

JISC DEVELOPMENT PROGRAMMES

Project Document Cover Sheet

Project Acronym	REHASH	Project ID	
Project Title	Re-purposing Existing Healthcare Assets to Share		
Start Date	31 st March 2005	End Date	30 th March 2006
Lead Institution	St George's, University of London (SGUL)		
Project Director	Terry Poulton		
Project Manager & contact details	Chara Balasubramaniam Educational Technology Unit Department of Medical and Healthcare Education St George's, University of London Hunter Wing Level 1 London SW17 0RE Phone: 020 8725 2778/5813 email: cbalasub@sghms.ac.uk		
Partner Institutions	Guy's, King's and St.Thomas' School of Medicine Kingston University Croydon College		
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Author(s) & project role	Terry Poulton – Project Director Chara Balasubramaniam – Project Manager Stephen Harvey – Technical Advisor		
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V1.0	01/02/2005	First draft
V1.1	29/03/2005	Addressing JISC comments
V2.0	19/04/2005	

REHASH PROJECT PLAN

Overview of Project

1.0 Background

Changes in technology and pedagogy and the increased presence of the Internet have strongly influenced teaching and learning activities in higher and further education colleges. The need (and the ideal) for institutions to share learning resources is well established, and with the development of new learning technologies, new opportunities for sharing of digital learning resources are possible. Over the last decade, investments in technology-based initiatives (e.g. Teaching and Learning Technology Programme - TLTP) have had mixed results as high quality courses and resources developed in one institution were often not adopted or accepted in other institutions.

Traditionally, a lecture can be thought of as being made up of a large number of individual learning objects (e.g. images, text, audio, video), put together to form a complete lecture. Electronic learning objects take this principle a little further, in a direction that in theory promote sharing of these objects between different teaching elements (reusable learning Objects or RLOs). In electronic format have the benefit that they can be easily retrieved and accessed. They can be used together to form a larger learning programme without the need to individually create each individual element or repackaged as a complete module depending on the requirements of a specific institution or curriculum.

RLOs have the potential to make the fast and economic production of high quality educational course units a reality that can be used in a wide range of contexts; at different institutions, with different ethnic groups, at different educational levels, across different professions and with different educational styles.

An increasing proportion of HE learners come from the FE sector but this group has diverse entry qualifications and they are unlikely to achieve their main qualification unless they are provided with both learning to complement their diverse learning styles, and provide the consistency in progression from FE to HE sector to achieve confidence. High quality products may help to improve achievement and retention among a large body of non-traditional learners, who need more assistance in an environment which is not rich in traditional support e.g. libraries, high quality handbooks etc.

1.1 The needs of the teachers

Initially it is the teacher that needs encouragement to use the resources. If the RLOs are to be used, they must pass 'rule of thumb' tests embedded in normal teacher practice:-

a) If teachers are to be encouraged to use these materials, then these RLOs must both compete ergonomically and in quality with the existing rapid and efficient process used for assembly of teachers lesson plans from tried and tested existing sources. Small RLOs are invariably unattractive to the teacher constructing a lesson in a context they have chosen. A teacher will not be interested in changing a schedule to incorporate a small image from a subtly different context from their original intention. Only large usable chunks or topics, 'the learning packets' will make that compromise worthwhile. In the case of SGUL, the learning packets became our 'Key Topics' used throughout our curricula.

b) If teachers are to embrace the new technology and embed it into their practice, then it is necessary that most of them adopt it, and not just a few enthusiasts resourcing a few sections of the curriculum. Central to this is making this process easier, less time

consuming, intellectually satisfying and rewarding to the teacher through positive student feedback.

1.2 The needs of the learners

These learning ‘packets’ must also be very attractive to students. So whilst the ‘packet’ may need to be teacher centred to make it worth while for the teacher to adopt, the outcome must be clearly student-centred. It is the task of this project to re-purpose materials that fit into packages which already are suitable for the level and course.

This escalator of resources will produce a steady progression of support for student learning, through three educational levels, and an attractive framework for educational development through separate courses.

Integrated quality products which cover to adequate depth the objectives of the curriculum, and continue in a consistent pattern through different levels of courses, may help to reduce uncertainty and vulnerability among a large body of non traditional learners. This should lead to an improvement in levels of achievement and retention.

1.3 The resources

St George’s, University of London (SGUL) and Guy’s, King’s and St.Thomas’ School of Medicine (GKTSM), have specialised in the development of web accessible teaching resources and have become teaching content specialists in the medicine and healthcare area.

Both partners specialise, particularly, in the development of image-based and interactive resources, which have been extremely well-received by students. Their very large collections of teaching resources (see below under deliverables) already support their existing medicine and healthcare courses, and in the case of SGUL, these resources covers most of the basic and health science objectives for the first two years of undergraduate medicine.

The consortium partners, and in particular Kingston University and Croydon College, have considerable experience in supporting adults returning to learning, and learners making the transition from FE to HE study.

There is more information regarding the nature of these resources under the deliverables section.

2.0 Aims and Objectives

The key objective of this project is to re-purpose existing collections of teaching resources (Reusable Learning Objects), to provide teachers with attractive learning materials which support:

- ***Courses which widen access to nursing, medicine and healthcare at levels NVQ 3 and HE0***
- ***Diploma and undergraduate programmes which follow these Access and Foundation courses at NQF4/5, HE 1/2***

In re-purposing these resources, the project will be aiming to produce a seamless progression through rising educational levels; providing a consistency of learning resources in the transition from FE to HE. It is generally accepted that HE is well adapted to its traditional market but less well adapted to the needs and entry points of non-traditional

learners from the FE sector. It is hoped that this 'resource escalator' from FE to HE, will play its own part in promoting a feeling of familiarity, and reduce anxiety, in adult learners particularly. At the same time the discussions over resources will promote a higher level of interaction between teachers on FE Access courses, and their counterparts in the HE.

Subsequently, the intention is to use an existing national repository or to create a repository to share these integrated high quality learning objects, which can be used flexibly throughout the FE/HE sector in a wide range of different Access courses for medicine and healthcare.

3.0 Overall Approach

The regional target is to develop materials which support Access to Healthcare courses, Foundation entry to Medicine and the first two years of the medical undergraduate programmes, in the areas chosen (e.g. cells, tissues, body systems and genetics).

Partners will concentrate broadly on different areas both in terms of educational level and in terms of the areas of the curriculum addressed, though there will be continual sharing of resources. The focus of each sector (HE 0, 1, 2) will depend upon both need and available resource. It is intended that each institution will play to its strengths, using the knowledge of GKTSM and SGUL in the sectors of medical and healthcare training, and that of the FE colleges in the transitional sectors of NQF3 (HE 0).

For example, for Access Courses to Nursing and Foundation Entry to Medicine it is anticipated that the areas which will receive most attention will be in subject related skills such as cells, tissues and body systems or key transferable skills, and less so in areas such as biochemistry or mathematics.

Our target would be to address the repurposing of 60-70% of the objectives for cells, tissues and organs from the basic and clinical sciences for medicine (standard HE 1, 2), approximately 30% of the objectives of the one year foundation course for medicine and the relevant objectives for HE 0.

4.0 Project Outputs

Collaboration between all the project partners will produce a generic collection of biological science resources that will be delivered to the wider FE and HE community.

4.1 Tangible Deliverables

The main tangible deliverables will be:

1. Re-purposed Assets, to educational levels HE0,1,2
2. Pilot of HE0 with Croydon College of Further education
3. Re-purposing model incorporating the resource escalator
4. Final report

4.1.1 Re-purposed Assets

The main content deliverables will be in the form of 'Key Topics'. These are learning resources, covering the core curriculum, which are designed to support personalised, self-directed learning. At SGUL, these Key Topics cover the bioscience subjects that underpin medicine and healthcare courses up to level HE2.

Key Topics are developed in a web-based, image to text format. This format increases student interactivity by providing them with a choice of direction. They are unique in that they

integrate all the disciplines involved in teaching these courses (e.g. anatomy, physiology, radiology and biochemistry). This produces well rounded contextual resources which match specific learning objectives. Each Key Topic consists of a number of Reusable Learning Objects (RLOs). The resources are in the form of individual images, photographs, diagrams, animations or videos. All existing Key Topics have been thoroughly checked and signed off by specialists for content accuracy and each one conforms to our own quality assurance guidelines.

One of our partner institutions, GKTSM, has developed a bank of RLOs from four main projects (Science and Health Resources On-Line SHRINE project, Cardiovascular & Respiratory Systems project, Phase 3 Interactive Learning On-Line PILON project and Reusable Learning Resources (RLRs) project). Their content development has mainly focused on the cardiovascular and respiratory systems. Some of this content is in Flash animation format (self-test and quiz resources) and can be easily re-purposed. However, some are embedded within CAL packages. GKTSM are currently in the process of breaking them down into smaller, html friendly, chunks anyway for use on their institutional repository. These RLOs will be re-purposed and used in addition to the SGUL Key Topic bank.

The Educational Technology Unit (ETU) already has much experience in re-purposing Key Topics for use within our own institution at different educational levels. The existing Key Topic collection at SGUL will be re-purposed for use in the partner institutions. A common 'template', currently in use for the existing Key Topics, will be used for the re-purposed resources from each of the partner institutions. The need for a 'template' is covered under section 8 (standards).

Initially, these resources will be made available via the project web site (<http://www.etu.sghms.ac.uk/rehash>) so that they can be used by partner institutions for development purposes. We hope to disseminate all the course-generic re-purposed RLOs to the wider UK community via a repository.

REHASH has two separate initiatives:

Strand A - re-purposing for nursing
Strand B - re-purposing for medicine

The process is initiated by re-purposing existing assets for Access to nursing in the FE sector under the guidance of the FE teacher. At the same time, the existing assets will be drafted to HE1 for the nursing course under the guidance of the nursing course academic staff.

Teachers in the both sectors will discuss the relationships between the two levels. The re-purposed, drafted HE0 and HE1 assets from Nursing are passed over to the respective areas on the medicine course. At that stage the materials are checked to see whether they are suitable for any of the educational levels. If suitable with either minor or no edit then the process stops there. If unsuitable (e.g. diff course requirements) 'new' re-purposed assets will be created for the course.

As a part of this process we will investigate whether content re-purposed for one strand will be suitable for another.

It is anticipated that we will re-purpose our existing collection of RLOs to fulfil the following:

HE0 – 30 Key Topics to be piloted as student learning resources

HE1 – 60+ Key Topics to supplement existing teaching

HE2 – 30 Key Topics to supplement existing teaching.

4.1.2 The Pilot

Initially, collaboration with our FE partner (Croydon College) will provide the opportunity to develop an exemplar of a re-purposed Key Topic. This pilot will be the repurposed product of an existing Key Topic, and will demonstrate repurposing from HE1/2 to NQF3/ HE0. This prototype will be evaluated and used as the basis for development of the process. It will be the tutor who will tailor the existing resources and decide what to keep or what to omit, in terms of text and annotations. The majority of the other RLOs will remain as they are. Our developers will work closely with the tutors to re-purpose effectively.

The output of the pilot will not just be available to students to access in their own time. In a pilot case study (which is not part of this REHASH project, but builds upon the resources it generates), the tutor delivering a lecture to these students has used the existing Key Topic framework to develop their own lesson plan.

This prototype will be piloted in March 2005 with the focus on a particular session in the Access to nursing course at Croydon College. The findings of this study will be disseminated via the project website in due course.

4.1.3 The Re-purposing Model

To ensure that the process of re-purposing conforms to certain standards a re-purposing model will be created. This model will be a guideline for all re-purposing and will encompass:

- identifying and involving appropriate experts
- highlighting learning objectives
- identifying educational level descriptors
- mapping to existing RLOs
- developing specific techniques for re-purposing
- maintaining design templates and frameworks
- maintaining quality assurance procedures
- the resource escalator

The model will be demonstrated to all partner institutions at various meetings, and will be made available on the project website. This methodical approach will ensure parity between institutions and educational levels.

Once these materials have been placed in some form of repository it opens up the possibility of the entire FE/HE health sector utilising these materials. Work has already started on a template which will allow teaching content to be easily adapted/re-purposed by teachers or developers with sufficient skill to use, for example, Macromedia 'Contribute'. This therefore provides the potential for the end-user to adapt materials to suit specific needs, within the framework of copyright and IPR restrictions e.g. adequate acknowledgement

4.1.4 Case Study

A case-study will be performed on the process of re-purposing existing contextual packets of RLOs (e.g. a Key Topic). An original Key Topic developed for HE levels will be compared to

a re-purposed one relating to a specific subject. This comparative case-study will identify how best to re-purpose a topic, by evaluating the strengths and weaknesses of both levels. A detailed analysis will be performed on this process of re-purposing and the outcome and case-study will be made available to the wider community via the project website and conferences.

4.1.5. Report

A final report will be produced detailing all aspects of the REHASH project.

4.2 Knowledge and Experience

The project team will develop:

- A greater understanding of the science underpinning medicine and healthcare
- An understanding of the learners' needs including familiarity of resources
- An understanding of the concept of progression in relation to educational levels from FE to HE
- Skills needed to design effective educational resources
- An appreciation of the need for quality assurance procedures
- Critical appraisal and evaluation skills
- A working knowledge of different types of dissemination including via a repository

5.0 Project Outcomes

The following outputs are expected by the end of the project:

1. Resources covering cells, tissues, and organs, re-purposed to HE0, for Access to medicine and health
2. An investigation of the extent to which, by minor compromise, identical resources for Access to both medicine and health can be shared by both disciplines: an academic, rather than a multiple versioning solution to RLOs
3. Development of the resource escalator: re-purposing from existing resources to HE0 and 2, of the topics listed in (1), and a consideration of the extent to which different versions are necessary for different health-based resources
4. An evaluation of the impact of HE0 resources on students in the FE sector
5. Demonstration of re-purposed materials to local area FE network
6. Development of a repository of materials
7. An evaluation of the value of the resources for students at Croydon College
8. At the end of the project, an evaluation of the effect of the 'resource escalator' on familiarity and confidence of students who have moved to the HE sector.

6.0 Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Educational Technology Unit, St George's, University of London	Technical development and teaching resource development during the	High

(SGUL)	project	
Electronic Learning Resources & IT Services Unit Guy's, King's, Thomas's Medical School	Technical development and teaching resource development during the project	High
Access courses, Croydon College; Foundation course in medicine, Kingston University (level HE0)	Acquisition of repurposed resources to increase continuity with HE	High
Foundation course in medicine, Kingston University	Acquisition of re-purposed resources to increase continuity with HE	High
Medicine and Healthcare courses at SGUL, and GKTSM	Combined re-purposed learning resources, using a combination form both institutions, at the same time providing separation into HE1 and HE2	High
Learners from all four institutions	Provision of an escalator of high quality learning resources in medicine and healthcare which begin in the classroom at FE level, and continuing as supplementary resources at rising educational levels throughout their higher education.	High
The FE community: initially the local 8 FE institutions involved in the Kingston FE network	Access to consistent off the shelf high quality learning resources, at core educational levels addressing the objectives for Access courses. Demonstrations of the Croydon model for 'classroom use' of the resources.	Low to High
The wider FE community: over 300 offer Access course health based disciplines	As above	Low to High

7.0 Risk Analysis

Risk	Probability (1 – 5)	Severity (1 – 5)	Score (PxS)	Action to Prevent/Manage Risk
Staffing	2	4	8	The chief risk would be a loss of staff stemming from the shortness of a one year contract. Setbacks can be minimised by taking on additional part time staff for the latter part of the project. Flexible use of staff from our Educational Technology Unit team will cover positions in the event of any loss of REHASH staff.
Organisational	1	3	3	The organisation of the project is crucial, and will draw heavily on our experience and 'tried and tested' methods for working with academic staff from many disciplines to create and repurpose content.
Technical	2	2	4	The technical side of the project is relatively straightforward and of very low risk. The only new development is a new

				template, which is already in preparation for use with the repurposed materials. All materials reside on institutional servers, and are backed up daily, minimising losses.
External suppliers	2	2	4	The only aspect of the project that would utilise external suppliers would be a few elements of the teaching content, for which St. Georges has been given permissions to use. Permissions may either be extended to include the new usage, or the elements of the content may be replaced.
Legal	1	4	4	The main legal issues are IPR and copyright. Processes already in place will ensure that material is not used if permission has not been given.

8.0 Standards

A “Key Topic” ‘template’ (html friendly and can be used in conjunction with RELOAD) is already being implemented. The RLOs will be re-purposed using this template which will address accessibility issues and W3C standards compliancy, in particular W3C validation for XHTML and the use of style sheets (CSS). One accessibility standard that will be adopted is the W3C Web Content Accessibility Guideline [Priority 2], to ensure all current and future material that are produced is viewable to all who wish to make use of the teaching resources.

8.1 Web standards compliancy

The current teaching resources are built on HTML v4 and stringent checks are made to ensure that all material is viewable across multiple browsers (Netscape & Internet Explorer) and also operating systems (PC & MAC). We have ensured that we are able to keep up with the developments in web accessibility and to this end all existing teaching resources that we will be used in this project are developed through one HTML template. This means that we can start the project using this version and at the same time investigate a method of converting all materials into a fully W3C standards compliant at the same time. When this new version is created we can simply adapt the existing template and all our work will then conform to this new specification.

We will be increasing our checks to include the newer browsers such as Firefox, Opera and Safari, as well as the wider range of operating systems that institutions use and the particular version so that nobody is left out.

8.2 SCORM compliancy

Addressing these issues simultaneously will also enable us to repackage our content for SCORM compliancy, and we plan to use the JISC funded, open source, content repackaging tool RELOAD throughout the course of the project.

8.3 Metadata and MESH

They will be made available via a website specifically developed to make best use of enhanced metadata searching and cataloguing to present the RLOs. The website will enable

users to search for material by a number of key variables. These variables should consist of (but are not limited to) searching via, Name, Date, School/FE/HE Level, Content Creator, and Syllabus. The metadata used is the National Library of Medicine’s Medical Subheadings “MESH” subject headings. This is widely recognised, as the standard for cataloguing Medical Resources.

9.0 Technical Development

A new ‘topic’ template is being implemented (as described). Technical developments have been considered under section 8, and in the quality assurance plan in section 19. Local operations and management are considered under Project Management section 12.

10.0 Intellectual Property Rights

IPR will remain with St George’s, GKTSM and participants from the other institutions who will contribute towards this project. Watermark and metadata information will be embedded within each page to state the appropriate acknowledgements.

11. Project Partners & Key Contacts

Lead institution:

St George’s, University of London
<http://www.etu.sghms.ac.uk/rehash>

Guy’s, King’s and St.Thomas’ School of Medicine
<http://www.kcl.ac.uk/depsta/medicine/>

Kingston University
<http://www.kingston.ac.uk/science/>

Croydon College
<http://www.croydon.ac.uk>

Key Contacts	Partner	Role
Dr Terry Poulton, Mr Chara Balasubramaniam	St George’s, University of London (SGUL)	Project Leader Project Manager
Dr David Byrne	GKTSM	Project Leader
Mr Keith Burn	Croydon College	Project Partner
Dr Ruth Kirk	Kingston University	Project Partner

12. Project Management

The joint project directors are Dr Terry Poulton and Dr David Byrne. The project manager is Mr Chara Balasubramaniam, who is responsible for the overall management of the project and reports directly to Dr Poulton as the project director at the lead institution. He will spend approximately 70% of his time on project management, and 30% on the direct involvement with re-purposing the resources.

The project direction is monitored by a group which includes all the project partner representatives listed above. Major Decisions are taken in discussion with all project partners e.g. the process to be used for repurposing the assets, with formal meetings of all parties at three-monthly intervals, the first of which was combined into an ‘Away day’ on the

23rd March 2005, before the project started. For an institutional perspective, Dr Poulton reports to the Vice-Principal for Teaching and Learning Strategy at St George's, University of London.

For all operational purposes, Chara Balasubramaniam manages the team of 4 courseware developer and four academic staff, who will be employed either as full-time part-time or contract staff, or as 'institutional contributors' without additional remuneration. Dr Poulton will provide support and additional advice, particularly in discussions with academic staff.

Project Team:

Dr Terry Poulton
Project Lead
SGUL
tpoulton@sghms.ac.uk

Charavanan Balasubramaniam
Project Manager
SGUL
cbalasub@sghms.ac.uk

Dr David Byrne
Project Lead
GKTSM
david.byrne@kcl.ac.uk

Keith Burn
Access Programme Director
Croydon College
burnk@staff.croydon.ac.uk

Dr Ruth Kirk
Cells & Tissues Module Leader
Kingston University
r.kirk@kingston.ac.uk

Adele Atkinson
Pre-reg Nursing Lecturer
Faculty of Health & Social Care Sciences
aatkinso@hscs.sghms.ac.uk

Soraya Jones
Pre-reg Nursing Lecturer
Faculty of Health & Social Care Sciences
sjones@hscs.sghms.ac.uk

Sue Fergy
Pre-reg Nursing Principal Lecturer
Faculty of Health & Social Care Sciences
sfergy@hscs.sghms.ac.uk

Arnold Somasunderam
Courseware Developer
SGUL
asomasun@sghms.ac.uk

Raja Habib
 Courseware Developer
 SGUL
rhabib@sghms.ac.uk

Janet Camacho
 Access to Nursing Lecturer
 Croydon College
camaci@staff.croydon.ac.uk

Stephen Harvey
 Technical Advisor & Shibboleth Expert
 SGUL
sharvey@sghms.ac.uk

Training:

There are no anticipated training needs beyond the normal standard internal training in areas such as courseware design etc. The exception would be for training in the use of the Jorum repository, in the event that the final conditions for submission and use of this repository emerge as acceptable to the institutions involved, and conform to the restrictions in the use of sensitive materials e.g. anatomical and pathological images.

13. Programme Support

REHASH has already undertaken a risk assessment study with the JISC and we have also attended a project management course presented by the JISC infonet service.

14. Budget

See Appendix A

Detailed Project Planning

15. Workpackages

See Appendix B

16. Evaluation Plan

Factor to Evaluate	Questions to Address	Method(s)
Impact of resource escalator on students entering HE (moving from HE0 to HE1 to HE2).	Does familiarity help reduce anxiety? Do students feel the resources improve their learning experience?	Post-hoc focus groups Pre- and post-hoc questionnaires
Adaptability of RLOs across healthcare and medicine.	i. Can resources be created so as to be suitable for access to both medicine and nursing without versioning? ii. Can compromise resources be created in some instances?	Pre- and post-hoc focus groups with HE academic and FE teaching staff

Cross-institutional usability of resources.	<p>i. Are the resources acceptable to and suitable for other FE/HE institutions?</p> <p>ii. Will the resource repository achieve desired institutional uptake?</p>	Pre- and post-hoc focus groups with HE academic and FE teaching staff.
Conformance to W3C accessibility standards.	Are the resources accessible to the target student population?	Validation techniques as set out by W3C. Testing with disabled users as appropriate.

17. Quality Assurance Plan

Timing	Compliance With	QA Method(s)	Evidence of Compliance
	Fitness for purpose	Review by project partners	Evaluation reports from partner institutions
	Best practice for processes	Review of existing practices, with evaluation of disadvantages and research into new methods.	Full documentation will be provided.
	Adherence to specifications	The content repackaging program RELOAD (a JISC tool) will be utilised to produce SCORM and IMS compliant learning objects.	Submission of content to RELOAD will enable SCORM and IMS compliance.
	Adherence to standards	Submit web pages produced to online web standards validation service (e.g. W3C HTML and CSS validation services).	Include W3C standards compliance logo with hyperlink back to validation services from within checked content to confirm standards compliance.
	Accessibility legislation	Undertake independent testing and review of content following the W3C web accessibility guidelines. Content will be additionally submitted to online accessibility validation (e.g. Bobby web accessibility validator).	Although online accessibility validation (e.g. Bobby web accessibility validator) will be used for testing purposes, validation on its own can not be taken as proof of conformance. Instead a design review will be undertaken.

18. Dissemination Plan

A working group of key personnel with relevant experience (including contacts from RSC London and the HEA) will be established, who will help to create a detailed dissemination strategy suitable for the project.

This will involve promoting the project via a variety of activities, such as workshops to raise the profile of the project and provide events that will enable like minded practitioners to gain hands on skills and contribute to the project. Our autumn target is discussion and dissemination of the resources for FE, to the local network of FE colleges linked to Kingston University

A web site will be created that will enable us to feed back the progress reports, case studies and any papers that are written as a result of the project findings. We aim to publish these findings in journals such as, Medical Teacher and through ASME (The Association for the Study of Medical Education) and AMEE (The Association for Medical Education in Europe).

19. Exit/Sustainability Plan

The knowledge base which covers the anatomy, biochemistry, and physiology of tissues and organ systems is relatively unchanged over the years at these basic educational levels; it is a body of knowledge which has largely become accepted fact. The effort to maintain this is relatively small. The versions of the re-purposed resources which St George's sets into a repository will be maintained as part of our own continuing teaching and learning programme, an institutional need which well provides a level of stability to the continuing resource update. The continuing availability of the resources should ensure that the interest and knowledge of their existence is relatively easy to maintain, and if the repository is a JISC repository we would expect JISC to take on responsibility for the dissemination. If in our own repository then St George's and GKTSM would take responsibility for its dissemination.

Appendixes

Appendix A. Project Budget

Appendix B. Workpackages