


Appendix A - Proposal Cover Sheet

Cover Sheet for Proposals <i>(All sections must be completed)</i>			
Name of Call Area Bidding For (tick <u>ONE</u> only):			
Call I: Transforming Curriculum Delivery Through Technology (JISC funded)		<input type="checkbox"/>	
Call I: Transforming Curriculum Delivery Through Technology (Becta funded)		<input checked="" type="checkbox"/>	
Call II: Assessment demonstrators		<input type="checkbox"/>	
Call III: Course description and discovery		<input type="checkbox"/>	
Name of Lead Institution: Lewisham College			
Name of Proposed Project: Making the new Diploma a Success			
Name(s) of Project Partner(s): Lewisham College			
Full Contact Details for Primary Contact:			
Name: Patricia Forrest Position: Head of eLearning and Innovations Email: patricia.forrest@lewisham.ac.uk Address: Lewisham College Lewisham Way London SE4 1UT Tel: 020 8694 4776 Fax: 020 8694 5173			
Length of Project: 2 years			
Project Start Date: 1 October 2008		Project End Date: 30 September 2010	
Total Funding Requested from JISC: £200,000			
Funding Broken Down over Financial Years (April - March):			
April 08 – March 09	April 09 – March 10	April 10 – March 11	
52,684	100,138	47,178	
Total Institutional Contributions: £85,930			
Outline Project Description			
<p>We are proposing to develop solutions for a pressing national challenge, the introduction of the new diplomas. We believe the lessons learnt will have significant national importance. As a Centre for Vocational Excellence in Computing we are well placed to carry forward this key national initiative.</p> <p>The key challenge of the diploma is that it is delivered through shared responsibility and in a variety of locations between schools, the College and employers. We will address issues such as timetabling, data management, tutorial planning, access to support and monitoring progress from different locations.</p>			

This project aims to apply the best use of technology to make the new Diploma a success building upon and consolidating our work on the development of a Learner Portal, Personalisation, Mobile Learning, and e-Portfolios. The Learner Portal will bring together a wide range of existing college systems, as well as introducing new functionality to provide Diploma stakeholders with a “one stop shop” for all aspects of the course. We intend to develop a distributed learning model where knowledge, information and skills will flow from and between learners and other agencies such as employers, tutors and peers.

Throughout this project we will explore new ways of working, bringing together people from different areas and rethinking the way in which they perform their tasks in order to use technology to deliver a more effective, flexible and learner centred service.

This project will contribute to finding a successful delivery mechanism for a key national initiative – the new diploma.

I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)	YES ✓	NO
I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)	YES ✓	NO

FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

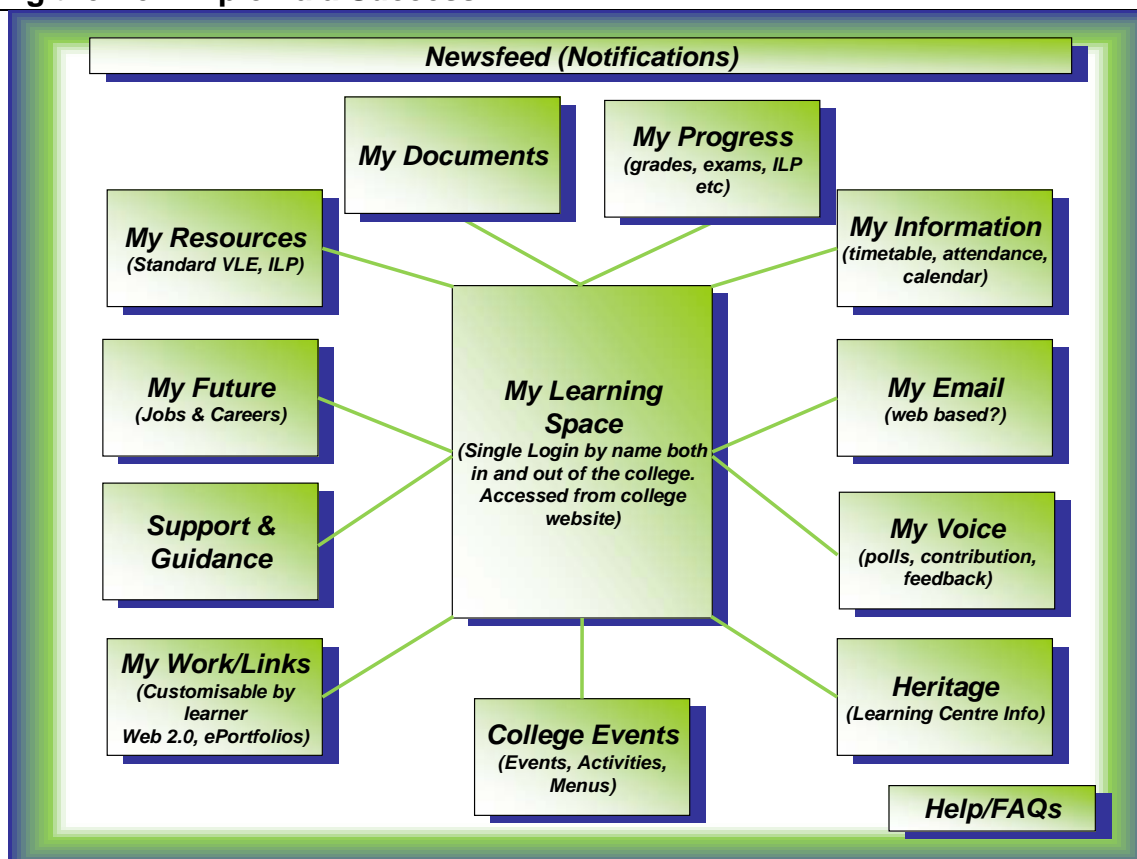
We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
Appendix C – Budget Template	Staff Salary Costs	Confidential

Fit to programme objectives and overall value to the wider community

- 1) The Leitch review highlighted the need for a relevant curriculum that would enable every young person “to leave school with the skills they need to progress to further learning and work.” Achieving this means close collaboration between employers, trade unions, schools, colleges, universities and training providers. The introduction of the new Diplomas from 2008 is an example of how this can be accomplished. Developed through consultation with employers, universities, schools and colleges it offers 14-19 year olds the opportunity to explore their options through a mix of classroom learning and hands-on experience.
 - 2) The challenges of this key national initiative are that it is delivered through shared responsibility and in a variety of locations between schools, the College and employers. We will need to address issues such as timetabling, difficulty of tutorial work, access to support (who supports what, how and when), monitoring progress from different locations and establishing a joined up approach to delivery, assessment and support. These challenges will not be unique to Lewisham College but will be faced by any institution introducing this new qualification.
 - 3) In September 2008 Lewisham College will be introducing the Diploma in ICT and in view of these challenges we are proposing a new and innovative way of delivering this new curriculum with support mechanisms that will maximise the potential of emerging technologies to deliver new ways of communication focussing on the needs of learners, employers and teachers. Throughout this project we will explore new ways of working, bringing together people from different areas and rethinking the way in which they perform their tasks in order to use technology to deliver a more effective, flexible and learner centred service.
 - 4) We intend to develop a distributed learning model where knowledge and skills will flow from and between learners and other agencies such as employers, tutors and peers. An example of this would be where among consortia of many institutions an employer could video conference to all learners at times and locations of their choice. This would maximise the effect of such opportunities and embed a business culture throughout a learning community. Another example would be where a learner whilst at the work place or on a visit could video conference their experience to peers or any consortia members. Similar forms of communication could also be used for peer and tutor assessment, personal tutorials and team building.
- 5) Project Aim**
- a) This project aims to apply the best use of technology to make the new Diploma a success. It will build upon our work on Personalisation to include the ‘Learner Voice’, learner autonomy and ownership via the development of a ‘Learner Portal’ and the use of mobile technology to add flexibility, adaptability and extend access to learning.
 - b) The vision for the Learner Portal (see diagram below) has already been developed through consultation with learners, teaching and support staff including work based learning managers and we aim to make this a reality as the proposed vehicle for delivery of the new Diplomas.

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6) Project Objectives

- Create a single sign-on gateway to integrated support, monitoring and guidance systems accessible to all Diploma stakeholders, linking e-Portfolios, electronic Individual Learning Plans, Electronic Library System, Active Directory, Email, our Document Management System and our Management Information System records.
- Empower learners to control their learning at the time, place and pace of choice to achieve their individual goals
- Identify the most suitable technology to deliver and support the Diploma in ICT
- Deliver teaching and learning in a flexible way via our Virtual Learning Environment (VLE), video conferencing, mobile technology and access to streaming media
- Develop adaptive learning tools for self-assessment linked to automated content release
- Compile information gathered through the 'Learner Voice' area of the Learner Portal to drive personalisation and inform future learning and support
- Facilitate learning from a variety of locations using a variety of devices.
- Build a sustainable community of practice in m-learning that authenticates students and staff as 'experts' that are directly involved in sharing their expertise within the wider community.

7) Contribution to the JISC "Vision for Curriculum Delivery"

- The project will fit with the following aspects of the JISC "Vision for Curriculum Delivery":
- The project will offer learners access to their course materials via the VLE element of the Learner Portal at a time and place that suits their needs. The course materials made available to them will not only include handouts and resources used in the lessons but will also give them access to online assessments that will help them check and track their learning as they progress through their course. Timely feedback is essential to promote achievement and raise learner confidence; this will be achieved by the use of mobile technology. All Diploma staff and learners will be issued with ASUS Eee PCs which will enable access to the internet, we will also explore the use of SMS to learners own mobile phones as another feedback mechanism. The Learner Portal will also provide them with access to guidance and support by dedicated teams using online chat, discussion forums and videoconferencing

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either in groups or on a one to one basis. They will also be able to book individual appointments with guidance officers through the use of a shared calendar. (24)

- c) Links between college systems (eg MIS, e-ILPs, VLE) will enable all Diploma stakeholders to access personalised data on Initial and Diagnostic assessment results, attendance, timetables, unit choices and assessment outcomes. Learners will be able to view and edit a combined calendar featuring events relating not only to their course but also to the college as a whole. They will be able to check on their exam schedules and results. Learning Facilitators will support their development of research and study skills on and offline. (24)
- d) The curriculum will be delivered in a flexible way via video conferencing, mobile technology and access to our streaming server. This will give us the opportunity to develop adaptive learning tools for self-assessment personalised by automated content release. Learners will be able to present their work via the web to get immediate feedback. We will explore and pilot the use of presentation software such as Acrobat.com and Google Docs, wikis, blogs and other web 2.0 technologies. (25)
- e) Recent research findings from the College's participation in a mobile learning LSC funded project (MoLeNET) demonstrated that the use of mobile learning devices can have an impact on retention rates and in fact the school of Business/CIT showed retention rates were almost 10% higher in the group issued with such devices over the three groups who were not using the devices. With this in mind we will be providing learners on the Diploma in ICT with access to mobile devices which will enable them to receive video streams from a variety of sources eg employers when in a variety of locations. (26)
- f) The Learner Portal will be accessible to all Diploma stakeholders from inside and outside the college using a single sign-on. Besides providing access to course materials and learning resources it will also provide access to information drawn from a variety of college systems. This will include the ability (subject to the user's personal rights) to view the exams/tests/awards the student has been entered for, what units they have chosen to do and their progress against each. (27)
- g) An integrated e-ILP will empower learners to own, continuously reflect upon and contribute to their development process. This will help staff monitor progress. (27)
- h) Staff and learners will be able to search a content bank to find and repurpose resources. Learners will also be able to add web links and share bookmarks. They will also be able to request alerts when changes are made or new materials are made available. (27)
- i) By linking together the different systems used within the College, the Learner Portal will enable Diploma staff to view diverse information about their learners including their grades and assessment outcomes, their assignments, their e-portfolios and their individual learning plans in order to inform further individual planning and course delivery. Reports provided by the VLE will enable tutors to track student progress and identify when additional support or extended learning will be required. Progress of the Diploma in ICT will be monitored and regularly reviewed in order to help inform future delivery not only of this course but with specific focus on future Diplomas offered as a progression route. (28)
- j) Lewisham College has already invested in wireless network points to enable learners to connect devices (either their own or those provided) to the internet. This access does not currently include college hosted sites or resources. This project will investigate and document how secure access can be given to the Learner Portal. We will also investigate the possibilities of learners being able to access the applications required for them to complete their coursework when outside of the College. (29)

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- k) This project will address three key elements of our College strategic plan 2007-2012: “Personalising the Curriculum” by giving learners flexible access to additional learning support as needed and the relevant tools to provide them with their own evidence of achievement. (30)
- l) “Professionalising Staff and Systems” by developing a community of confident information owners, stretching both our teachers’ and our learners’ use of technology. (30)
- m) “Place Of and For the Future” by taking learning into the world beyond our college sites and giving us the flexibility to diversify and modernise our practice to meet learner expectations. (30)

8) Contribution to Programme Outcomes:

Project Outcomes	Fit with Programme Outcomes
Learners will have access to a wider range of course materials and services at a time and place that fits their lifestyle. Learning resources will be more varied to suit individual learning needs and provided on a personalised basis. Staff and learners will have immediate access to an electronic ILP that will further encourage learner ownership and contribute to a more meaningful process of target setting.	Evidence of learners achieving their goals through participation in flexible, appropriate, well-designed and learner-led curricula across a discipline area;
Learners will have access to everything related to their programme of study wherever they have internet access either through personal devices or supplied mobile technologies.	Evidence of technology being used to enable learners to participate in learning, to fit learning into their lives, and develop their own preferred approaches to learning for life;
Regular reviews will be disseminated at all levels and used to inform college policy.	Improved understanding at practitioner and senior management level of effective curriculum delivery, and of how technology can help the institution achieve its learning and teaching objectives;
Staff will be more confident in their use of a wide range of technologies to inform their teaching practices that have been proven to enhance curriculum delivery.	Enhanced capacity, knowledge and skills in the use of technology to support learning and teaching within the curriculum;
Systems will be in place to enable staff, learners and employers to respond quickly and efficiently to changing needs. The learner voice will be present throughout the learning process via the learner portal in order to inform and improve curriculum delivery and support.	Sustainable processes in place that enable agile, responsive and flexible delivery to meet diverse and changing learner requirements and requirements of other stakeholders;
Processes and practices developed from the use of the different technologies, the effectiveness of the different learning resources, the impact of the personalised communication practices and the linking of the different applications is used to inform curriculum delivery in other areas of the College as well as the wider community.	Domain knowledge, reusable models of processes and practice, and user requirements to support the continuing development of a technical infrastructure for the whole curriculum lifecycle;
We will explore the features and flexibility of proprietary and open source products in order to find out which is the most cost effective, easy to access resilient and responsive to future changes.	Evidence of any tangible benefits in terms of efficiencies, enhancement of the student and staff experience, and other key changes in what institutions can offer learners, to inform the decision-making of JISC and institutions.

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Stakeholders will be exposed to a range of tools and processes that will offer them a variety of solutions and extend their understanding of the effectiveness of technology in education.	
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9) Challenges and Impacts

- a) **Challenge:** The Diploma in ICT is a new curriculum provision with shared delivery between School, College and Employers
- b) **Evidence of its existence:** Brand new qualification. Brand new way of working.
- c) Staff will need to manage this curriculum change alongside the parallel challenges of developing, training and motivating staff.
- d) **Impact of Innovation:** Target recruitment, retention and success rates will be achieved. Curriculum will be delivered flexibly via the Learner Portal, video conferencing, mobile technology and access to streaming media enabling contribution and participation from all stakeholders. All stakeholders will have access via the internet to a gateway of integrated systems.
- e) **Challenge:** Timetabling
- f) **Evidence of its existence:** Learners will need to combine lessons at school with lessons at college and 10 days of work placement. Attendance monitoring
- g) **Impact of Innovation:** Facilitate learning from a variety of locations via live feeds from a streaming server. Learners will have access to learning resources and applications via the internet at a time and place to suit their timetables. Immediate access to attendance and punctuality records from a variety of locations.
- h) **Challenge:** Access to support (who supports what, how and when)
- i) **Evidence of its existence:** Learners will be situated in different locations at different times which may impact on their access to support and guidance facilities.
- j) **Impact of Innovation:** A gateway to integrated support, monitoring and guidance systems accessible to staff and learners, linking e-ILPs to our Management Information System records will be created. Interactive bookable system of support from tutors, advice and guidance and learning facilitators.
- k) **Challenge:** Monitoring progress from different locations
- l) **Evidence of its existence:** No formal structure for staff and employers in place to enable progress to be monitored from different locations. Restricted applications requiring separate logins.
- m) **Impact of Innovation:** Single sign-on access via a web based Learner Portal will enable staff, learners and employers to review and respond to attendance data, e-ILPs, e-Portfolios and exam/assessment grades from any location.

Quality of work plan

10) Curriculum Delivery

- a) The Diploma in ICT will be supported via the Learner Portal, use of mobile devices and synchronous and asynchronous communication. A new physical learning environment has been set up with WiFi access (all staff have been and learners will be issued with ASUS Eee PCs) and featuring circular desks with integrated PCs to create a more flexible and engaging learner environment. Staff have worked with our partner school to create schemes of work and assignments available via the VLE.

11) Outline Work Plan

- a) The project will start in October 2008 with a review over the first three months of how the new Diploma course is running and of the available technologies that will help us to achieve our aims. It is anticipated that by the end of December we will have an implementation plan for

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how the Learner Portal will be set up and more specific timings for when the various aspects will become available. In order to make the first phase of activation available for September 2009 the first half of the year will be dedicated to action research, mini case studies and training the course team to pilot the different new technologies with learners, gaining their feedback using a mix of surveys, video diaries and focus groups. The evaluation of this research will be used to inform the course delivery model for the following academic year and will also impact upon those who decide to continue to the next level of Diploma that will be offered from 2009.

- b) During 2009/2010 the focus will shift to the implementation of the first phase of the Learner Portal and ensuring all those involved in the delivery of the course are fully trained and confident in its use. This will again form part of our action research to ensure that it is meeting the requirements of all stakeholders. Feedback received from stakeholders will be documented and used to inform future curriculum delivery not just for the Diploma in ICT but for all courses delivered by Lewisham College. Termly dissemination events will take place within the school of Business/CIT with annual updates presented as part of the College's Learning Days which take place in July.

12) Project Milestones

Project Milestone	Due Date	College Key Dates	Due Date
		Student Enrolment	Sep 08
Project start	Oct 08		
Project Plan agreed and available via JISC & College websites	Nov 08		
Investigate and review technologies available to link together existing systems	Dec 08		
Plan for Implementation of Learner Portal	Jan 09	College Learning Days	Jan 09
6 monthly interim report	Mar 09	Internal Capital Bid for any additional equipment needed	Mar 09
Pilot and evaluation of elements of new technologies eg web conferencing. Mini case studies outlining process and results	Jan - Jun		
		Course Annual Review and Self Assessment Reports	Jul 09
Internal dissemination event.	Jul 09	College Learning Days	Jul 09
Complete System Development for rollout of Learner Portal	Aug 09		
Launch of Learner Portal	Sep 09	Student Enrolment	Sep 09
Learner Induction to Learner Portal. Initial student survey.	Sep 09		
6 monthly interim report	Sep 09		
Commence Case Study and Action Research for Learner Portal implementation	Sep 09		
Review and evaluation of technical developments	Dec 09		
		College Learning Days	Jan 10
6 monthly interim report	Mar 10	Internal Capital Bid for any additional equipment needed	Mar 10
Start evaluation, embedding and communication of the findings	Jun 10		
Student course evaluation	Jul 10	Course Annual Review and Self Assessment Reports	Jul 10
Detailed case study of full year	Jul 10		

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implementation			
Document technical implementation process. (final technical documentation to inform other institutions carrying our similar innovations)	Jul 10		
Internal dissemination event.	Jul 10	College Learning Days	Jul 10
Draft Final Report	Aug 10		
Final report	Sep 10		

13) Project Management

- a) The college Coordinating Group (CG) will have executive responsibility for the project. It will take the overall decisions about whether the project is delivering to the agreed service levels and about the future project direction.
- b) The Project Sponsor (Head of eLearning and Innovations) will own the project, chair the Steering Group and have overall responsibility for the educational case viability, the realisation and measurement of the educational benefits.
- c) The Steering Group will be responsible for overseeing the progress of the project, ensuring that it remains on track with the College's development platforms and reacting to any strategic problems. It will consist of Head of eLearning and Innovations (Chair), Projects and Innovations Manager, VP Business Services, Head of Teacher Development Unit, Head of School, Head of New Technologies, Head of Business Systems Development, Head of Learning Services and Student Governor
- d) The Project Manager (Projects and Innovations Manager) will identify, define, plan, produce and deliver the agreed project deliverables, within the preset timescale with the prescribed resources.
- e) The Project Team led by the Project and Innovations Manager will consist of e-Resource Manager, e-Staff Development Manager, Senior Network Technician, Diploma Programme Area Leader, CIT Lecturer and Senior Learning Facilitator.
- f) It is envisaged that the Steering Group will meet monthly, the Project Team biweekly.
- g) The project team will also work closely with the Diploma in ICT Development Team (see paragraph 17 for details)
- h) For detailed breakdown of hours by individual please refer to budget template attached (Appendix C).

14) Critical Success Factors

- a) All Learner Portal systems are integrated and accessed via a single sign-on
- b) Learners regularly access the Learner Portal from various points of access
- c) Use of the new technologies is evident in the way learners submit their work, are assessed and communicate
- d) Use of the new technologies is evident in the way Lecturers assess learners work and give timely feedback
- e) Increase in the use of e-Portfolios and e-ILPs
- f) Learners use the new technologies to access support
- g) Employers actively participate in the delivery of the course

15) Risk Analysis

- a) Having completed an initial risk assessment we have identified the following potential risks and proposed actions:

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Risk	Proposed Actions
Lack of partner collaboration	Continual monitoring of stakeholder relationships coordination/collaboration across different staff
The technologies being considered are at the "leading edge" of development and may not meet expectations	Continual review, testing and piloting
The project is dependent on technology / systems development and implementation	Consider the use of open source technologies and continually review network infrastructure
Lack of immediate access to technical advice and support	Increase no of training opportunities to develop more expertise in providing advice and support.
Change management process	Review strategy for managing change, improve communications and celebrate quick wins.

Engagement with the Community

- 16) The key project stakeholders are Lewisham College, Bonus Pastor School, e-Skills, Citibank, HSBC, Connexions and CISCO. Other interested parties include all local schools universities and employers.
- 17) A Diploma in ICT Development Team has been set up consisting of Employer Engagement and Connexions representatives, School teachers, College Lecturers, Senior Practitioner and Learner Representative. This team will meet regularly to review the progress of the qualification and feed into the project steering group.
- 18) As described in the work plan section dissemination will take place throughout the project. This will initially be internal as progress made and lessons learned are shared within the college. At the end of the project the College plans to host an external dissemination event inviting other educational establishments and employers.
- 19) Evaluation will involve all stakeholders throughout the life of the project. This will include the use of video diaries, questionnaires, focus groups, case studies and one to one interviews in order to gain data. This data will then be mapped against the project objectives and key success factors.
- 20) Lewisham College looks forward to being able to participate in activities that will bring us together with other institutions participating in similar or complementary projects, including those working on curriculum design as this sharing of experiences will be beneficial to all.

Value for Money

- 21) This project can contribute to finding a successful delivery mechanism for a key national initiative – the new Diploma.
- 22) As an innovative institution Lewisham College views the investment in developing staff in exciting new ways of incorporating technology into their teaching practice as a positive investment in the future of the institution. This is closely referenced in our college strategy (Achieving Ambitions). This project will enable staff to pilot different ways of using new technologies and as a result inform future delivery. It will also motivate staff and encourage innovation, as they become "experts" and champion the use on a wider basis through sharing good practice and dissemination.

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23) Budget

Directly Incurred Staff	Aug08–Jul09	Aug09–Jul10	Aug10–Jul11	Aug11–Jul12	TOTAL £
E-resource manager 0.5 fte	£14,500	£18,400	£3,100	£0	£36,000
Project Manager 0.5 fte	£19,000	£23,850	£4,150	£0	£47,000
NT support 0.5 fte	£14,000	£18,000	£3,000	£0	£35,000
Total Directly Incurred Staff (A)	£47,500	£60,250	£10,250	£0	£118,000
Non-Staff					
Non-Staff	Aug08–Jul09	Aug09–Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Directly Incurred Non-Staff (B)	£23,340	£13,008	£1,652	£0	£38,000
Directly Incurred Total (C) (A+B=C)	£70,840	£73,258	£11,902	£0	£156,000
Directly Allocated					
Directly Allocated	Aug08–Jul09	Aug09–Jul10	Aug10 – Jul11	Aug11 – Jul12	TOTAL £
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Directly Allocated Total (D)	£16,940	£23,080	£3,980	£0	£44,000
Indirect Costs (E)	£	£	£	£	£
Total Project Cost (C+D+E)	£87,780	£96,338	£15,882	£0	£200,000
Amount Requested from JISC	£87,780	£96,338	£15,882	£0	£200,000
Institutional Contributions					
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total:					£85,930
Percentage Contributions over the life of the project	JISC 70%	Partners 30%			Total 100%

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Previous experience of the project team

24) Patricia Forrest – Head of eLearning and Innovations

- a) Patricia has eleven years experience of working in Further Education. During this time she has led a successful VLE migration from WebCT to Moodle, introduced e-portfolios and e-ILPs. She has led several national e-learning projects funded by LSDA, NIACE and BECTA and British Council international funded projects (Grundtvig). She has also recently implemented the development of a personalised approach to mapping results of diagnostic assessments to individual learner ILPs. She has a successful record of team management within e-Learning.

25) Jo Burbidge – Projects and Innovations Manager

- a) Jo has successfully managed the MoLeNET project for Lewisham College which provided access to wireless blended learning through PDAs preloaded with personalised content. She is currently managing BLoCS (Blended Learning of Construction Skills) in partnership with Glasgow South West Regeneration Agency and the Eden Project to develop a new and innovative training tool which aims to improve the effectiveness of teaching and learning construction trades with a focus on sustainability. In previous roles Jo has accumulated a wealth of experience around VLEs, e-assessment, synchronous and asynchronous communications and web 2.0 technologies with a particular focus on staff development.

26) Angela Hunt – e-Resource Manager

- a) Angela has worked in education for thirteen years including a successful year as the Information Technology Programme Area Leader for Key Skills and implemented the use of e-assessment software to assess Key Skills across the college. As a member of the (Information Learning Technology) ILT Champions team Angela supported the School of Health and Social Care through the early adoption of ILT in the curriculum. In her role as E-Resources Manager, Angela ran a successful pilot in the use of e-portfolios. Angela has worked closely with key staff in the sharing of good practice in the effective use of the VLE within the college.

27) John West – Senior Network Technician

- a) John is a highly experienced technician with more than 12 years working in FE. He has been involved in numerous successful technology projects including setting up the e-Kitchen, video-conferencing, web broadcasts, wireless networking, video streaming, virtual servers, push email and most recently mobile technologies as part of the MoLeNET project.



LEWISHAM
COLLEGE

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PRINCIPAL: DAME RUTH SILVER DBE

Friday 1 August 2008

JISC,
Northavon House,
Coldharbour Lane,
Bristol,
BS16 1QD

Dear Colleague

RE: Innovative Developmental e-Learning Project Application

We are pleased to submit this application for funding for an innovative developmental project for e-learning.

As a large double Beacon college with a national reputation for innovation and excellence in vocational learning we are in the privileged position of making a significant difference to London residents and the London economy. Each year we deliver training to more than 12,000 learners, ranging from onsite employability and skills training to vocation qualifications delivered to employees within their place of work. In 2006 the College was graded as 'Outstanding' by Ofsted, and in December 2007 we were one of only three London colleges to be awarded the new full Training Quality Standard, recently introduced by the Learning and Skills Council.

This bid will enable us to develop further our work in e-learning that has already gained widespread recognition. We are proposing to develop e-learning solutions for a pressing national challenge, the introduction of the new diplomas. We believe the lessons learnt would have real importance across the country. As a Centre for Vocational Excellence in Computing we are well placed to carry forward this initiative

Best wishes,

Ruth Silver

**Dame Ruth Silver DBE
Principal**