



Regional distributed e-Learning baseline study:

**An overview and examples of
e-learning activity in the English regions**

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INTRODUCTION

The research process

Desk research for this report started after award of contract in the 2nd half of October 2004 and continued until February 2005. With assistance from JISC, we identified and located relevant agencies, potential informants and other sources of information. Originally focussed on documentation and pointers supplied by JISC, this activity expanded to incorporate information emerging from email and telephone consultation.

The EfC team compiled an overview of existing e-learning activities per region, using the strands of the distributed e-learning programme for categorization, to act as a 'map' to guide future analysis. A first version was based on the responses to the question 'Do you know of any projects or initiatives in your region which are relevant to the themes of this circular, and which could be built upon' on the distributed e-learning pre-meeting questionnaire, which were made available to the team. The information we assembled from this enquiry was used in desk-research to build and refine the overall picture and to validate data.

We included a short audit of English NOF digi and Community Grid for Learning (CGfL) projects to identify those with HE or FE lead organisations. Those of relevance to this study were contacted in a 2nd round of our consultation in December 2004 and January 2005. Additional regional profiling data and information on emerging regional priorities became available on the HEFCE website in 2005: relevant subsets have been incorporated in the regional sections of this report.

The map of activity

The regions

The main report is structured per region: it shows as snapshot sample of activity, illustrating the variety of projects and initiatives relating to 'distributed e-learning'. We do not and cannot claim that this presents a full picture of activity that is going on. Indeed, as one respondent put it: 'There are so many as to be impossible to list'!

All nine regional sections include the following elements:

- 1 **Overview:** a short profile of the region, taken from HEFCE's Regional Profiles.
- 2 **Priorities:** a summary of emerging regional priorities, based on outcomes of HEFCE's regional workshops.
- 3 **Indicators:** also from HEFCE's Regional pages and the associated data sources.
- 4 **Projects overview:** a map of projects, linking these with the distributed e-learning themes and sub-themes (see Taxonomy)
- 5 **Project Descriptions:** textual descriptions of the individual projects. In Annex 2 we provide contact web-links and contact information for projects, where these are available. This, we believe, allows for a better readable report.

We have no reason to believe that the activity presented in this report would be biased towards any particular region. Some respondents provided relatively rich and detailed information, whilst others gave only broad indications of potentially relevant activity. Whilst we have endeavoured to compensate through additional desk research, without doubt these differences are reflected in the list of projects and initiatives presented. Together with differences in size and demography of the English Regions, this may explain some of the numerical differences in recorded activity. More detailed analysis would be required to establish if these differences are (also) accounted for by

the nature of the underlying approaches and 'e-learning realities'.

After removal of initiatives which were off-topic or not traceable to actual activity, the final database held 106 'projects' (in the nine regions or 'cross-region') and 20 descriptions of national funding, policy and co-ordination mechanisms ('framework programmes') which were considered relevant to the themes of the distributed e-learning programme. The table below shows how many of these projects in each region relate to specific themes. Many initiatives, clearly, address more than one theme.

Name	Total	Theme 1: Facilitating progression	Theme 2: Collaborative teaching and sharing of resources across institutions	Theme 3: e-Learning technology supporting independent lifelong learners
East of England	11	6	4	3
East Midlands	10	9	4	5
London	12	6	6	2
North East	6	4	6	1
North West	14	7	10	8
South East	7	5	3	3
South West	13	9	6	7
West Midlands	10	6	5	6
Yorkshire and the Humber	11	7	6	3
National / Cross-region	12	7	7	6
Projects and partnerships	106	66	57	44
Framework programmes	20			
ALL	126			

Table 1. Recorded activity per region

National frameworks and cross-regional projects

This report includes an additional section for 'national' initiatives and projects. It precedes the nine regional overviews, which constitute the main body of evidence in this report. This additional section has a dual role.

First of all, a proportion of activity reported to us by regional actors is in fact not region-specific. In table 1 these are referred to as 'National / Cross-region'. We use this section to present these activities separate from the regions. A further reason for including a separate section on national initiatives is that this provides a home for presenting information regarding the *national framework programmes* under which regional activities take place, are funded or governed. These include:

- 1 Aimhigher
- 2 Lifelong Learning Networks
- 3 Foundation Degrees
- 4 Learning Partnerships
- 5 Regional Skills Partnerships
- 6 Graduate Apprenticeships
- 7 HEIF (Higher Education Innovation Fund)
- 8 NLN Transformation Projects
- 9 NLN Exemplar College Projects
- 10 LSDA Q project
- 11 The LSC Success for All / Strategic Area Review (StAR)
- 12 The Peoples Network

- 13 UK online
- 14 University for Industry
- 15 Learndirect
- 16 Community Grid for Learning (CGfL)
- 17 NTIs

We also summarise in this section some other HEFCE work of potential relevance, including work with institutions on widening participation, Action on Access, fair access and admissions work and, HE summer schools (partially covered by Aimhigher) and elements of the special funding programme focussed on students with learning difficulties and disabilities

Together these frameworks provide a cross-section of high-level initiatives with which the HE sector players can, and probably must, align themselves to play an effective role in e-learning in contexts of, e.g., widening participation, life-long learning and workplace-related training and development. These frameworks initiate, govern, guide, fund and monitor substantial activity in the regions – spanning collaboration within the HE sector but also with FE, Sixth Form and other Colleges, College Outreach Centres, IAG Area organisations, ACL organisations, Work Based Learning Providers, Peoples Network Libraries, Ufi Learndirect Centres and many more actors.


Notes on presentation of activity in the report


After experimentation with a structured 'forms'-type presentation of the information we gathered, we reverted to a more textual description of the projects and initiatives, mainly because the information available for each projects differs significantly in both level of detail and type of information available. We also use textual descriptions for the national 'framework' programmes. The extra work involved has hopefully resulted in a much more readable report.

We originally assumed that we would also be able to capture indicative budget data, but this was not the case. We have decided to leave financial data out almost entirely. For the current mapping exercise this does not constitute a problem. All projects are numbered and the numbers can be used to find contact details (if available) in the list in Appendix 2, which is ordered numerically.

Taxonomy of distributed e-learning themes

Consideration has been given to the type of taxonomy of regional initiatives that would be best suited for this report and for further analytical purposes. Various schemes have been considered; eventually we decided to use a simple categorization mirroring the first 2 levels of the taxonomy used in the (3) strands of the JISC distributed e-Learning call in a straightforward manner. The compatibility with the Distributed e-Learning taxonomy has obvious advantages for those who want to match this information with e.g. the newly started regional pilots.

-  Theme 1: Facilitating progression
 - Support for transition to HE or into employment
 - Assist personal development
 - Integrate HE and work-based learning
 - Facilitate enrolment / progression

-  Theme 2: Collaborative teaching and sharing of resources across institutions
 - Shared courses taught across institution,
 - Re-use of modules & lessons across institutions
 - Student collaboration across institutions
 - Staff collaboration across institutions
 - Adaptation & reuse of learning resources across institutions

<ul style="list-style-type: none"> ○ Sharing of questions and tests across institutions ■ Theme 3: e-Learning technology supporting independent lifelong learners <ul style="list-style-type: none"> ○ Finding out about courses, modules and classes ○ Negotiating learning programmes and activities ○ Engaging in learning and related activities ○ Maintaining records of plans, activities, achievements, qualifications
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Table 2 – taxonomy of e-learning themes

The overall picture

In this section we present summary data for all projects (except national frameworks), and make some general observations on the 'shape' of the map.

Activity to Facilitate progression

66 out of the 106 recorded projects and partnerships (62%) appear to relate to this theme.

A significant amount of activity relates to **learning plans & student-related data**, encompassing issues of creation and transfer of student-related data, including single-registration processes, multi-institutional Learner Records to support flexible admissions and transitions. A range of initiatives is ongoing, covering PDPs, portfolios & passports, and underlying issues of identity management, authorisation/authentication. Smartcards are mentioned more than once, and reference is made to work on Shibboleth.

Frequent references are also made to **links with workplace / workforce initiatives**, including Modern Apprenticeships & Graduate Apprenticeship Scheme, Work Based Learning initiatives (e.g. through AimHigher) and e-training solutions for SMEs. Also, reference is made to promotion of students and student skills in the employment market.

Specific cross-region initiatives this theme include the Learning and Skills Council's **Centres of Vocational Excellence (CoVEs)**, *Learndirect* activities and Open University initiatives including e.g. **Uni4Me**. Foundation Degrees / Diplomas are also relevant.

Many existing initiatives support different categories of progression, e.g., FE to HE, school to HE, HE to work or work-based etc. This confirms that a simple taxonomy as presented earlier is preferable, to avoid arbitrary categorisation. Organisational, pedagogical and technical issues addressed by projects include:

- 1 Progress files / pdp / e-portfolios (+ related systems /data interoperability)
- 2 Partnerships for transition
- 3 Supporting learners to go to HE
- 4 Partnership activities
- 5 Working with families
- 6 Progression to work and work based learning, including NHS related
- 7 E-tutoring / mentoring
- 8 Foundation Degrees
- 9 Information on learning / work
- 10 e-Learning study skills

- 11 Support for students
- 12 Access
- 13 Systems/data various (e.g. Students data, Enrolment, Interoperability, Smartcards, ID management, Records)

The four sub-themes of facilitating progression are represented fairly equally in the 66 initiatives we recorded: *Support for transition to HE or into employment*: 35 (53%); *Assist personal development*: 29 (44%); *Integrate HE and work-based learning*: 33 (50%); *Facilitate enrolment / progression*: 36 (55%).

Collaborative teaching and sharing of resources across institutions

57 out of the 106 recorded projects and partnerships (54%) appear to relate to this theme.

There is considerable overlap and integration with Theme 1. Projects across the English regions show a wide variety of 'sharing' collaborations, between HE institutions but also with others. This covers 3 broad areas:

- 1 Shared *materials* (including common courses; library and information resources; 'learning objects'; assessment materials) and issues directly related to sharing of material such as licensing & borrowing rights. Sharing of student-related data (is also referred to.
- 2 Shared *infrastructure* (repositories, e-Learning 'hubs' / warehouses and common platforms)
- 3 Shared *practice and expertise* (group project management; course development; staff development; know how; processes harmonisation)

The LSC Centres of Vocational Excellence are prominent and were frequently cited. Foundation Degrees and (Graduate) Apprenticeships have also been a focus point for significant collaborative activity. We recorded further work relating to New Technology Institutes, DfES e-learning pathfinders, and High Level Skills for Industry projects.

The most frequently encountered sub-themes of *Collaborative teaching and sharing of resources* are: *Staff collaboration across institutions*: 31 (54%); and *Adaptation & reuse of learning resources across institutions*: 26 (46%).

Less frequent are: *Re-use of modules & lessons across institutions*: 21 (37%) and *Shared courses taught across institution*: 20 (35%), followed at some distance by *Sharing of questions and tests across institutions*: 12 (21%) and *Student collaboration across institutions*: 4 (7%).

Supporting the independent lifelong learner

44 out of the 106 recorded projects and partnerships (42%) appear to relate to this theme.

Slightly fewer of our recorded initiatives focus on this area, compared to the other themes. But activity under the other two headings often includes elements of relevance for independent learners, without this immediately being evident. In particular activities focussing on workforce skills often also relate to independent learning. A similar observation hold for initiatives aimed at opening up / improving access for learners to HE and FE resources.

The most frequently encountered sub-theme of *e-Learning technology supporting independent lifelong learners* is *Engaging in learning and related activities*: 27 (61%). The 2nd-most

52	NW	E-learning Centre			x			x			x
53	NW	eLearning Place			x						x
54	NW	Lancashire learning partnership									x
55	NW	www.uni4me.com	x			x					
57	NW	Experiment with paperless BTEC Nat Dip.	x	x		x					
58	NW	Developing Progress Files for Sports Studies Workplace Learning	x	x	x	x					
60	NW	CLEO (Cumbria & Lancashire Education OnLine)						x			
61	NW	LUSID: Liverpool University Student Interactive Database		x		x					
121	NW	e-learning transformation - making it happen									x
127	NW	Learning e-tool									
64	SE	Community University Partnership Programme (CUPP)									x
65	SE	Web Services for Reflective Learning		x							
66	SE	Opening the Door to Language Learning			x						
69	SE	eLanguages Project						x	x		x
70	SE	PETAL - (Personal ePortfolios for Teaching and Learning)		x	x	x					
71	SE	Progress Files an Integrated Tool for Student Management of Study Programmes		x		x					
128	SE	Work based e-learning			x						x
68	SW	SHELL and SHELL-FISH	x	x		x					
72	SW	Integrated ICT-Related Skills Development Programme For The Small Business Sector In Cornwall			x	x					
74	SW	Graduates South West	x	x	x						
75	SW	Peer assisted learning project FDR 3 BU and SPAT	x			x		x			x
76	SW	Knowledge 4 Business			x						
77	SW	ALERT - Accessibility in Learning Environments and Related Technologies					x				x
78	SW	MLA-SW projects (80-84)			x						x
79	SW	ACCESS TO LIBRARIES FOR LEARNING									
85	SW	Community Based ICT programme									
86	SW	PESCA (Personal, Employment, School, Career, Academic)	x	x							
88	SW	Fair Enough Project						x	x	x	x
89	SW	DSW Partnership	x	x		x					
126	SW	Adding a richer blend to health and social care course									
91	WM	Black Country regional smartcard					x				
92	WM	Delivering a Foundation Degree through a Managed Learning Environment			x			x	x		x
93	WM	Graduate from learn direct	x		x	x					
96	WM	PACE / pebblePAD	x	x		x					
98	WM	Regional e-Learner Service	x	x	x	x					
100	WM	Work Based Learning in the Black Country	x		x	x					
102	WM	ROLO						x	x		x
103	WM	Shared E-Learning Project (SELP)						x	x		x
104	WM	Birmingham VLE							x		x
105	WM	Birmingham City Council Course Finder									
107	YO	Good Practice Guide to HE	x			x					

110	YO	REPLIKA							x	x		x	
111	YO	Revolutionising teaching and learning project											
112	YO	MEDFORIST Euro-Mediterranean network for sharing IST learning resources			x							x	
114	YO	Print Media Online	x		x	x							
115	YO	HLSI (High Level Skills for Industry)			x				x	x		x	
116	YO	Iconex - Interactive Content Exchange								x		x	
117	YO	CPCET MLE Project	x		x	x			x	x		x	
118	YO	Knowledge Learning Institute / Innovation			x								
119	YO	Assis (Assessment and Simple Sequencing Integration Services)											
124	YO	e-learning across the Modern Apprentice Framework			x								
COUNT			35	29	33	36	4	20	21	4	31		

Summary (numbers) per region and sub-theme	Theme 1: Facilitating progression					Theme 2: Collaborative teaching and sharing across institutions				
	Support for transitional HE or into employment	Assist personal development	Integrate HE and work- based learning	Facilitate enrol- ment / progression	1 - other	Shared courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
All projects and partnerships										
Theme 1 66										
Theme 2 57										
Theme 3 44										
Total 106										
East of England (11 initiatives)	1	3	5	3		3	3			3
East Midlands (10 initiatives)	8	6	2	7		1	3			2
London (12 initiatives)	4	4	2	3		3	2	1	3	3
North East (6 initiatives)	1		2		2	1	1		2	1
North West (14 initiatives)	3	3	4	4		2			6	3
South East (7 initiatives)		3	3	2		1	1		3	1
South West (13 initiatives)	5	4	4	4	1	2	1	1	4	2
West Midlands (10 initiatives)	4	2	4	4	1	3	4		4	3
Yorkshire and the Humber (11 initiatives)	3		6	3		3	4		5	5
National / Cross-region (12 initiatives)	6	4	1	6		1	2	2	4	3
ALL (106 initiatives)	35	29	33	36	4	20	21	4	31	26

NATIONAL INITIATIVES AND PROJECTS

This section has two parts. First we describe important national framework initiatives – these are often directly related to multiple projects in the regions. The 2nd part of this section presents a selection of non region-specific (national or cross-regional) projects.

National framework initiatives

Here we include introductions to overarching frameworks (current and in the recent past), with pointers to more detailed information. Between them, these ‘umbrellas’ cover and relate to a significant proportion of work going on in the regions of England. Although much valuable activity exists that which is not directly covered (or funded) by any of these initiatives, they represent key strategic routes and directions which are expected to remain central to co-ordinated efforts to deploy e-learning across the identified themes. In many cases, relationships already exist between the various initiatives, e.g. through alignment of agendas, collaborative implementations or through projects in the regions with links into or funding from more than one national initiative.

Aimhigher

The national Aimhigher programme began on 1 August 2004 as a result of the integration of two previously existing programmes - *Excellence Challenge* and *Aimhigher: Partnerships for Progression*. Funding has currently been allocated to Aimhigher until 2006.

Funded by the Higher Education Funding Council for England (HEFCE) and the Department for Education and Skills (DfES), the Aimhigher programme operates across nine regional partnerships and 45 area partnerships throughout England. Aimhigher encompasses a wide range of activities to engage and motivate students and young people aged 13-30 who have the potential to enter higher education but are under-achieving, undecided or lacking in confidence. The programme focuses on young people from disadvantaged social and economic backgrounds, ethnic minority communities and the disabled.

Most Aimhigher activities take place at a regional and area level, which allows them to be tailored to the needs of specific communities. The range of Aimhigher activities is broad and the types of activities listed below are common to many areas:

- 1 Offering information, advice and guidance to potential HE students and their teachers and families so that learners are well advised about their future
- 2 Organising summer schools, taster days, master classes and mentoring schemes to raise the aspirations and attainment of young people with the potential to enter HE
- 3 Working with employers and training providers to progress students onto vocational routes to HE
- 4 Working to encourage those already in the workplace to become full-time, part-time or distance learning students

Activities at a regional and area level are supported by national Aimhigher activity, including a road show for schools and colleges and the Aimhigher portal website at www.aimhigher.ac.uk. Examples of national Aimhigher activity with specific relevance to e-learning have been included in the section *cross-regional projects*.

The future of the Aimhigher programme is debated at seminars in May 2005, based on a discussion paper available from HEFCE.

Web info: http://www.aimhigher.ac.uk/practitioner/resource_material/about_aimhigher.cfm

Funding: HEFCE and DfES

Focus on: **All aspects of e-learning, across the themes** – particular relevance for facilitating progression, through its focus on engaging and motivating students / young people

Lifelong Learning Networks

HEFCE, the Learning and Skills Council, and the DfES are working on joint approaches to encouraging progression into and through higher education. In addition to the Aimhigher initiative, they are developing a joint strategy to advance vocational and workplace progression into and through higher education (the Joint Progression Strategy). As part of this, they are seeking to collaborate with national, regional and local partners on this new initiative to make a step change in vocational progression to create Lifelong Learning Networks (LLNs). LLNs will:

- 1 Combine the strengths of a number of diverse institutions
- 2 Provide support for learners on vocational pathways
- 3 Bring greater clarity, coherence and certainty to progression opportunities
- 4 Develop the curriculum as appropriate to facilitate progression

- 5 Value vocational learning outcomes and provide opportunities for vocational learners to build on earlier learning
- 6 Locate the progression strategy within a commitment to lifelong learning, ensuring that learners have access to a range of progression opportunities so that they can move between vocational and academic programmes as their interests, needs and abilities develop.

Initial guidance for Lifelong Learning Networks can be found in HEFCE Circular Letter 12/2004. LLNs are being developed in conversation with the sector. LLNs' relevance goes well beyond e-learning, but the circular notes in paragraph 27 that: "Learner-centred plans ... will take full account of learner needs in terms of mode of delivery - part-time or full time, delivered on campus (including outreach locations) or through distance learning, including e-learning, or some combination of these"

Web info: <http://www.hefce.ac.uk/widen/lln/>

Funding: HEFCE and DfES (with partners)

Focus on: mainly **Facilitating progression** and **Support for Lifelong learners**

Foundation degrees

Foundation degrees were set up by HEFCE with the Department for Education and Skills (DfES) in 2001-02, as a new two-year higher education qualification. They aim to give people the intermediate technical and professional skills that are in demand from employers, and to provide more flexible and accessible ways of studying. Proposals were first set out in a DfES consultation document, and taken forward by the Foundation Degree Group. Key features of foundation degrees were described in the 'Foundation degree prospectus'.

Further information is available on the foundation degree website. This includes free guides for students and employers, and a progress report published in October 2003. *The Foundation Degree Forward* national conference will be held in July 2005.

The Foundation Degree Taskforce Report to Ministers links e-learning explicitly to flexible delivery of Foundation Degrees, but also qualifies this: "A key example of flexibility in the delivery of Foundation Degree provision is the use of e-learning ... However, there were concerns that e-learning is under-used and that students may be resisting some e-learning approaches."

Web info: <http://www.foundationdegree.org.uk/> and <http://www.hefce.ac.uk/learning/founddeg/>

Funding: HEFCE and DfES (with partners)

Focus on: mainly **facilitating progression (Integrating HE and work-based learning)**

Learning Partnerships

A network of 104 (originally 101) Learning Partnerships were set up across the country in early 1999 to promote a new culture of provider collaboration across sectors (schools, FE, work-based learning and adult and community learning) and to rationalise the plethora of existing local partnership arrangements covering post-16 learning. They are non-statutory, voluntary groupings of local learning providers (ranging from voluntary sector to FE/HEIs) and others such as local government, Connexions/Careers Service, trade unions, employers and faith groups. In April 2003 responsibility for Learning Partnerships passed from DfES to the Learning and Skills Council (LSC).

The core roles for Learning Partnerships are:

- 1 Promoting provider collaboration in support of lifelong learning; and

2 Maximising the contribution of learning to local regeneration.

Learning Partnerships are also involved in follow-up to Area Inspections, 14-19 proposals and a range of initiatives around Basic Skills, workforce development, ICT and progression into HE. Contributing increasingly to local strategies for regeneration and many have become the 'learning arm' of the Local Strategic Partnerships. A directory of Learning Partnerships listed by region can be found at <http://www.lifelonglearning.co.uk/lip/>.

In September 2003 a Review Report by NIACE was published. Its conclusions and recommendations do not explicitly refer to e-learning, but the report notes that Learning Partnerships could potentially contribute to 'Success for All', the Skills Strategy and Higher Education in general through the expansion of e-learning and describes how Learning Partnerships can support, *inter alia*, LSC objectives relating to:

- 1 Standards-raising through the innovative use of information and communication technology;
- 2 Leadership in the use of information technology to support the widest take-up and use;
- 3 Development of a co-ordinated strategy for securing delivery of on-line learning and to ensure that it is accessible to disadvantaged communities; and
- 4 Increased engagement of employers in workforce development.

The review report states that some LPs assist in fulfilling these aims in the following ways:

- 1 Developing and implementing local e-learning strategies;
- 2 Establishing ICT thematic sub-groups;
- 3 Securing funding to establish ICT learning access points and UK Online centres in disadvantaged areas;
- 4 Establishing UK Online networks;
- 5 Developing and managing Ufl hubs;
- 6 Organising staff development in respect of e-learning;
- 7 Promoting e-learning as a vehicle to involve employers in WFD;

Web info: <http://www.lifelonglearning.co.uk/lip/>

Funding: LSC

Focus on: **All aspects of collaboration in e-learning, across the themes** – including Facilitating progression, Integrating HE and work-based learning, Support for independent lifelong learners

Regional Skills Partnerships

The DfES' Skills Strategy (July 2003) highlighted that there is a strong regional dimension to skills issues, and that responses at regional and local levels would be required to deal with these. It proposed the establishment of Regional Skills Partnerships (RSPs) aimed at integrating the work of the key agencies in each region, including the Regional Development Agencies, who lead discussions, Small Business Service, Local Learning and Skills Councils, Jobcentre Plus and the Skills for Business Network. (There may also be other members, decided on a regional basis.) The RSPs consider and address the skills and employment needs of employers and individuals within a region. They aim to get their members to work more effectively in the pursuit of shared objectives, and to allow responses to local conditions and needs.

The DfES aimed to have a Partnership established in each region by April 2005. The progress

and collaboration of the RSPs is monitored by a Skills Alliance of key departments, such as the Department for Education and Skills. Information about the skills partnerships in each region can be found on the website of the relevant Regional Development Agency.

Web info: <http://www.dfes.gov.uk/skillsstrategy/> and RDA sites

Funding: DfES

Focus on: In particular **Integrating HE and work-based learning** and **Support for independent lifelong learners**.

Graduate Apprenticeships

Graduate Apprenticeships (GAs) were announced by the Department for Education and Skills (DfES) in 1998. The Government's consultation paper 'The Learning Age' described GAs as a means of enhancing the employment skills of new graduates. They were established as frameworks combining existing higher education qualifications with work-based learning, underpinned by National Vocational Qualification (NVQ) and Key Skills units.

From November 1998 the DfES funded several National Training Organisations (NTOs) to develop a series of pilot GA frameworks in partnership with higher education institutions. A GA National Steering Group was established to advise the DfES on the development of the initiative. Following the pilot phase, the DfES sought to encourage wider delivery of the frameworks created, and development of further frameworks. The Government made £5 million available over the two years 2000-01 to 2001-02. As a result of the bidding exercise in early 2001, 50 institutions worked in partnership with NTOs to develop 79 GA frameworks. Following proposals to introduce foundation degrees, announced in July 2000, the DfES decided that any new GA frameworks developed after the pilot phase should be at honours degree level or higher.

In July 2003 the Enhancing Student Employability Co-ordination Team (ESECT) carried out a review of the Graduate Apprenticeship scheme. There is no further government funding available for Graduate Apprenticeships. Institutions have secured alternative support from European Social Funds and through Sector Skills Councils. Recurrent funding for teaching continues to be available for GAs through HEFCE's method for funding teaching.

Web info: <http://www.hefce.ac.uk/Learning/GradApp/>

Funding: DfES via HEFCE until 2001 funding round

Focus on: **Facilitating progression (Integrating HE and work-based learning); Support for independent lifelong learners**.

HEIF (Higher Education Innovation Fund) collaborations

The second round of funding under HEIF 2 will provide special funding to higher education institutions (HEIs) in England, for activities that increase their capability to respond to the needs of business (including companies of all sizes and sectors and a range of bodies within the wider community), where this will lead to identifiable economic benefits. In 2003 HEFCE started consultation on consolidation of HEIF as a permanent third stream of funding for HEIs, with investment rising to £90 million per year by 2005-06. A total of £187 million was proposed for activities over the period 2004-05 and 2005-06. Under HEIF 2 also falls a network of around 20 Knowledge Exchanges. These were intended as exemplars of good practice in interactions between less research-intensive HEIs and business. Each Knowledge Exchange will be funded for five years. A total of £16 million was allocated for this purpose over the two years 2004-05 and 2005-06.

All universities are expected to engage with their regional economies and RDAs will have a much greater input in the higher education agenda. The Sector Skills Development Agency and the

sector skills network will work with higher education to provide information on employer needs in each vocational area. Through HEIF, HE will be better positioned to play a key role in developing and modernising the public sector workforce with new programmes for graduate police officers, health professionals (NHSU) and social workers.

Web info: http://www.hefce.ac.uk/pubs/hefce/2003/03_34.htm

Funding: ODPM, via HEFCE

Focus on: **All aspects of e-learning, across the themes.**

NLN Transformation Projects

Announced in February 2004, transformation projects examine the impact of ICT on teaching and learning. The projects will deliver effective staff and institutional development activity through action based projects that explore, produce and report upon the transformation of teaching and learning from the application of technology.

Hubs exist at: Working men's college; Runshaw College; Northampton College; Leeds College of Technology; Bexley College; Newham Sixth Form College; Northampton College; Bournemouth and Poole College; St Helen's College; Eastleigh College. Most of these individual projects have been recorded under the regions, although there is in many cases only an indirect link with Higher Education

Web info: <http://ferl.becta.org.uk/display.cfm?resID=6784>

Funding: LSDA / NLN

Focus on: **Facilitating progression** (Integrates HE and work-based learning); **Sharing teaching and resources** (e.g. Staff collaboration) and also **Support for independent lifelong learners.**

NLN Exemplar College Projects

The National Learning Network (NLN) Exemplar College Projects were announced early in 2004 and the projects support the integration of Ferl Practitioners' Programme (FPP) and e-learning into the sector. The projects are based at:

- 1 Sir John Deane's College (North West Region)
- 2 Bedford College (Eastern Region)
- 3 Filton College (South West Region)
- 4 Greenwich Community College (London)
- 5 Mid Kent College (South East Region)

Web info: <http://ferl.becta.org.uk/display.cfm?page=707> (See <http://www.nln.ac.uk/projects.asp> for other NLN activity)

Funding: Becta / LSC

Focus on: **Facilitating progression; Sharing teaching and resources.**

LSDA Q project

The Q Project is part of the NLN's national e-learning support network. The Q project ILT developmental projects are being carried out by staff in FE colleges across the nine regions of England and there are currently well over 80 Q projects running during 2003/04. Small

'practitioner designed' e-learning / staff development objects.

Web info: <http://ferl.becta.org.uk/display.cfm?resID=7375>

Funding: LSDA / NLN

Focus on: **All aspects of e-learning across the themes.**

LSC Success for All / Strategic Area Review (StAR)

Success for All is the joint Government and LSC strategy for the improvement and reform of education and training. A key part of achieving the objectives of Success for All is the Strategic Area Review, planned for April 2003 - Mar 2005. The purpose of the StAR is to make a fundamental examination of learning provision in each of the local LSC areas. The StAR maps learning provision and examines provision against learner, employer and community needs. The rationale for the Strategic Area Review (StAR) is set out in the DfES document 'Success for All' in June 2002. The LSC guidance and arrangements for StARs make it clear that e-Learning is an integral strand in the delivery of post-16 learning and skills delivery. The 47 local Learning and Skills Councils (LSCs) across England are responsible for leading and managing the StARs process in their area.

The outcomes of the StAR process will be:

- 1 The right mix of high quality provision to meet existing and future learner, employer and community needs.
- 2 A confident and integrated post-16 sector built on excellent provision, with each provider clear about their unique contribution and working collaboratively to achieve educational, social and economic success
- 3 A forward programme of reviews to tackle areas that need to be strengthened or developed to meet the future needs of different types of learners, employer or communities.

Strategic Area Reviews can combine thematic and local reviews. The thematic reviews include sector skills, e-learning and adult and community learning. The StAR statutory review of learning provision in each local delivery area of the LSC is a good starting point for further analysis per (sub)region. This reviews investigate "the ability/capacity of the learning infrastructure to deliver to the highest quality and, where it can be improved, to identify tools which may contribute to the improvement".

Web info: Guidance

<http://www.dfes.gov.uk/consultations/conResults.cfm?consultationId=1199>

Focus on: **All aspects of e-learning, across the themes.**

The Peoples Network

This national programme of significance to e-Learning provision introduced public library-based ICT learning centres in communities across the UK (target date for achieving connectivity was the end of 2002). The process of implementing the People's Network infrastructure has involved the more than 4000 library services in the UK. It goes 'public' in Spring 2005

The Peoples Network website www.peoplesnetwork.gov.uk highlights how ICT learning centres come in all shapes and sizes. Each library service has received funding from the New Opportunities Fund through a programme called the Community Access to Lifelong Learning (CALL PN) programme to enable the installation of a local network that will deliver the People's Network requirements. In addition, in England some funding was set aside under a separate programme called the Excellence Fund in order to encourage innovative IT developments in those libraries which were already widely kitted out.

Web info: www.peoplesnetwork.gov.uk
Funding: Big Lottery Fund
Focus on: **Support for independent lifelong learners.**

UK online

UK online is a government initiated drive and vision which started in 2001 to make the UK one of the worlds leading knowledge economies. UK online centres are intended to act as stepping stones to Learndirect provision by providing basic ICT skills, confidence and motivation to progress to further learning. It is based on a partnership between government, industry, the voluntary sector, trade unions and community and consumer groups. This partnership will work together to deliver the aim of UK online through UK online branded programmes and services. The initiative is designed to encourage people (mainly adults) to make use of the Internet, e-mail and other online services. To date there are more than 6000 established UK online centres and the 'Museums Libraries and Archives' (MLA) is working very closely with the Department for Education and Skills and other key partners to rollout the UK online centres brand to all public libraries in England. The plan is to enable everyone in the UK that wants it to have access to the Internet and email near to where they live. Some will even be mobile centres.

UK online centres are now part of a wider network of learning venues run by the University for Industry (Ufi), which includes learndirect centres and other further education sites such as colleges.

Lead: University for Industry (Ufi).
Web info: <http://www.ufi.com/ukol/>
Funding: DfES
Focus on: **Sharing teaching and resources; Support for independent lifelong learners.**

University for Industry (Ufi)

Ufi Ltd is the organisation responsible for learndirect, the largest government-backed supported e-learning initiative in the world, learndirect advice and UK online. Ufi was established in 1998 by the current government to take forward the concept of a "university for industry". Its mission is to use e-learning to boost the employability of individuals and the productivity and competitiveness of organisations. Ufi Ltd. is one of the government's key partners in delivering the workforce development and lifelong learning agenda. Ufi works with a broad range (>600) of public and private providers to deliver mainly online courses and information through a network of learning centres. Ufi aims to promote e-Learning, providing the opportunity to learn anywhere, at any time and at any pace.

Ufi runs a government funded national learning advice service which offers impartial information, advice and guidance, either over the phone or via its website, on more than 700,000 courses from hundreds of providers nationwide.

Web info: http://www.ufi.com/home/section1/0_home.asp
Focus on: **Facilitating progression** (Supports transition to HE or into employment; Assists personal development; Integrates HE and work-based learning; Facilitates enrolment / progression); **Support for independent lifelong learners.**

Learndirect

Learndirect is Ufi's network of online learning and information services which was rolled out

across England, Wales and Northern Ireland from October 2000. There are nearly 2000 Learndirect centres, providing the opportunity for easy access to learning. Learndirect is aimed at all adults - whether they are in work, seeking work, considering returning to work or retired. They provide a wide range of skills provision, spanning a wide range of levels, within an integrated, supported end-to-end online learning environment. Learners will receive the same level of support in all Learndirect centres.

Web info: www.learndirect.co.uk

Focus on: **Support for independent lifelong learners.**

Community Grid for Learning

The Community Grids for Learning (CGfL) were introduced as part of the Community Access to Lifelong Learning (CALL) initiative in 2000. Funding was made available through the New Opportunities Fund (NOF) and about 50 CGfL bids were supported. Community Grids were envisaged as a local development of the National Grid for Learning (NGfL) and there is a resource on the www.ngfl.gov.uk site pointing to Community Grids. Initially they were little more than collections of links to local websites, they have subsequently developed in two ways: as local authority web sites pointing to relevant local community sites, and as websites providing local resources for information and learning.

Web info: http://www.ictadvice.org.uk/Index.php?section=ap&rid=1799&catcode=as_hc_02

Funding: New Opportunities Fund (NOF)

Focus on: **Support for independent lifelong learners.**

New Technology Institutes (NTIs)

The NTI initiative started from Autumn 2002. NTIs are working with all the key regional agencies and networks to achieve their aim of helping to close the information technology skills gap, and e-skills UK have been playing a key role as the representative of employers, by articulating the demand side needs and helping the supply side meet them. Supported by £25M funding from government, the NTIs bring together universities, colleges and employers in a local area to develop new, integrated learning solutions in advanced technology skills both to businesses and students, with the intention of delivering the latest IT training in an accessible and responsive way for up to 10,000 people by 2005.

NTIs are working with all the key regional agencies and networks to achieve their aim of helping to close the information technology skills gap, and e-skills UK have been playing a key role as the representative of employers, by articulating the demand side needs and helping the supply side meet them. The NTI network consists of 19 NTIs – typically 2 per region (3 based in the North West). A full list of NTIs is available at <http://www.e-skills.com/cgi-bin/wms.pl/592>.

Web info: http://www.dfes.gov.uk/pns/DisplayPN.cgi?pn_id=2002_0093

Funding: DfES

Focus on: **Facilitating progression** (Integrating HE and work-based learning);
Support for independent lifelong learners.

Centres for Excellence in Teaching and Learning

Universities in England are to share more than £300m for Centres of Excellence in Teaching and Learning (CETLs), which aim to improve the standard of graduates ranging from musicians to medics.

Following the completion of a two stage bidding process for funding, a total of 74 CETLs, of which 19 are collaborative, were approved, out of 259 bids. A press release on the announcement of the successful bids was issued on 27 January 2005. A full list of funded CETLs is available from <http://www.hefce.ac.uk/learning/TInits/cetl/final/>.

The initiative has two main aims: to reward excellent teaching practice, and to further invest in that practice so that CETLs funding delivers substantial benefits to students, teachers and institutions.

Web info: <http://www.hefce.ac.uk/learning/TInits/cetl/>

Funding: HEFCE

Focus on: The CETLs, between them, cover **all aspects of e-learning, across the themes.**

Centres of Vocational Excellence

Centres of Vocational Excellence (CoVEs) are specialist areas of vocational provision characterised by close links between colleges, other providers, business partners, other employment interests and communities. They aim to produce appropriately qualified and skilled workers with excellent employment and career prospects which meet the needs of the economy. CoVEs will focus on enhancing the skills and careers of those already in work, enhancing the employability of new entrants to the labour market, and the employment prospects of those seeking work (including self-employment). They will enable providers to develop, maintain and deliver high quality, specialist provision across a range of new and traditional occupations. They will be innovative in delivering learning that develops both specialist and related general skills. CoVEs will work closely with business and industry to deliver industry-relevant, economically important provision of a high standard. Main emphasis is on level 3 skills.

Web info: <http://cove.lsc.gov.uk/index.cfm>

Funding: Learning and Skills Council

Focus on: **Facilitating progression**, (Supports transition to HE or into employment; Assists personal development; Integrates HE and work-based learning; Facilitates enrolment / progression); **Sharing teaching and resources.**

Other HEFCE initiatives and collaborations

In addition to the specific initiatives and frameworks mentioned above, a range of other work by HEFCE relates to the identified themes and involves aspects of e-learning:

- 1 Work with institutions to embed widening participation Much of this work is focussed through *Action on Access* - the national co-ordination team appointed by HEFCE and the Learning & Skills Council to support their Widening Participation (WP) strategies for England. The team undertakes commissioned research, influences and contributes to the policies of the funding councils and supports the Aimhigher initiative funded jointly by the HEFCE and the LSC. Action on Access works with further and higher education institutions and supports institutions with their widening participation strategies. <http://www.actiononaccess.org/>
In early 2005 HEFCE are holding a series of five regional seminars to discuss ways of taking forward policy and practice in widening participation. Details are available from <http://www.hefce.ac.uk/widen/strategy/seminar.htm>.
- 2 Work on fair access and admissions – see <http://www.hefce.ac.uk/widen/access/>
- 3 Higher education summer schools <http://www.hefce.ac.uk/widen/summsch/>. The

summer school programme aims to give young students a taste of university life to help them decide whether to apply for higher education and what to study. It includes regional Aimhigher summer schools (part funded by the European Social Fund in all regions except the West Midlands) and National specialist summer schools.

- 4 The special funding programme (2003 – 2005) to improve provision for, and widen the participation of, students with learning difficulties and disabilities - <http://www.hefce.ac.uk/widen/slidd/siall.asp>. In Strand two of this work, involves projects to develop and disseminate resources relating to the learning and teaching of disabled students which are expected to have a sector-wide impact. E-learning is explicit in at least four of the 23 projects:
 - o University of Durham – funding of 75,300 for work on accessibility of online learning in specific subject areas;
 - o University of Manchester and UMIST - funding of 49,500 for managing off-campus learning for students with disabilities: “toolkits for success”;
 - o University of Sheffield – funding of 149,413 for production of high quality interactive tutorial materials on accessibility (e-learning);
 - o University of Teesside – funding of 49,000 for supporting staff in the design and development of accessible online courses and resources;
 - o The Open University – funding of 149,996 for The CARS Project (Creating Accessible Resources for Staff - http://www.open.ac.uk/cater/p3_3.shtml).

Cross-regional projects

In this sub-section we list some projects without specific regional focus but relevant to the Distributed e-learning programme. National projects are not the primary focus of this study, but they do provide an important context for regional or local work. We did not set out to create anything like a complete overview of these initiatives, but where these were brought to our attention when investigating regional or sub-regional work, we did record them. In particular, we have not attempted to provide a comprehensive overview of JISC initiatives: but where examples of JISC projects or programmes were mentioned we have included these with reference to JISC’s structure of programmes. JISC-funded projects can be found both under the regions and in this section on cross-region and national projects.

We introduce this section with a ‘map’ showing how the projects and initiatives in this section relate to the taxonomy of themes.. A similar map is included in each *regional* section. The map is followed by descriptions of the individual projects.

Projects overview

Theme 1: Facilitating progression	Theme 2: Collaborative teaching and sharing resources across institutions
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Number in regional sections	National and Cross-regional		Support for transition to HE or into employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Share courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
	Theme 1	7										
	Theme 2	7										
	Theme 3	6										
	Total	12										
Project short title												
22	TALENT										x	
32	Course finder WEA				x							
34	UceL (University Collaboration in e-learning)							x	x			x
37	JORUM project and service								x			x
40	TOIA (Online assessment software)										x	
41	Implementation of the HE progress File		x	x		x						
94	Aimhigher: Higher Education Gateway for Gifted and Talented		x	x		x				x	x	
95	Uni4Me		x			x						
99	RDN Virtual Training Suite											x
108	Adults' guide to HE		x			x						
135	Aimhigher: Raising aspirations, achievement and participation		x	x		x						
136	Aimhigher: National Mentoring Scheme		x	x		x				x	x	
	National / Cross-region		6	4	1	6		1	2	2	4	3

Project descriptions

We start this section with examples of national Aimhigher activity with specific relevance to e-learning. Aimhigher activities typically operate at regional and area level but are supported by national Aimhigher activity. These are three cases of national Aimhigher activity with specific relevance to e-learning:

94 - Aimhigher: Higher Education Gateway for Gifted and Talented

A project by the National Academy for Gifted and Talented Youth at the University of Warwick, awarded £650,200. The project aims to raise expectations among under-represented groups from England's top 5 per cent of gifted young people. It will provide a web portal to give national exposure to regional activities, as well as providing online study groups and a forum for staff. Other activities include events for parents and carers, and over 100 outreach activities. The project will also produce a quality framework for HEIs working with gifted and talented young people.

135 - Aimhigher: Raising aspirations, achievement rates and participation in higher education of looked-after children and children in public care

A Leicestershire Aimhigher project awarded £304,000, which will provide information, advice and guidance for children and their carers through local conventions and producing a video/DVD. There will also be mentoring activities to support looked-after children making transitions from

16+ to post-19 education. The project will develop a group of local partners involved in promoting educational achievement and progression of looked-after children and those in care.

136 - Aimhigher: National Mentoring Scheme

A partnership of the National Mentoring Pilot Project, Middlesex University and The Brightside Trust awarded £1,500,000. This project brings together three existing mentoring schemes, which include both face-to-face and online mentoring. The project will also develop materials and a framework for mentoring of school pupils by HE students. A specific strand would relate to mentoring pupils with an interest in healthcare professions.

Further examples of projects with a national or cross-regional focus include:

22 - TALENT

TALENT was a TLTP Phase 3 project by the TITLE Unit at Canterbury Christ Church University College with the Learning Technology Group University of Leicester, the Networked Learning Initiative, University College Northampton and the Learning Technology Group at the University of Kent. It offered institutions the organisational, educational, technical support and strategies to implement effective network technologies on the Web for teaching and learning. TALENT collected knowledge and experience of using the web for teaching and learning institution wide, and shared this knowledge within a community of collaborating universities, with the intention to provide access to the TALENT materials without cost. The project team produced the 'Book of TALENT'; a collection of workshops, web based software tools, reviews, strategies, evaluation tools and studies of good practice as well as case studies of pitfalls. The output of the project were made available to all UK Higher education institutions and support was guaranteed by consortium partner institutions for three years after the end of the project to all DENI and HEFCE funded HEIs. The consortium partners run 'web for teaching and learning' projects, supported by Learning Technology Teams within their institutions.

32 - Course finder Workers Educational Association (WEA)

The WEA vision is to be the recognised voice of adult learners, and the leading provider of adult and community learning in the UK by any standard. It is a voluntary adult education movement, committed to widening participation and to enabling people to realise their full potential through learning. The WEA course finder offers information about a comprehensive range of courses and operates in every region of England. The WEA is one of the UK's biggest charities, and operates at local, regional and national levels. Nine Regions in England, a Scottish Association and over 650 local Branches make up the WEA's National Association. Through these local and regional centres, today's WEA now runs over 10,000 courses each year, providing learning for more than 110,000 adults of all ages and drawn from all walks of life.

34 - UceL (University Collaboration in e-learning)

UceL is a national group comprising the Universities of Cambridge, Manchester, Nottingham, East Anglia, Wolverhampton and the Peninsula Medical School with a remit to develop and share multimedia learning resources. UceL is actively exploring ways in which high quality content can be unlocked and made reusable across the many disciplines comprising the wide field of health professional education.

37 - JORUM project and service

The JISC Online Repository for Learning and Teaching Materials (JORUM) project was commissioned under the JISC X4L programme from Oct 2002 and will be a repository service for all Further and Higher Education Institutions in the United Kingdom (UK), providing access to materials and encouraging the sharing, re-use and re-purposing of them between teaching staff. The project stage involved MIMAS, EDINA and CETIS and had two main areas of work: preparation for the JORUM service and support for the X4L Programme. The service stage is planned for August 2005 based on the Intralibrary repository software from Intrallect.

40 - TOIA (Online assessment software)

Also funded under the JISC X4L programme and lead by the University of Strathclyde with input from the University of Southampton, Edexcel, Glenrothes College, Loughborough University, Sheffield Hallam University and Newark & Sherwood College, TOIA is an advanced online assessment management system available free of charge to all UK further and higher education institutions. Optimised for compliance with the developing international specifications for assessment content, TOIA aims to remove many of the barriers for teachers who wish to move into computer-assisted assessment - and avoid lock-in to a particular proprietary system.

41 - Centre for Recording Achievement - Implementation of the HE progress File

With funding from JISC, the Centre for Recording Achievement (CRA) works with the progress site implementation group to support the implementation of the HE progress File. It also works with schools and colleges and with those involved with e-individual learning plans and manages the MSC lifelong learning support project. The Centre for Recording Achievement is a national network organisation, working cross-sector but based in the North West. The Centre for Recording Achievement (CRA) is a national network organisation and a registered educational charity. It seeks to 'promote the awareness of recording achievement and action planning processes as an important element in improving learning and progression throughout the world of education, training and employment'.

95 - Uni4Me

Created by the Open University in the North West, Uni4Me provides a web site with information about Universities and FE Colleges offering higher education courses, not restricted to North West.

99 - RDN Virtual Training Suite

Developed from September 2002 with JISC (X4L) it endeavours to make the most of the various X4L projects and other e-learning developments by making them available via a shared repository. Underpins teaching Internet information skills and ICT key skills with the RDN Virtual Training Suite (VTS). Re-purposing the VTS to optimise use in VLEs and taught courses.

108 - Adults' guide to HE

This guide is produced in collaboration between the University of York Admissions and Schools Liaison Office and West Nottinghamshire College with Aimhigher / DfES Excellence Fellowship funding from 2004. It is intended to serve adult learners in all parts of the United Kingdom. The information provided is generic, in that it applies equally to all UK universities and colleges. It does not specifically direct learners towards either the University of York or West Nottinghamshire College. Based on the views and experiences of over 100 adult students following a range of university degree and diploma courses and Access courses at colleges of further education, together with those of university and college tutors and admissions officers.

THE REGIONS

This section provides a map and descriptions of projects for each region, introduced by a profile with priorities and indicators for the region. The region information is taken from HEFCE's Regional Profiles and Indicators, emerging regional priorities, and the associated data sources.

We introduce the regional data with a repeat of the numerical overview:

Name	Total	Theme 1: Facilitating progression	Theme 2: Collaborative teaching and sharing of resources across institutions	Theme 3: e-Learning technology supporting independent lifelong learners
East of England	11	6	4	3
East Midlands	10	9	4	5
London	12	6	6	2
North East	6	4	6	1
North West	14	7	10	8
South East	7	5	3	3
South West	13	9	6	7
West Midlands	10	6	5	6
Yorkshire and the Humber	11	7	6	3
National / Cross-region	12	7	7	6
Projects and partnerships	106	66	57	44

The numbers in this table show that many projects address more than one theme. A list of all projects was presented in the section 'The overall picture'.

East of England Region

Overview

The East of England has an area of over 19,000 km². The population is over 5.4 million, with a density of 284 people per km². The county of Cambridgeshire is one of the fastest-growing areas of the country. The south of the region borders on London and is densely populated. Other significant urban areas are Norwich, Peterborough and Cambridge.

The total income of higher education institutions in the region is around £1,068 million per year.

There are nine higher education institutions in the region: seven universities and two higher education colleges. These numbers exclude Homerton College, which is not funded by HEFCE. In addition there are 28 further education colleges (FECs) teaching higher education courses. The higher education student population is almost 91,000 full-time equivalent (FTE) students, of whom over 3,000 are registered at FECs. The institutions range in size from the University of Cambridge (over 19,000 student FTEs) to Norwich School of Art and Design (nearly 700 student FTEs). All of the counties in the region contain a university with the exception of Suffolk, which does not contain any higher education institutions or campuses. The south of the region, just north of the M25, has the highest concentration of universities and colleges. Note that although Homerton College's income is shown, HEFCE does not fund it and so does not include Homerton in its survey of student numbers.

The East of England has the highest proportion of postgraduate research students, and the highest percentage of part-time students. The region is a major exporter of young full-time undergraduates, and the proportion of this group of students studying in their home region is the lowest in England.

Priorities

1. Capacity, growth and progression

There is a need to increase the overall higher education (HE) capacity in the region, both to enable a larger proportion of HE demand to be met within the region and to meet the demands generated by the substantial population growth planned across the region. The priority will be to develop additional HE capacity through higher education institution/further education college (HEI/FEC) partnerships primarily in areas where there are relatively large populations already, with the aim of producing a step change increase in HE availability and participation. Sites for expansion have been jointly identified with other regional stakeholders, notably East of England Development Agency (EEDA). In addition, institutions in the east of the region will need to address the needs of the dispersed population in rural and coastal areas. Improvements in progression from level 3 to 4 are an underpinning priority, hence the emphasis on HEI/FEC partnerships for development.

2. Contribution to the Regional Economic Strategy

The two main priorities are:

- 1 To support the growth of knowledge-based and specialised high level skills employers through providing targeted postgraduate programmes;
- 2 To increase the effectiveness of the region-wide business/higher education contact brokering service, primarily through i10.

3. Sustainability

The two priorities are to:

- 1 Develop mechanisms for co-ordinating institutional decisions concerning major growth or reduction in HE provision;

-
- 2** Ensure that smaller HEIs have addressed issues to do with long-term sustainability with particular emphasis on strategic partnerships and mergers.

Indicators

HE Student registrations by type of institution						
			2002-03		2003-04	
Headcounts	In HE institutions		114,272		116,140	
	In FE colleges		4,325		4,192	
	Total		118,597		120,332	
FTEs	In HE institutions		85,652		87,549	
	In FE colleges		3,270		3,202	
	Total		88,922		90,751	
Characteristics HE students registered at HEIs						
2002-03	Overseas		20.00%		of FTEs	
	Young		61.90%		of UG FTEs	
	Mature		24.30%		of UG FTEs	
	Male		46.30%		of FTEs	
2003-04	Part-time		17.40%		of FTEs	
	PG		22.00%		of FTEs	
HE provision 2003-2004						
	Franchised		5.78%		of headcount	
	Registered and taught at HE college		1.61%		of headcount	
	Registered at FEC		3.48%		of headcount	
	Registered and taught at university		93.96%		of headcount	
Participation statistics						
	From low participation neighbourhoods					
	Total entrants	Percent entrants who are young	Percent with known data	Percent from group	Bench-mark	Location-adjusted bench-mark
East of England						
Anglia Polytechnic University	2,185	58.5	92.8	13.6	15.2	12.1
The University of Cambridge	3,300	90.1	92.7	5.4	8.9 -	7.5
Cranfield University	145	72.2	87.5	9.9	14.0	12.6
The University of East Anglia	1,970	82.5	93.5	7.6	12.0 -	9.2
The University of Essex	1,625	82.9	94.6	10.2	13.4 -	10.1
University of Hertfordshire	3,415	71.4	91.7	14.0	15.5	11.8
University of Luton	1,255	52.3	94.1	19.1	16.3	13.7 +
Norwich School of Art and Design	120	59.0	93.1	11.9	13.6	11.8
Writtle College	250	65.3	98.1	10.7	11.3	10.7

Projects overview

Theme 1:
Facilitating progression

Theme 2:
Collaborative teaching and sharing resources across institutions

Number in regional sections	East of England		Support for transition to HE or into employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Shared courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
	Theme 1	6										
	Theme 2	4										
	Theme 3	3										
	Total	11										
Project short title												
1	ISIS - Integrating Simple Sequencing							x	x			x
2	Web-Working for Women			x	x	x						
4	NRICH		x			x			x			x
5	Overcoming social exclusion through online learning											
6	ARTworld							x	x			x
7	Community Heritage Store											
8	Developing Managers Project				x	x		x				
9	Luton Graduate Apprenticeship Scheme (GAS)			x	x							
10	eMBA - Enterprise Development for SME Managers				x							
11	New Skills for the Information Age (1/2/3)			x	x							
12	Alcohol Services for the Community Project: Bridging the Gap											
	East of England		1	3	5	3		3	3			3

Project descriptions

The following project descriptions illustrate recent and current activity in the East of England.

1 - ISIS - Integrating Simple Sequencing.

This JISC (e-Learning framework and tools) project with the University of Hull, Cambridge University and Icodeon Ltd, completed in November 2004. ISIS drew together leading-edge work to provide tools and libraries to facilitate creation, integration and presentation of sequenced learning activities through an institutional portal with a standards conformant presentation layer. It built libraries that enable the production and consumption of sequencing services. It set out to develop a visualization tool that graphically presents the sequencing rules associated with the resources in an IMS Content Package and a player tool that steps through the resources in an IMS Content Package according to sequencing rules.

2 - Web-Working for Women

This University of Luton project runs until December 2005 and intends to help 150 women working in Bedfordshire, Hertfordshire and Essex develop their web-related ICT and knowledge skills to enhance their employment opportunities. It will pilot, once validated, a University Certificate in SME Internet Technologies.

4 - NRICH

NRICH is part of The Millennium Mathematics Project (MMP) which also includes the Plus and Motivate sites, a long-term national maths education and outreach based in Cambridge, but active in programmes across the UK and internationally. It has developed reusable learning trails and trail builders using technologies such as bookmarking and weblogs. These provide the content base for a pilot which seeks to test whether SCORM Simple Sequencing technology along with QTI is a mature enough packaging format for use within schools. The parent MMP project was set up within the University of Cambridge in 1999 as a joint project between the Faculties of Mathematics and Education bringing together a number of existing outreach activities. Aim is to support maths education and promote the development of mathematical skills and understanding, particularly through enrichment and extension activities beyond the school curriculum.

5- Overcoming social exclusion through online learning

Lead by NIACE with the Open University and funded from the Lottery Community Fund this is a research project on overcoming social exclusion through online learning. This project is investigating the potential of online learning for overcoming some of the barriers that socially or economically disadvantaged adults encounter when accessing learning. It aims to identify the factors that influence participation and successful completion in relation to such learners.

6 - ARTworld

This University of East Anglia and the University of Durham project was originally funded under JISC call 5/99 and is now ongoing as a service. The project focus was on the creation and use of still image collections for learning and teaching. Artworld as a service provides a resource for teaching and learning in world art, offering a large and varied body of objects from the Sainsbury Centre for Visual Arts and Oriental Museum collections.

7 - Community Heritage Store (CHS)

A joint initiative by the Borough Council of King's Lynn and West Norfolk with UKVillages.co.uk and supported by The College of West Anglia, EEMLAC (the East of England Museums, Libraries and Archives council) and the Norfolk Records Office. Funded by the Office of the Deputy Prime Minister e-innovation initiative with co-funding from 'Fens LeAP Leader +' (a European Union Initiative), Norfolk County Council and BCKLWN, each Community Heritage Store will be a website for the local community. Information is collected via a series of local workshops and can be contributed directly online. Training in how to keep the CHS websites up to date will be offered to local people who are interested in contributing information. The idea is that no webmaster will be required, no specialised skills are needed, no specialised software needs to be purchased - the barriers to entry are designed to be as low as possible. The 'formal' end of the first phase of the project is early in 2005.

8 - Developing Managers Project

This project from Cambridgeshire Regional College and Huntingdonshire and Peterborough Regional College with funding from LSC Bedfordshire and the European Social Fund is intended for managers of SMEs in Bedfordshire and Luton. This learning programme with an expected commitment of 5-7 hours per week of self-directed study over approximately 35 weeks consist of 3 modules from the full Executive Certificate or Executive Diploma in Management qualifications. There is an opportunity after the project ends for managers to progress to the full Cambridge Management Awards. Managers will be inducted into learning sets according to their level of experience and prior learning. They will receive induction into online learning and working in sets as well as the action learning process. The programme is flexible with an expected commitment of 5-7 hours per week of self-directed study over approximately 35 weeks.

9 - Luton Graduate Apprenticeship Scheme (GAS)

The University of Luton Work Based Learning Unit co-ordinates this scheme, with online learning support through a VLE. Students can access learning materials, visit discussion boards, maintain

diaries and find updates on tutorials. There is no fee for graduates and each student is assigned a personal tutor and full tutorial support is provided. GAS is a national programme intended to enhance employability, by developing your key transferable skills in the workplace. The scheme focuses on supporting new graduates in to employment and continuing professional development for those in a graduate job. The scheme comprises a professional development and career management programme linked to work based learning placements, projects and jobs. GAS is for Graduates who are employed and unemployed and is undertaken for its professional development qualification linked to graduate-level work experience. See <http://www.hefce.ac.uk/Learning/GradApp/> for more information.

10 - eMBA - Enterprise Development for SME Managers

Luton Business School developed, with funding from LSC Bedfordshire and ESF, a tailored e-Learning MBA for owners and managers in developing businesses. The MBA for developing businesses is delivered online from February 2004. The course is open to owners / managers of organisations with less than 250 employees. (SME) Participants should have a first degree and a minimum of 3 years business experience. Delegates who do not have a first degree but do have suitable work experience may also be accepted.

11 - New Skills for the Information Age (1/2/3)

This University of Luton free skills training programme is co-funded by ESF until December 2005 and provides an opportunity for people working in Luton and Bedfordshire to develop people skills and Information and Communications Technology [ICT] skills. The programme enables participants to build on their existing and potential workplace skills. The portfolio of courses is divided into short modules to allow for flexible learning patterns within a structure. This project is intended to help over 200 SME employees to take modules in the University Certificate in Information & Communication Technology.

12 - Alcohol Services for the Community Project: Bridging the Gap

This LSC Bedfordshire initiative aimed to provide ICT learning packages to NVQ Level 2 and to provide an additional learning opportunity in a safe environment where clients can mix and match with existing programmes relating to their alcohol misuse. It provides an out of hours service to make learning opportunities available to those at risk of periods of short term employment and provides ongoing support. The service is also taken to associated community links to allow continuity for clients should they need to be admitted to hospital for short periods of time. The ICT learning programme intends to provide a 'packaged' approach in an innovative way to encourage client participation.

East Midlands

Overview

The East Midlands has an area of over 15,600 km² and a population of around 4.2 million. It has the second lowest population density of any English region at 270 people per km². The region is largely rural, with major population centres around Derby, Leicester, Lincoln, Northampton and Nottingham. The unitary authorities of Nottingham and Leicester each have populations of over 250,000.

The total income of higher education institutions in the region is around £984 million per year. There are nine higher education institutions based in the East Midlands – seven universities and two higher education colleges. There are also 22 further education colleges with students taking higher education courses. In total, there are over 122,000 full-time equivalent (FTE) students studying on higher education courses. The institutions range in size from the University of Nottingham with over 24,000 student FTEs to Bishop Grosseteste College with just over 1,000 student FTEs. The greatest concentration of higher education is in Nottingham and Leicester, with two universities each. Four of the five counties include at least one university.

The East Midlands has the lowest proportion of part-time students of all regions in England and the percentage of higher education students registered at further education colleges is relatively low. There is a net flow of young full-time undergraduates into the region – for every 100 students from the East Midlands there are roughly 131 students studying in the East Midlands. The region has a low proportion of economically active adults qualified to at least NVQ Level 4, 25.7 percent, compared with 30 percent for the UK as a whole.

Priorities

The following emerging priorities were identified at a regional seminar that took place on 5 November 2004.

1. Learning and teaching

There is a need to establish a strong higher education/further education forum to focus on planning and developing a shared regional and sub-regional ethos in responding to strengthening student progression and targeted growth. Such a group would look at issues including planning for growth and joint staff and curriculum development, possibly using the already well developed networks of the NTI (New Technology Institute).

2. Widening Participation

The region should investigate the 21 per cent of learners in East Midlands currently studying part-time, using the NIACE work on part-time learners to aid discussion, and seek to link findings to the emerging Lifelong Learning Networks and plans by individual HEIs/FECs to expand and develop part-time provision. This view should be developed in the context of greater links with businesses supporting teaching and learning.

3. Third stream

Current network approaches being developed, for example the East Midlands Incubation Network, East Midlands Science Enterprise Network, and the New Technology Institute should be encouraged and further developed. A more strategic approach should be considered and developed to take account of the bigger picture, and support the region's commitment to further enhancing collaboration through a strong regional third stream base.

Indicators

HE Student registrations by type of institution			
		2002-03	2003-04
Headcounts	In HE institutions	140,444	146,115
	In FE colleges	3,785	3,790
	Total	144,229	149,905
FTEs	In HE institutions	115,772	119,549
	In FE colleges	2,904	2,930
	Total	118,676	122,479

Characteristics HE students registered at HEIs			
2002-03	Overseas	11.90%	of FTEs
	Young	73.20%	of UG FTEs
	Mature	17.00%	of UG FTEs
	Male	46.90%	of FTEs
2003-04	Part-time	14.60%	of FTEs
	PG	16.80%	of FTEs

HE provision 2003-2004			
	Franchised	1.89%	of headcount
	Registered and taught at HE college	7.75%	of headcount
	Registered at FEC	2.53%	of headcount
	Registered and taught at university	87.83%	of headcount

Participation statistics						
	From low participation neighbourhoods					
	Total entrants	Percent entrants who are young	Percent with known data	Percent from group	Bench-mark	Location-adjusted bench-mark
East Midlands						
Bishop Grosseteste College	290	66.0	95.3	18.2	14.2	14.8
De Montfort University	3,935	76.7	94.1	15.7	15.0	14.2
University of Derby	2,645	63.9	92.2	12.1	16.0 -	14.2
The University of Leicester	2,180	92.7	94.6	10.8	11.8	11.3
The University of Lincoln	2,610	73.3	92.3	18.0	14.6 +	14.8 +
Loughborough University	2,955	94.8	92.4	9.2	12.1	11.2
University College Northampton	2,095	68.6	92.8	16.9	15.9	14.1
The Nottingham Trent University	4,930	86.7	94.2	12.9	13.8	13.6
The University of Nottingham	4,435	96.7	93.9	6.7	10.3 -	9.1

Projects overview

Theme 1:
Facilitating progression

Theme 2:
Collaborative teaching and sharing resources across institutions

Number in regional sections	East Midlands		Support for transition to HE or into employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Share courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
	Theme 1	9										
	Theme 2	4										
	Theme 3	5										
	Total	10										
Project short title												
13	E-LEARNING PROJECT		x	x					x			x
14	1) CensusAtSchool; 2) ExperimentsAtSchool; 3) SurveysAtSchool		x		x	x			x			x
15	LP3		x	x		x						
16	Specifying an e-Portfolio: enhanced learner information for flexible admissions and transitions into Higher Education		x	x		x						
17	Em-Grad online		x	x	x	x						
18	e-PARS		x	x		x						
19	RAPID			x		x						
20	Chesterfield College franchises and Foundation Degrees		x			x		x	x			
21	CASTLE Project											
122	Transformation across Northamptonshire		x									
	East Midlands		8	6	2	7		1	3			2

Project descriptions

The following project descriptions illustrate recent and current activity in the East Midlands.

13 - E-LEARNING PROJECT

The RNIB VOCATIONAL COLLEGE works with Loughborough Colleges to address issues for blind students who often cannot learn ICT via e-learning in the traditional sense that people think of. The college is moving towards using digital audio files instead of analogue tapes and will thus be able to use methods close to what is regarded as e-learning. The work involves 7 stages:

- 1 Record learning materials digitally and store audio files on a central PC.
- 2 Investigate players for audio files
- 3 Learn to create audio Daisy books
- 4 Convert a variety of material (ICT and non ICT) in to Daisy format and evaluate the software and hardware players.
- 5 Test how well the system will network.

- 6 Work with partner mainstream FE Colleges
- 7 Look at other learners who may benefit.

14 - CensusAtSchool / ExperimentsAtSchool / SurveysAtSchool

These Royal Statistical Society Centre for Statistical Education projects based at Nottingham Trent University These projects began with the CensusAtSchool Project in 2000, which further developed into the other projects, with the overall aim to provide real data for data-handling activities across the National Curriculum. This could easily be developed to include FE, HE, and even industry via, for example, the Key Skills component of Modern Apprenticeships. Via the data captured and its subsequent sharing, links could be established between schools, FE establishments, universities, and industry. The projects show how Information and Communications Technology can be used effectively to enhance learning and teaching resources for good practice in data handling.

15 - LP3

A co-operation between Loughborough College, the RNIB and Loughborough University funded by JISC from October 2003 to July 2005 to develop learning and teaching aspects of Progress File and the Personal Development Profile across FE and HE. The project calls upon the experience gained by Loughborough College tutors over the past 6 years in developing Progress File as part of the college's tutorial processes. Accessibility is a key development aspect of the project and the RNIB Vocational College have experience in Progress Files in relation to accessibility issues for students with visual impairment. The project will develop an innovative product and pilot it with groups of FE students. The aim is to ensure that the processes developed are implemented in September 2005 and are fully sustainable for the foreseeable future.

16 - Specifying an e-Portfolio: enhanced learner information for flexible admissions and transitions into Higher Education

The universities of Nottingham, Leeds and Paisley work with UCAS and FE colleges local to each of the institutions to review the role of Personal Development Planning (PDP) within HE admissions processes, to contribute to the emerging definition of e-portfolio. Funded from 2003 to 2005 under JISC's MLEs for Lifelong Learning programme, it will propose a definition of the enhanced learner information required by a flexible admissions process and also support the transition of learners into Higher Education. By viewing the information contained in a student's Personal Statement as a potentially key resource it will contribute to recruitment, learner support and student retention.

17 - Em-Grad online

Em-Grad online partners include: the Universities of Derby, De Montfort, Leicester, Lincoln, Loughborough, Nottingham and Nottingham Trent along with The Open University in the East Midlands and University College Northampton. The project has been developed through partnership between nine university Careers Services in the region. It is aimed at graduates seeking work or further study and those that have graduated within the last two/three years. The site contains information on choosing a job, further study or becoming self employed. It also looks at where to find vacancies and how to conduct an effective application.

18 - e-PARS

The University of Nottingham works with the University of Newcastle's Medical School on this project. All Schools of the University of Nottingham provide a Personal and Academic Records (PARs) system for their undergraduates, centred in the personal tutor system and using either paper or web-based support materials which have been tailored to the needs of each faculty, school, department or course. By promoting this type of approach to the Higher Education Progress File, paper- and electronic-based PARs enable students to participate in the national culture of lifelong learning envisaged in the Dearing Report (1997). ePARs builds upon the experience of a joint project (funded by the DfES) between the Universities of Newcastle and

Nottingham (1998-2002). The project combined the experience of the University of the Nottingham's PADSHE Project (<http://www.nottingham.ac.uk/padshe/>) in designing and operating Personal and Academic Records systems with the expertise of the University of Newcastle's Medical School in the use of Communications and Information Technology.

19 - RAPID

RAPID at Loughborough University is a tool for the personal development planning (PDP) aspect of Progress Files for Construction and Civil Engineering. As it has been funded through FDTL (Fund for the Development of Teaching & Learning) its use is free to other HE institutions. RAPID was developed and disseminated through multiple project stages:

(1998-2000) DfEE funded project 'Recording Achievement in Construction' developed a process to promote a culture to enable and support students and graduates, within the discipline of 'construction management' and to monitor, build and reflect upon their own personal and professional development.

(2000 - 2003) FDTL funded RAPID 2000 to enhance the quality of graduates from Civil and Building Engineering through the development of skills, identified through industry-based professional development programmes.

(2003-2004) The RAPID+ Project extended RAPID 2000 with FDTL 'transferability funding'

20 - Chesterfield College - franchised courses and foundation degrees

Chesterfield College works with Sheffield Hallam University to offer a variety of HEFCE funded courses and has a history of delivering franchised courses for the University. There are plans for collaboration with other Colleges in the delivery of Foundation degrees. After initial work on one VLE which proved to be complex and expensive, they are currently piloting the use of Moodle, an open source VLE.

21 - CASTLE Project

The CASTLE (Computer ASsisted Teaching and LEarning) toolkit has been developed by the University of Leicester with JISC (JTAP) funding in two phases from 1997 to 2002 so that tutors and course managers can create on-line interactive multiple choice questions quickly and easily without any prior technical knowledge.

122 - Transformation across Northamptonshire

This LSDA National Learning Network (NLN) Transformation Project is undertaken by Northampton College Working men's college with four FE colleges, two Northamptonshire sixth form colleges and ten school sixth forms. The project will report on parallel experiments, which compare alternative approaches to integrating ILT into practice.

Transformation projects examine the impact of ICT on teaching and learning. The LSDA invited eligible organisations, further education and sixth form colleges, to lead on bids for funding to help examine the impact of e-learning. The Transformation Projects focus on staff and institutional development activity through action based projects.

London

Overview

London is the largest city in the European Union, with an area of around 1,600 km² and a population of around 7.4 million. After decades of decline, the population is increasing again. London has the highest population density of any English region - nearly 4,700 people per km². It is divided into 33 boroughs including the City of London.

The percentage of economically active adults qualified to at least NVQ level 4 is higher than that of any other region at 37.8 per cent; the UK average is 30.0 per cent. The total income of higher education institutions in London is just under £3,300 million annually. By far the largest concentration of higher education in the UK is in London. There are 39 higher education institutions funded by HEFCE: 12 universities, 10 higher education colleges, 17 directly funded colleges and schools of the University of London, the University of London (institutes and activities). The University of London is a federal university containing colleges, schools and institutes. HEFCE funds 18 of these colleges directly (one of which is in the South East region). The university accounts for almost 34 per cent of higher education, measured in terms of student full-time equivalents (FTEs), in the capital. There are, in addition, 35 further education colleges (FECs) of which 23 offer higher education courses that are funded directly by HEFCE, four FECs that are part of funding consortia, and eight teach students franchised from higher education institutions. London's higher education student population is over 274,000 FTE students. This accounts for almost 21 per cent of the HE student population of England. The higher education institutions range in size from London Metropolitan University (over 23,000 student FTEs) to the Institute for Cancer Research (just over 100 student FTEs). Higher education institutions in London attract almost 29 per cent of HEFCE's research funding.

Nearly half of the ethnic minority population of England lives in London; this is reflected in the high proportion of students from ethnic minorities studying in some of the capital's higher education institutions. London has a high proportion of mature students and, along with the North East and the North West, a high proportion of young full-time undergraduates studying at higher education institutions in their home region.

Priorities

HEFCE's interest in London's HE focuses on sustaining success, addressing costs and ensuring that best value is secured from public investment. Proximity and concentration provide opportunities for collaboration not found elsewhere, including the framework offered by the federal University of London, of which nearly half of London's HEIs are members.

The structure of higher education in London may be expected to show fluidity, as institutions seek new alignments, strategic alliances, or in some cases merger. But intra-London issues are only part of the agenda for London's HEIs: there are cross-regional, as well as national and international challenges to address. We will continue to work with institutions and regional partners as these issues develop.

There are challenges that are specific to London. The capital is a city of extremes, in wealth and deprivation. For example, participation in higher education is high overall, but many localities have participation rates as low as any in the country. The Thames Gateway is the largest regeneration zone in the country. While some London institutions are over-subscribed, student demand and retention are major concerns at others. Overseas students are a major focus (one in three overseas students in England is in London). The scarcity of incubation and related resources inhibit the commercialisation of London's world-class research. Constrained estates and cost pressures for students, staff and institutions themselves are a constant issue.

Emerging priorities for London currently include the following:

- 1 Supporting the HE contribution to key areas for London's skills, economic growth and

social inclusion - e.g. biomedical and health, creative and cultural industries, financial services, public services

- 2 Widening participation, particularly in the Thames Gateway and other 'cold spots', with a focus on lifelong learning networks
- 3 Supporting collaboration, for example in research and knowledge transfer, where this can bring demonstrable improvements in scale, quality and impact.

HEFCE has various funding routes to help deliver these priorities. These include national funding streams, shaped as appropriate by regional priorities (for example the Higher Education Innovation Fund, Aimhigher, Lifelong Learning Networks). Perhaps the two most regionally relevant instruments are the allocation of funding to support growth in student numbers, and deployment of the Strategic Development Fund. In both cases we propose to take a strategic approach, taking into account regional priorities in determining allocations.

Indicators

HE Student registrations by type of institution			
		2002-03	2003-04
Headcounts	In HE institutions	333,756	343,207
	In FE colleges	6,214	5,710
	Total	339,970	348,917
FTEs	In HE institutions	265,408	269,726
	In FE colleges	4,682	4,368
	Total	270,089	274,095
Characteristics HE students registered at HEIs			
2002-03	Overseas	20.50%	of FTEs
	Young	57.80%	of UG FTEs
	Mature	25.20%	of UG FTEs
	Male	44.50%	of FTEs
2003-04	Part-time	17.80%	of FTEs
	PG	24.40%	of FTEs
HE provision 2003-2004			
	Franchised	1.48%	of headcount
	Registered and taught at HE college	2.92%	of headcount
	Registered at FEC	1.64%	of headcount
	Registered and taught at university	93.96%	of headcount

Participation statistics						
	Total entrants	Percent entrants who are young	From low participation neighbourhoods			Location-adjusted bench-mark
			Percent with known data	Percent from group	Bench-mark	
London						
Brunel University	2,930	76.8	95.6	10.6	13.8 -	9.8
Central School of Speech and Drama	145	64.3	92.4	9.4	13.1	12.2
City University	1,360	73.3	96.8	9.5	13.2 -	9.3
Conservatoire for Dance and Drama	55	56.4	96.8	10.0	13.5	13.3
Courtauld Institute of Art(#4)	40	77.5	90.3	7.1	9.7	8.6
The University of East London	2,295	44.4	94.8	19.0	16.1	11.6 +
Goldsmiths College	1,070	63.5	93.2	9.5	13.6 -	9.9
The University of Greenwich	2,760	54.1	97.0	13.7	16.0	11.2
Imperial College of Science, Technology & Medicine	1,500	95.3	93.9	6.5	9.6 -	7.7
King's College London	2,970	79.9	94.5	7.9	10.8	8.1
Kingston University	3,460	73.2	95.7	12.3	15.1	10.8
University of London (Institutes and activities)(#4)(#5)	35	91.4	87.5	17.9	10.1	8.9
The London Institute	1,810	66.1	94.8	8.7	12.6 -	10.2
London Metropolitan University(#1)	4,600	47.5	93.1	12.9	15.9	11.5
London South Bank University	2,160	38.6	92.3	15.0	15.9	11.2 +
London School of Economics and Political Science	705	97.0	92.1	6.3	9.9 -	7.9
Middlesex University	3,675	57.6	94.5	12.3	16.0 -	11.6
Queen Mary and Westfield College	2,010	83.3	87.9	9.3	12.7 -	9.0
Ravensbourne College of Design and Communication	185	70.1	93.1	16.4	14.4	12.2
University of Surrey, Roehampton	1,860	74.0	94.7	10.4	15.4 -	10.8
Rose Bruford College	185	81.4	95.3	19.0	14.6	13.3
Royal Academy of Music	65	92.1	89.7	5.8	11.8	12.6
Royal College of Music	75	98.7	95.9	5.6	14.1	10.9
The Royal Veterinary College	185	90.4	94.1	4.4	7.6	6.7
St George's Hospital Medical School	400	53.3	93.4	7.5	9.4	7.7
St Mary's College	750	83.3	94.2	10.7	15.6 -	10.5
The School of Oriental and African Studies	420	71.8	90.4	8.0	11.8	8.4
The School of Pharmacy	155	72.6	98.2	10.7	12.8	10.0
Thames Valley University	1,345	38.8	94.6	13.8	16.3	12.6
Trinity College of Music	75	86.5	95.3	4.9	13.9	11.0
University College London	2,835	86.2	94.6	6.4	11.1 -	8.1
The University of Westminster	3,730	69.5	95.2	11.4	15.3 -	11.0
Wimbledon School of Art	155	61.0	94.7	5.6	11.9	10.2

Projects overview

Theme 1:
Facilitating progression

Theme 2:
Collaborative teaching and sharing resources across institutions

Number in regional sections	London		Support for transition to HE or into employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Shared courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
	Theme 1	6										
	Theme 2	6										
	Theme 3	2										
	Total	12										
Project short title												
23	SELENE (self e-learning networks)							x	x			x
24	@pple		x	x								
25	KALEIDOSCOPE Learning Object Repository							x	x			x
27	ASAP (Automated System for Assessment of Programming)									x	x	
28	London Health Libraries & M25 Consortium Joint Working Group				x							x
29	NTI at Kingston University		x		x	x		x			x	
30	Aspire		x	x		x						
62	eLISA		x	x		x						
120	Integrating e-learning											
123	Towards an e-confident college										x	
125	Transforming learner support through an online tutorial programme			x								
	London		4	4	2	3		3	2	1	3	3

Project descriptions

The following project descriptions illustrate recent and current activity in London.

23 - SELENE (self e-learning networks)

London knowledge Lab at Birkbeck College was Funded under EU FP5 (IST-2001-39045) to work with a range of European partners (School of Mathematics, Science and Technology, Institute of Education, University of London; Foundation for Research and Technology, Hellas (FORTH); Laboratoire de Recherche en Informatique (LRI), Unversite Paris-Sud; Department of Computer Science, University of Cyprus) on this project to investigating the feasibility of using Semantic Web technologies to provide advanced services for discovery, sharing, and collaborative creation of learning resources to support such communities. SeLeNe ran from Nov 2002 to Jan 200 to develop a distributed repository of educational metadata describing learning resources available on the Web. A SeLeNe was based on collaboratively building, and used by anyone who wishes to use existing learning objects or construct and share learning objects. The project aimed to elaborate new metaphors and tools in order to facilitate the formation of learning communities. Resources may be seen as the modern equivalent of textbooks, comprising rich composition structures, "how to read" prerequisite paths, subject indices, and detailed learning objectives.

24 - @pple

The University of East London Rix Centre for Innovation and Learning Disability has received funding from the ESRC (Economic and Social Research Council) and EPSRC (Engineering and Physical Sciences Research Council) programme PACCIT. The work will be carried out from 2004 to 2006 in collaboration with the School of Informatics, City University, the School of Language and Communication Studies, University of East Anglia, XOR Ltd, Macromedia and the Royal Mencap Society. Project @pple (access and participation for people with cognitive disabilities in virtual learning environments) is a practical research project designed to promote transition and self-advocacy for young people with learning difficulties. It involves creation of personal learning portfolios known as "passports", based on open standards. More info on the PACCIT (People at the Centre of Communication and Information Technologies) research programme supported by the DTI (department of trade and industry) can be found at www.paccit.gla.ac.uk.

25 - KALEIDOSCOPE Learning Object Repository

KALEIDOSCOPE is a practical research project established in December 2001 with funding from DfES and Becta. The Repository was designed to promote the benefits of applying online reusable learning objects to support the delivery of key skills to a specific network of schools in the south east of England. The pilot was later extended to a number of FE colleges, and continues to be trialled cross-sectorally. The Learning Objects were derived from a consortium of producers, including the schools and colleges themselves, and housed in Kaleidoscope. The portal to the repository can be viewed at www.k-scope.org.uk.

27 - ASAP (Automated System for Assessment of Programming)

ASAP by Kingston University with Karlsruhe University, Dublin City University and De Montfort University is developing an e-learning tool to support teaching, learning and assessment of computer programming languages. It runs from September 2004 to March 2005 with funding from JISC (e-learning tools). The primary motivation for the project is to produce tools that can address the issues of teaching a technically demanding subject with discipline-specific requirements in a changing Higher Education environment. The project will combine existing work in unit-based assessment testing, question generation and detecting similarities between students work. It will: publicise of appropriate standards for the incorporation of unit tests in the educational sector; publicise tools for authoring and using unit tests, that can be employed in conjunction with VLEs (Virtual Learning Environments); interfaces for relevant third-party software. The tools developed by this project will be released as open-source software and will be freely available.

28 - London Health Libraries & M25 Consortium Joint Working Group

This group formulates and progresses a pan-London agenda for co-operation between academic and NHS libraries consistent with the objectives of LHL and M25. It considers matters of mutual interest and support relating to the interface between NHS and M25 Consortium libraries, develops an advocacy role and to lobby applicable groups and organisations within Higher Education, the NHS and government in order to support and develop the aims of the group and liaises with other LHL and M25 groups as appropriate.

29 - NTI Kingston

The NTI at Kingston University is providing Foundation Degrees in e-skills for business, which are managed by Kingston University and delivered through seven Further Education colleges in surrounding areas. There are five Foundation Degree IT for E-Business courses - a generic course plus four specialist options covering Networking, Web management, Software development and Business Applications. Kingston University works with Kingston College, Merton, South Thames, West Thames, Richmond Adult Community College and Richmond Upon Thames college on the provision of common courses in software, web, business and networking. The NTI provides technical training (e.g. CISCO) through distributed courses and enrolment - these can be incorporated in the context of more traditional academic sources to provide professional qualifications and training of trainers.

30 - Aspire

Aspire, part of the Aimhigher initiative is run by Goldsmiths College, the University of Greenwich, King's College London and London South Bank University working together with schools, colleges and guidance providers in Lambeth, Southwark, Wandsworth, Lewisham, Greenwich and Bexley. The aim is to encourage local young people aged 13-30 to aspire to and achieve a place at the university of their choice. strands are: Raising Awareness (King's), Progression Pathways (South Bank), Ambassador Training, Information & Advice Activities (Greenwich) and Staff Development & Research (Goldsmiths).

62 - eLearning Independent Study Skills Award (eLISA)

eLISA is led by the University of Greenwich and partners include Greenwich Aimhigher/ASPIRE, NGfL and the GPLUS schools and colleges in London. It received DfES/LSC funding in 2004-5. It is funded as part of the Greenwich Area-wide Post-Inspection Action Plan to enhance Independent Study Skills Modules (ISSM) for students to progress to higher education. The study skills materials are based on the ISSM work funded in 2001-03. The Greenwich Lifelong Learning Partnership will develop the eLISA concept further for transporting to other institutions, sectors and/or regions.

120 - Integrating e-learning

This NLN (LSDA - National Learning Network) Transformation Project started in Feb 2004 and is undertaken by the Working Men's college with four Adult and Community Colleges based in central London. It is integrating e-learning into adult and community education courses. The project will look at the use of blended learning and the use of VLEs in the delivery of ACL courses.

123 - Towards an e-confident college

This is also an NLN Transformation Project at Bexley College. The project started in February 2004 and aims to produce a transformational change in culture through staff skills development and e-learning usage across six curriculum areas.

125 - Transforming learner support through an online tutorial programme

Another NLN Transformation Project at Newham Sixth Form College, aiming to transform the current tutorial programme through the application of an online tutorial package to underpin the skills students need to be successful.

North East

Overview

The North East region covers an area of approximately 8,600 km² and has a population of around 2.5 million. It contains highly urbanised areas and large areas of both farming land and national park. The population density is relatively low overall at 293 per km², but more than 60 per cent live in the urban areas of Tyne and Wear, Middlesbrough, Redcar and Cleveland, and Stockton-on-Tees. According to the mid-year estimates, the population of the North East decreased by 4.2 per cent between 1982 and 2002. The largest percentage movement was in Middlesbrough with a 10.6 per cent decrease.

Only 25.9 per cent of the labour force is qualified to NVQ level 4 or equivalent, compared with an English average of 29.5 per cent. The total income of higher education institutions in the region is just over £645 million per year. There are five universities in the region and no higher education colleges. In addition, there are 18 further education colleges offering a range of HE courses. These institutions attract almost 96,000 full-time and part-time students, which equates to over 77,000 full-time equivalents (FTEs). The institutions range in size from the University of Northumbria at Newcastle with almost 19,000 student FTEs, to the University of Sunderland with almost 12,000 student FTEs. The largest concentration of higher education is in the Tyne and Wear area.

The North East has the highest percentage of young full-time undergraduates remaining in the region to study, and the inflow of students from other regions in the UK is much greater than the outflow. It has a high proportion of young full-time first-degree entrants from low participation neighbourhoods, and had high proportionate student growth between 2002-03 and 2003-04.

Priorities

The following emerging priorities were identified at the regional seminar held on 1 November 2004 and through other engagement with stakeholders in the North East.

The higher education product

There is a need to more broadly identify the benefits higher education can offer the region. The higher education 'product' needs to be more visible with quantifiable, broadly defined outcomes - this includes progression opportunities, meeting vocational student needs, addressing the skills mismatch, ensuring the relevance of curriculum to employers and flexible delivery. If the region is to promote the benefit of higher education to students and employers then the product needs to be stronger, more relevant and coherently marketed.

Working with business

The relationship between business (especially small businesses) and education needs to be closer. This includes matching higher education strengths (especially in research) to regional (commercial/industrial) strengths, more dialogue and interaction through placements and staff exchanges, and funding mechanisms to stimulate demand in areas of shortage or strategic importance.

Students

Aspiration raising continues to be a priority, as is the issue of international students who have a significant impact on cultural attitudes in the region. To ensure higher education attracts these students, how and where it is delivered must be attractive. This relates to both product and infrastructure.

Collaboration

As an underpinning mechanism to deliver the above, appropriate collaboration is vital:

- 1 Between higher education and regional agencies to ensure higher education is better reflected in future strategies
- 2 Between higher education institutions so that there is strategic collaboration above and beyond simply the funding of projects.

Indicators

HE Student registrations by type of institution							
		2002-03	2003-04				
Headcounts	In HE institutions	84,411	89,898				
	In FE colleges	6,034	6,070				
	Total	90,445	95,968				
FTEs	In HE institutions	68,864	72,781				
	In FE colleges	4,753	4,724				
	Total	73,617	77,505				
Characteristics HE students registered at HEIs							
2002-03	Overseas	12.40%	of FTEs				
	Young	68.80%	of UG FTEs				
	Mature	19.90%	of UG FTEs				
	Male	47.00%	of FTEs				
2003-04	Part-time	14.20%	of FTEs				
	PG	16.80%	of FTEs				
HE provision 2003-2004							
Franchised		3.14%	of headcount				
Registered and taught at HE college		0.00%	of headcount				
Registered at FEC		6.33%	of headcount				
Registered and taught at university		90.53%	of headcount				
Participation statistics							
		From low participation neighbourhoods					
		Total entrants	Percent entrants who are young	Percent with known data	Percent from group	Bench-mark	Location-adjusted bench-mark
North East							
University of Durham		3,360	93.2	93.7	10.3	10.4	11.1
The University of Newcastle-upon-Tyne		3,270	92.3	92.5	10.2	11.1	13.4 -
The University of Northumbria at Newcastle		4,710	73.3	92.1	19.4	14.2 +	21.4
The University of Sunderland		2,110	68.2	93.9	31.2	15.7 +	24.0 +
The University of Teesside		2,150	66.9	94.1	26.2	16.1 +	22.9 +

Projects overview

Theme 1:
Facilitating progression

Theme 2:
Collaborative teaching and sharing resources across institutions

Number in regional sections	North East					Support for transition to HE or employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Shared courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
	Theme 1														
	4														
	Theme 2														
	6														
Theme 3															
1															
Total															
6															
Project short title															
42	OWL (Object Warehouse for Learning)										x	x		x	
43	NORMAN														
44	Trust based services									x					
45	Identity management									x					
46	el@and project					x		x					x		
47	AURIL CPD							x					x		
	North East					1		2		2	1	1	2	1	

Project descriptions

The following project descriptions illustrate recent and current activity in the North East.

42 - OWL (Object Warehouse for Learning)

The OWL project's key achievement is the creation of an object warehouse (a 'repository') which can be likened to an online library of learning materials such as video clips, animations, interactive student activities or whole courses that academic staff can 'borrow' (and adapt if required) to help deliver, innovate or enhance teaching. The work started late 2003 and led by City of Sunderland College with input from other G6 colleges (Gateshead, Newcastle, North Tyneside, South Tyneside, Tynemouth) and the Universities of Northumbria, Sunderland and Newcastle. OWL has provided shared access to high-quality learning materials, thus speeding up the development of e-learning opportunities for students. It is funded by the One North East (the Regional Development Agency) Single Programme budget to the tune of £2.6 million and has a team of 7 full-time staff drawn from the partner institutions.

43 - NORMAN

NORMAN (North East Metropolitan Area Network) is the data network which provides all data communication for 5 universities and 24 FE & 6th form colleges. NORMAN is essentially technical and IT services oriented - not essentially teaching & learning but the NORMAN group consist of the IT departments in each institution who will run the e-learning applications. There have been numerous successful collaborative projects between the NORMAN institutions. As NORMAN links into the locations of common Nursing, Healthcare, and Medical interest, it adds value to the delivery of undergraduate and postgraduate training across the region. Existing joint projects, including the Knowledge House project, benefit from NORMAN. The regional reach of the

network makes it ideally placed to complement regional development efforts in e-learning.

44 - Trust based services

The North East Regional Smartcard Consortium established in 1999 works on a demonstrator for a regional infrastructure for 'Trust' based services including Federated ID, Pki and Token lifecycle management. The vision of NERSC is to create a Trusted Service Platform that Brand Owners (Local Authorities, Transport, Business sector etc) can 'plug into' at their own pace. This enables an incremental approach, which can proceed at the speed of the individual partners. NERSC has worked closely with the Tyne & Wear Chief Executives, who have given the project the mandate to proceed.

45 - Identity management

Regionally, there has been a significant investment in infrastructure for Liberty Alliance - for instance Sunderland Citizen Act project and the DfES funded National Trailblazer Gateshead/Newcastle Info Sharing and Assessment (of Children and Young People) project. This thread has emerged recently in the context of JISC in discussions about in particular the relationships between Liberty Alliance and the potential of Shibboleth. There has been substantial work going on around in the past couple of years in the area of identity management e.g. Shibboleth, Liberty Alliance, MS Passport, Ping ID, NHS Number etc.

46 - el@nd project

Funded by LSC Northumberland, the collaborative el@nd project by a strategically placed group of partners across the County (including Learndirect, UK Online, the Peoples Network and company-based centres) aims to widen participation and improve existing e-learning provision. El@nd will not be a provider of e-learning but the catalyst, in the form of a broker, bringing people, places and suppliers of e-learning together. The el@nd is managed by a Steering Group chaired by the LSC and made up of representatives of e-learning providers across the county. The project will build up a network of learning centres delivering e-learning solutions; build up a 'Product and Materials Directory' offering low-cost e-learning solutions; develop a 'portal' as a point of reference for everyone involved in the el@nd project; and provide support to deliver joint marketing campaigns with centres, engage centre staff in workforce development programmes, work with local businesses to assess learning requirements and engage staff in training programmes.

47 - AURIL Continuing Professional Development (CPD)

A Continuing Professional Development (CPD) programme by AURIL (Association for University Research & Industry Links) to help university and industry staff involved in knowledge transfer to work more closely together, with on-line content delivery provided by The Open University in the North. Funded by the HEFCE Good Management Fund and the DTI for 2 years it is based on CuPiD (Continuing Professional Development for University Staff who Interface with Industry) a 2-year pilot project completed in 2003. CuPiD provides a network for Knowledge Transfer Professionals, to support individuals and create a critical, reflective environment through which professionals can debate and share good practice. The CPD programme provides 2 main routes:

- 1 The Post Graduate Certificate in Knowledge Transfer (by negotiated learning) This is a validated award with academic work submitted;
- 2 The portfolio route for Knowledge Transfer professionals. This is a non-accredited award at the moment and identifies training needs through a reflective process. It is based on a competency framework built on research carried out by AURIL involving extensive consultation with professionals working in the field of Knowledge Transfer.

Most work is undertaken via the CuPiD web platform using the Open University "First Class" conferencing system. CuPiD provides a network for Knowledge Transfer Professionals, to support individuals and create a critical, reflective environment through which professionals can debate and share good practice.

North West

Overview

The North West has an area of around 14,000 km² and a population of almost 6.8 million. The metropolitan area of Greater Manchester is by far the most significant centre of population, with 2.5 million people in the city and its wider conurbation. Other major urban areas are Liverpool, Blackpool, Blackburn, Preston, Chester and Carlisle. The population density is 480 people per km², which makes the North West the most densely populated region outside London. The population is largely concentrated in the southern half of the region. Cumbria, by contrast, has the third lowest population density of any English county.

The total income of higher education institutions in the region is around £1,491 million per year. There are 14 higher education institutions in the North West: seven universities and seven higher education colleges. An additional 42 further education colleges provide higher education courses. There are over 189,000 full-time equivalent (FTE) students in higher education in the region. The institutions range in size from the University of Manchester with over 31,000 student FTEs; to the Royal Northern College of Music (almost 600 student FTEs), which is the only independent music conservatoire outside London. Higher education is concentrated in the Liverpool-Manchester axis, with six universities and four higher education colleges in this area. Higher education in Cumbria and Cheshire is provided at a mixture of colleges of higher and further education and university campuses.

The North West has a high percentage of young full-time undergraduates studying at HEIs in their home region and is a slight net importer of such students. It also had the highest percentage growth in FTE HE student numbers between 2002-03 and 2003-04. Together with the North East, it has a high proportion of young full-time first-degree entrants from low participation neighbourhoods.

Priorities

The following emerging priorities were identified through meetings with regional stakeholders and a regional seminar that took place on 19 October 2004.

Widening Participation

Attention needs to be focused on the higher education institution and its local environments.

A network approach for vocational progression and working with under-represented communities is supported. A clear progression route for foundation degrees is also a priority.

Proposals for Lifelong Learning Networks are under consideration. These could have a significant impact on higher education provision in the North West, especially in less accessible areas such as West Cumbria. Funding for additional student numbers would be needed to support expansion.

Learning and Teaching

HEFCE will support projects and initiatives that enhance higher education in the North West, by promoting research quality, developing capital projects, increasing access and improving teaching standards.

Knowledge Transfer

The importance of this is recognised. The need for long-term support to develop a comprehensive service to business and the community is vital. The linked Northern Way work to improve economic development will be supported. HEFCE will continue to work with the North West Development Agency in helping to identify and fill the skills gap.

Indicators

HE Student registrations by type of institution			
		2002-03	2003-04
Headcounts	In HE institutions	208,474	222,779
	In FE colleges	13,080	13,388
	Total	221,554	236,167
FTEs	In HE institutions	167,382	179,222
	In FE colleges	9,443	9,708
	Total	176,824	188,931
Characteristics HE students registered at HEIs			
2002-03	Overseas	11.40%	of FTEs
	Young	67.50%	of UG FTEs
	Mature	20.60%	of UG FTEs
	Male	43.50%	of FTEs
2003-04	Part-time	15.20%	of FTEs
	PG	16.00%	of FTEs
HE provision 2003-2004			
	Franchised	2.34%	of headcount
	Registered and taught at HE college	20.43%	of headcount
	Registered at FEC	5.67%	of headcount
	Registered and taught at university	71.56%	of headcount

49	Working Together event			x						x	
50	North West Academic Libraries (NoWAL)									x	x
51	CANLMAN network										
52	e-learning Centre			x			x			x	
53	eLearning Place			x						x	
54	Lancashire learning partnership									x	
55	www.uni4me.com	x			x						
57	Experiment with paperless BTEC Nat Dip.	x	x		x						
58	Developing Progress Files for Sports Studies Workplace Learning	x	x	x	x						
60	CLEO (Cumbria & Lancashire Education OnLine)						x				x
61	LUSID: Liverpool Univ. Student Interactive D.Base		x		x						
121	e-learning transformation - making it happen									x	
127	Learning e-tool										
	North West	3	3	4	4		2			6	3

Project descriptions

The following project descriptions illustrate recent and current activity in the North West.

48 - ALLIS (Accessing Lancashire Library & Information Services)

ALLIS is an emerging co-operative organisation of Higher Education, Further Education, Health and Public libraries in Lancashire, with as prime purpose to facilitate improved access to library and information resources to all who may benefit from them. For membership see <http://www.allis.org.uk/membership.htm>.

49 - Working Together

The 3 Strategic Health Authorities commissioned a HEI/FE/NHS on-line learning collaboration event - "Working Together", hosted by the Evidence for Population Health Unit and held at the MANDAC Centre, University of Manchester on July 15th 2004. This event was one of a series of three aimed at developing collaboration between NHS, FE & HEI for stakeholders involved in promoting the use of on-line learning within health and social care education and training. The conference raised some important themes and priorities in order to move forward.

50 - North West Academic Libraries (NoWAL)

This Consortium of all University and Higher Education Institution (HEI) libraries in Cheshire, Cumbria, Greater Manchester, Lancashire and Merseyside aims to enhance the delivery of library services to the HE community in the North West region by e.g. developing collaborative and innovative approaches to the delivery of library and information services and processes, sharing information and experience, pursuing collaborative procurement of products and services, engaging in collaborative staff training and development, promotion of interaction with HE ICT services (e.g. Net North West) and the promotion of cross-domain and cross-sectoral collaboration (e.g. British Library, Health Service, Further Education, National Grid for Learning, Museums and Galleries, Archives, Public and other libraries).

51 - CANLMAN

CANLMAN is a high performance Metropolitan Area Network to educational establishments within the North West of the United Kingdom, including Carlisle College, the Carlisle Institute of the Arts, St. Martin's College, the University of Northumbria and Lancaster University. It was created in 1999 as a network based on fibre optic cables around Carlisle and Lancaster City centres with a number of spurs radiating out from these core nodes. These provide connectivity into the central lakes area (Windermere and Ambleside), southwest Cumbria (Barrow), west Cumbria (Whitehaven) and the Fylde Coast (Blackpool). CANLMAN is a Regional Partner Academic Network (RPAN) of the Joint Academic Network (JANET) and is subject to the JANET Acceptable

Use Policy.

52 - e-learning Centre

The e-Learning Centre is a partnership between the University of Manchester and the University of Central Lancashire under the North West Knowledge-based Action Plan with support from the NWUA. It was established in 2002 with part funding from the European Regional Development Fund and allows small to medium-sized enterprises to benefit directly from the knowledge and expertise accessible through Higher Education Institutions in the North West. It aims to act as a catalyst for change in the way in which SMEs can relate to and build upon the regional knowledge base through e-learning. The project is marketed across Lancashire and Cumbria and facilitated the creation and marketing of Business Support packages to aid Continuous Professional Development across the region. The two Universities will design and produce postgraduate level 'media rich' modules to support individual and organisational learning in a range of demand-led subject areas.

53 - eLearning Place

The eLearning Place is a project based on leading-edge technology and conveniently accessible lifelong learning. It involves Connect, University of Liverpool and partners include Knowsley Metropolitan Borough Council, the City Learning Centres (CLCs) - part of the Excellence in Liverpool initiative, Merseyside Colleges Association and Telewest Communications. With funding from the European Union's Regional Development Fund it had pilot status to November 2002 and focussed on infrastructure development between March 2003 and November 2004. Its main aim is to strengthen Merseyside's professional, institutional and community capacity to deliver lifelong learning in a flexible manner, to raise skills levels that are currently well below those of the North West region and the rest of the UK. It is seen as an opportunity to enable non-traditional providers - SMEs, Pathways and community groups - to develop and deliver tailored training addressing very local needs and delivered remotely. It is also an opportunity to test the impact of digital public service educational broadcasting and strengthen Merseyside's reputation as a pioneer of ICT applications.

54 - Lancashire Learning Partnership

This partners of 14 colleges (FE, 6th form) and LEAs began in 2000 and aims to share good practice in the use of ILT in teaching and learning. The partnership is mature and has completed many collaborative projects e.g. a survey of 1600 students to identify how ILT added value to teaching and learning over 3 academic years

55 - www.uni4me.com

Lead by Aimhigher Greater Manchester this is a partnership of 6 Higher Education Institutions and 25 Further Education Institutions as well as Connexions, the Learning and Skills Council, and employers organisations. Uni4me is part of the National Grid for Learning Funding and has developed a website to help prospective students answer questions and make up their minds about their study options. Aimhigher is a national initiative funded by the Higher Education Funding Council (HEFCE) and the Learning and Skills Council (LSC) to increase participation in higher education.

57 - Experiment with paperless BTEC Nat Dip.

West Cheshire College is conducting an experiment with paperless BTEC National Diplomas. The College has just entered the second phase of this pilot project, launched with the Cheshire and Warrington Learning Skills Council and aimed at eliminating time-consuming paperwork involved in producing NVQ portfolios. The new system, which involves collecting evidence in the form of video, audio and visual evidence onto a laptop has helped save hours of time when assessing NVQs.

58 - Developing Progress Files for Sports Studies

This work by University College Worcester in partnership with Liverpool John Moores University and 10 HEIs of varying size and location is funded by LTSN Hospitality, Leisure, Sport & Tourism.

It evaluates current work-based learning practice in academic courses and working progress files to enable a deeper and more meaningful learning experience for students. Phase one of the project (August 2001 - July 2003) involved an audit of current work placement practice in 10 HEIs of varying size and location, and student and employer questionnaires prior to placement. The project is now in its second phase, involving student questionnaires after placement, analysis of data, production of progress files onto CD-Rom, trialling of Internet 'chat rooms' and employer focus groups. The CD-Rom Progress File is a self-assessment tool with elements such as goals and skills, action planning, learning contracts, a reflective journal, CV-writing and interview techniques. Phase three will involve the testing of the CD-Rom.

60 - CLEO (Cumbria & Lancashire Education OnLine)

This consortium led by a Management Group from the LEA and Lancaster University brings together representatives of Schools, HE and FE, Libraries and Museums with Members of an Advisory forum tapping into supportive networks of cross-sectoral groups. The Consortium believes that it is in schools interests to be opened up as resources for Lifelong Learning and that the work of schools is enriched by Community involvement. The consortium has strong working relationships with the other Regional Broadband Consortia. It focuses on collaborative activity across the two counties; a cost effective infrastructure to offer broadband to all schools; a programme for the development and delivery of multimedia content; rigorous evaluation to enhance value and influence INSET; pedagogic practice in line with unfolding resource access.

The CLEO web site aims to enable an Internet based learning community for Lancashire and Cumbria's teachers, pupils, parents and all involved in supporting education in the area and brings together an on-line community with a strong emphasis on dialogue and communication. It provides access to regionally generated high quality teaching / learning materials and guided access to Internet resources and services.

61 - Liverpool University Student Interactive Database (LUSID)

Funded by the Department for Education and Employment and the Government Office for Merseyside, the Liverpool University Student Interactive Database (LUSID) was developed as an interactive fully customisable web-based Personal Development Planning (PDP) tool. It could also be thought of as a Managed Learning Environment (MLE) or indeed an e-Portfolio system. It acts as a compliment to a Virtual Learning Environment such as Blackboard or WebCT, providing facilities that neither of these tools offers. LUSID supports recording, planning, reflection, skills auditing, automatic CV construction, skills guidance and a reporting facility. LUSID offers support in four main areas: recording and reflection, action planning, auditing skills and reporting. Guidance and support is provided throughout the system to promote independent personal development planning.

121 - e-learning transformation - making it happen

This is an NLN Transformation Project funded by the LSDA. A consortium of ten Colleges in the North West led by Runshaw College collaborates from Feb 2004 to identify key models and processes for embedding e-learning and make a real impact on learners through the widespread use of technology.

Transformation projects examine the impact of ICT on teaching and learning. The LSDA invited eligible organisations, further education and sixth form colleges, to lead on bids for funding to help examine the impact of e-learning. The Transformation Projects focus on staff and institutional development activity through action based projects that explore, produce and report upon the transformation of teaching and learning from the application of technology.

127 - Learning e-tool

Another NLN Transformation Project started in Feb 2004 at St Helen's College. The aim of the project is to impact positively on motivation and achievement. A VLE will be used to develop an e-learning tool to facilitate regular and appropriate management of learners' performance.

South East

Overview

The South East has an area of just over 19,000 km². It has the largest population of any English region - 8 million people - at a population density of 421 people per km². The Brighton and Hove unitary authority is the largest urban area, with a population of 250,000. Other significant urban areas include the Medway towns, Guildford, Portsmouth, Reading, Oxford, Milton Keynes and Southampton. Since 1971 the population in the South East has been steadily increasing (including an increase of 10.5 per cent between 1982 and 2002), and it is now the largest region in terms of population. Rural issues are important in the South East: 47.1 per cent of the South East is classed as 'arable and horticultural land', compared to 36.2 per cent of England.

There is a high proportion of economically active adults qualified to at least NVQ Level 4 – 32.6 per cent compared with 29.5 per cent for England as a whole. The total income of the region's higher education institutions is over £1,764 million per year. This does not include the Open University's income of over £308 million. There are 17 higher education institutions with their main campus in the South East: nine universities, one directly funded school of the University of London, and seven higher education colleges. In addition five higher education institutions, not themselves in the South East, have campuses in the region. The headquarters of the Open University is in Milton Keynes but generally we have excluded it from regional data. There is also one privately funded university in the region, the University of Buckingham. Forty-nine of the region's further education colleges offer higher education courses. There are over 178,000 full-time equivalent (FTE) higher education students in the region. The largest higher education institution in the region is the University of Oxford with almost 19,000 student FTEs, and the smallest is the Kent Institute of Art & Design with just over 2,000 student FTEs. Higher education provision is fairly evenly distributed within the region. The largest concentrations are in Oxford and the Southampton/Portsmouth area; both have at least two higher education institutions and a number of further education colleges offering higher education courses.

A relatively low percentage of young full-time undergraduates from the region stay on to study at higher education institutions in the region, and there is a large net outflow of such students from the region. Around 8.4 per cent of young full-time first degree entrants come from low participation neighbourhoods, compared with an English average of 12.4 per cent.

Priorities

Following ongoing discussions with regional stakeholders, five emerging priorities or 'points of reference' for higher education in the South East were identified. They are (in no particular order):

- 1 Expansion (in response to growing demand)
- 2 Addressing educational and social inclusion especially around the coastal rim and through Lifelong Learning Networks
- 3 Knowledge transfer (aligning economic inputs and outputs better in comparison with global regions, sustaining arts and creative industries, building communities)
- 4 Supporting science, technology, engineering and mathematics subjects (quality-related funding, strategic subjects, and graduate supply)
- 5 Enhancing networking and collaboration, both inter and intra-region, including collaboration with northern France.

Indicators

HE Student registrations by type of institution			
		2002-03	2003-04
Headcounts	In HE institutions	204,621	210,378
	In FE colleges	7,334	6,907
	Total	211,955	217,285
FTEs	In HE institutions	165,384	171,949
	In FE colleges	5,597	5,318
	Total	170,981	177,268
Characteristics HE students registered at HEIs			
2002-03	Overseas	16.10%	of FTEs
	Young	69.30%	of UG FTEs
	Mature	19.20%	of UG FTEs
	Male	44.50%	of FTEs
2003-04	Part-time	14.60%	of FTEs
	PG	19.70%	of FTEs
HE provision 2003-2004			
	Franchised	2.37%	of headcount
	Registered and taught at HE college	22.77%	of headcount
	Registered at FEC	3.18%	of headcount
	Registered and taught at university	71.68%	of headcount

Project short title											
64	Community University Partnership Programme (CUPP)									x	
65	Web Services for Reflective Learning		x								
66	Opening the Door to Language Learning			x							
69	eLanguages Project						x	x		x	x
70	PETAL - (Personal ePortfolios for Teaching and Learning)		x	x	x						
71	Progress Files an Integrated Tool for Student Management of Study Programmes		x		x						
128	Work based e-learning			x						x	
	South East		3	3	2		1	1		3	1

Project descriptions

The following project descriptions illustrate recent and current activity in the South East.

64 - Community University Partnership Programme (CUPP)

This initiative at the University of Brighton started in 2003 for initially 4 years and aims to contribute to social inclusion, economic growth and quality of life, but also to learn from these partnerships in order to improve the quality of education provided to learners at the university. Cupp aims to establish community-university engagement within the University of Brighton. In addition to supporting a small number of partnership projects around strategic themes, Cupp also aims to act as a 'gateway' between the University of Brighton and local community and voluntary organisations.

The Cupp website is designed for people who are working within community and voluntary organisations in Brighton & Hove and the surrounding areas, University of Brighton staff and students, and people who have an interest in community-university engagement. The site provides the opportunity to discover more about Cupp projects, plans and services; contact CUPP with project and research ideas, become familiar with the concept of community-university engagement and access resources and links.

65 - Web Services for Reflective Learning

The University of Oxford works with the University of Liverpool and the Institute of Information Strategists on this project funded by JISC (ELF) to provide a springboard from which to launch a fully-fledged Web Service (WS) definition for the Personal Development Planning (PDP) domain. It intends to generate a prototype WS specification for PDP in the UK: this not a full IMS LIP WS

but a service based on the UK PDP application profile for PDP. It will enhance the PDP Model, Enhance LUSID and Write a WS SDK.

66 - ReActivate - Opening the Door to Language Learning

This EU Socrates project at the University of Southampton with Southampton City Council and partner projects in Belgium, Hungary, Ireland, Lithuania, Spain and Sweden was funded for 3 year from October 2002. It explores, supports and disseminates good practice in the provision of language learning resources for non-traditional learners via cooperation between the university and local institutions e.g. the local library. 'ReActivate' your language learning offers independent learning opportunities to learners wishing to revive language-learning skills (however minimal they may be) via a series of face-to-face (or online) learner trainer sessions, group meetings with native speakers and peer support from fellow learners. It answers a need for less formalised, credit-driven learning while providing a support structure and expert advice from teaching professionals. It complements another language learning opportunity offered by University for Council employees: 'Join the Club' offers weekly meetings for those wishing to improve their conversation skills in French, facilitated by a member of the university language teaching staff.

69 - eLanguages Project

The eLanguages project at the University of Southampton with 5 other HEIs (Bristol, Leeds, Manchester, Sheffield, York) fostered teacher collaboration on e-learning course development in the areas of English language for non-native speakers and in study skills. eLanguages have created online English language courses and resources, which are learner-friendly, highly interactive and meet recognised standards for instructional design (SCORM compliant). All materials produced were shared by the HEIs. They are being used & evaluated or will be shortly used by the partners involved. Over 1000 reusable learning objects were developed with more in production until the end of 2004.

70 - Personal ePortfolios for Teaching and Learning (PETAL)

PETAL is a JISC DeL eTools project at Oxford Brookes University with Abingdon Witney College, Sheffield College, the Thames Valley Professional Institutes Partnership (TVPIP), and Oxfordshire Community Learning Support Unit. It addresses the lack of open source tools designed to build ePortfolios in the UK context. It will build on good practice, re-use existing open source software wherever appropriate and aims to produce a general e-portfolio tool for lifelong learning which will be explicitly dialogic, might be used in any post-compulsory, adult education scenario and is not biased towards undergraduate university education and/or towards the US education system. It is based on open-source software available to the UK education community and compatible with UKLeaP and the Lifelong Learning Record. The project aims to produce a formal description conforming to the IMS-LD standard of the use of the e-Portfolio tool in teaching situations and 8 use-case scenarios of the application of the tool in different post compulsory educational contexts: HE, FE, ACE, Professional Institutes. The Brookes-based Association for Learning Technology (ALT) is using its certification scheme (CMALT) for the pilot programme; The JISC-supported Centre for Recording Achievement provides advice.

71 - Progress Files: an Integrated Tool for Student Management of Study Programmes

This work by LTSN HLST at Oxford Brookes under FDTL Phase 3 works on a Personal Development Record / Planner (PDR/P) - an integrated tool through which students can manage, reflect upon and record the content of academic programmes and the learning outcomes, together with details of their personal and skills development. The PDR/P is managed through the Personal Information Pages (PIP on the Oxford Brookes Intranet) which students use on a regular basis for general administration aspects such as timetables, changing their module / programme, updating address etc. Student participation is voluntary. By adding the progress files to the PIP-pages, and keeping it fairly simple, it is hoped that it will become a daily part of student activity.

128 - Work based e-learning

This NLN Transformation Project at Eastleigh College helps support staff from Feb 2004 in

embedding e-learning, tracking and learner support in work based NVQ programmes at levels 2 and 3.

South West

Overview

The South West is the English region with the largest area, nearly 24,000 km². Half the population of almost 5 million live in rural areas or in towns of less than 20,000 people. The region has the lowest population density of any English region at 208 people per km². With a population of 382,000, Bristol is the largest city. Other significant urban areas are Bournemouth/Poole, Plymouth, Exeter, Gloucester and Cheltenham. In 2002, the proportion of the population over retirement age was highest in the South West. More than a quarter of the population of Torbay and of Dorset were over retirement age. Population growth in the United Kingdom between 1982 and 2002 was highest in the South West (a 12.7 per cent increase). Only the cities of Bristol and Plymouth showed declines of 4.8 and 6.2 per cent respectively.

The total income of higher education institutions in the South West is over £865 million per year. There are 13 higher education institutions in the South West: seven universities and six higher education colleges. In addition there are 32 further education colleges teaching higher education students. There are over 114,000 full-time equivalent (FTE) higher education students in the South West. The higher education institutions range in size from the University of the West of England in Bristol (over 22,000 student FTEs) to Dartington College of Arts (under 500 student FTEs). The largest concentration of higher education is in the Bristol and Bath area, with three universities, one higher education college and a number of further education colleges teaching higher education courses.

The South West and the South East have the lowest proportion of young full-time first-degree entrants from low participation neighbourhoods, 8.4 per cent compared with an English average of 12.4 per cent. In consideration of its small HE population size, the South West was awarded a large number of additional student numbers for the 2004-05 academic year.

Priorities

The document *A South West Regional Perspective for Higher Education - Defining Questions and Priorities for Collaborative Action* identifies questions that could help shape priorities. These were discussed by stakeholders at 'One Vision', the HERDA-SW annual conference held on 11-12 November 2004. Following the conference a further document was produced - *A South West Regional Perspective for Higher Education - Defining Priorities for Collaborative Action*. Representatives of the regional bodies (HERDA-SW, HEFCE, SWRDA, GOSW and LSC) met on 14 January 2005 to consider ways of taking forward the regional priorities identified in this paper, which include:

Widening Participation

- 1 Address low levels of vocational progression and progression from the workplace to HE.
- 2 Minimise the potential negative impact of variable fees on the participation of under-represented groups in HE, and on institutional collaboration to address this.
- 3 Research causes of low participation from rural and coastal areas and develop appropriate interventions to address this.

Learning and Teaching

- 3 Increase the number of student places in the South West to meet demand and support regional economic, social and cultural goals.
- 4 Enable more effective flexible learning in the region ensuring a range of entry points and progression opportunities for learners.
- 5 Secure better employer engagement in the delivery of work based learning, CPD and other vocational HE courses.

Knowledge Transfer

- 6 Stimulate better and more informed demand from business and the community for HE products and services.
- 7 Increase student/business interactions and promote better graduate utilisation in the labour market.
- 8 Devise and implement more effective strategies for engaging with the SME sector.

Indicators

HE Student registrations by type of institution			
		2002-03	2003-04
Headcounts	In HE institutions	132,389	139,702
	In FE colleges	4,009	3,602
	Total	136,398	143,304
FTEs	In HE institutions	107,176	111,354
	In FE colleges	2,888	2,714
	Total	110,064	114,068
Characteristics HE students registered at HEIs			
2002-03	Overseas	9.40%	of FTEs
	Young	72.70%	of UG FTEs
	Mature	17.50%	of UG FTEs
	Male	45.40%	of FTEs
2003-04	Part-time	15.10%	of FTEs
	PG	17.40%	of FTEs
HE provision 2003-2004			
	Franchised	5.37%	of headcount
	Registered and taught at HE college	9.97%	of headcount
	Registered at FEC	2.51%	of headcount
	Registered and taught at university	82.15%	of headcount

Participation statistics						
	From low participation neighbourhoods					
	Total entrants	Percent entrants who are young	Percent with known data	Percent from group	Bench-mark	Location-adjusted bench-mark
South West						
Bath Spa University College	1,105	71.6	93.9	12.8	14.4	11.5
The University of Bath	1,710	94.1	92.8	7.2	11.4	9.1
The Arts Institute at Bournemouth	350	75.3	92.5	5.7	13.5	10.4
Bournemouth University	2,170	79.1	95.5	7.6	14.1	9.7
The University of Bristol	2,920	93.5	92.6	5.7	9.7	7.9
Dartington College of Arts	115	71.8	94.0	11.4	14.6	12.8
The University of Exeter	2,520	91.4	93.4	5.6	11.4	8.4
Falmouth College of Arts	515	71.5	95.9	10.5	13.3	11.1
University of Gloucestershire	1,835	74.3	91.3	12.5	15.1	12.2
The University of Plymouth	3,915	70.7	93.7	11.6	14.6	10.8
Royal Agricultural College	140	84.3	94.1	1.8	12.4	10.1
College of St Mark and St John	740	57.3	88.5	18.6	15.9	11.2
University of the West of England, Bristol	4,595	78.7	68.3	11.7	14.2	11.0

Projects overview

		Theme 1: Facilitating progression					Theme 2: Collaborative teaching and sharing resources across institutions				
Number in regional sections	South West	Support for transition to HE or employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Shared courses taught across institutions	Reuse of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
		Theme 1									
	9										
	Theme 2										
	6										
	Theme 3										
	7										
	Total										
	13										
	Project short title										
68	SHELL and SHELL-FISH	x	x		x						
72	Integrated ICT-Related Skills Development Programme for Small Businesses in Cornwall			x	x						
74	Graduates South West	x	x	x							
75	SPAT - Student Progression And Transfer	x			x		x		x		

76	Knowledge 4 Business			x							
77	ALERT - Accessibility in Learning Environments and Related Technologies					x				x	
78	MLA -SW projects			x						x	
79	ACCESS TO LIBRARIES FOR LEARNING										x
85	Community Based ICT programme										
86	PESCA (Personal, Employment, School, Career, Academic)	x	x								
88	Fair Enough Project						x	x	x	x	x
89	DSW Partnership	x	x		x						
126	Adding a richer blend to health and social care										
	South West	5	4	4	4	1	2	1	1	4	2

Project descriptions

The following project descriptions illustrate recent and current activity in the South West.

68 - SHELL and SHELL-FISH

The SHELL Project was collaboration between the University of Plymouth and Cornwall, Exeter, North Devon and Somerset Colleges. It was funded from April 2002 by JISC and had three primary objectives: 1) To produce a framework for the transfer of student-related data between institutions using developing IMS standards; 2) to use this framework for secure, reliable transfer data between partnership colleges and the University of Plymouth, achieving a single-registration process for partnership students; and 3) to use the framework to create a multi-institutional Learner Record for long-term access by learners. Planned deployment of SHELL is to a wider range of colleges and schools. SHELL-FISH, University of Plymouth, was funded under the JISC DeL eTools strand from September 2004 to March 2005. SHELL-FISH will be a plug-in to the SHELL project, which is the leading inter-operability framework, working to UK LEAP and IMS LIP standardised data transfers. SHELL has already developed, tested and proven the technical infrastructure and the base Learner Record for distributed e-Lifelong Learning. The SHELL-FISH plug-in will use the inter-operability features of SHELL whilst creating a pedagogically sound example of effective practice in learning, teaching and technology. The project aims to deliver a learning support system by providing learners with a facility to obtain feedback, a development plan and a record of progress related to that feedback. Teachers will have a feedback management system which will allow the accessing and updating of a learner's record of progress and previous feedback, linking students to existing on-line learning resources and monitoring the impact of resource use on students' academic performance.

72 - Integrated ICT-Related Skills Development Programme for the Small Business Sector in Cornwall

The target of this programme by the LSC with European Social Fund (ESF) funding will be people in employment, although those about to be employed are also eligible. The Programme seeks to support new and recent entrants and those already employed in the sector, to access and complete vocational learning at Levels 3 and 4. For Management Development it seeks to provide support for supervisors, managers and owners to upgrade and update their skills at Level 4 and above to contribute more effectively to company competitiveness. Proposed actions may include: Improving the retention rate of those already participating in learning by providing additional support at critical points; Providing learning opportunities for part time and seasonal workers; Providing childcare, carer and travel support where it is essential for individual participation.

74 - Graduates South West

The Gradsouthwest Website is owned and operated by all 14 Higher Education Institutions' Careers Services in the South West and operated by the University of Exeter. It is a service since

2001 and was funded by the South West of England RDA as an information and learning site for graduates and students that provides advice, jobs, trends, contacts, strategies and guidance to graduates wanting a future in the South West.

75 - SPAT - Student Progression And Transfer

SPAT, funded by the HEFCE Fund for the Development of Teaching and Learning (FDTL) was running from 2000 to 2004. The University of Plymouth Faculty of Land, Food and Leisure, and the University of Ulster, School of Biological and Environmental Sciences worked with two partner colleges (Duchy College, Cornwall and Greenmount College, Northern Ireland) in the context of the collaborative provision of higher education by HEIs and their 'partner' FECs. The project looked at operational and strategic issues with influence on the experience of students undergoing progression and transfer. This requires partnership between those staff preparing and receiving the students, and between staff and students. The primary aim was to promote effective student progression between HE levels, and transfer across institutional boundaries. The specific target group was students progressing from HND into the second or third year of an honours degree programme (sometimes called top-up or direct entry students), although the materials developed have a wider applicability.

76 - Knowledge 4 Business

Herda-sw provides this website with easy access to the expertise, facilities and services of the Higher Education Institutions of the region.

77 - ALERT - Accessibility in Learning Environments and Related Technologies

The aim of this project by Bournemouth University, Durham University and the National Disability Team is to improve the accessibility of online learning in specific subject areas, operating for two years until July 2005 with funding from HEFCE. In particular, it set out to identify methods of supporting disabled students to enable them to achieve the pedagogical objectives of their modules through a learning environment. ALERT focuses on the experiences of students across a variety of academic disciplines and with varying disabilities. A series of case studies have been undertaken with disabled students and the academic staff who support them. The case studies examine the role of a commercial learning environment in the learning experience of disabled students. Outcomes of the case studies inform the development of guidelines and recommendations for practitioners supporting disabled students.

78 - MLA-SW projects

MLA-SW, the National Learning Network (NLN), BECTA and the RSC-SW ACL Advisor are working in partnership on a number of projects involving Adult and Community learning developments. Projects include:

- 1 Tap into Bath is an MLA - SW funded example of a new type of web-based resource that enables users to find out about archives, libraries and museums; in this case all the collections are located in the city of Bath. It is coordinated by UKOLN with the University of Bath Library and other partner organisations in Bath to provide a database of collections available within the Bath area for students and members of the public to access support for learning - includes libraries, museums and archives.
- 2 Promoting the use of the NLN learning materials through libraries, museums and archives.
- 3 Extend the E-Guide programme: a cohort of 14 SWMLAC online learning bursary recipients are part of a pilot study by MLA - SW with NIACE to extend the E-Guide programme to libraries, museums and archive staff. Three training days are planned.
- 4 The Community Learning Resource (MLA-SW / BECTA): this Becta Community Learning Team maintained website supports Adult and Community Learning (ACL) and provides information about the extension of the National Learning Network (NLN) to ACL

and related news, content and resources. MLA-SW is developing content with libraries, museums and archives to support overall development of the www.aclearn.net web site using web quests and image libraries and is developing networks within the SW to access learning opportunities.

- 5 Inspiring Learning for All study: This new framework has been designed with MLA - SW funding as an online resource for staff to enable to measure any non-accredited learning. Report available at http://www.swslim.org.uk/themes/themes_past.asp?theme_ID=14.
- 6 ICT master classes: MLA-SW works with JISC RSC-SW to provide ICT master classes for key personnel in libraries, museums and archives.

79 - ACCESS TO LIBRARIES FOR LEARNING

This is an initiative organised by South Gloucestershire to provide access to public, University and College libraries and their collections for learning opportunities

85 - Community Based ICT programme

The focus of the Community Based ICT Programme by the LSC with ESF funding is to develop the provision of ICT based learning, particularly for those who are not actively involved in learning. The emphasis is on community-based delivery to complement existing mainstream provision with the potential of expanding the work that is currently considered 'mainstream'. It is envisaged that the work will be delivered through innovative approaches based on multi-agency collaboration that ensures the needs of new learners are met and that the level of provision overall is increased. While the programme focuses on the delivery of learner qualifications to meet LSC targets there is an expectation that each successful project will be structured so as to achieve a level of sustainability within the project time-scale. To support this aspiration it is recognised that a secondary element of the funding package could be used to support the capacity building of the partnership and the improvement of the quality of the provision. This specification invites applications from organisations who are active within local communities to work in collaboration, with an identified lead body, to learning to a recognised level.

86 - PESCA (Personal, Employment, School, Career, Academic)

PESCA at Exeter University is an application which helps students develop their skills whilst they are at University. It encourages reflection on learning, skills and abilities by answering questions in five different sections: Personal, Academic, Employment, Career, and Social.

88 - Fair Enough Project

The Western Colleges Consortium (WCC) is a consortium of FE colleges and is now part of the delivery mode for all five colleges within the Avon area. The colleges are: Norton Radstock (lead institution), City of Bristol, City of Bath, Filton and Weston. WCC's Fair Enough project was funded for two years in 2002/03 and 2003/04 under the JISC FAIR programme and has been investigating the sharing of resources across FE and on best methods of accessing said resources. WCC has had FE colleges working together sharing a MLE. The value to the community is expected to include results from a range of experiments on the embedding of JISC collections and services into a variety of VLE and intranet delivery systems and an investigation into the IPR, cultural and educational challenges faced by institutions in the disclosure of assets. This will be presented to the community on a website in a series of guides and reports.

89 - DSW Partnership

DSW Partnership represents higher education institutions and further education colleges in Dorset, South Somerset & South Wiltshire (hence DSW). It comprises the Arts Institute at Bournemouth, Bournemouth University, the Bournemouth & Poole College, Kingston Maurward College, Salisbury College, Weymouth College and Yeovil College. With government funding for 3 years it aims to improve the choice of local study opportunities at each of the partner institutions across the region, and make courses more accessible so that everyone has the chance to learn by increasing the number of the innovative 2 year Foundation degrees, ensuring more courses

offer a part time/flexible option. It also developed Media and Tourism materials and is investing in and committed to improving student support and facilities at each study centre so that people from all walks of life can enjoy and excel in the learning environment. Media and Tourism materials developed.

126 - Adding a richer blend to health and social care course

This Bournemouth & Poole College NLN Transformation Project was funded by the LSDA from February 2004. Teaching and learning within the social care department will draw upon blended learning models and incorporate best practice in the integration of e-learning into the curricula through a VLE.

West Midlands

Overview

The West Midlands region has an area of just under 13,000 km². Around 5.3 million people live in the region, giving a population density of 408 people per km². The main population centre is based around Birmingham, which lies at the centre of the West Midlands metropolitan county. The latter covers an area of 902 km² and has a population of over 2.5 million. Birmingham has just under 1 million inhabitants, making it the second largest city in the UK. Other significant urban areas are Coventry, Stoke-on-Trent, Wolverhampton, Stafford and Worcester.

The total income of higher education institutions in the region is over £1,075 million per year. There are 12 higher education institutions in the West Midlands: eight universities and four higher education colleges. There are an additional 37 further education colleges with students taking higher education courses. All nine Staffordshire FECs offering HE courses have joined a funding consortium of 10 institutions led by Staffordshire University. The higher education student population is almost 130,000 full-time equivalent (FTE) students. The institutions range in size from the University of Birmingham (over 24,000 student FTEs) to Harper Adams University College (with under 1,500 student FTEs). Most of the higher education provision is in the east of the region. The largest concentration is in Birmingham, with three universities, two higher education colleges and seven further education colleges providing HE courses.

A high proportion of students in the West Midlands study part-time. In 2002-03 the inflow of young full-time undergraduates was less than the flow out of the region. The percentage of young full-time first-degree entrants from low participation neighbourhoods is relatively high in this region.

Priorities

The following emerging priorities were identified at a regional seminar on 24 November 2004.

Widening participation/learning and teaching

A need to look at the opportunities and barriers in higher education for part-time learners in the region was articulated. Student support for part-time learners is seen as crucial. The possibility of undertaking some research focusing on support for part time students in the region was raised.

Employer engagement was identified as a key process in up-skilling and helping more people into further education and through into higher education. Key agencies need to look at the higher education/further education interface.

Third stream - higher education interacting with business and the community

Existing networks should be utilised and built upon; the model they provide is successful and should be replicated.

Indicators

HE Student registrations by type of institution			
		2002-03	2003-04
Headcounts	In HE institutions	158,676	163,792
	In FE colleges	7,735	7,098
	Total	166,411	170,890
FTEs	In HE institutions	121,496	124,438
	In FE colleges	5,781	5,394
	Total	127,276	129,831

Characteristics HE students registered at HEIs			
2002-03	Overseas	14.10%	of FTEs
	Young	66.90%	of UG FTEs
	Mature	20.80%	of UG FTEs
	Male	45.20%	of FTEs
2003-04	Part-time	17.70%	of FTEs
	PG	17.10%	of FTEs

HE provision 2003-2004			
	Franchised	2.01%	of headcount
	Registered and taught at HE college	8.30%	of headcount
	Registered at FEC	4.15%	of headcount
	Registered and taught at university	85.54%	of headcount

Participation statistics						
	From low participation neighbourhoods					
	Total entrants	Percent entrants who are young	Percent with known data	Percent from group	Benchmark	Location-adjusted benchmark
West Midlands						
Aston University	1,470	90.1	93.5	12.7	12.8	13.3
Birmingham College of Food, Tourism and Creative Studies(#2)	345	84.0	93.8	18.1	15.2	16.5
The University of Birmingham	4,945	90.3	94.7	11.1	10.9	10.6
University of Central England in Birmingham	2,835	62.3	94.8	17.7	15.1	16.7
Coventry University	2,700	74.8	94.9	18.5	15.3+	16.3
Harper Adams University College	215	90.3	91.3	3.4	10.6 -	11.2 -
The University of Keele	1,535	88.7	93.3	14.9	13.8	14.8
Newman College of HE	435	63.8	95.7	28.2	15.8+	21.1 +
Staffordshire University	2,465	73.7	95.5	20.4	15.4+	17.4 +
The University of Warwick	2,695	90.6	92.9	7.6	11.3 -	9.5
The University of Wolverhampton	3,365	62.5	95.2	24.7	15.9+	18.9 +
University College Worcester	1,015	62.0	92.2	13.1	16.6	17.2 -

Projects overview

Theme 1:
Facilitating progression

Theme 2:
Collaborative teaching and sharing resources across institutions

Number in regional sections	West Midlands		Support for transition to HE or into employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Share courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
	Theme 1	6										
	Theme 2	5										
	Theme 3	6										
	Total	10										
Project short title												
91	Black Country regional smartcard						x					
92	Delivering a Foundation Degree through a Managed Learning Environment (MLE)				x			x	x		x	x
93	Graduate from learn direct		x		x	x						
96	PACE / pebblePAD		x	x		x						
98	Regional e-Learner Service		x	x	x	x						
100	Work Based Learning in the Black Country		x		x	x						
102	ROLO							x	x		x	
103	Shared E-Learning Project (SELP)							x	x		x	x
104	Birmingham VLE								x		x	x
105	Birmingham City Council Course Finder											
	West Midlands		4	2	4	4	1	3	4		4	3

Project descriptions

The following project descriptions illustrate recent and current activity in the West Midlands.

91 - Black Country regional smartcard

Smartcards are increasingly being used. In some cases this is a single organisation system, within the Black Country there is a regional card being developed.

92 - Delivering a Foundation Degree through a Managed Learning Environment (MLE)

This project by University College Worcester with a group of partner FE colleges is funded by the JISC MLE programme and addresses the e-learning needs of students on Foundation Degrees. There are the usual pitfalls associated with the development of effective e-learning environments together with the challenges of bringing together HE institutions, partner colleges, employers and students studying at a distance. The project is working through all these issues to develop an effective system while continually evaluating developments to provide a critically reflective account of the pitfalls and success strategies to provide guidance and materials for others. It has identified barriers to students' use of electronic resources and provides some useful background upon which to build successful collaborative sharing of resources.

93 - Graduate from learn direct

Funded by the RDA 'Advantage West Midlands', the University for Industry is working with Learn

direct centres in the West Midlands and the Open University to facilitate progression from learn direct learning experiences to accredited HE learning in business and management. Ufi and the OU are working towards close partnership in the WM region aimed at mutually supportive systems for student progression through HE.

96 - PACE / pebblePAD

The PACE project at the University of Wolverhampton has been developed to provide opportunities for students to plan for their own self-development. In particular PACE is concerned with students' Personal, Academic, Career and Employability capabilities. The pebblePAD ePortfolio system was originally developed to support PACE but has grown to encompass learning, teaching and assessment functions. PebblePAD has been developed to cater for users in all sectors of education. It provides a system which both staff and students can use to record and share their significant experiences and achievements. We are working closely with the careers unit who see huge potential for students promoting themselves in the employment market.

98 - Regional e-Learner Service

The Regional e-Learner Service is being developed at Coventry University Centre for Lifelong Learning with funding from Advantage West Midlands (the RDA) to provide an easy to operate service accessed via a web portal providing diagnostic tools that will assess learner's skills and needs, to develop learning plans and targets and provide links to regional learning, educational and development offerings and opportunities. A web portal will capture data on the learners' requirements and skill gaps and identify trends and gaps of economic and regional interest. A critical success factor will be the identification of an innovative way to motivate individuals and employers to want to take part (and complete) the training.

100 - Work Based Learning in the Black Country

An Aimhigher initiative for employees in Black Country SMEs that uses a bridging course 'Managing in the Workplace' into HE for those with NVQ Level 3 or equivalent. Allows progression to business, management, health care and social welfare courses.

102 - ROLO

The primary aim of the ROLO project (completing in March 2005; funded under the JISC Core Middleware programme) by Kidderminster College with RSC West Midlands and University College Worcester is to setup a Shibboleth architecture to provide a long-term method of sharing institutional learning resource objects. This implementation will incorporate other technologies such as a WebISO in the form of Pubcookie. Once this is in place and experience has been gained in the setting up and administering of Shibboleth, the PERMIS decision engine will be incorporated into the Shibboleth architecture. The repository linking various sites (RSC WM, Kidderminster and UCW) is successful, with a working model currently in use. The other areas that have been useful are the link of open source VLE's (Moodle), allowing users of other VLE's such as WebCT the ability to share learning objects and resources. The ROLO project is already testing the use of open-source VLE, common authentication and access to repositories.

103 - Shared E-Learning Project (SELP)

This project will run for the 2004-2005 academic year with HEFCE funding. It is lead by University College Worcester (UCW) with partners Evesham College, Halesowen College, Josiah Mason College, Herefordshire College of Technology, Kidderminster College, Pershore Group of Colleges and Worcester College of Technology. It focuses on UCW's HE students taught in FE colleges and relates to production and sharing of learning objects and materials and training to support shared use of e-learning and to help integrate online learning for the HE students.

104 - Birmingham VLE

Birmingham introduced/rolled out a VLE to Birmingham schools and will extend this to Adult Learners. Currently 250 (eventually 450) schools use one common platform.

105 - Birmingham City Council Course Finder

This is an Adult Education course finder created by Birmingham City Council Education Service, allowing to search for courses by entering a keyword or post code, by using a map or by browsing from a menu to select an area or venue.

Yorkshire and the Humber

Overview

Yorkshire and the Humber cover an area of over 15,400 km². North Yorkshire and the Humber are primarily rural, with a cluster of services and heavy industries around the Humber ports, while south and west Yorkshire are mainly urban. The population density of the region is 323 people per km². Leeds is the largest city in the region, with a population of 717,000. Other significant cities include Sheffield, Bradford, York and Hull.

The total income of higher education institutions in the region is just under £1,241 million per year. There are 11 higher education institutions in Yorkshire and the Humber. The Northern School of Contemporary Dance had no higher education students in 2003-04. In addition 33 further education colleges teach higher education courses. The higher education student population is around 151,000 full-time equivalent (FTE) students. The institutions range in size from University of Leeds with over 27,000 student FTEs, to Trinity and All Saints with just over 2,000 student FTEs. The largest concentration of higher education is in Leeds, with two universities, a higher education college and seven further education colleges teaching HE courses. Yorkshire Universities (YU) was one of the earliest HE consortia to be established in the UK. Yorkshire and the Humber have a high proportion of student FTEs registered at further education colleges. There is a high net flow of young full-time undergraduates into the region – for every 100 students from Yorkshire and the Humber there are 154 students studying in the region.

Priorities

Emerging priorities were identified at a seminar on 28 October 2004. Underpinning these priorities is a clear need for more flexible means of learning, and a need for HEFCE and the Learning and Skills Council to work more closely with each other and regional bodies such as Yorkshire Forward.

Enterprise

Higher education plays a significant role in supporting the enterprise culture that is crucial to regional competitiveness. This is an area of existing collaboration funded jointly by the Higher Education Innovation Fund (HEIF) and Yorkshire Forward. Graduate retention is also seen as a priority, as is improving the survival rate of graduate business start-ups.

Knowledge transfer

There is a need for greater alignment of higher education with the skills and business agenda. This is a multi-faceted priority including:

- 1 Provision of relevant courses (such as Foundation Degrees, linked to regional skills priorities)
- 2 Flexible delivery to suit students and their employers and including distance, electronic and work-based learning
- 3 Knowledge transfer
- 4 Engagement of employers in curriculum development and in supporting higher education study of their staff
- 5 Special measures for the small and medium enterprise constituency
- 6 Better display of the higher education product.

Widening access and participation

The following issues were raised:

- 1 The need for joined-up working across the higher education/further education sectors and easier progression for students between institutions and courses
- 2 A better balance of full-time and part-time provision
- 3 Considering 'non-traditional' students such as mature students and work-based learners
- 4 More locally provided higher education.

Indicators

HE Student registrations by type of institution						
		2002-03	2003-04			
Headcounts	In HE institutions	173,832	173,773			
	In FE colleges	13,667	13,570			
	Total	187,499	187,343			
FTEs	In HE institutions	137,860	140,626			
	In FE colleges	11,139	10,795			
	Total	148,999	151,422			
Characteristics HE students registered at HEIs						
2002-03	Overseas	11.70%	of FTEs			
	Young	72.40%	of UG FTEs			
	Mature	17.20%	of UG FTEs			
	Male	46.40%	of FTEs			
2003-04	Part-time	13.40%	of FTEs			
	PG	16.40%	of FTEs			
HE provision 2003-2004						
	Franchised	1.99%	of headcount			
	Registered and taught at HE college	3.92%	of headcount			
	Registered at FEC	7.24%	of headcount			
	Registered and taught at university	86.85%	of headcount			
Participation statistics						
	From low participation neighbourhoods					
	Total entrants	Percent entrants who are young	Percent with known data	Percent from group	Bench-mark	Location-adjusted bench-mark
Yorkshire and the Humber						
The University of Bradford	1,615	69.5	95.5	16.2	14.7	16.9
The University of Huddersfield	2,600	69.5	93.5	22.8	15.7+	19.2 +
The University of Hull	2,675	77.9	93.5	15.0	13.7	15.5
Leeds Metropolitan University	4,235	73.5	93.9	13.8	15.1	17.5 -
The University of Leeds	6,375	92.3	93.1	9.9	11.3	12.0
Northern School of Contemporary Dance	50	80.4	80.5	33.3	15.8	19.0
Sheffield Hallam University	5,395	72.8	92.8	16.1	14.4	16.1
The University of Sheffield	4,085	92.3	92.6	9.5	10.5	10.9
Trinity and All Saints College	565	83.9	92.8	17.9	15.0	18.2
York St John College	1,190	77.0	83.0	15.7	14.8	18.5

Projects overview

Yorkshire and the Humber

Number in regional sections

Theme 1
7

Theme 2
6

Theme 3
3

Total
11

		Theme 1: Facilitating progression					Theme 2: Collaborative teaching and sharing resources across institutions				
		Support for transition to HE or into employment	Assist personal development	Integrate HE and work-based learning	Facilitate enrolment / progression	1 - other	Shared courses taught across institutions	Re-use of modules & lessons across institutions	Student collaboration across institutions	Staff collaboration across institutions	Adaptation & reuse of learning resources across institutions
Project short title											
107	Good Practice Guide to HE	x			x						
110	REPLIKA						x	x		x	x
111	Revolutionising teaching and learning project										
112	MEDFORIST Euro-Mediterranean network for sharing IST learning resources			x						x	x
114	Print Media Online	x		x	x						
115	HLSI (High Level Skills for Industry)			x			x	x		x	x
116	Iconex - Interactive Content Exchange							x		x	x
117	CPCET MLE Project	x		x	x		x	x		x	x
118	Knowledge Learning Institute / Innovation			x							
119	Assis (Assessment and Simple Sequencing Integration Services)										
124	e-learning across the Modern Apprenticeship Framework			x							
	Yorkshire and the Humber	3		6	3		3	4		5	5

Project descriptions

The following project descriptions illustrate recent and current activity in Yorkshire and the Humber.

107 - Good Practice Guide to HE

The Guide is developed by Craven College with York College, Scarborough 6th Form College and Scarborough 6th Form Careers as part of the Aimhigher initiative. It is web-based, enabling access to up-to-date information and includes sections for Students and Parents so that the information can be accessed directly and help to navigate the maze and discover information about higher education and career progression at 18+.

110 - REPLIKA

This is an EU - Leonardo da Vinci project in which Huddersfield University works with Leeds Metropolitan University, University of Hull, Doncaster College and European partner institutions in four European countries - the UK, Czech Republic, Denmark and Spain. It is examining the use of an e-learning authoring tool and XML repository to develop and re-purpose learning content. Co-ordinated by Trans HEurope, this project is a vocational learning development and innovation project. The outcomes will include: an experimental digital repository; up to 12 new online vocational learning modules; delivery to pilot groups in four countries; staff development and training, learner support mentoring, accreditation within institutional and national qualification frameworks.

111 - Revolutionising teaching and learning project

Led by North Hull City Learning Centre and funded by Kingston upon Hull City Council from October 2004, this work builds on HULL's broad infrastructure and includes preschool, primary, secondary, FE, Adult and Community, Web Based Learning using common platform for delivery of video-rich materials, cross-platform with interactive TV. The Revolutionising Teaching and Learning Project seeks the extension of the earlier pilot to other learning centres across the city. It will create three interactive learning clusters, each consisting of a children's centre, one primary school, one secondary school, one department of a college of Further Education and a community-learning venue. Each cluster will work collaboratively on content development and new pedagogies and will liaise with other relevant local institutions, e.g. Special Needs Units. It will also develop the content management infrastructure and team to enable the delivery of e-learning and public services content simultaneously over interactive television and broadband internet. This project has been designed to be scalable and to work with other public service deliverers, e.g. e-governance and health.

112 - MEDFORIST - Euro-Mediterranean network for sharing IST learning resources

This is an EU EUMEDIS funded project involving Sheffield University Management School, Centre TIME at the Grenoble Ecole de Management (France, lead), HUT - the Institute of Strategy and International Business of Helsinki University of Technology (Finland), Athens University of Economics and Business (Greece) and 12 Mediterranean institutions. It is aimed at building a network of e-business trainers (HE lecturers). The ultimate aim of the project is to contribute to the economic development by improving the e-commerce capability. However, the immediate aim of the project is to enable the trainers to develop and share e-business teaching resources and to experiment with new pedagogy (including in ICT enabled environments). The project has reached the stage where the e-learning platforms have been developed (some are shared, some institutions have their own in-house or use well known e-learning software), and a knowledge management platform has been developed to enable the sharing of resources, know how, and collaborative work. One of the activities is an online social learning process for the network based on the principles of action learning.

114 - Print Media Online

Yorkshire Forward has funded the development of a suite of online resources for Level 3 study at Leeds College of Technology. Learners study for vocational technical certificates at the College from all over the country. This means that a number of people are trained to pre-university levels and are fully conversant with distance e-learning. Many printers - who would otherwise not have had the opportunity to learn - have gained qualifications and furthered their careers. The Impress degree offers a natural development for those learners. The vision to widen access to training for printers has led to the development of several tutor-supported online print qualifications, which the printing industry has welcomed.

115 - HLSI (High Level Skills for Industry)

This is a skills development initiative funded by Yorkshire Forward (the Yorkshire and Humber Regional Development Agency) and carried out by West Yorkshire Consortium of Colleges, including more than 30 institutions. The project has an initial remit to establish an on-line

repository of learning materials to support the delivery of learning programmes in the broad subject areas of engineering / manufacturing from Key Stage 4 to Higher Education levels. This comprehensive repository for learning materials has been developed but as the project expanded to take in the whole of the Yorkshire and Humber region so has the subject areas covered. Through collaboration with over 30 institutions the project now includes a wide range of learning material covering subjects as diverse as Psychology to Animal care. The HLSI Project has brought together a broad spectrum of partners to work together in developing the repository and materials to address the online needs of learners. Objectives: 1) To establish a central repository of learning objects 2) To ensure the repository is populated with high quality learning materials 3) To embed the methodology and technology...to ensure everyday use within the curriculum (i.e. by staff development) 4) To ensure the HLSI methodology and technology is recognised and informs the regional, national and European agendas for e-learning integration within mainstream learning delivery.

116 - Iconex - Interactive Content Exchange

This project by the University of Hull with North Lincolnshire College and Xtensis elearning was funded under JISC call 5/99 and looked at the creation of learning repositories and the development of customisable, adaptive materials to populate the repositories. It aimed to establish the key role for interactive content across all disciplines, to produce interoperable interactive content as learning objects, to provide a brokerage for the exchange/sale of interactive learning objects and to become the first place academics go to find out about interactive content.

117 - CPCET MLE Project

This MLE project by the University of Huddersfield and CPCET (Consortium for Post Compulsory Education and Training) started in 2002 and completed in December 2004 with funding from the HEFCE Restructuring fund, the precursor of the Strategic Development Fund. Its purpose was to re-structure an established collaborative arrangement through innovative use of ICT in the creation of an integrated managed learning environment. The main outcomes included: transformation of the student learning experience through access to e-learning materials and to a full and wide HE community; improved support for students through a single entry point to all relevant services; development and evaluation for the HE sector of new, ICT-based ways of facilitating collaboration between FE and HE, and between dispersed specialised education and training providers; induction into the PCET sector of nearly 1,000 newly qualified teachers each year who have direct experience as learners of how ICT can transform and enhance that process.

118 - Knowledge Learning Institute / Innovation

This emerging Yorkshire Forward initiative will have as its main role working with business but there are going to be close links to public e-learning. At present there is a concept and core funding but no real strategy or structure - PA consulting are working to develop this.

119 - Assis (Assessment and Simple Sequencing Integration Services)

Funded from September 2004 to March 2005 this short JISC (DEL eTools) funded project at the University of Hull focuses on the ability to access and share assessment materials. This project could be deployed at an institutional and regional level. Assis provides tools for a teacher to browse, search, preview and select assessment objects from question banks which can then be incorporated into packages of content which may also include sequencing instructions, removing the requirement for teachers to have any knowledge of the technical details of how the object is presented to the learner or how the learner's responses are captured. For learners, a player will be produced that will present material from content packages and integrate with the Assis external services for presenting assessment objects and the processing of sequencing rules. The open source services and tools that enable these activities will be standards and specifications conformant. The project also aimed to provide discrete tools and services that need not be used exclusively by the outcomes of Assis.

124 - e-learning across the modern Apprentice Framework

This NLN Transformation Project funded by the LSDA from February 2004 at Leeds College of

Technology aims to embed e-learning support across a range of Modern Apprentice programmes through the use of a VLE and online NVQ portfolios.

APPENDICES TO THE REPORT

Appendix 1 – example of consultation input request

1. Email text

Subject: Request for information regarding e-learning initiatives

Dear Sir, Madam,

On behalf of the Joint Information Systems Committee (JISC), we hope that you can help us by providing input into a study of opportunities for 'distributed' e-learning in each of the English regions. One of the aims is to make recommendations on how such opportunities can be measured.

JISC defines distributed e-learning as "the effective use of technology to assist learners to access, piece together and manage the learning they do throughout their life, in a range of institutional, informal and work-based settings."

We are now trying to identify initiatives, arrangements and partnerships in each region that facilitate progression into and through HE and contribute to widening participation. It is in this context that JISC asked to consult you, representing an organisation potentially involved in or able to point in the direction of current or planned activities in these, or closely related, areas.

It would help us very much if you can alert us to documents (electronic or paper based) and web links describing projects, programmes of work or evaluations, which you feel we ought to include in the research.

Attached is a short guidance document in Word format, providing slightly more detailed information on what we are interested in. Please feel free to respond by return email (preferred) or any other means convenient to you. Our contact details are provided below. If you would prefer to initially discuss this by telephone, please suggest an appropriate date, time and contact details. A member of our research team will be pleased to get back to you. If you want to contact JISC before considering a response, feel free to contact the JISC programme manager, Sarah Davies, email sarah.davies@bristol.ac.uk for information about this study.

Many thanks for your time and co-operation!

<Contact details for response>

2. Attachment to consultation input email request

Dear Sir, Madam,

Examples of (distributed) e-learning initiatives for JISC research

As mentioned in the covering email, we would be delighted with pointers to documents, electronic

or paper based, and web sites describing projects, programmes of work or evaluations which you feel we ought to include in this research. We are interested in a range of initiatives including those aimed at facilitating progression and transition (School to FE, FE to HE, HE/FE to work etc) and work-based activities, but also partnerships focussed on resource sharing or aspects of life-long learning.

We would be very thankful if you can let us know about relevant initiatives and plans that you are either involved in, are funding or co-ordinating, or know about. We are also particularly interested to hear about methodologies and approaches adopted or considered for evaluation and measuring impact, at any level.

JISC defines distributed e-learning as "*the effective use of technology to assist learners to access, piece together and manage the learning they do throughout their life, in a range of institutional, informal and work-based settings.*"

Our study supports the Distributed e-learning strand of the JISC e-learning Programme. This programme has been funded by the Higher Education Funding Council for England (HEFCE) to facilitate lifelong learning and wider participation in higher education by providing learners with:

- 1 More seamless learning experiences
- 2 Better learning tools
- 3 Easier access to personal learning information such as portfolios
- 4 Access to greater quantities of quality-assured learning materials

Teachers are also expected to benefit from guidance on how to use e-learning resources within appropriate systems. Detailed information on this work can be found on the JISC website: http://www.jisc.ac.uk/index.cfm?name=programme_edistributed

Examples of useful information for this study include:

- 1 Partnerships: their structure, number of partners, allocation of responsibilities
- 2 Type of initiative (pilot / experimental or 'full' service)
- 3 Resourcing, amount and/or provenance of funding
- 4 Expected / unexpected outcomes achieved
- 5 Evaluation approaches / measures for success, if any
- 6 Barriers / challenges encountered (cultural, technical...) outcomes

Many thanks for your time and feedback!

<Contact details for response>

Appendix 2 – project /initiative contact details

(The numbers in this list are used throughout the report)

1 ISIS - Integrating Simple Sequencing
<http://www.hull.ac.uk/esig/isis.html>
University of Hull
Academic Services

2 Web-Working for Women
<http://tinyurl.com/6lc5r>
University of Luton
01582 489167 nigel.hall@luton.ac.uk

4 NRICH
<http://nrich.maths.org>
University of Cambridge
nrich@damtp.cam.ac.uk

5 Overcoming social exclusion through online learning
<http://www.niace.org.uk/Research/ICT/overcomingSE.htm>
NIACE
niace-project@open.ac.uk

6 ARTworld
<http://artworld.uea.ac.uk/>
University of East Anglia

7 Community Heritage Store
<http://www.localchs.co.uk/chs.nsf/articles/CHScommunityview>
Borough Council of King's Lynn and West Norfolk

8 Developing Managers Project
Cambridgeshire Regional College

9 Luton Graduate Apprenticeship Scheme (GAS)
<http://www.luton.ac.uk/departments/wbl/gas>
University of Luton, Work Based Learning Unit

10 eMBA - Enterprise Development for SME Managers
Luton Business School
Iona.Evans@luton.ac.uk

11 New Skills for the Information Age (1/2/3)
<http://tinyurl.com/6lc5r>
University of Luton
01582 489167 nigel.hall@luton.ac.uk

12 Alcohol Services for the Community Project: Bridging the Gap

LSC Bedfordshire
Tara Grieveson Tel: 01582 723434

13 E-LEARNING PROJECT
<http://www.rnibvocoll.ac.uk/>
RNIB VOCATIONAL COLLEGE

14 CensusAtSchool / ExperimentsAtSchool / SurveysAtSchool
<http://science.ntu.ac.uk/rsscse/activities/current.htm>
Nottingham Trent University
rsscse@ntu.ac.uk

15 LP3
<http://www.loucoll.ac.uk/projects/ppp1.htm>
Loughborough College

16 Specifying an e-Portfolio: enhanced learner information for flexible admissions and transitions into Higher Education
<http://www.nottingham.ac.uk/e-portfolio/>
University of Nottingham

17 Em-Grad online
<http://www2.ntu.ac.uk/careers/emgrad/>
University Careers Services in the East Midlands

18 e-PARS
<http://winster.nottingham.ac.uk/epars/shared/htm/about.asp>
University of Nottingham

19 RAPID
<http://rapidprojects.lboro.ac.uk/>
Loughborough University
RAPID Project Manager, Alan Maddocks, A.P.Maddocks@lboro.ac.uk

20 Chesterfield College franchises and Foundation Degrees
Chesterfield College
No details

21 CASTLE Project
<http://www.le.ac.uk/castle/>
University of Leicester
Mathew Culwick email: mdc10@le.ac.uk

22 TALENT
<http://www.le.ac.uk/TALENT/>
Canterbury Christ Church University College

23 SELENE (self e-learning networks)
<http://www.dcs.bbk.ac.uk/selene/>
London knowledge Lab, Birkbeck College

24 @pple

http://www.thebigtree.org/p_apple/index.htm
The Rix Centre, University of East London
Andy Minnion, The Rix Centre, University of East London. Docklands Campus, London, E16
2RD

25 KALEIDOSCOPE Learning Object Repository
<http://www.becta.org.uk/research/research.cfm?section=1&id=3197>

27 ASAP (Automated System for Assessment of Programming)
<http://technology.kingston.ac.uk/asap/index>
Kingston University
David Livingstone d.livingstone@kingston.ac.uk

28 London Health Libraries & M25 Consortium Joint Working Group
<http://www.m25lib.ac.uk/m25sec/business/health/healthhome.html>

29 NTI at Kingston University
<http://nti.kingston.ac.uk/>
Kingston University

30 Aspire
<http://www.aspire-aimhigher.ac.uk/index.html>

32 Course finder WEA
<http://webcam.wea.ac.uk/>
Workers Educational Association (WEA)

34 UceL (University Collaboration in e-learning)
<http://www.ucel.ac.uk/documents/docs/LEEDERMORALES.pdf>
University of Cambridge
info@ucel.ac.uk

37 JORUM project and service
<http://www.jorum.ac.uk/>
MIMAS / EDINA

40 TOIA (Online assessment software)
<http://www.toia.ac.uk/>

41 Implementation of the HE progress File
www.recordingachievement.org/downloads/101_synoptic%20_report.pdf
Centre for Recording Achievement (CRA)

42 OWL (Object Warehouse for Learning)
<http://www.owl-elearning.ac.uk/>
City of Sunderland College
Doreen Shannon (Project Manager) Tel: 0191 511 6851

43 NORMAN
<http://www.norman.net.uk/sitefiles/Introduction.html>
norman-admin@ncl.ac.uk

- 44 Trust based services
NE Regional Smartcard Consortium
No contact details
- 45 Identity management
Various in North East
No contact details
- 46 eLand project
<http://www.e-land.org/SitePages/Default.aspx>
LSC Northumberland
- 47 AURIL CPD
<http://www.auril-cpd.org/introduction>
AURIL
Project manager liz.burdess@sunderland.ac.uk
- 48 ALLIS (Accessing Lancashire Library & Information Services)
<http://www.allis.org.uk/>
- 49 Working Together
<http://www.ephu.man.ac.uk/workingtogether/>
University of Manchester
Andy Hall, Team Leader Info & Learning Technologies
- 50 North West Academic Libraries (NoWAL)
<http://www.nowal.ac.uk>
- 51 CANLMAN
<http://www.canlman.net.uk/>
- 52 E-learning Centre
<http://www.elearningcentre.org.uk/aboutus.php>
Manchester University
- 53 eLearning Place
<http://www.elearningplace.co.uk/>
Connect / University of Liverpool
- 54 Lancashire learning partnership
No contact details
- 55 www.uni4me.com
www.uni4me.com
Aimhigher Greater Manchester
enquiries@uni4me.com or s.d.g.marshall@open.ac.uk
- 57 Experiment with paperless BTEC Nat Dip.
West Cheshire College
Julie Williams
- 58 Developing Progress Files for Sports Studies Workplace Learning

http://www.hlst.ltsn.ac.uk/projects/project_611.html
University College Worcester
John Deane j.deane@worc.ac.uk

60 CLEO (Cumbria & Lancashire Education OnLine)
<http://www.cleo.net.uk/about.cfm>
LEA / Lancaster University
office@cleo.net.uk

61 LUSID: Liverpool University Student Interactive Database
<http://lusid.liv.ac.uk/public/index.html>
Liverpool University
lusid-info@liv.ac.uk

62 eLISA
University of Greenwich
J.Jameson@gre.ac.uk

64 Community University Partnership Programme (CUPP)
<http://www.brighton.ac.uk/cupp/aboutus/index.htm>
University of Brighton

65 Web Services for Reflective Learning
<http://www.jisc.ac.uk/index.cfm?name=ws4rl>
University of Oxford
adam.marshall@computing-services.oxford.ac.uk

66 Opening the Door to Language Learning
<http://www.opendoor2languages.net/uk.html>
University of Southampton
a.m.dickens@soton.ac.uk

68 SHELL-FISH
<http://www.jisc.ac.uk/deletshellfish.htm>
University of Plymouth
Dr Neil Witt Email: nwitt@plymouth.ac.uk

69 eLanguages Project
<http://www.elanguages.ac.uk/about/index.html>
University of Southampton

70 PETAL - (Personal ePortfolios for Teaching and Learning)
http://www.brookes.ac.uk/research/odl/petal/petal_home.html
Oxford Brookes University
George Roberts Email: groberts@brookes.ac.uk

71 Progress Files an Integrated Tool for Student Management of Study Programmes
http://www.hlst.ltsn.ac.uk/events/140103/140103_report.html#0
LTSN HLST

72 Integrated ICT-Related Skills Development Programme For Small Business Sector In Cornwall

LSC

No contact details

74 Graduates South West

<http://www.gradsouthwest.com/>

75 Peer assisted learning project SPAT

<http://www.spat.ac.uk/>

Plymouth

76 Knowledge 4 Business

<http://www.k4b.co.uk/>

herda-sw

Deborah Watson on +44 (0) 1392 229585 or e-mail k4b@southwestrda.org.uk

77 ALERT - Accessibility in Learning Environments and Related Technologies

<http://www.dur.ac.uk/alert/index.htm>

Bournemouth University

78 Various MLA-SW projects

MLA - SW

SWMLAC contact Virginia Havergal

79 ACCESS TO LIBRARIES FOR LEARNING

<http://www.southglos.gov.uk/libraries/CollegeLibraries.htm>

Contact: Martin Burton, South Gloucestershire martin.burton@southglos.gov.uk

85 Community Based ICT programme

LSC Programme

No contact details

86 PESCA (Personal, Employment, School, Career, Academic)

<http://www.ex.ac.uk/employability/secure/Pesca2002/pesca.html>

Exeter University

88 Fair Enough Project

www.fairenough.ac.uk

Western Colleges Consortium

89 DSW Partnership

<http://www.dsw.ac.uk/aboutdsw.html>

91 Black Country regional smartcard

No contact details

92 Delivering a Foundation Degree through a Managed Learning Environment

http://www.jisc.ac.uk/index.cfm?name=project_0103_ucw

University College Worcester

MLE Project Manager, k.mackay@worc.ac.uk Tel: 01905 855033

93 Graduate from learn direct

University for Industry

No contact details

94 Higher Education Gateway for Gifted and Talented Partnership
University of Warwick
Ken Sloan, tel 024 765 74411, e-mail ken.sloan@warwick.ac.uk

95 Uni4Me
<http://www.uni4me.com/uni4me/index.cfm>
The Open University in the North West
feedback@uni4me.com

96 PACE / pebblePAD
http://www.pebblepad.co.uk/pp_pace.asp
University of Wolverhampton
Shane Sutherland, ePortfolio Project Director Email: sams@wlv.ac.uk

98 Regional e-Learner Service
Coventry University Centre for Lifelong Learning
No contact details

99 RDN Virtual Training Suite
<http://www.vts.rdn.ac.uk/x4l/>

100 Work Based Learning in the Black Country
<http://workplus.sandwell.ac.uk/index.htm>

102 ROLO
<http://www.kidderminster.ac.uk/kc-rola/>
Kidderminster College

103 Shared E-Learning Project (SELP)
<http://www2.worc.ac.uk/elearningpartners/>
University College Worcester

104 Birmingham VLE
University of Birmingham
No contact details

105 Birmingham City Council Course Finder
www.bgfl.org/changeyourlife
Birmingham City Council Education Service

107 Good Practice Guide to HE
<http://www.yorks.ac.uk/aimhigher/aimhigherny/CEG/index.html>
Craven College

108 Adults' guide to HE
<http://www.maturestudent.info>
University of York

110 REPLIKA
<http://www.hull.ac.uk/elearning/consultancy/replika.html>

TransHEurope
Patrick Lynch on 01482 465941 or email elarning@hull.ac.uk

111 Revolutionising teaching and learning project
North Hull City Learning Centre
m.jones@hull.ac.uk

112 MEDFORIST Euro-Mediterranean network for sharing IST learning resources
<http://www.medforist.net/eng/index.asp>
Sheffield University Management School
John KAWALEK, The University of Sheffield, J.Kawalek@sheffield.ac.uk

114 Print Media Online
http://www.lct.ac.uk/business_new/printcollege/
Leeds College of Technology

115 HLSI (High Level Skills for Industry)
<http://www.hlsi.org.uk/>
West Yorkshire Consortium of Colleges

116 Iconex - Interactive Content Exchange
<http://www.iconex.hull.ac.uk/about.htm>
University of Hull

117 CPCET MLE Project
<http://consortium.hud.ac.uk/php/showpage.php?pageid=23>
University of Huddersfield
Keith Webb k.webb@hud.ac.uk

118 Knowledge Learning Institute / Innovation
Yorkshire Forward
Amy Chant amy.chant@yorkshire-forward.com 0113 3949736 or 07734 488327

119 Assis (Assessment and Simple Sequencing Integration Services)
<http://www.hull.ac.uk/esig/assis.html>
University of Hull
Robert Sherratt Email: r.sherratt@hull.ac.uk

120 Integrating e-learning
Working men's college
No contact details

121 e-learning transformation - making it happen
Runshaw College
No contact details

122 Transformation across Northamptonshire
Northampton College
No contact details

123 Towards an e-confident college
Bexley College

No contact details

124 e-learning across the modern Apprentice Framework

Leeds College of Technology

No contact details

125 Transforming learner support through an online tutorial programme

Newham Sixth Form College

No contact details

126 Adding a richer blend to health and social care course

Bournemouth & Poole College

No contact details

127 Learning e-tool

St Helen's College

No contact details

128 Work based e-learning

Eastleigh College

No contact details

135 - Aimhigher: Raising aspirations, achievement rates and participation in higher education

Leicestershire Aimhigher

No contact details

136 - Aimhigher: National Mentoring Scheme

National Mentoring Pilot Project, Middlesex University

No contact details

Appendix 3 – Abbreviations and Acronyms

Becta	British Educational Communications and Technology Agency
BTEC	Business & Technology Education Council
CGfL	Community Grid for Learning
CLCs	City Learning Centres
CoVEs	Centres of Vocational Excellence
CPD	Continuing Professional Development
DfES	Department for Education and Skills
GAS	Graduate Apprenticeship Scheme (GAS)
HEFCE	Higher Education Funding Council for England
JISC	Joint Information Systems Committee
LLN	Lifelong Learning Networks
LSC	Learning & Skills Council
LSDA	Learning and Skills Development Agency
NLN	National Learning Network
NTI	New Technology Institute
NTO	National Training Organisation
PDP	Personal Development Plan
RDA	Regional Development Agency
RNIB	Royal National Institute of the Blind
RSP	Regional Skills Partnership
StAR	Strategic Area Review
Ufi	University for Industry
WP	Widening Participation