

Cover sheet**Regional eLearning pilot projects
Distributed eLearning programme**

Name of lead institution/organisation: Oxford Brookes University
Name of proposed project: Wider Opportunities for Reflective Learning and Development (myWORLD)
HEFCE region: South East
Project partners University of Brighton, Abingdon Witney College, Sussex Downs College, Plumpton College Knowledge Integration, ALT, Thames Valley Professional Institutes Partnership
Full contact details for primary contact Name: George Roberts Position: Development Director, Off-campus e-Learning Email: groberts@brookes.ac.uk Address: HCHH1.10, Oxford Brookes University, Oxford, OX3 0BP Tel: 01865 484871 Fax: 01865 484603
Themes addressed by proposal The project is aligned with the objectives outlined in call para 14 and addresses JISC themes 1 and 3: <ul style="list-style-type: none"> • Facilitating Progression • Supporting the Independent Life-long learner
Regional priority areas addressed by proposal Supports widening and increasing participation and learner mobility Map regional lifelong learning practices in regard to personal development planning, ePortfolios and lifelong learning records of achievement
Funding requested from JISC (excluding any Shibboleth activity) £207,404
Proposed project start date: 1 April 2005
Outline project description (approx 100 words) MyWorld will: <ul style="list-style-type: none"> • Implement the Petal ePortfolio Software and pilot up to 10 use cases in post compulsory education. • Evaluate these use cases and their impact on learners and institutions. • Develop a stable installation configuration of the Petal ePortfolio tool and pilot this installation on at least four servers. • Enrich the eportfolio building experience for the learner by integrating a Web Services for Reflective Learning (WS4RL) interface into the Open Source Portfolio (OSP)-based Petal service.



7/04 eLearning Regional Pilot Project Proposal - South East England

Wider Opportunities for Reflective Learning and Development (MyWORLD)

Revision Information:

#	Author	Date	Description
0.1	GR	2005-05-10	first draft posted for comment

Overview of Project

1. Background

Summarise the background to the project (and how it builds on previous work) and the need for it (and why it's important).

myWORLD emerges from the JISC Distributed e-Learning (DeL) Tools Project, Personal ePortfolios for Teaching and Learning (Petal) project.

The Petal Project took the Open Source Portfolio Initiative (OSPI) application OSPI 1.5 and adapted this application for use in UK post-compulsory education.

Key features of this project are:

- Supports learner-centred, reflective and dialogic learning practice
- Based on existing partnerships for lifelong learning and widening participation.
- Situated within the ePortfolio node of the JISC e-Learning Framework (ELF)
- Extends and builds on learning domain services and common services tools and systems for personal development planning (PDP), authentication and authorisation.
- Endorsed by HESE, Aim Higher and SEEDA

2. Aims and Objectives

MyWorld explores the use of the Petal ePortfolio tool across a number of institutions in existing, mutually advantageous eLearning Partnerships within South East England.

The wider aims of this project are to

- Identify the issues which need to be addressed in order to offer effective regional, cross-institutional eLearning systems and services
- Explore how ePortfolio systems, tools and resources can be used cross-institutionally within a region to:
 - facilitate progression between institutions
 - support the independent lifelong learner
 - personalise the learning experience
 - demonstrate the sharing of learning resources and services across institutions
 - deliver tools and information from a range of sources to the learner at home or in the workplace.

MyWorld will:

- Implement Petal software and pilot up to 10 cases in post compulsory education.
- Evaluate these cases and their impact on learners and institutions.
- Develop a stable installation configuration of Petal and pilot this installation on at least four servers.

- Enrich the ePortfolio building experience for the learner by integrating a selected service (WS4RL or RDCEO) into the OSPI-based Petal service.

3. Overall Approach

Petal has produced a general e-portfolio tool for lifelong learning based on the Open Source Portfolio Initiative (OSPI - <http://www.theospi.org/>). The Petal project has implemented one case study (Certified Membership of ALT-CMALT).

The project has six work packages:

- Develop Cases
- Configure and install Petal with case-specific adaptations
- Integrate Web services enhancements (e.g. WS4RL, RDCEO)
- Pilot cases
- Evaluate
- Disseminate

The project has three phases:

- Detailed Planning and development of case studies (April - September '05)
- Implementation (September '05 - March '06)
- Evaluation (concurrently April '05 - March -06)

This project proposes developing 10 cases in four post-compulsory educational settings: FE, HE, ACE and professional institutes. The project will use the template for building case study scenarios for e-portfolios developed in the Petal Project. Up to six of the cases will emerge from preparatory work done in the context of the Petal project. At least four cases will be developed at the inception of the MyWorld project.

The Project will be run as a consortium of partners, led by Oxford Brookes University.

In addition to project personnel, each case has three principal actors: 1) the learner/learners, 2) a Learning Technologist and 3) a Teacher/Mentor/Subject Expert/Course Leader (terminology depends on domain). The Centre for eLearning and Media Workshop at Brookes will provide facilitation /familiarisation /training in the use of the Petal template to produce the specification for configuration for each use case and mediate between the uses cases and K-Int. K-Int configures tool to each use-case specification, assuming no major extension to the OSPI/Petal functionality, to include the provision of new fields (if any) new input templates and new report formats. Accessibility issues will be explored explicitly in the context of at least one case and configuration modified accordingly.

In all cases we will:

- Examine existing sources and processes for creation of, and access to student records, student work and relevant student transcripts
- Determine appropriate methods of implementing the Petal ePortfolio software within the use case
- Determine how ePortfolio services may be delivered within community programs
- Examine issues relating to access to appropriate technologies to engage with the ePortfolio software
- Examine how personal development planning across disparate community groups and learning providers can be facilitated by the use of the Petal ePortfolio software
- Examine existing processes for reflective development and personal development planning and map these to the use of the ePortfolio software
- Examine issues relating to accessibility of the ePortfolio software
- Operate regular liaison with staff and students to monitor issues as they arise and record evaluation output
- Have access to technical and user support from Brookes Centre for eLearning and Media Workshop, University of Brighton learning technology services and other project partners
- Examine issues and processes relating to appropriate authentication and access to systems hosting information relevant to the ePortfolios being developed

The current OSP/PETAL interface for recording evidence in the ePortfolio is essentially based around form-filling. In order to enhance this functionality, allowing a more interactive user experience, we will develop a web services interface which allows third party software (e.g. LAMS, LUSID) to be used as a part of the portfolio management and system.

4. Project Outputs

- 10 case studies of Petal e-portfolio software in 4 post compulsory sectors
- 10 localised installations of the OSPI-derived Petal e-Portfolio software
- At least one accessibility-enhanced case study
- Up to three case studies of an enhanced e-portfolio service using third party software (e.g. WS4RL or LUSID or other)
- Stable basic installation configuration
- Petal Services running on at least four servers.
- Evaluation methodology, instruments and report
- Dissemination activities including papers presented to at least 3 conferences, and at least 3 dedicated regional dissemination events in association with ALT
- Project reports

5. Project Outcomes

List the outcomes you envisage, including their impact on the teaching, learning, or research communities, and what change they will stimulate or enable.

6. Stakeholder Analysis

The list below is necessarily incomplete, but should indicate the wide range of stakeholders that the project might be expected to have. While the main beneficiaries should be the Teachers and Learners who make use of the e-portfolio tools developed by the project, recipient design is only one dimension of the project. There are many referees also: the funding body (JISC) as well as HEFCE and the DfES; the rda (SEEDA), etc. The project partners are also key stakeholders for whom a successful project will be a great benefit. Very close attention is therefore paid to referee design considerations.

Stakeholder	Interest / stake	Importance
Learners participating in this project	Learners participating on this project are critical to the project's success. This is a broad category and in one sense all participants are learners. While I resist this categorisation it is useful to recognise that there are people who may at times be called "students", "course participants", "delegates" and indeed "learners" who are the ultimate subjects and, hopefully, beneficiaries, for whom, it is postulated, this tool and others like it will make their learning experiences more explicit, deeper and more rewarding.	high
Learner (lifelong)	An e-portfolio system that emphasises the local control and ownership of the data is crucial to the wide acceptance of the concept. Petal's emphasis on dialogue and collaboration and learner ownership of the portfolio collection should benefit all learners.	medium
Learners of all types	The very wide community of learners, as above, will not yet be aware of the project (or e-portfolios) or its potential benefits, however they are the people who might be expected to benefit the most should the project produce tools that are widely	low

	<p>adopted.</p> <p>We might sub categorise learners into “pre-qualification” learners, “re-qualification” learners, “post qualification” or “professional” learners.</p>	
Professionals in Professional Institutes generally	There is a growing consensus that there are characteristics of professionalism that are not specific to a single domain of practice. By extending this project to an association of professional institutes (TVPIP) it is anticipated that a wide range of CPD needs might be met.	low
Teachers and lecturers working on this project	Again, like “learners” this is a broad category embracing people who may be called “course leaders”, “lecturer”, “tutor”, “mentor”, “basic skills worker”, etc. This group is critical to the acceptance of the e-portfolio tool and may find the project most difficult. “Teachers” often do not like external influences intruding on their classroom practice.	high
Teachers and lecturers working on courses/programmes that make use of portfolio assessment	Portfolio assessment’s reputation is beginning to tarnish. There are too many portfolios; they do not inter-relate. Most are still based on physical artefacts. Most do not emphasise the dialogic aspects of creating the collection or curating it. Collections are idiosyncratic, local and only deployed once for particular assessments. Portability and interoperability issues are problematic.	medium
NVQ (and similar) assessors	Though the project will not be widely known now, e-portfolios are propagating widely. Assessors should welcome portfolios that are presented electronically rather than physically	low
JISC DeL Programme (Officers)	Represent the project funding body and have a very strong interest in the success of the project. The project reflects on their decisions as much as on the actions of the project partners.	high
JISC DeL Programme (participants)	The wider DeL programme shares a mutual interest in the overall success of all the projects as potential partners for future development work and because of the ACDF approach being taken by the JISC	medium/high
Association for Learning Technology and other institutional participants (CILIP, CIPD, CMI)	ALT is professionalising itself as an association and is working to professionalise the role of Learning Technologist. The CMALT scheme is central to the strategy of the Association and this project will be both a good tool to help ALT implement the strategy as well as good promotion for the association. While ALT is a full partner, the needs of ALT are similar to the longer-established institutes. All institutes feel the same pressures to both increase services to members and also to keep abreast of the national skills agendas.	high
Higher Education Academy	The HEA has expressed an interest in principle in the outcomes of this project. The routes to membership to the Academy all involve peer review of portfolios of evidence of various types. The Petal processes will be of immediate relevance to the HEA processes. We hope to develop a close relationship with the HEA during this project and to involve the Academy in follow-on projects.	medium

Brookes Centre for e-Learning	This project has many dimensions of difficulty and importance for the Centre for e-Learning. We are only beginning to become established in Brookes and have a very new reputation that we are keen to develop.	high
University of Brighton, Learning Technologies Group	Brighton has a key role in co-ordinating participants from the “Southern sector”. [more from Stan...]	high
Brookes Media Workshop	This project depends, in part, on the successful role MW played in the development of the Petal Project	high
Abingdon and Witney College	As a member of the Petal project and leader in the accessibility aspects of this project, AWC are critical to the project's success.	high
Thames Valley Professional Institutes Partnership (TVPIP)	TVPIP has been looking for a means to add value to the constituent member institutes. All professional institutes are wrestling with various approaches to continuing professional development (CPD). There is a general move towards introducing greater formality and rigour into CPD processes. Most institutes require (or at least expect) members to keep CPD logs. These are reviewed periodically and may be relevant to maintaining licences to practice in some cases.	High
OSPI Community	The project will become a Workgroup within the OSPI developers community	medium
Open Source Software community generally	The project fits in a context of public sector bodies beginning to prefer open source solutions to proprietary solutions.	low
DfES	There will be an inevitable relationship between e-portfolio components and the Lifelong Learner Record	low/medium
SEEDA (and RDAs)	The regional development authority has a strong interest in this project because of the recently announced call for wide-scale regional pilots of the JISC DeL tools. The RDA is interested in human capital development and learner and worker mobility	medium

7. Risk Analysis

Risk	Prob (1-5)	Svrty (1-5)	Score (P x S)	Action to Prevent/Manage Risk
External suppliers	2	5	10	<p>It is inevitable that project partners in the commercial world and in the public sector will have different views and approaches. These differences can cause conflicts which will arise and may pose a threat. It is impossible to tell how severe they might be.</p> <p>We have chosen a development partner well known to us, who developed the Petal tool originally and who has previously delivered major projects to the public sector (including the JISC) with great success.</p> <p>Good personal working relationships and communication are the keys to managing these risks</p>
Teachers, Tutors, Mentors, Course	4	5	20	This group, even more than technical development teams are critical to the acceptance of the tool and the

Leaders, etc.				<p>success of the trials.</p> <p>Intensive personal contact by the Project Manager will be critical to building trust and acceptance of the project, which will be run “on their turf”.</p>
Other project staff	3	4	12	<p>Core development staff are not likely to be a problem, but the wider Learning Technologists Group could be. If this group is not motivated to be interested in the project both intrinsically and extrinsically the tools developed are not likely to be acceptable to a wider community. It will be important to make this group both understand and feel their importance to the success of the project.</p>
Technical	3	3	9	<p>To some extent the central server model of portfolio storage, modelled on physical portfolios, is a solved problem. The more difficult problem will be allowing real control to the owners of the portfolios. The biggest technical problem therefore will relate to the issue of ownership and control of the portfolio records, data protection and that of privacy (below). The intersection of the technology and the human component of the system will be the most challenging problem. It will be possible to produce a portfolio tool through the localisation of the OSPi software. It will be more difficult to develop a tool that becomes compelling to use.</p>
Organisational	4	2	8	<p>To some extent the short duration of the project will minimise the impact of organisational risk. The project itself is a loosely coupled structure of willing partners. The node of the organisation at which there is greatest risk is Oxford Brookes University itself. The project has been widely discussed internally and all key senior directors of relevant support services (Learning Resources, Finance and Legal, Corporate Affairs) have been involved. The project has the support of the Senior Management Team. At the operational level the project will test the “virtual” structures that underlie the formal structures. Relationships with the Centre for e-Learning, the Media Workshop and the Oxford Centre for Staff and Learning Development will be most important for the success of the project.</p>
Legal	3	2	6	<p>IP issues may cause legal risk. This is very closely related to organisational risk. Public sector institutions are risk averse and may attempt to manage risk through extensive contracting procedures that could take longer than the duration of the project to complete. This is not a problem as long as it does not impact on invoicing or payment of partners. Finance systems are in place at the lead contractor and Brookes has extensive experience of partnership working. We believe legal risks are manageable</p>
Privacy	5	3	15	<p>This is noted as a high risk, though it is to some extent an externality. We may well develop the tool and reference cases, however the wider acceptance of the tool will depend on wider social concerns. Concerns for privacy among the user community, particularly in community education will represent a risk to the wider success of the project. We will define the way in which the tool will collect, store, and distribute and control the data, technically and administratively, involving relevant stakeholders, and paying close</p>

				attention to work already being commissioned by the JISC
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8. Standards

eLearning Framework (eLF)

eLF e-Portfolio

IMS LIP, UKLeaP

IMS e-Portfolio

IMS RDCEO

While not a standard or even a specification it is important to note that even the concept of an e-portfolio is not fixed. The eLF is the guiding architectural model for the project. We note here the emerging definition of e-portfolio:

A long definition is easier than something short: - "Proposed definition: An individual's e-portfolio for learning is:

- a repository of information about a particular learner provided by the learner and by other people and organisations, including products in a range of media that the learner has created or helped to create alongside formal documents from authoritative sources, such as transcripts of assessed achievement, which the learner has chosen to retain
- principally owned by the learner, although some of the things it contains may be co-owned, for example an individual learning plan containing past results and future targets negotiated between learner and teacher, or fully owned by another party, for example a showcase set of architectural drawings for a client
- capable of providing the information about a learner from which different profiles of the learner may be developed through other services and retained within the ePortfolio
- typically provided by an organisation which may set conditions for its use. An individual may have a single ePortfolio or a sequence of ePortfolios and may make simultaneous use of several ePortfolios.

An ePortfolio for Lifelong Learning is the aggregation of all an individual's ePortfolios such that they appear to the owner as a seamless whole. A closer understanding of the services contributing to and making use of ePortfolio will help to develop a fuller definition of ePortfolio in particular by scoping the discrete functionality that ePortfolio provides." (Peter Reese Jones,

http://www.elframework.org/learning_domain_services/eportfolio/forums/public/563531763371?b_start:int=0#490980605664)

The tools developed will conform to currently accepted Learning Technology Specifications as a matter of accepted principle. Here is not the place to enter into a discussion of the importance of interoperability, reusability and portability. However, as this project focuses on user trials, inevitably, immediate usability will take precedence over interoperability. Having said this the project will need to demonstrate the first step towards interoperability: exporting from one instance of the Petal tool and importing into another instance of the Petal tool.

e-Portfolio systems share many attributes of repositories, with the artefacts entered into the portfolio repository having the attributes of learning objects. The assignment of reflective annotations to portfolio artefacts is analogous to assigning metadata to a learning object. Portfolios become part of a Learner's attributes and as such must be conformant to IMS-LIP and UKLeaP for the purposes of learner mobility between institutions. However LIP has certain limitations for a reflective tool that allows a learner to make different views of their portfolio. What is the profile to be exported?

9. Technical Development

Technical development will be a smaller part of this project than the Petal Project, however, the general, rapid prototyping, approach to be taken will be similar: to work closely with communities

teachers, learners and learning technologists to develop the implementations of the tool. We will always develop software with reference to and input from the user group.

10. Intellectual Property Rights

Software will be licensed into the project under the OSPI OS Licence (see <http://www.theospi.org/modules/cjaycontent/index.php?id=8>).

It is not possible, at this time to determine the extent to which the e-portfolio tool to be developed by the Petal Project will be a derivative work of the OSPI software for the purposes of the licence. Therefore, the details of how the IP arising (copyright) in software will be assigned remain to be agreed between Oxford Brookes University, Knowledge Integration and the JISC.

Regardless of the extent to which the Petal Software is a derivative work of the OSPI software, IP in software developed in this project will be licensed to the JISC community using an approved OSI licence agreed between the project partners and the JISC.

Copyright in written work, UML diagrams, use-cases, project reports, etc will be assigned to Oxford Brookes University and licensed to the JISC for educational purposes.

Project Resources

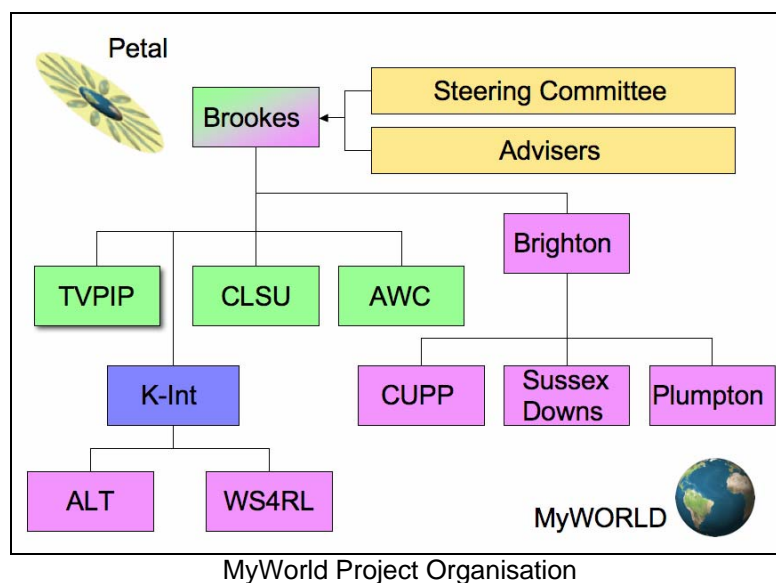
11. Project Partners

<p>Oxford Brookes University <u>Centre for e-Learning</u> (http://www.brookes.ac.uk/virtual/)</p> <p><u>Media Workshop</u> (http://www.brookes.ac.uk/mediaworkshop/)</p> <p><u>Oxford Centre for Staff and Learning Development</u></p>	<p>Role Oxford Brookes will provide:</p> <ul style="list-style-type: none"> • Project management • Representation on Steering Group • Inception training for use case development • Host up to 3 use cases • Mediation between use cases and technical implementation • Up to three HE use cases: Health and Social Care, Education, Staff Development • Lead evaluation and dissemination 	<p>George Roberts Development Director Off-campus e-Learning HCHH 1.10 Oxford Brookes University Headington Oxford, OX3 0BP</p> <p>groberts@brookes.ac.uk</p>
<p>University of Brighton <u>Learning Technologies Group</u></p> <p><u>CUPP The Community University Partnership Programme</u></p>	<p>Role The University of Brighton will provide:</p> <ul style="list-style-type: none"> • Associate project management • Representation on Steering Group • Co-ordination of Sussex sub-regional partners • Host up to 3 use cases • Through CUPP, up to 2 community-based use cases • Shibboleth test bed for proof of concept • Participate in evaluation 	<p>Stan Stannier</p>

	and dissemination	
Oxford University Computing Service <u>Learning Technologies Group</u>	Role <ul style="list-style-type: none"> • Web Services enhancements to Petal • Participation in Dissemination 	Adam Marshall
Knowledge Integration	Role <ul style="list-style-type: none"> • Representation on Steering Group • Configuration of Petal for up to 10 use cases • Host up to 2 use cases • Installation of Service on up to 4 servers • Integrate web services with Petal 	Neil Smith
Thames Valley Professional Institutes Partnership	Role <ul style="list-style-type: none"> • Representation on Steering Group • Up to 3 Professional Institute use cases • Participate in evaluation 	Alan Dibble
Abingdon Witney College	Role <ul style="list-style-type: none"> • Representation on Steering Group • Up to 2 FE use cases • Participate in evaluation 	Ellen Lessner
The Association for Learning Technology (ALT)	Role <ul style="list-style-type: none"> • Representation on Steering Group • One professional use case • Host up to 2 use cases • Participate in evaluation • Principal route for dissemination 	Seb Schmoller
Oxfordshire Community Learning Support Unit	Role <ul style="list-style-type: none"> • Representation on Steering Group • One community-based use case • Participate in evaluation 	Sasha East
Sussex Downs College	Role <ul style="list-style-type: none"> • One FE use case • Participate in evaluation 	tbd
Plumpton College	Role <ul style="list-style-type: none"> • One FE use case • Participate in evaluation 	tbd
Other Steering Group Members <ul style="list-style-type: none"> • JISC RSC 	Role <ul style="list-style-type: none"> • Representation on Steering Group 	Artie Vossel-Newman

12. Project Management

The MyWorld consortium has emerged from the JISC 03/04 DeL Tools Petal Project and with advice and guidance of Higher Education South East has been expanded to include the University of Brighton and the Oxford University Computing Service (OUCS) project WS4RL. From the Petal Project, FE partnerships continue with Abingdon and Witney College (AWC), and through the University of Brighton two further FE partners are added: Plumpton College (PC) and Sussex Downs College (SDC). The partnership with Oxfordshire Community Learning Support Unit (CLSU) continues, and through the University of Brighton the Community University Partnership Project (CUPP) joins the consortium. The Thames Valley Professional Institutes Partnership (TVPIP) continues to be active. Technical implementation services continue to be provided by Knowledge Integration (K-Int). The Regional Development Authority, Higher Education Southeast and the JISC RSC are endorsing the bid. The Centre for Recording Achievement (CRA) continues to advise the project. With two sub regions involved in the pilot there will be a devolved two node project management structure, although final authority will remain with Oxford Brookes University.



13. Programme Support

We look forward to a close working relationship with the programme and will seek support from the programme and programme manager :

- in respect of interoperability issues to do with the ACDF
- for guidance on project reporting and early feedback on any problems that might arise.
- to be a part of the Project Steering Group and to have input on the development direction of the project.
- to alert the Project to developments in other projects that might be relevant to the Petal Project.
- in respect of dissemination of Project outcomes

in respect of international issues and relationships with international projects and standards bodies.

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

The evaluation of the MyWorld use cases will be focussed by the overall aims of the project to enrich learning and teaching through the effective use of ePortfolios. Enrichment here is defined as being through greater learner choice and personalisation of the learning experience. Data will be collected from each of the 10 use case studies through

- An initial questionnaire which should be completed by each participant within a few weeks of them starting to use the ePortfolio tool. This will elicit feedback on their attitudes and expectations of the tool, their induction to it and perceptions of initial use.
- A final student questionnaire will be completed by each participant as they near the end of their involvement in the pilot (whether they complete a final portfolio or not). This will elicit feedback on satisfaction and perceived usefulness of the tool.
- Student diaries – a sample of students from some of the use cases will be asked to keep diaries of their experience of participating in the pilot. The diaries will be free form in response although learners will be provided with prompts to consider. The diary prompts will encourage students to consider the nature of the contribution that the ePortfolio tool is making to their learning during their course.
- As each use case nears the end of its pilot, the evaluator will visit the site to conduct a focus group with a sample of students and a semi-structured interview with a key member of staff (Project Manager?). Questions will focus on the role of the e-Portfolio tool in learner engagement, choice and personalisation. This will also be an opportunity to discuss any issues which have arisen during the life of the project.

We expect to be able to integrate the questionnaires and diaries into the ePortfolio itself to aid data collection. Completion of the questionnaires will be required by every learner as an integral part of their participation in the pilots. A sample of students will be recruited and rewarded separately to complete the diaries. Data will be collected in the NVivo[®] software for subsequent coding and reviewing.

A final evaluation report will be produced by the OCSLD evaluation team.

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		
	Best practice for processes		
	Adherence to specifications		
	Adherence to standards		
	Accessibility legislation		

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
Sept. '05	Paper to ALT-C	Learning Technologists	to	

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.

Project Outputs	Action for Take-up & Embedding	Action for Exit

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

Appendixes

Appendix A. Project Budget

Appendix B. Workpackages