

JISC DEVELOPMENT PROGRAMMES

Project Document Cover Sheet

PROJECT PLAN

Project

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|--|---|-------------------|-----------------|
| Project Acronym | EELLS | Project ID | |
| Project Title | East of England Lifelong Learning Support (EELLS) | | |
| Start Date | 1st March 2005 | End Date | 31st March 2006 |
| Lead Institution | University of Hertfordshire | | |
| Project Directors | David Piper (University of Hertfordshire) and Mark Gamble (University of Luton) | | |
| Project Manager & contact details | To be appointed. In interim contact ... Name: Mr David Piper Position: Director of Learning Technology Email: d.piper@herts.ac.uk Address: University of Hertfordshire, Learning Resources Centre, College Lane, Hatfield, HERTS. AL10 9AD Tel: 01707 284700 Fax: 01707 284666 | | |
| Partner Institutions | University of Luton Bedfordshire and Hertfordshire colleges – discussions ongoing | | |
| Project Web URL | http://www.eells.herts.ac.uk | | |
| Programme Name (and number) | 7/04: Regional e-Learning Pilot Projects around Distributed e-Learning | | |
| Programme Manager | Sarah Davies | | |

Document

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| Document Title | Project Plan | | |
| Reporting Period | | | |
| Author(s) & project role | David Piper and Mark Gamble, Project Directors. | | |
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| 0.1 | 1st April 2005 | |
| 0.2 | 26th May 2005 | |
| | | |

East of England Lifelong Learning Support (EELLS)

Project Plan

1. Background

The East of England Lifelong Learning Support Project (EELLS) will explore issues related to lifelong learners through the provision of an e-portfolio service within a regional context.

Widening participation and lifelong learning are key items on the national and regional agenda. The Association of Universities in the East of England (AUEE) has a proposal to establish a Lifelong Learning Network within the region, aimed at facilitating the progression of students through and from vocational pathways. Complementary projects funded through 'AimHigher' have already been put into place through the region.

The project will investigate the requirement for services that could support learners on vocational and/or work-based pathways and their interaction with educational institutions, organisations and networks. The project will include the provision of a superstructure that sits above individual institutions' MIS and MLE systems and is owned /accessible by learners outside an institutional structure. Other successful JISC funded projects such as SHELL, based at the University of Plymouth, have already defined specifications, created working models and provide examples of good practice within this area.

The EELLS project will build on this existing practice base. The SHELL/Phosphorix software (ioNetwork) will be implemented for a pilot service supporting the widening participation and lifelong learning agenda in the Eastern Region. ioNetwork and EELLS will provide

- An infrastructure for exchange of student data using IMS standards
- A framework for the seamless movement of the learner within FE and between FE and HE; providing a simpler, more student friendly process for choosing a course and for applying for admission which promotes and keys into the opportunities to develop lifelong learning within a regional framework
- A record of lifelong learning within the region for FE and HE students.
- Opportunities to explore the issues relating to the implementation of a lifelong learner records system for the institutions and the learners within a regional context.

Details on SHELL are available from

<http://www.educationaldevelopment.net/shellproject/default.htm>

The EELLS pilots with lifelong learners will include groups within Health and Film / Media. It is also intended to run pilot projects as an addition to existing AimHigher projects during the implementation phase of the project and to explore options to provide services to schools within Hertfordshire and Bedfordshire.

2. Aims and Objectives

This project proposes to explore the benefits from a portal service for lifelong learners within the region through an implementation that will progress a number of pilots with different learner groups at the partner institutions. The pilots will explore the requirements of learners within a client-centred model of progression appropriate to lifelong learning, where ownership and control of the information is transferred from the institution to the individual

but with appropriate authentication for institutional progress files. This will include the provision of lifelong learner records for the presentation of learner achievements to educational establishments or employers and with utilities to assist both the individual learner and the staff involved with admissions in the application process.

The EELLS project will also support the further development of SHELL in collaboration with the SHELL Project Team by

- Exploring options to enhance the e-portfolio aspects of SHELL
- Investigating a hub to hub connection to explore the provision of inter regional services for learners.

EELLS will offer benefits to learners and will support the themes of facilitating progression and supporting the independent lifelong learner.

The EELLS project is based on reuse of the JISC funded project SHELL and will provide an operating model to explore regional systems that support Lifelong Learning.

Additionally it will provide evaluation about the re-use of SHELL within a different regional context and with different institutions.

Opportunities for extending the potential of SHELL will be investigated

- hub to hub connectivity to provide inter regional learner services
- enhancing e-portfolio aspects

Where possible opportunities for integrating web services components will be explored as this is an area under development within the locally developed MLE at Hertfordshire and any opportunities for reuse within the SHELL product will be explored

3. Overall Approach

The objectives will be achieved by reuse of the JISC funded project SHELL and will provide an operating model using ioNetwork to explore regional systems that support Lifelong Learning.

Three primary strands will be progressed:

- a) Technical strand will include the installation of the 'ioNetwork', specification of the developments needed within 'ioNodes' to provide the initial e-portfolio aspects.
- b) Lifelong learner strand will include pilots with lifelong learners to explore requirements with learners and organisations / networks and will include evaluation.
- c) Regional strand will explore issues related to regional networks

Critical success factors will include the development of :

- Tangible benefits to lifelong learners – evidenced by the evaluation studies and usage levels
- Tangible benefits to HE, FE and School institutions within the region – evidenced by the level of adoption.
- Tangible benefits to umbrella organisations, AIMHigher, Skillset, Sector Skills Councils etc. - – evidenced by the level of engagement

4. Project Outputs

The EELLS project will provide a demonstrator for the region of a scalable support service for learners independent of institutional MIS/MLE systems.

A programme of regional workshops will run from June 2005 to promote EELLS and to gather feedback from the region

A series of evaluation reports as listed in Work Package 10 and final report which will present a guide to practical / strategic issues, technical implementation issues, evaluation of success and failures and recommendations.

A business plan on scalability to wider region

The project team will participate as appropriate in events organised by the JISC or other HE events to promote the project.

5. Project Outcomes

A demonstrator of a support structure for lifelong learners that will facilitate progression

6. Stakeholder Analysis

| Stakeholder | Interest / stake | Importance |
|-------------------------------------|--|------------|
| Lifelong learners | Consumer / customer | High |
| Teaching staff | Managers of lifelong learning products | Medium |
| External consultants | Supplier / partner | High |
| Institutional managers | Institutional strategy | High |
| Institutional MIS staff | Data owners/ consumers | Medium |
| Institutional IT staff | Network and systems connections | Medium |
| Institutional admissions staff | | Medium |
| External and regional organisations | | High |
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7. Risk Analysis

| Risk | Probability (1-5) | Severity (1-5) | Score (P x S) | Action to Prevent/Manage Risk |
|---|-------------------|----------------|---------------|--|
| Staff and learners will not participate due to perceived lack of benefit. | 3 | 5 | 15 | This will be managed by ongoing monitoring, evaluation and dialogue with staff and students on the pilots. Good practice from other e-portfolio projects will be used. |
| Learners lack confidence | 3 | 4 | 12 | The pilot groups will be |

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| or skills in new methods | | | | introduced and supported through classroom based sessions. |
| Lack of support from other institutions or the lack of an evident regional benefit. | 3 | 5 | 15 | The local consortium arrangements will provide a solid platform for demonstrating the value of the project and promotion to other institutions is a core aspect of the project plan. |
| Lack of benefit to national and regional lifelong learning initiatives. | 3 | 5 | 15 | Promotion to national and regional lifelong learning initiatives to be included in work packages |
| Staffing – lack of skills or failure to appoint | 1 | 4 | 4 | Central staffing is a small established team of permanent staff. Pilots with students will involve several teaching staff selected from a number of interested staff. |
| Organisational – lack of buy-in from institutions | 1 | 5 | 5 | The project is aligned with institutional strategies and offers significant potential to both institutions and learners. |
| Technical | 2 | 5 | 10 | The use of SHELL provides a proven platform to deliver the service and the technical support from Phosphorix (the SHELL system developers who provide a turnkey solution) and current in-house expertise will ensure that the service will be operational at the beginning of the project. |
| External suppliers | 2 | 5 | 10 | IoNodes is a working system. Requirements for software changes will include agreement on delivery dates. |
| Legal | 3 | 5 | 15 | Data protection and IPR issues are critical and care will be taken throughout the project to ensure compliance. |

8. Standards

Work package 8 will include seeking advice on standards and technical development from other e-portfolio projects, including CRA, CETIS and the Universities of Nottingham and Newcastle to ensure that best practice is used. Other centres of excellence, such as TecDis, will also be contacted for advice.

It is assumed that this will include the use of IMS LIP / IMS UK LEAP in order to accommodate interoperable IMS for a lifelong PDP application

ioNetwork already provides standards based XML for data exchange and data be encrypted using the integrated ioNetwork infrastructure and proven methods such as HTTPS, SCP, SFTP and VPN SSH Tunnels

10. Intellectual Property Rights

Any software and documents produced within by the project will be made available to the education community under a completely free and open source license model. The project will conform to JISC requirements for IPR.

Project Resources

11. Project Partners

The core project partners are the Universities of Hertfordshire and Luton.

Consortium agreement

David Piper - Director of Learning Technology, University of Hertfordshire

Mark Gamble - Head of Learning Technology Support, University of Luton

Selwyn Lloyd –Phosphorix Ltd.

At least four FE colleges in Bedfordshire and Hertfordshire will be included when selection has been agreed by the Steering Group.

12. Project Management

Briefly describe the project management framework, including organisation, reporting relationships, decision process, and the role of any local management committee.

List all members of the project team, their roles, and contact details. Indicate the proportion of time the project manager will spend on project management.

Indicate if the project has training needs and how they will be met.

3.1.1 Project Steering Group

The Steering Group will agree the project definition and reporting, the project plans and detailed programme of work, and ongoing monitoring of the project and its budget. Membership will include

Chairperson of the Steering Group

Di Martin – Dean of Learning and Information Services, University of Hertfordshire

Project Director (Lifelong Learning)

Mark Gamble - Head of Learning Technology Support, University of Luton

Project Director (Technical)

David Piper - Director of Learning Technology, University of Hertfordshire

Tim Stone - Director of Learning Resources, University of Luton

FE College representatives

JISC regional representative

AUEE LLN representatives

AimHigher representatives

Student / learner representatives will also be invited to join the Steering Group.

3.1.2 Project Development Team

The Development Team will include the staff involved with the project and representatives of the institutions involved in the pilot phases. Activities will include

- Coordination of the implementation of the project plan
- Reporting to the Steering Group on all aspects of the project;
- Liaison with JISC and AUEE on all matters related to the project;
- Coordination of the dissemination of the project findings

13. Programme Support

Indicate if there are specific areas where you would like support from the programme or programme manager.

14. Budget

Use the budget template and attach the project budget as Appendix A. Explain any changes from the budget in the agreed project proposal.

Detailed Project Planning

15. Workpackages

*Use the workpackages template to plan the detailed project work and attach as Appendix B. Clearly indicate project deliverables and reports (in **bold**), when they are due, phasing of workpackages, and explain any dependencies. You may also attach a Gantt chart, diagram, or flowchart to illustrate phasing.*

16. Evaluation Plan

| Timing | Factor to Evaluate | Questions to Address | Method(s) | Measure of Success |
|----------|--|---|--|--------------------|
| Dec 2005 | System functionality, performance and security | Is the system adequate, robust and reliable to deliver a regional service | System monitoring plus feedback analysis | System performance |
| Jan 2006 | Scalability | Can a business case be made for scalability to wider region | Feedback analysis | Level of take-up |
| Feb 2006 | Usability | Does the service meet the needs of learners | Survey and focus groups | Level of use |

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| | | and organisations | | |
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17. Quality Assurance Plan

Explain the quality assurance procedures you will put in place to ensure that project outputs comply with JISC technical standards and best practice, and what will constitute evidence of compliance.

| Timing | Compliance With | QA Method(s) | Evidence of Compliance |
|--------|-----------------------------|---|------------------------|
| | Fitness for purpose | Evaluation from pilots with lifelong learners Evaluation questionnaire for organisations involved with lifelong learning | Feedback from users |
| | Best practice for processes | Seek advice from JISC and leading practitioners eg Nottingham and Newcastle | |
| | Adherence to specifications | Seek advice from JISC and CETIS and CRA | |
| | Adherence to standards | Testing against standards | |
| | Accessibility legislation | Seek advice from TechDis | |
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18. Dissemination Plan

Explain how the project will share outcomes and learning with stakeholders and the community. List important dissemination activities planned throughout the project, indicating purpose, target audience, timing, and key message.

| Timing | Dissemination Activity | Audience | Purpose | Key Message |
|----------|---|--|------------------------------------|----------------------------------|
| Apr 2005 | Project website | Practitioners and Developers. Regional institutions / organisations | Raise initial awareness of project | Promotion of benefits of service |
| 2005 | Meetings with key stakeholders | Regional institutions / organisations | Gather requirements, promotion | Promotion of benefits of service |
| 2005 | Regional demonstrations | Regional institutions / organisations | Gather requirements, promotion | Marketing |
| Mar 2006 | Publication of reports and case studies | Practitioners and Developers | Disseminate outcomes of project. | Evaluation of project results |

19. Exit/Sustainability Plan

Explain what will happen to project outputs at the end of the project (including knowledge and learning). Focus on the work needed to ensure they are taken up by the community and any work needed for project closedown, e.g. preservation, maintenance, documentation.

Discussion will take place with other institutions in the region before and during the project to fit the project into the regional decision on the format of the Lifelong Learning Network which is expected in

March 2005 and to explore options for continuation after the project funding ceases. This could involve agreement on a federated system with participating institutions agreeing to share the costs.

| Project Outputs | Action for Take-up & Embedding | Action for Exit |
|-----------------------------|--|---|
| Project website and reports | Conclusions from project may be taken up by practitioners / stakeholders | Project website will continue for at least three years after project conclusion. Reports will be sent to JISC for wider dissemination. |
| ioNetwork | Software developments will be available as open source free for use by not for profit organisations. | Software and documentation will be available to UK HE/FE institutions |
| | | |

List any project outputs that may have potential to live on after the project ends, why, how they might be taken forward, and any issues involved in making them sustainable in the long term.

| Project Outputs | Why Sustainable | Scenarios for Taking Forward | Issues to Address |
|------------------------|------------------------|-------------------------------------|--------------------------|
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Appendixes

Appendix A. Project Budget (separate document)

Appendix B. Workpackages

Appendix B. Workpackages

Project Title : East of England Lifelong Learning Support Project (EELLS)

Project start date: 01 March 2005

Project completion date: 31 March 2006

Duration: 13 months

| WORKPACKAGES | Month | 1 Ma r | 2 Ap r | 3 Ma y | 4 Ju n | 5 Jul | 6 Au g | 7 Se p | 8 Oct | 9 No v | 10 De c | 11 Ja n |
|---|--------------|-----------------------|-----------------------|-----------------------|-----------------------|------------------|-----------------------|-----------------------|------------------|-----------------------|------------------------|------------------------|
| | | | | | | | | | | | | |
| 1: Project management | | X | X | X | X | X | X | X | X | X | X | X |
| 2: Establishment of project web site | | | X | | | | | | | | | |
| 3: Installation of ioHub | | | X | X | X | | | | | | | |
| 4: Creation of Learner records | | | X | X | X | X | | | | | | |
| 5: Specification of pilot groups | | | | | X | X | X | X | | | | |
| 6: Implementation of pilots | | | | | | | | X | X | X | X | X |
| 7: Investigation of hub to hub linking | | | | | | | | | | | X | X |
| 8: e-portfolio developments | | | X | X | X | X | X | X | X | X | X | X |
| 9: Regional promotion | | | | | | | | | | | | |
| 10: Evaluation reports | | | | | | | | | | | | |
| | | | | | | | | | | | | |

| Workpackage and activity | Earliest start date | Latest completion date | Outputs (clearly indicate deliverables and reports in bold) |
|---|---------------------|------------------------|--|
| WORKPACKAGE 1: Project management | | | |
| Objective: to ensure project is run efficiently, to schedule and within budget. | | | |
| 1. Set up Steering Group and agree project plan in collaboration with JISC | Mar 2005 | Apr 2005 | Project Plan Consortium agreement |
| 2. Quarterly meeting to agree/ review specifications and strategy | Apr 2005 | | EELLS Functional specifications EELLS Technical specifications EELLS Business plan |
| 3. Reporting | Monthly | Monthly | Monthly progress reports |
| 4. Financial reports | Quarterly | Quarterly | Quarterly reports |
| 5. Final project report | | Mar 2006 | |
| | | | |
| | | | |
| WORKPACKAGE 2: Establishment of project web site | | | |
| Objective: Promotion and publicity | | | |
| 6. Create public website for EELLS and include project documentation | Apr 2005 | Ongoing | Web site |
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| WORKPACKAGE 3: Installation of SHELL ioHub at the University of Hertfordshire | | | |
| Objective: Implementation of a working system delivering tangible benefits to lifelong learners. | | | |
| 7. Specification of hardware requirements | Mar 2005 | Apr 2005 | Specification and purchase order |
| 8. Installation of SHELL software by Phosphorix | Apr 2005 | May 2005 | System acceptance sign-off |
| 9. Review of SHELL functionality against user requirements | Apr 2005 | Jun 2005 | EELLS Technical Specifications |
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| WORKPACKAGE 4: Learner records. | | | |
| <u>Objective:</u> Specification of learner records and creation using institutional data. | | | |
| 10. - Evaluation of SHELL compliance with IMS LIP and UKLeaP | Apr 2005 | Jun 2005 | EELLS Functional Specif |
| 11. Evaluation of existing institutional transcripts and compliance with IMS LIP and UKLeaP | Apr 2005 | May 2005 | EELLS Functional Specif |
| 12. Evaluation of learner and institutional data requirements to support the project | Apr 2005 | Jun 2005 | EELLS Functional Specif |
| 13. Specification of data standards for the pilots and agreement on learner records formats | May 2005 | Jun 2005 | EELLS Functional Specif |
| 14. Create learner records for pilot groups | May 2005 | Jul 2005 | Live data transfer |
| . | | | |
| WORKPACKAGE 5: Specification of pilot groups | | | |
| <u>Objective:</u> selection of a variety of learner contexts to ensure that an adequate range of learner perspectives will be included. | | | |
| 15. Project Steering Group defines scope of projects | May 2005 | May 2005 | |
| 16. EELLS Roadshow presents overview of project to staff in partner institutions | May 2005 | Jul 2005 | EELLS demonstrator |
| 17. Negotiation with partners on pilot groups | May 2005 | Jul 2005 | Consortium agreement |
| 18. Deliver staff training for participants | Jul 2005 | Sep 2005 | EELLS demonstrator |
| | | | |
| | | | |
| WORKPACKAGE 6: Pilots with cohorts of lifelong learners | | | |
| <u>Objective:</u> Requirements gathering, data gathering, evaluating benefits and usability | | | |
| 19. Assist with training sessions for participating learner groups | | Jun 2005 | EELLS demonstrator |
| 20. Investigation with staff and students to explore detailed aspects of implementation and the requirements for development | | Feb 2006 - | EELLS Functional Specif |
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| WORKPACKAGE 7: Investigation of hub to hub linking Objective: Technical investigation and trial implementation of linking two ioNetworks | | | |
| 21. Agree requirements with Phosphorix and partner organisation | | Jul 2005 | EELLS Technical Specifici |
| 22. Arrange consents for data protection issues | | Oct 2005 | System for recording con |
| 23. Trial implementation | | Dec 2005 | Hub to hub Report |
| | | | |
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| WORKPACKAGE 8: e-portfolio developments within the JISC Technologies Framework Objective: Extension of ioHub functionality to e-portfolios. | | | |
| 29. Evaluate specification of EELLS learner records with reference to PDPs/ePortfolios developments. (CETIS and CRA and the Universities of Nottingham and Newcastle). | | Jul 2005 | EELLS Functional Specifi |
| | | | |
| WORKPACKAGE 9: Regional promotion Objective: Develop and promote a business plan for a federated EELLS system for institutions in the Eastern region. | | | |
| 24. Presentation to AUUE | | May 2005 | EELLS demonstrator |
| 25. EELLS Roadshow presentations to regional institutions | | Dec 2005 | EELLS demonstrator |
| 26. Development plan and costing for continuation / extension of service | | Nov 2005 | Business Plan |
| 27. Institutional negotiations completed. | | Feb 2006 | |
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| WORKPACKAGE 10: Evaluation reports Objective: to assess how well the project has worked and to feed into the ongoing UK lifelong learning developments | | | |
| 28. Users/learners experiences | | | Individual case studies or |
| 29. Requirements for learner records / e- | | | Final report |

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|---------------------------------|--|--|--------------|
| portfolios | | | |
| 30. Institutional data issues | | | Final report |
| 31. Transferability of SHELL | | | Final report |
| 32. Scalability to wider region | | | Final report |
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Members of Project Team:

MG = Mark Gamble

DP = David Piper

PM = Project Manager (to be appointed)

TS = Teaching staff (to be finalised)