all relevant employees, agents and sub-contractors aware of the confidentiality of the Information and provisions of this clause 6 and without prejudice to the generality of the foregoing to ensure compliance by such employees, agents and sub-contractors with the provisions of this clause 6.

## 7. Intellectual Property

### 7.1 Ownership

With regard to the ownership of intellectual property, the Parties agree as follows:

- a. All materials not incorporated into a Deliverable shall be owned by the Party generating the material.

- b. All Deliverables, and the materials contained therein, not incorporated into a Product shall be owned jointly by all the Parties.
- c. Any Product shall be owned by one Party and the Management Committee will decide which Party shall own a Product on a case by case basis.

Each Party shall obtain the necessary assignments of intellectual property rights (this term includes, but is not limited to, copyright, database right, patents and trademarks) from all staff, students or agents involved in the development and production of the Deliverables on its behalf. Each Party warrants to the other Parties that it is the owner of the copyright and/or database rights in the Deliverables or that it is duly licensed to use the Deliverables and that the content of the Deliverables used as contemplated in this Agreement does not infringe any copyright or other proprietary or intellectual property rights of any natural or legal person.

### *7.2 Marking*

The Parties agree that all Deliverables and Products shall be clearly marked identifying that the copyright is shared by the project partners (see Access Rights, section 7.3 below). The Parties agree that the Steering Group will produce a suitable form of words acknowledging the involvement of the Parties and the ownership of the copyright which shall appear on all copies of the Deliverables and Products.

### *7.3 Access Rights*

Each Party hereby grants to the other Parties a non-exclusive perpetual free licence to use the Deliverables and Products for the purposes of carrying out the Project and for teaching and research purposes during the Project and after the end of the Project. The Parties hereby agree to grant to each other and to third parties such non-exclusive licences as are necessary to enable the exploitation of the Deliverables and the development and creation of Products in accordance with the provisions of this Agreement.

The Parties agree to cooperate fully with the JISC to make the Deliverables available free at the point of use to the UK teaching, learning, and research communities. The Parties hereby agree to supply such copies and to grant such non-exclusive licences as may be required by HEFCE.

## **8. Commercial Exploitation**

### *8.1 Procedures*

In addition to the free licences granted in subsection 7.3, the Parties agree that they shall use reasonable endeavours to exploit commercially the Deliverables and Products worldwide. The Parties will develop a Sustainability Plan at the start of the Project and review this periodically as the Project progresses. The Management Committee will meet at least one year before the end of the Project in order to review the Deliverables and discuss the potential for the commercial exploitation of the Deliverables and Products. The Management Committee will agree upon a strategy for exploitation and develop a business plan with economic models to demonstrate how the Deliverables and Products will become self-sustaining.

### *8.2. Exploitation Income Sharing*

Income derived from exploitation of Deliverables shall be received by and allocated to an account within the finance office of the Party responsible for the generation of the income. Where more than one Party is involved, the Parties shall agree amongst themselves on procedures for receipt of income.

After the deduction of all relevant expenditure and costs associated with exploitation, the remaining income derived from commercial exploitation shall be divided as follows:

Kingston College 80%

Kingston University 20%

The Parties agree that the sharing of revenue applies to those Parties remaining at the end of the Project. If a Party withdraws or is expelled prior to the completion of the Project their entitlement to a share in the income derived from commercial exploitation will be determined by the Management Committee and will take account of the proportion of the total Project undertaken by that Party.

## 9. Publications and Press Releases

Procedures for publications and press releases relating to the Project shall be agreed between the Parties through the Management Committee.

## 10. Liability

The work associated with the Project will be carried out by each Party in accordance with the highest academic standards, and reasonable endeavours will be made to achieve the degree of reliability and accuracy appropriate to work of this kind. However, no Party has control over the use to which the results of the work may be put by other Parties and each Party will therefore be deemed to have satisfied itself in every respect as to the suitability and fitness of the work for any particular purpose or application. To the extent permitted by law, no Party, its servants or agents accept any liability however caused arising from any error or inaccuracy in any opinion, advice, report or Deliverable arising from this work nor for any resulting damage, loss expenses or claim, except to the extent that such can be shown to be caused by the wilful negligence of the Party.

## 11. Miscellaneous

### *11.1 Assignment*

No party will be entitled to assign this Agreement nor all or any of its rights and obligations hereunder without the prior written consent of the others.

### *11.2 Disputes/Arbitration*

All disputes or differences which will at any time hereafter arise between the Parties in respect of the construction or effect of this Agreement or the rights duties and liabilities of the parties hereunder or any matter or event connected with or arising out of the Project will be referred in the first instance to the Management Committee. If the Management Committee is unable to resolve the dispute the Parties shall select an independent third party to act as arbitrator. If the Parties fail to agree on an arbitrator the question will be referred to the President of the Law Society. The costs of the arbitration shall be borne by the Parties in such proportions as they shall agree in advance.

### *11.3 Relationship*


Nothing in this Agreement will create or be deemed to create a partnership or the relationship of employer and employee between the Parties.

### **11.4 Law & Jurisdiction**

This Agreement will be governed by the laws of England. This Agreement is subject to the exclusive jurisdiction of the English courts to which the Parties hereto submit. This clause does not prevent a Party from seeking interim relief in any court of competent jurisdiction.

AGREED BY THE PARTIES THROUGH THEIR AUTHORISED SIGNATORIES

For and on behalf of Kingston College:

Signed..... 

Dated 16th March 2009

Name: Andrew Williams

For and on behalf of Kingston University

Signed.....

Dated 2009

Name:

## **Annexes**

*Annex 1. The Project*

*Annex 2. The Letter of Grant*

*Annex 3. Allocation of Budget*

*Annex 4. Management Committee*

*Annex 5. Tasks and Work packages*