

JISC Project Plan Template

Overview of Project

1. Background

The QAA, taking its lead from the reports of Dearing and Garrick (1997), has been promoting progress files to help students "reflect upon their own learning and achievements and to plan for their own personal, educational and career development" (QAA p.12). A significant aspect of the progress file is Personal Development Planning (PDP) and many institutions are experimenting with different ways of delivering PDP. ePortfolios present one such option, able to celebrate all forms of learning; formal and informal; institutional and non-institutional; structured and eclectic. They offer something for all kinds of learners whether at some stage of transition between levels of learning; moving to or seeking employment or simply recording achievement for the purposes of self-knowledge and self-worth. ePortfolios are the subject of this project.

The University of Wolverhampton continues to be the lead for the recruitment of students from disadvantaged backgrounds, with more than 50% of its entrants from this sector. In addition it has been working very hard to improve the performance indicators relating to its retention and recruitment of these students. Concomitantly, it has been extending its role to one of 'regional hubs of learning', working closely with those colleges from where the next student body will enrol, and with the schools who provide the students to the colleges. One emerging tool which may assist both with the retention of students and in their progression to higher levels of learning is the progress file and its electronic equivalent the ePortfolio.

University of Wolverhampton recently elected to explore the potential of ePortfolios with the twin aims of supporting students' personal development and enhancing employment opportunities, by creating and using the PACE ePortfolio system. It is this system which will be used in this project. This project will investigate the potential of ePortfolio use for retention and progression in the catchment area of University of Wolverhampton.

The need for this small-scale pilot project is threefold. The first centres on gaining a better understanding of how learners choose to use ePortfolios, in terms of the if, what, when, how etc. Clearly this may involve encouragement (or direction) from external agents to promote engagement. The second need for investigation addressed by this project is understanding of how best ePortfolios can be embedded in the curriculum and what classroom processes and materials might best assist this. The third need is to observe and evaluate if, and how, ePortfolios support the process of transition and progression between different educational institutions. At the end of the project the community will have a deeper understanding of how ePortfolios are used, can be embedded in the curriculum, and how they can support the process of transition and progression in the educational context.

2. Aims and Objectives

This project will set up the technical infrastructure needed to supply learners in colleges and schools associated with the University of Wolverhampton with access to an ePortfolio. This will be housed at the University of Wolverhampton, but accessed by learners locally (facilitated by Shibboleth authentication technology). The project will then embed this ePortfolio system as a part of the curriculum for these small groups of learners in the colleges and schools. This will be done with the pedagogic support of University of Wolverhampton in the form of workshops with teachers and further support when the ePortfolio is introduced to learners. It will then investigate how ePortfolios are used by learners and what strategies and support are needed to encourage learners' continued engagement with this process. The project will finally research how ePortfolios are used to facilitate the process of progression or transition between educational institutions and / or the workplace.

There are three specific aims (i – iii) of this project, each with specific objectives (a-c/e):

i) to observe, document and understand how ePortfolios can be embedded in the curriculum and what tasks, training, processes are useful to teachers and then the ePortfolio users. This aim has the following objectives:

- a) to set up an ePortfolio system for colleges and schools to allow local access
- b) to create and implement the training necessary for teachers and learners to embed ePortfolios into the curriculum and enable both groups to exploit the potential of ePortfolios.
- c) to produce materials and guidelines as to how best to embed ePortfolio use into the curriculum

ii) to observe, document and understand how ePortfolios are used by learners and assessing bodies when submitted as a means of assessment. This aim has the following objectives:

- a) to review the kinds of learning that are recorded by users beyond that which is immediately relevant to their formal/institutional/structured learning;
- b) to evaluate the factors which motivate learners to commit evidence to their ePortfolio;
- c) to explore the user's intentions in respect of their envisaged ePortfolio outputs - particularly in terms of their intended stories and intended audiences.
- d) research the kinds of skills or abilities suitable for recording at each level of learning;
- e) evaluate how these competencies are most appropriately (or most widely) evidenced;

iii) to observe, document and understand how ePortfolios are used by learners and institutions when submitted as evidence towards learning achievements and thus progression and transition between educational institutions or work. This aim has the following objectives:

- a) to appraise the processes in place, or in development, to receive and acknowledge applicational ePortfolios in educational or work contexts.
- b) to organise and describe the kinds of evidence that institutions or employers value in a learner's ePortfolio;
- c) to evaluate how institutional mechanisms can be modified to accredit diverse forms of learning;

3. Overall Approach

This project seeks to distribute the ePortfolio system currently in use at University of Wolverhampton (PACE), and at least one other ePortfolio system, to a broad based community of learners. These will be learners at the following institutions Wolverhampton College; Telford College of Arts and Technology; Rodbaston College; and Birmingham New Technologies Institute. Additionally two schools, Shirelands and Leasowes Community College will utilise ePortfolio as a means of planning for progression to tertiary and higher education.

The ePortfolio system will be installed at the University of Wolverhampton, but accessed by learners from the learners' institutions. Then working within the confines of each establishment and with small cohorts of practitioners and associated staff, the project team will develop a system to service identified groups of students. The staff and students will incorporate a variety of social and ethnic backgrounds. Support will be provided by the Centre for Learning and Teaching, as well as the institutions' own support agencies. This will enable 'teachers' to embed the ePortfolio system within their curriculum, rather than adding it on as a supplementary extra. Technical support will be given by the University of Wolverhampton and training given at the local level.

The methodology for data collection will consist of an analysis of the ePortfolios themselves, subject to individual personal approval and suitable anonymization. This will examine types of content and the

context of the entry of the content. Questionnaires and small focus groups will be used to establish the attitudinal direction of the ePortfolios value and use in maintaining an individual's inclusion within the learning process. As this is a very small scale pilot, the data will be measured against similar cohorts within the institution to establish the effect of this intervention and the electronic reflective toolset. It is anticipated that the groups will be around 20 in number with a defined 'teacher' who will engage in and with both the students and the system.

Authentication across the project will be facilitated through the synchronous Shibboleth funding and technical experts within the core project will monitor and ease socio-technological issues working through the technical experts group.

Whilst there will necessarily be an increase in understanding of the issues of technical transferability this is not a stated outcome of this project as only one core ePortfolio is in use, it being hosted centrally and authenticated via Shibboleth.

4. Project Outputs

The deliverables from this project will be a set of guidelines and policies for the use of ePortfolios, by learners and institutions, in each of these four contexts:

- i) A set of materials and guidelines which will assist teachers to embed an ePortfolio into the curriculum
- ii) Developmental guidelines to frame the use of ePortfolios for accreditation for entry into Higher Education;
- iii) Developmental guidelines for the use of ePortfolios in colleges and schools as artefacts to enable learners' transition or progression to other institutions of education;
- iv) A set of guidelines to frame the issues around storage, and ongoing access of learners' ePortfolios.
- v) A report on the factors which seemingly affect the use and non-use of e-Portfolios by learners

The less tangible knowledge and experience to share with the community will be a deeper understanding of the following issues with regard to ePortfolios:

- i) the *if, how, why, what, when* of learners' uses of ePortfolios;
- ii) learners' perceptions of the value of ePortfolios;
- iii) institutional aspirations and challenges surrounding ePortfolios as evidence for admission;
- vi) the potential for ePortfolios to facilitate transition between institutions and also into the workplace.

5. Project Outcomes

The project outcomes which will impact on the teaching, learning, or research communities by providing a researched understanding of ePortfolios in the following four areas:

About ePortfolio software.

The project will have evaluated the relative strengths, weaknesses and limitations of both generic and structured ePortfolio systems. This will provide valuable research-based evidence to inform those institutions who may or will be considering making their PDP systems electronic and will thus seek criteria to facilitate the selection of an ePortfolio. In doing so this project's research will indicate any contextual variances in the kinds of ePortfolios, and features of ePortfolios which are best suited to learners and teachers in specific educational contexts.

About learners' uses of ePortfolios.

Both systematic use of PDPs and the electronic means of facilitating these, are relatively new tools to record and capture substantive learning. One of the outputs of this project will be materials and guidelines which will assist teachers to embed the use of ePortfolios into their curriculum. In addition, this very small scale pilot project will record the evidence of ePortfolio use by learners and the teaching, learning, or research communities will have a deeper understanding of learners’ perceptions of how, and if, ePortfolios contribute to lifelong learning in diverse and/or multi-modal contexts. The research data will evidence: if learners choose to use ePortfolios; what types of selections of learning events are made for ePortfolio entries; how their entries are selected to provide their evidence towards assisting transition and progression; and, when ePortfolio entries are made. Thus the community will better be able to suggest strategies, mechanisms or tools which motivate learners to engage with ePortfolio in a range of diverse contexts.

About the exploitation of ePortfolios by institutions.

The use of ePortfolios as an element of evidence to substantiate progression into other educational arenas will be a new experience for accreditation personnel and the systems and processes currently used. This project will record how ePortfolios are viewed and handled institutionally at both ends of the application process. The teaching, learning, or research communities will gain, through the data collected, a deeper understanding of both how ePortfolios are viewed and promoted (or not) by institutions supporting learners aspiring to progress, and handled by those institutions and their procedures, which are accepting new learners. In addition the issues surrounding storage and access to ePortfolios will be better understood.

About the impact of ePortfolios on the processes of transition and progression.

The teaching, learning, or research communities will gain a better understanding of how ePortfolios impact upon the processes of transition and progression. Do they assist this process? The submission of ePortfolios will also be a new experience for employers, and their perceptions of such evidence will be clearer following the project. The project team includes a representative from the Careers Advisory Service of the university.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
University of Wolverhampton	Main user and provider of PACE ePortfolio; Regional University and point of transition for learners; Research into the pedagogic and technical strands; Understanding of alternative ways of supporting transition to HE.	High
Wolverhampton College	Initial Teacher Education provider (HE); Pathway partner to University of Wolverhampton	Low/Medium
Telford College of Arts and Technology	Initial Teacher Education provider (HE); Pathway partner to University of Wolverhampton	Low/Medium
Rodbaston College	Initial Teacher Education provider (HE); Pathway partner to University of Wolverhampton	Low/Medium
Birmingham New Technologies Institute	Innovator in vocation routes;	Low/Medium
University College Worcester	Transition point for Kidderminster College; A partner in the Shibboleth project;	High
Kidderminster College	Successful implementation of Shibboleth	Medium
Black Country Pathfinder 14-19 Networks for Excellence	ePortfolio uses to support progression to FE/HE; A partner in PASS scheme	Low/Medium
ePortfolio users	Utilisation of ePortfolio to support the process of learning; Utilisation of ePortfolio to create products of learning for the purposes of assessment and/or accreditation	Collectively High; Individually low
Staff using ePortfolio with	Supported exposure to promotion of ePortfolio	High

their students	technology with their learners; Development of a curriculum to support ePortfolio tools and functions; Contribution to ePortfolio research to determine 'value-added' for their students	
Employers	Understanding the potential of ePortfolio as a recruiting mechanism	Medium / Low
Exam Boards	Determiners of accreditation/validation policy; Determine validity of ePortfolio as a viable assessment tool	Medium / Low
Admissions tutors	Determine their position of ePortfolio as a mechanism for presenting a fuller picture of a candidate's suitability	Medium / Low
IT Services, University of Wolverhampton	Provider of IT services, including hosting PACE; Assuring the security of data; Assuring the security of access to core business systems; Understanding the issues of storage and access to ePortfolios; Shibboleth implementation at UoW in conjunction with Kiddeminster	High
CeLT	The applicability of ePortfolio as a learning, teaching and assessment tool; Identifying staff development needs; Determining potential of ePortfolio as a mechanism for promoting and recording staff achievements, Developing guidelines and University policies of ePortfolios uses	High
JISC	Successful completion of the project; Value for money High impact on understanding of ePortfolios in the teaching, learning, or research communities	High
JISC Regional Support Center	Monitors and promulgators of innovative/novel learning technology in FE. Increased understanding of ePortfolios to facilitate dissemination to their community	Medium / Low
Midlands Leadership Centre	Monitors and promulgators of innovative/novel learning technology in the compulsory sector. Increased understanding of ePortfolios to facilitate dissemination to their community.	Medium / Low
ePortfolio Providers	Successful implementation of the software; Integration with Shibboleth;	Medium/High

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staff leave	1	2	2	Back up members of Wolverhampton team have already been identified. Secure names of back up personnel from partner institutions at first meeting
Student engagement with ePortfolios minimal	3	4	12	We have e-mentoring support which will be put in place to assist

Staff in colleges / schools do not have the time to participate	3	3	9	Put in extra e-mentoring support
Organisations withdraw	1	1	1	Substitute partner institutions have already been identified should current partners withdraw
Technical – ePortfolios don't work	1	3	3	Back ups will be made of ePortfolios (Taped storage maintained off-site) Technical expertise of software provider and ITS assured
Technical – equipment in colleges / schools - access to PCs in partnership colleges / schools is restricted	3	3	9	Provide a guide as to how to access from home
Technical - Shibboleth	2	2	4	Local authentication likely but if compromised local installation or external user accounts used as fall back.
External suppliers	1	1	1	ePortfolio software is currently being used – so unlikely to fail ePortfolio is part owned by CeLT so no issue with availability
Legal	1	5	5	Use University legal support Legal issues re ePortfolios have been investigated

8. Standards

Agreement has been reached with the ePET project at the University of Newcastle upon Tyne to work in partnership to ensure a successful implementation of the IMS LIP/UKLeaP interoperability specifications resulting in a joint application schema published to the wider ePortfolio community.

It is envisaged that some work of this project will lead to engagement with the Enterprise Specification and with the work of ACCLIP.

In all aspects of standards development we will work closely with CETIS, with whom we already have a working relationship..

9. Technical Development

The development of the ePortfolio software is outside the brief of this project, and although enhancements of the software may be made in the light of developments in this project,, they will not be funded by this project.

Shibboleth implementation will be handled by Kidderminster College who already possess expertise in this area. Issues uncovered about Shibboleth in the course of this project will be fed back to the JISC team.

10. Intellectual Property Rights

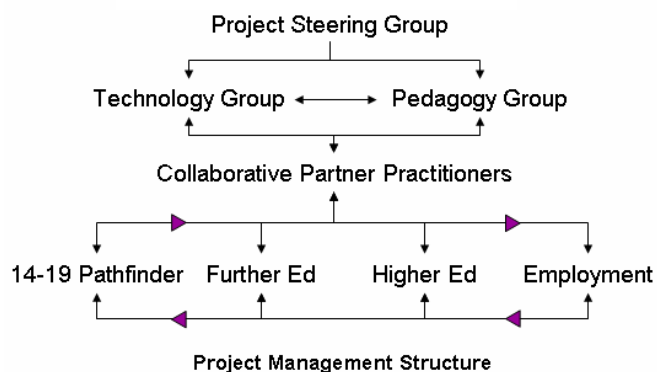
The IPR and/or copyright asserted by the owners of the relevant ePortfolio technologies employed remains that of the originators and is unaffected by this research proposal. Copyright in written work, diagrams, use-cases, project reports, and other artefacts arising from this project will be assigned to members of the collaborative consortium and licensed to the JISC for educational purposes. Due deference to both data protection and sensitivity of content will be established very early on, via both JISC and the various institutional protection officers, to ensure both compliance with legal requirements and regard to individual personal data.

Project Resources

11. Project Partners

Project Partner	Roles	Main Contacts	Date Consortium Agreement signed
Wolverhampton College	e-Portfolio Pilot User	Sila Goddard-Patel Valen Cox	
Telford College of Arts and Technology	e-Portfolio Pilot User	Theresa Loughlin	
Birmingham New Technologies Institute	e-Portfolio Pilot User	Oliver Williams	
Rodbaston College	e-Portfolio Pilot User	Rob Mason Judith Mills Ian Holt	
Black Country Pathfinder 14-19 Networks for Excellence	e-Portfolio Pilot User	Henrietta Henrich	
Kidderminster College	Technology Partner	Graham Mason	
JISC Regional Support Center	Project Management Support	Peter Kilcoyne	
Midlands Leadership Centre	Project Management Support	Liz Dix	
Shirelands Language College	e-Portfolio Pilot User	Mark Grundy	
Leasowes Community College	e-Portfolio Pilot User	John Howells Brian Lammas	

12. Project Management



Project Steering Group

Membership: Project manager (chair); ePortfolio expert; Technical expert, Reps from pedagogy group, Reps from technology group, IT consultant, Teaching expert, Research rep. (10)

Purpose: Provide direction for the project; determine priorities and work plan; provide forum for discussion/dissemination.

Pedagogy Group

Membership: ePortfolio expert (chair); Teaching experts; Teaching representatives from partner institutions; ePortfolio Mentor; research representative; project manager. (10)

Purpose: Provide pedagogical guidance for the project; define and organise training; provide mentoring support; monitor and evaluate usability and contextual application.

Technology Group

Membership: Technical expert (chair); Technical representatives from partner institutions; invited technical expert from software provider; interoperability consultant; Shibboleth expert, project manager. (10)

Purpose: Provide technical guidance for the project; implement technical solutions; provide technical support; liaise with similar projects; ensure interoperability (inter-institutional, intra-institutional, and inter-ePortfolio system)

Project Membership

Who?	What?	Role	Groups?	Time
Dr Paul Brett	Project manager		PSG (chair), PG, TG	0.4 (2 days per week)
Shane Sutherland	ePortfolio expert		CMS, PSG, PG (chair)	0.2 (1 day per week)
Colin Dalziel	Technical expert		CMS, PSG, TG (chair)	0.2 (1 day per week)
Catherine Soden	IT Consultant		CMS, PSG, TG	0.2 (1 day per week)
Liz Dix	MLC teaching expert		CMS, PSG, PG	0.1 (2 days per month)
Julie Hughes	SEd teaching expert		CMS, PSG, PG	0.1 (2 days per month)
Rachel Challen	ePortfolio Mentor		PG	external
Dr Chris Hockings	Research representative		CMS, PSG, PG	0.1 (2 days per month)
Moira Hulme	L&T Research Cluster		PSG, PG	0.1 (2 days per month)
Michelle McGuirk	Researcher		PG, TG	0.6 (3 days per week)
Lesley Hassall	Careers Adviser		PG	8 days
?	Wortech teaching rep		PG	Funding for meeting attendance/cover
?	WCC teaching rep		PG	Funding for meeting attendance/cover
?	TCAT teaching rep		PG	Funding for meeting attendance/cover
?	NTI teaching rep		PG	Funding for meeting attendance/cover
?	Pathfinder teaching rep		PG	Funding for meeting attendance/cover
?	Wortech technical rep		TG	Funding for meeting attendance/cover
?	WCC technical rep		TG	Funding for meeting attendance/cover
?	TCAT technical rep		TG	Funding for meeting attendance/cover
?	NTI technical rep		TG	Funding for meeting attendance/cover
?	Pathfinder technical rep		TG	Funding for meeting attendance/cover
Pebble and...	Software expert		TG	expenses
Simon Grant	Interoperability expert		TG	£500 per day
Graham Mason	Shibboleth expert		TG	Shibboleth funded
Peter Kilcoyne?	RSC representative		CMS	Nil cost

?	JISC representative		CMS	Nil cost
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Partners

ePortfolio Pilot Users

- Black Country Pathfinder 14-19 Networks for Excellence
- Telford College of Arts and Technology
- Wolverhampton City College
- Birmingham New Technologies Institute
- Rodbaston College

Technology Partner

- Kidderminster College

Project Management Support

- JISC Regional Support Centre
- Midlands Leadership Centre

13. Programme Support

Advice on JISC procedures and protocols from Sarah Davies.
 Advice on Shibboleth aspects – Graham Mason
 Menu of support sought from SD at initial meeting

14. Budget

As submitted

Detailed Project Planning

15. Workpackages

Attached

16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s) of evaluation	Measure of Success
April – June	Overall success of all aspects of the technical set up:- - ease of installation of e-Pet and e-PACE - ease of set up of competencies in e-Pet -ease of installation of Shibboleth	- difficulties of defining and setting up competencies in e-Pet?	Tests Test application Test application Trial logins	All technical aspects working to allow ePortfolios to be completed at partner institutions and saved on the server. Shibboleth works Partner institution logins work to both e-Pet and e-Pace

	- technical functioning of ePortfolios			
May - June	<p>Success of the workshops for teachers and lecturers in partner institutions</p> <p>- materials and learning tasks achieve their pedagogic aims</p> <p>- technical software training tasks and materials achieve their aims</p> <p>- potential for embedding in the curriculum envisaged by teachers and lecturers in partner institutions</p>	<p>Learning tasks and materials amended in light of workshop use</p>	<p>Post workshop questionnaires</p> <p>Amount of follow up support needed</p>	<p>Conceptual background and value of portfolios adopted by teachers and lecturers in partner institutions</p> <p>Teachers and lecturers in partner institutions feel confident in using ePortfolios with their learners to create an embedding plan / strategy for their learners</p> <p>Participants' feedback complimentary</p>
Sept - Oct	<p>Teachers' use of the ePortfolio systems with their learners</p> <p>- learners are inducted into the technical and learning aspects of ePortfolios</p>	<p>Learners issues can be addressed</p> <p>Teachers understand how to get support</p> <p>Records kept by eMentors of the nature of teacher support needed</p>	<p>Observation and assistance by eMentor in the learner inductions</p> <p>Post induction session questionnaires to the students</p>	<p>Students' post induction questionnaires positive towards ePortfolios</p> <p>Students start to enter episodes into the ePortfolio system.</p>
Oct - March	<p>Amount of ePortfolio system use by Learners</p> <p>The nature of learners' use of the ePortfolio systems – e.g., what types of materials, evidence is being recorded</p> <p>Reasons for non-engagement</p>	<p>Amount of input needed by teachers and lecturers</p> <p>Non-engagement by learners</p>	<p>Monitoring of server</p> <p>Interviews with teachers and lecturers</p> <p>Interviews with learners</p>	<p>Critical mass of the learners are entering episodes into the ePortfolio system.</p> <p>Reasons for non engagement established and strategies to address this established</p>
Dec	<p>Successful dissemination of experiences of all stakeholders' at December meeting</p>	<p>Technical issues arising</p> <p>Curriculum issues</p> <p>Staff experiences</p> <p>Learner take-up</p>	<p>Questionnaire at the end of the dissemination meeting</p>	<p>Guides to good practice in</p> <ul style="list-style-type: none"> - embedding in the curriculum - induction of students - support of students posted to the website
Dec - March	<p>Students' use of e-Portfolios for transition</p>	<p>Are learners using their e-Portfolios as</p>	<p>Interviews with all</p>	<p>Significant numbers of learners use their e-</p>

	/ progression	evidence in the transition stage? How many? How many not? What types of evidence are they choosing to present? Learners' motivations for supplying their ePortfolios	participating learners.	Portfolio in their progression. Reasons for non-use established.
Dec - March	Institutions' reactions to receiving ePortfolios as evidence for progression.	Is an ePortfolio accepted? How is an ePortfolio evaluated? What kinds of decisions are being made about ePortfolio presenters?	Interviews with people responsible for admissions at follow-on institutions.	Positive acceptance of the ePortfolio Reasons established for non-admission of ePortfolios. Understanding of how ePortfolios are evaluated by receiving institutions. Guidelines for receiving institutions created
March	Plans for preservation and continuation of the infrastructure supporting ePortfolios	What do learners want to do with their ePortfolios? How are ITS planning to sustain ePortfolios? What awareness is there of the legal implications?	Interviews with learners Interviews with ITS	Plans in place for sustaining the use of ePortfolios – both technical and procedural
March	Outputs of the project are useful to the learning and teaching community.	How do the outputs from this project compare with other similar JISC projects?	Establish similar outputs from the other JISC projects Desk task by e-Mentor to compare, contrast and amalgamate all four outputs in line with other findings from other projects.	Outputs made available to the community on web site. Output 1 i) A set of materials and guidelines which will assist teachers to embed an ePortfolio into the curriculum Output 2 ii) A set of guidelines to frame the use of ePortfolios for accreditation for entry

			<p>into Higher Education; Policy statement or set of guidelines to frame the use of ePortfolios for accreditation for entry into Higher Education written</p> <p>Output 3</p> <p>iii) A set of guidelines for the use of ePortfolios in colleges and schools as artefacts to enable learners' transition or progression to other institutions of education;</p> <p>Output 4</p> <p>iv) A policy statement or set of guidelines to frame the issues around storage, and ongoing access of learners' ePortfolios is written and endorsed by ITS and legal team.</p> <p>Output 5</p> <p>A report into the investigation of the issues which affect the use and non-use of e-Portfolios by learners</p>
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17. Quality Assurance Plan

The deliverables / outputs are materials; and reports which take the form of guidelines.

OUTPUTS	QA Method(s)	Evidence of Compliance
A set of materials and guidelines which will assist teachers to embed an ePortfolio into the curriculum	Peer reviewed by partner institutions Peer reviewed by ePortfolio staff user group within U of W Peer reviewed by colleagues on JISC ePortfolio projects	
Developmental guidelines to frame the use of ePortfolios for accreditation for entry into Higher Education	Peer reviewed by colleagues in U of W admissions teams Peer reviewed by colleagues on JISC ePortfolio projects	
Developmental guidelines for	Peer reviewed by partner	

the use of ePortfolios in colleges and schools as artefacts to enable learners' transition or progression to other institutions of education	institutions Peer reviewed by colleagues on JISC ePortfolio projects	
A set of guidelines to frame the issues around storage, and ongoing access of learners' ePortfolios	Peer-reviewed by IT Services Peer reviewed by colleagues on JISC ePortfolio projects	
A report on the factors which seemingly affect the use and non-use of e-Portfolios by learners	Peer reviewed by colleagues on JISC ePortfolio projects	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
ALT-C 2005	Conference paper	ALT community	Share findings and experiences to-date	Strengths, weaknesses and limitations of approach
June 2005	Chief Education Officers Forum of Black Country Schools Improvement Partnership	CEOs	Interim report	Uses of e-Portfolios Inform about actions on e-Portfolios in the region
Nov 2005	JISC Seminar/conferences	JISC Community	Updates on project / report findings	Project progress
Dec 2005	ePortfolio Conference	ePortfolio community and wider audience	ePortfolio experiences from a range of projects (JISC funded and others)	Experiences to be shared.
Dec 2005	Workshop	All participants.	Share experiences – successes and failures.	Approval of the materials and the guidelines for the embedding of ePortfolios into the curriculum
Mar 2006	Publishing/distributing guidelines and best practice advice arising from core project outcomes	Wider education community	Inform the wider community of ePortfolio implementation strategies	Yet to be determined
Mar 2006	Dissemination through MLC and BCSIP to compulsory school sector	Compulsory school sector		

19. Exit/Sustainability Plan

Project Outputs	Action for Take-up & Embedding	Action for Exit
i) A set of materials and guidelines which will assist teachers to embed an ePortfolio into the curriculum	Distribution of the materials and guidelines. Publication on JISC and project website	The Centre for Learning and Teaching and the School of Education, working through the CeTL, will provide ongoing support, training and consultancy to the partner institutions who maintain an ePortfolio approach.
ii) A set of guidelines to frame the use of ePortfolios for accreditation for entry into Higher Education;	Distribution of the materials and guidelines to HEIs via HEAcademy Publication on JiSC and project website	Ditto
iii) A set of guidelines for the use of ePortfolios in colleges and schools as artefacts to enable learners' transition or progression to other institutions		Ditto
iv) A policy statement or set of guidelines to frame the issues around storage, and ongoing access of learners' ePortfolios.	Approval by ITS and University legal team. Work with CETIS (?)	The UoW IT Services department and JISC regional support centre will continue to provide technical consultancy to project partners.

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
ii) guidelines for accreditation	As ePortfolios become more ubiquitous, particularly in FE, accreditation processes will need to evolve to accommodate increasing claims for APL/APEL	Possibly identify groups of students most likely to require APL/APEL through ePortfolio routes and develop consistent accreditation guidelines	Position of external awarding bodies; Position of internal quality/awarding bodies; Reliability and validity of claims through ePortfolio
iii) guidelines for transition	Further to above, transitional processes will include the transfer and further development of diverse ePortfolio records and links between varying student record systems	Over time it is likely that a small number of ePortfolio systems have wide coverage of the sector. It will be necessary to continually refine systems to ensure true interoperability avoiding data slippage	Developing interoperable schemas between key systems as sector preferences become apparent
iv) storage, access and archiving	It is still unclear as to how users will wish to access the ePs; the length of time their ePs will need to be maintained (or by	Develop range of user profiles which illuminate understanding of strategies of use	

	whom); or the amount of storage each user will require.		
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Appendixes

Appendix A. Project Budget

Appendix B. Workpackages