



Project Document Cover Sheet

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Project Information			
Project Acronym	KLTV		
Project Title	Transforming curriculum delivery through technology		
Start Date	October 2008	End Date	October 2010
Lead Institution	College of West Anglia		
Project Director	Glen Singleton		
Project Manager & contact details	Ben Jackson m:07920 524445		
Partner Institutions			
Project Web URL	www.springboardtv.org		
Programme Name (and number)			
Programme Manager	Lisa Gray		

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JISC Project Plan

Overview of Project

1. Background

The college has invested significant resources over a long period to develop and embed its VLE within the curriculum for all learners. The positive impact of this investment on teaching and learning was applauded by Ofsted (2008) who noted that 'effective use of ILT is made to support learning'. This success reflects a strategic emphasis on e-learning over several years where the college has a strong track record.

Building on this the project will address the need to develop the 'responsive and demand led' approach to further education detailed in 'Harnessing Technology: Next Generation Learning' (Becta, 2008) with links to the employer-led paradigm identified in the Leitch Review of Skills, (HMSO, 2006) and prescribed in the Training Quality Standard (QIA, 2007).

Careers in the media revolve around 'technology' and 'people' where multiple interactions between highly skilled individuals, working in creative, flexible and 'target-oriented' teams, is a crucial factor in the production of high-quality media content. Although media students at the college are exposed to some aspects of this environment during their course via in-college projects it is difficult to simulate the reality of this environment in the college. The project will address the main challenges of recruitment, learner satisfaction, engagement, progression and employability and aim to develop essential vocationally relevant techniques and practices bringing a 'real world' realisation to curriculum delivery.

2. Aims and Objectives

Aims

The project aims to develop an Internet TV Channel - 'Springboard TV' to broaden curriculum delivery by providing enhanced resourcing and an output for learner's work. Primarily for Media students, it aims to provide an innovative learning experience where learners are able to develop contemporary media skills in a 'real' TV production and broadcast environment.

The aim is to develop a creative environment for teaching and learning which will harness multi-media and internet technologies to broadcast. This integrated approach is set to generate 'new thinking' in curriculum delivery in which new models of pedagogy, informed and influenced by a combination of proven e-learning technologies, will create powerful synergies in the approaches to differentiation in teaching and learning to the benefit of all learners in the curriculum area.

Objectives

1. Review and develop existing curriculum programme identifying areas in delivery where engaging with learners to produce appropriate content to publish via an Internet TV channel is likely to bring distinct benefits in teaching, learning, assessment and achievement.
2. Identify stakeholders, their role, contribution, engagement, negotiate appropriate outcomes, and review the impact of the TV Channel.
3. Research, identify and implement the technology solutions and resources for site design and interaction, web streaming and procure the necessary equipment and studio environment.
4. Identify training and support needs of the project members, curriculum delivery team and learners to promote access and ownership of the resource.
5. Engage with JISC/Becta project managers and liaise with the other projects via the support and synthesis project to refine overall vision of the programme.
6. Implement, launch the resource within the curriculum to support teaching and learning, with ongoing development.
7. Review and evaluate the project and disseminate the outcomes.

3. Overall Approach

Strategy

The project will establish an Internet TV Channel - 'Springboard TV' to enrich curriculum delivery by providing enhanced resourcing and an output for learners' work. This will facilitate a diversity of learning experiences by allowing for the creation of an online 'showcase' of their work. This will also provide a mechanism for feedback from the general public, peers and teaching staff. This enrichment will impact across a range of academic and vocational levels as the project creates a realistic fully operational TV production and broadcast environment in which learners are able to develop contemporary media skills underpinned by relevant subject knowledge.

The focus is on developing a 'learner centred approach', where learners are in control, with technology as a tool and an enabler. It is a key strategy to raise the vocational and employability skill levels through the use of industry standard equipment and technologies and develop the confidence levels of the learners' and for them to take responsibility and ownership for their own learning. The project will seek to develop the 'expert' learner through the transformation of the curriculum delivery, and provide increased opportunities for portfolio evidence. It will also establish how the internet TV Channel will facilitate, support and integrate within the curriculum. Crossover with current curriculum will be recognised and modified to ensure balance between course requirements (external awarding body) and programme innovation.

Scope and boundaries

The project will focus on learners on media vocational and academic courses at the College of West Anglia. There will also be opportunities for students across the Arts Faculty to be also involved. It is intended that the project will also engage with the development and delivery of the 14 -19 Creative &

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Media Diploma Consortiums in the locality. It is anticipated that a range of further initiatives outside the immediate curriculum will be developed, for example Taster Days and Workshops for young people.

The content for the TV channel will originate and be produced by the learners under the guidance of skilled media professionals who are part of the project team. The channel will be 'owned' by the learners and they will be encouraged to take responsibility for their own learning and work cooperatively in a community of learning.

The workflow processes used and the quality of published end product will be of paramount importance and take precedence over volume and potential external pressures to refresh the site.

The project will be evaluated through an ongoing approach with baseline evidencing of the existing teaching practices and learner experience, followed by implementation and integration experiences, culminating with recordings of the project once embedded within the curriculum. The evaluation will be captured with a variety of approaches including focus groups, interviews, questionnaires e.g. survey monkey, observation, peer review, reflective diaries or blogs, tracking web use via Google analytics and web server logs, range of data: success, retention, achievement, application, destination, attendance, QPD questionnaire.

Conceivable institutional constraints to the project could include:

- The pressure of curriculum delivery constraints in terms of creativity, volume and capacity
- College image and representation on the channel and a need for all content to be vetted and approved stringently before publication.

Critical success factors include:

Identification and procurement of appropriate and compatible hardware and software with successful integration into the programme, coupled with an appropriate web hosting partner and a stable media streaming platform.

Balancing programme innovation with clear evidencing attached to curriculum delivery.

The effective management of expectations through regular communication to project stakeholders.

Development of team ethos and ownership coupled with supported project integration with the students, support staff and teaching staff.

4. Project Outputs

Overall deliverables will be:

- Refined curriculum delivery model: teaching and learning principles, course and unit integration, assignment briefs and assessment strategies.
- Internet TV Channel website – 'Springboard TV'
- Evaluative report on the implementation of the internet TV channel and related technologies, which may include technical models that can be shared with the wider educational community.

- A detailed case study illustrating the impact on the learner, from their perspective.
- Evaluative report on the revised curriculum model compared with the current delivery model

5. Project Outcomes

The college anticipates a quantified and positive improvement in learner recruitment, engagement, retention, satisfaction and achievement over the life of the project and expects these gains will be underpinned by improvements in curriculum delivery which will continue after the project completes. Furthermore, the college expects to generate significant changes in attitudes towards e-learning in the media curriculum amongst teaching staff by deploying vocationally relevant technologies. The project partners anticipate benefits which complement these outcomes with Opportunities West Norfolk keen to use the resource and support the development of the 14-19 Diploma in schools whilst RSC Eastern is keen to support dissemination of innovative e-learning.

Specific outcomes expected from the project include:

Increased learner achievement facilitated by their active engagement in 'team-oriented' action-learning to which learners will have significant creative, editorial and technical input. These inputs will help determine the nature and content of broadcast programme output with learners encouraged to take a lead role in the ongoing development of this Internet TV initiative.

Increased participation and engagement of learners through a rich, varied and dynamic learning situation in which proven media production and streaming technologies will allow learners to showcase their work via the Internet to the wider community.

An improved awareness and understanding of the costs and benefits, of using an Internet TV Channel to stream video. The project implementation and project steering groups will bring together practitioners, course tutors, and senior managers in ways which will connect curriculum delivery with the college's ILT strategy.

Enhanced capacity within the college's ILT infrastructure to deploy and support Internet TV with streaming video as a key component in curriculum delivery. This will enable staff to build essential skills in using a new teaching and learning resource and, with appropriate support, to develop their knowledge and understanding of its application in their curriculum area.

Sustainable curriculum models which will reflect the dynamic nature of streaming video by developing an 'in-house' Internet TV studio production and editing capability which, over the life of the project and beyond, will identify and respond to meet the diverse and changing needs of learners in the curriculum area and those of learners in our partners and stakeholders.

Transferable/re-useable curriculum delivery models which will underpin and support the use of Internet TV and streaming video in other curriculum areas of the college and inform emerging 'good practice' in the broader FE community. This will reflect the ongoing development of a technical infrastructure and operational capability with long-term sustainability.

Specific and tangible benefits in the efficiency of resource allocation within an overarching focus on the effective application of the resource will be manifested by increasing recruitment and retention in the curriculum area where a virtuous circle of vocationally relevant skills and rising levels of achievement will enhance student employment and career progression opportunities.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Media Learners	Engaged to write, produce, edit and present appropriate content on the channel	High
Media lecturers and support staff	Review, explore, adapt and adopt the resource opportunity to support teaching and learning, and develop their skills in using the resource	High
Local community partners	Able to generate and submit appropriate media contributions.	Low
Schools	Access and use of the resource to help support the 14-19 Creative & Media Diploma	Medium
Employers/Higher Education	Vocationally relevant increased skill levels of learners for improved employability and progression opportunities.	Medium
Viewing public	A range of content which learners have produced to showcase their skills and capabilities.	Medium
ILT Staff	Develop approaches to delivering video streaming services and related infrastructure	High
JISC/BECTA	Able to access, review, adapt and adopt the project as it develops.	Medium
Senior Institutional Management	Project in line with ILT strategy, need to sustain and build in costs, and buy into the culture change that this development would represent	High

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Loss of key personnel	2	2	4	Long standing and stable teams, and whilst staff turnover might occur, the situation would not be a 'project killer'
Recruitment of project staffing	2	2	4	Offer realistic salaries and target applicants with relevant skills/experience. Emphasise opportunity to contribute to a major national e-learning project.
Organisational	1	2	2	Senior management prepared to support project which may destabilise, existing practices, and the need for change in strategy within the ILT and institutional plan.
Over ambitious timescales	1	2	2	Plan to integrate resource into existing curriculum in stages with set points to review time, cost and performance items against targets and milestones.

Technical problems	1	2	2	Overcoming technical problems within the implementation is 'part of the job'. Use proven technology, avoid bespoke solutions, contract with leading internet service providers and hosting partners. Allocate specific set-up time.
College IT Infrastructure	2	3	6	Ongoing development of the upgrade of the college infrastructure. New approaches to support the project.
Sufficient capital investment from the college	1	2	2	Assign project capital spend with significant match from college resources. Issue budget and monitor variance monthly to control the operational spend.
Legal & IPR issues	1	2	2	Identify copyright / privacy issues, edit AV content for libel, slander and IPR. No live transmissions.
Performance of the project	1	2	2	Appoint external advisor to steer project to deliver the agreed outputs and ensure these are valid and transferable across the JISC/Becta communities.
Learner Engagement and willingness to showcase their work publically and embrace new technology to support learning.	1	5	5	Embed project within curriculum to impact on learning, assessment and achievement. Promote learner inputs and ownership of 'their' Internet TV channel and promote the positive benefits to showcase their work publically. Develop student induction programme to ensure students are suitability inducted and learn new skills to use the new equipment effectively
Teacher Engagement, attitude and willingness to change teaching practices, so the new technologies are properly embedded into learning and teaching methods.	1	5	5	Curriculum Manager to lead, direct and facilitate teachers to analyse current practice and identify opportunities to integrate and embed the project through a series of 'new beginnings' Conference days. Provide teachers with sufficient time to develop the new resources, technologies and teaching approaches. Identify and provide training and support.
Stakeholder engagement	1	2	2	Engage key stakeholders and partners in steering group and keep them informed via regular contact - Involvement in launch events and briefing sessions.
Public engagement	2	1	2	Promote the TV Channel, and communicate the benefits to all public (internal & external).

8. Standards

Name of standard or specification	Version	Notes
W3C WAI-A	WCAG 1.0	<p>The main TV website and all other subsidiary sites will conform to the W3Cs WAI-A as a minimum, with conformance to WAI-AA or AAA as an aspiration, where appropriate.</p> <p>Were possible we will over time also look to increase the amount of our online video which is captioned, signed, or has audio description.</p>
XHTML	Transitional	This emerging standard will allow the delivery of very high quality video content at substantially lower bit rates than previous standards.
XML	1.0	
H.264	MPEG-4 Part 10	<p><i>“Flash Video is a file format used to deliver video over the Internet using Adobe Flash Player (initially produced by Macromedia) versions 6–10. Until version 9 update 2 of the Flash Player, Flash Video referred to a proprietary file format, having the extension FLV. The most recent public release of Flash Player supports H.264 video and HE-AAC audio. Flash Video content may also be embedded within SWF files. Notable users of the Flash Video format include YouTube, Google Video, Yahoo! Video, Reuters.com, and many other news providers.</i></p> <p><i>The format has quickly established itself as the format of choice for embedded video on the web. For instance, the standards documentation for BBC Online deprecates the use of other formats previously in use on its sites[1] such as RealVideo or WMV.”</i></p> <p><i>Source: Wikipedia</i></p> <p>It is worth noting that we will be giving consideration to the iPhone/Flash situation and will need to take into account the needs of potential users who don't have the Flash player including users of the highly popular iPhone.</p>
Flash Player	9 or above	

9. Technical Development

TV content will be delivered to users via a website backed up by a highly scalable CDN service. Both hosting services will be with third party commercial hosts utilising robust and secure datacenters.

The development of the website will follow the general principles of the design/development cycle. A phased approach to development of the site will be taken starting with a holding page which will promote the service and provide means of proof of concept for the design, UI and underlying technologies. Development will continue throughout the life of the project and will be driven by project

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aims and by user feedback. In general terms the site will be in a constant state of development with new feature and the refinement of existing feature taking place on a staging platform and only being released to the live environment when appropriate. Where appropriate, procedures will be put in place to control changes to the live environment that may impact users of the service.

Accessibility will be considered throughout the technical development and in with the DDA (SENDA) requirement all reasonable steps will be taken to ensure no student is disadvantaged.

Where possible the site will be built on proven technologies and open source projects an example of this will be the JW Player (<http://www.longtailvideo.com/players/jw-flv-player/>). The web development platform will be based on a LAMP platform and is likely to incorporate some AJAX elements within the UI. The ability to share, re-use and syndicate content both to and from the site will also be a theme of the development with new and emerging standards being embraced where appropriate. Examples of these may be RSS, ATOM, W3C Widgets etc.

10. Intellectual Property Rights

The IPR of all outputs from the project including final report, evaluation reports with relevant case studies, curriculum model, technology models and operating procedures will be remain with the college but will be made available, free at the point of use, to the UK HE and FE community in perpetuity, and they may be disseminated widely in partnership with JISC. We will seek advice from JISC on how best to disseminate pertinent outputs to the wider HE/FE community

Project Resources

11. Project Partners

The project has been discussed with three regional partners in the local community, all of whom have formally committed to support the project and have agreed to serve on the Project Steering Group. A signed document outlining their general roles and responsibilities will be held by the college.

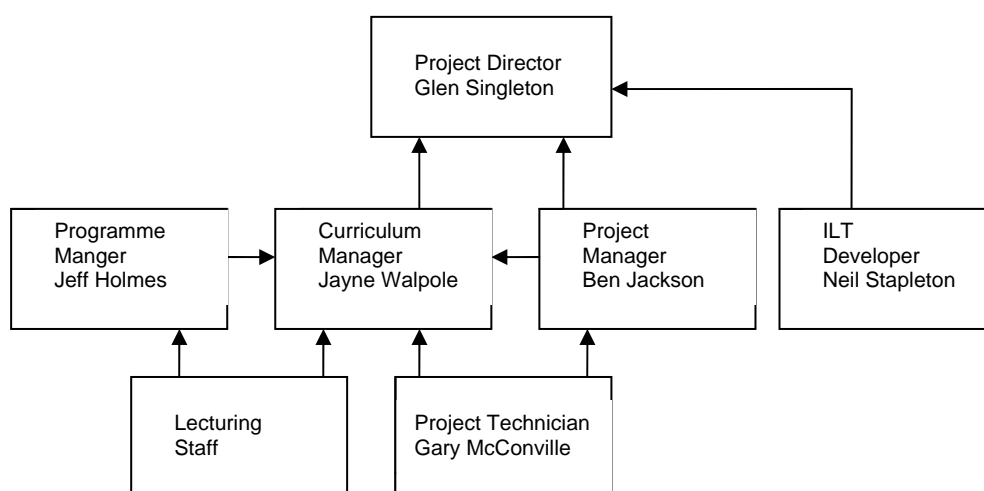
- Sue Jorgensen-Moore, West Norfolk 14-19 Collaborative Learning Director
Opportunities West Norfolk, Norfolk Children's Services, Kilham's Way, King's Lynn, PE30 2HU
- Eric St. John Foti, Chair of the Board of Trustees, All Saints House Trust,
High Street, Stoke Ferry, King's Lynn, PE33 9SF
- Gerard Hayes, Manager - JISC Regional Support Centre Eastern,
Anglia Ruskin University, CU House, Southernhay, Basildon, Essex. SS14 1EZ

These partners each have specific aims and objectives on which the project will have an impact. For Opportunities West Norfolk the benefit is in the opportunity to access, apply and influence development of the resource to support the demands of the 14-19 Diploma in secondary schools, whilst for All Saints House Trust the resource is seen as a channel to reach disaffected young people who are disengaged from social/economic activity. Last but not least, JISC-RSC Eastern is keen to support and disseminate a resource which offers real potential to inform the future deployment of new approaches to e-learning in further and higher education via the current Web 2.0 tools and techniques and the emerging Web 3.0 technologies.

A clear statement of roles and responsibilities will be established, in particular the relationship and objectives of the College of West Anglia and the All Saint's Trust.

12. Project Management

Project organisation chart



Reporting

Reporting will be provided to JISC at six month intervals, however, monthly project management meetings will be undertaken with the project team - minutes of which will be available via the project blog. The project plan will be signed off by the following: JISC, the Project Director and the Curriculum Integration Manager (with input provided by Critical Friends Mark Stiles and Andrew Comrie). A quarterly newsletter will be available to all major stakeholders via the project blog.

Project Management, Co-ordination & Communications

The Project Management Group (PMG) will comprise:

- Project Director: Glen Singleton, Vice Principal, e-Learning, College of West Anglia
gsingleton@col-westanglia.ac.uk
- Project Manager: Ben Jackson, Industry specialist, College of West Anglia
bjackson@col-westanglia.ac.uk
- Curriculum Manager: Jayne Walpole, Head of Faculty of Arts, College of West Anglia
jwalpole@col-westanglia.ac.uk
- ILT Developer: Neil Stapleton, ILT Co-ordinator X college, College of West Anglia
nstapleton@col-westanglia.ac.uk

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These individuals will collaborate to oversee the project and meet monthly.

Project Steering Group (PSG) – The Project Steering Group will include the Project Management Group together with an advisory and stakeholder board comprising:

- Project Partner: Sue Jorgensen-Moore, West Norfolk 14-19 Collaborative Learning Director, Opportunities West Norfolk, Norfolk Children's Services, Norfolk County Council.
- Project Partner: Eric St. John Foti, Chair of the Board of Trustees, All Saints House Trust.
- Project Partner: Gerard Hayes, Manager - JISC Regional Support Centre Eastern, Anglia Ruskin University, Cambridge.
- Critical Friend: Mark Stiles, Professor of Technology Supported Learning, Head of Learning Development & Innovation, Staffordshire University.
- Stakeholders: Curriculum staff, Creative & Media Consortium Leaders – Fenland, Extended Norfolk Federation and Opportunities West Norfolk, Student representative, will also be invited to join the Steering group

The Project Steering Group will meet quarterly and will be chaired by Glen Singleton, Assistant Principal of E-Learning at the College of West Anglia. The role of the PSG will be to:

- support the project manager and steer the project to a successful conclusion;
- resolve any significant strategic issues which emerge during the of the project;
- sign-off major project deliverables and ensure availability of appropriate resources;
- review the project progress quarterly and sign-off the six-monthly reports to JISC/Becta;
- authorise any significant deviations from the project plan in collaboration with JISC/Becta.

Project Implementation Group (PIG) - The Project Implementation Group will include members of the Project Management Group along with all those individuals actively engaged in the project during its lifetime. It will communicate via a monthly meeting, underpinned by email, telephone and various 'ad-hoc' personal contacts. It will be chaired by the Project Manager. The role of the PIG will be to:

- implement the project and work individually and collectively to meet all its objectives;
- deal with any operational issues which may emerge during the course of the project;
- monitor and review performance against interim targets and submit monthly reports;
- produce the specified deliverables within agreed time/cost and performance targets;

Project Team

Project Director and Chair: Project Steering Group: Glen Singleton, Assistant Principal for e-Learning at the College of West Anglia. Glen is responsible for e-Learning strategy and ILT deployment in the college and has significant experience in overseeing and directing ILT projects to meet specific aims and objectives.

Curriculum Manager and Chair: Project Implementation Group

Jayne Walpole, Head of Faculty of Arts at the College of West Anglia. Jayne has 14 years commercial experience in design, including running her own business. Alongside the commercial work she has spent 25 years in further education, of which 8 years is in a management role, with specific responsibility for curriculum development, organisation, delivery and resources associated with teaching and learning. Jayne holds a BA and Cert Ed, and was project lead for the validation and

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approval of the HND (subsequently DipHE) Graphic Design, HND, FdA Fashion and FdA Music. She was also bid writer and project lead for the MoVE LLN Progression Development project, and is a Monitoring Reader at Anglia Ruskin University.

Project Manager: Ben Jackson is responsible for managing the project, and his post is totally assigned to the Project. He has 15 years experience in commercial media working with major broadcasters and digital publishing organisations. Ben will use his knowledge and professional experience in broadcasting and platform launches to drive through the multiple phases of the project.

ILT Developer: Neil Stapleton is responsible for ILT deployment across the college with overall responsibility for content and distribution. He led the installation and development of the college's existing VLE and managed recent upgrades to underpin the college's investment in e-Learning technologies and will oversee the technical implementation and commissioning work during the opening phase of the project.

Project Media Technician: Gary McConville is responsible setting up and maintenance for the resources for the TV studio and equipment for content creation. He will have a full and active role in training and skill development for learners and staff.

Specialist Curriculum staff:

Anthony Barnett: Channel broadcast content co-ordinator and Course Director First Diploma TV & Film

Sophia Brown: Course Director National Diploma TV & Film

Kay Lockwood: Course Director Media, Film and Journalism qualifications

Jonny Williamson: Film & Media Lecturer and Media Technician

Critical Friend and Member, Project Steering Group: Professor Mark Stiles is Professor of Technology Supported Learning and Head of Learning Development and Innovation at Staffordshire University. His current responsibilities include researching the use of technologies for learning and corporate responsibility for the University's Technology Supported Learning Strategic Plan. He has published widely on learning technology and associated pedagogy and policy. Prior to his current role, Mark spent 10 years as a deputy IT Director in HE with particular focus on the support of learning, preceded by 15 years as a teacher and academic manager in FE. Mark has managed JISC projects including: • COSE -Development of one of the first VLEs • COSE and IMS Interoperability • SURF Pilot – use of IMS enterprise specifications between FE and HE • SURF WBL – Creation of generic eResources for WBL • SUNIWE – cross institutional support for Foundation Degrees • SURF WBL-Way – eSupport Point for WBL. Mark has also been a partner in a number of other JISC projects including CAMEL and COVARM and has carried out a number of evaluations and consultancy activities for JISC. Mark is Deputy Chair of JISC-JLT, Chair of the JISC-CETIS Board and represents JISC as a member of the Board of Directors of the IMS Global Learning Consortium. Mark is a Chartered Fellow of the BCS.

13. Programme Support

The project would benefit from the services and support from JISC legal services, and the expertise of the Programme Manager in the JISC reporting requirements.

The project will need support through the attendance of a JISC e-portfolio workshops, if there places available or access to the resources when they are available

It may be useful to refer to REAP, in terms of engaging learners in the assessment process: see <http://www.reap.ac.uk/>

14. Budget

4.1 Cost Schedule

Directly Incurred Staff	Apr08 –Mar09	Apr09 – Mar10	Apr10 - Mar11	TOTAL £
Post, Grade, No. Hours/Days & % FTE	£	£	£	£
████████████████████	██████	██████	██████	71,950
████████████████████	██████	██████	██████	20,640
████████████████████	██████			9,490
████████████████████	██████	██████	██████	48,295
████████████████████	██████	██████	██████	4,800
Total Directly Incurred Staff (A)	34,057	78,512	42,606	155,175
Non-Staff	Apr08 – Apr09	Apr09 – Mar10	Apr10 – Mar11	TOTAL £
Travel and expenses	1,800	3,600	1,800	7,200
Web hosting & CDN @ £670/mth	4,020	8,040	4,020	16,080
Hardware & Software	20,000			20,000
Dissemination – events & promotions		3,000	5,000	8,000
Evaluation – stakeholder engagement	600	1,200	600	2,400
Other – staff recruitment costs	2,000			2,000
Total Directly Incurred Non-Staff (B)	28,420	15,840	11,420	55,680
Directly Incurred Total (C) (A+B=C)	62,477	94,352	54,026	210,855
Directly Allocated	Apr08 – Mar09	Apr09 – Mar10	Apr10 – Mar11	TOTAL £
████████████████████	██████	██████	██████	48,384
Estate – rooming 50sqm x £10/m2/mth	1,500	3,000	1,500	6,000
Equipment & TV Studio	11,000			11,000
ILT equipment, encoder, media servers	29,718			40,718
Directly Allocated Total (D)	54,314	27,192	13,596	106,102
Indirect Costs (E) Overhead (HL&P)	950	1,900	950	3,800
Total Project Cost (C+D+E)	117,741	123,444	68,572	309,757
Amount Requested from JISC	80,000	80,000	40,000	200,000
Institutional Contributions	50,259	37,332	22,166	109,757
Percentage Contributions over the life of the project	JISC 65%	Institution 35%		Total 100%
No. FTEs used to calculate indirect, estates charges, and staff included	No FTEs 2.3	Which Staff: Project Manager, Media Technician and aggregated 0.3 FTE staff.		

15. Workpackages

See Appendix A

16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Sept 09 – Sept 10	The impact the project had on teaching, learning, assessment and achievement for the learner	Are students satisfied with the new curriculum model	Video Interviews, focus groups, questionnaires	Higher students satisfaction ratings
		Does having work published on the channel improved quality of work and commitment	Interviews, focus groups, questionnaires Web server data	Audience respond positively to publish work. Learner takes more pride in work.
		Has there been an increase in the numbers of students who have achieved their qualification?	Achievement data	Improvement in the number of students who have achieved
		What impact has the project had on improving the proportion of high grades which the student has achieved?	Grading and assessment data	Proportion of higher grades achieved
		Has the project improved student opportunities for progression?	Destination data Questionnaire Interviews	Higher proportion of student progression into HE or relevant employment. Stronger links with industry
		Are students taking more responsibility for their own learning	Video Interviews with teachers Individual learning plans	Student are better at meeting deadlines, improvement in attendance and punctuality
		What new skills have learners gained as a result of participating in	Questionnaire Content credits and channel output	Increased skill base

		the project? Has the project improved learners understanding of the real world media environment?	Focus groups Questionnaire Reflective blog Industry links	The learner has a better understanding of the real world media environment
Feb 09 – Sept 10	The support and training is beneficial and sufficient to promote access and ownership of the resource	Have staff skill levels in the use of technology been raised as a result of the project? How effectively have the skills in technology been employed in delivering the curriculum	Questionnaire Interviews Training logs Staff blog Staff IFL reflect Personal statements, talking heads video Developed materials to illustrate and exemplify the new practices	Higher usage of new technology in the classroom Improvement in QPD questionnaire results relating to Teaching & Learning Appraisal / CPD IFL Improvement in session observation grades Evidence of multi media and internet technologies adapted and integrated; Processes and other institutional changes implemented.
Jan 09 - Oct 10	Engagement	Are stakeholders engaged contributing/ consuming the output of the project? Have applications to media courses increased? What have been the benefits to the Creative & Media Diploma Consortiums?	Case studies Personal statements Web trends Video interviews Data records Interviews, participation, dissemination events	Numbers of voluntary groups involved Range of organisations involved Increase in applications to Media courses Value of response Number of school groups involved
Sept 08 – Oct 09	The selected technologies and	Is the choice of technologies	Focus groups, Interviews,	A stable, efficient website with positive

	equipment are appropriate to the intended outcomes	applicable and appropriate to project outcomes	Web trends	user response to the interface
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17. Quality Plan

Output Internet TV Channel					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
April 09 – Oct 10	Content creation	Assignment briefs/ project pitch	Paperwork trail	Lecturer Project Manager	
April 09 – Oct 10	Fitness for purpose	IPR, Legal, Terms of Reference of website	JISC Legal services feedback	Project Director Steering group	
April 09 – Oct 10	Content streamed	Content Viewed Permissions signed off	Paperwork documentation	Project Technician Project Manager	

Output Revised curriculum model					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct 09- Oct 10	Enhanced teaching & learning	Session Observations	College quality procedures	Head of Organisational Quality	
Sept 09 – Oct 10	Appropriate and relevant curriculum	Schemes of Work	Audit	Programme Manager	
Sept 09 – Oct 10	Learning activity fit for purpose	Assignment Briefs	Internal Verification	Lecturer	

Output Detailed case study					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
June 10	Evidence based	Submit to Steering Group for review and comment	Minutes of meeting	Project Director	

Output Six-monthly interim reports and a final report					
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
July 09 Jan10	Adherence to JISC requirements	Submit to Steering Group for review and comment	Minutes of meeting	Project Director	

Output	Evaluation review and reporting				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
March 09 – Aug 10	Adherence to Project Plan	Submit to Steering Group for review and comment	Minutes of meeting	Project Director	

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Monthly	Project Management Group minutes	All major stakeholders	Communicate status and progress of the project	Milestones and key deliverables/ issues
Quarterly	Project Steering Group minutes	JISC & Project Organisation	Communicate status and progress of the project	Evaluation points and key deliverables.
Ongoing	Taster Days and Workshops	Stakeholders: College students, Schools Community groups,	Ensuring widest audience	Project is open to local feedback and guidance
Ongoing	Project website and blog	Project team members	Dissemination, project repository and reflection	Project is relevant to community and seeks its input
Ongoing	TV Channel	All stakeholders	Review and dissemination	Showcase and output of learner achievements
As available	Demonstrations/presentations at events	RSC Other conferences Careers events Community events College Professional Development Days	Ensuring widest possible audience	Project is relevant to community and seeks to disseminate its findings
6 monthly	Interim reports	JISC	Assess milestones/ budget/ KPI's	Project status
Project end	Final report	JISC	Review and dissemination	Impact of the project
Project end	Evaluation report	JISC	Quantify success and failures	Illustrate project journey and impact

Project end	Dissemination event	All stakeholders	Review the project and quantify success	Model expansion
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19. Exit and Sustainability Plans

The post project vision is to sustain and extend the resource to address the needs of the wider college environment, and the community, of which the college is at the heart, to raise aspirations and inspire achievement.

Project Outputs	Action for Take-up & Embedding	Action for Exit
Internet TV Channel, technology and studio resource	During the life of the project, the studio equipment, facilities e technology will be developed tested and utilized, and gradually embedded into the curriculum.	During the life of the project Steering group to consider the priorities for further roll out and inform college/faculty development plans and budgets
Knowledge and skill	Sharing good practice and project outcomes with Faculty team and wider college community	Dissemination activities
Project website	See dissemination	Preserve for three years

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Internet TV Channel, technology and studio resource	The project aims to be fully embedded within the media curriculum, prior to the project exit point.	Maintain full operational TV Channel and studio facilities Develop and maintain website Role out to Arts Faculty curriculum Role out cross college curriculum Strategic commitment form Management	Secure Technician support to oversee and manage resource, equipment and TV Studio Secure Technician support to oversee and manage the website. Financial commitment from management : costs to redevelop the website (3-4K), costs for monthly website streaming, costs for upgrade of equipment, hardware and software costs to allow curriculum development time for lecturing staff Adequate training to encourage participation

Appendixes



Appendix A

JISC WORK PACKAGE

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
		N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F
1: Curriculum Review & Development																	
2: Stakeholder Review																	
3: Technology & Equipment																	
4: Training & Support																	
5: Support & Synthesis																	
6: Implementation																	
7: Review, Evaluation & Reporting																	

Project start date: <Oct 2008>

Project completion date: <Oct 2010>

Duration: <24> months

WORKPACKAGE 1: Curriculum Review & Development Objective: Review and develop existing curriculum programme, identifying areas in delivery where engaging with learners to produce appropriate content to publish via an Internet TV channel is likely to bring distinct benefits in teaching, learning, assessment and achievement. Output: Evaluation of current practice Development of refined curriculum model, course mapping and integration plans, development of documentation and resources			
1. Project launch	Oct 08	Nov 08	Briefing to Arts Faculty staff
2. Arts & Media staff engagement	Nov 08	Nov 08	Mind mapping activity
3. Team Conference 1 - Transforming Curriculum Delivery	Jan 09	Jan 09	The 'Ideal learner journey' a review action plan

4. Team Conference 2 - Transforming Curriculum Delivery	Feb 09	Feb 09	Course mapping and integration development
5. Team Conference 3 - Transforming Curriculum Delivery	April 09	April 09	Associated technologies work pod cast, twitter, mobile technologies
6. Develop curriculum model and associated resources	April 09	Sept 09	Course Plans, Schemes of Work, Assignment Briefs, Resources
7. Capture learners views	Mar 09	May 09	Questionnaires, interviews and focus groups
8. Capture teachers views	Jan 09	May 09	Questionnaires, interviews and focus groups
WORKPACKAGE 2: Stakeholder Review			
Objective: Identify stakeholders, their role, contribution, engagement, negotiate appropriate outcomes, and review the impact of the TV Channel.			
Output: Document identifying roles and responsibilities of stakeholders, project opportunities and capacity			
9. Identify stakeholders and analyse interest/stake	Oct 08	Feb 09	Project plan
10. Define interest, roles for stakeholder groups	Oct 08	Feb 09	Project plan, supporting documentation
11. Project Steering Group meetings (every three months)	Mar 09	Sept 10	Meeting minutes
12. Meet with stakeholder groups and investigate opportunities and identify capacity	Jan 09	Sept 10	Meeting minutes supporting documentation, channel dialogue
WORKPACKAGE 3: Technology and Equipment			
Objective: Research, identify and implement the technology solutions and resources for site design and interaction, web streaming and procure the necessary equipment and studio environment.			
Output: Fully functioning TV studio Associated e technologies established Internet TV Channel website – ‘Springboard TV’			
13. Identify studio and equipment needs	Oct 08	Feb 09	Equipment, research notes and specification
14. TV Studio open	April 09	May 09	Fully functional broadcast quality studio
15. Research and identify e technologies for web streaming and associated technologies	Oct 08	Feb 09	Research notes and specifications
16. Develop and refine web site	Nov 08	Sept 10	Wireframes, design briefs, website
17. Website IPR and publishing guidelines	Mar 09	Sept 09	Development of content publishing guidelines. Produce set of policies statements and guides with steering group
18. Procure production equipment	Feb 09	Sept 09	Appropriate equipment
19. Set up and refit environment and facilities	April 09	Sept 09	Production and editing suite

20. Launch TV 'Springboard' Channel	July 09	Sept 09	Internet TV Channel
WORKPACKAGE 4: Training & Support			
Objective: Identify training and support needs of the curriculum delivery team and learners to promote access and ownership of the resource.			
Output: Training plans and schedule			
21. Identify training needs	Feb 09	May 09	Training Plans
20. Schedule training	Mar 09	Sept 09	Training schedule
21. Training	Mar 09	Sept 10	Training programmes
WORKPACKAGE 5: Support & Synthesis			
Objective: Engage with JISC/Becta project managers and liaise with the other project via the support and synthesis project to refine overall vision of the programme.			
Output: Notes and reflections on project website			
22. Engage with S&S team	Jan 09	Oct 10	Notes and reflections on pro
23. Engage with other project teams	Mar 09	Oct 10	Notes and reflections on pro
WORKPACKAGE 6: Implementation			
Objective: Implement, launch the resource within the curriculum to support teaching and learning, with ongoing development.			
Output: Pilot revised curriculum delivery model, reflection, development, review and evaluation Set of supporting documentation Workshops & events Learner video output on website			
24. Launch revised curriculum model pilot with learners	Sep 09	Oct 10	Pilot revised curriculum mo programme, review and dev
25. Major event to showcase learner achievement	Jun 10	Jun 10	Oscars Event
26. Engagement with 14-19	Jan 09	Oct 10	Workshops and events sche
27. Engagement with Creative & Media Diploma	April 09	Oct 10	Consortium bid writing deve visits, workshop schedule
WORKPACKAGE 7: Review, Evaluation and Reporting			
Objective: Review and evaluate the project and disseminate the outcomes.			
Output: A detailed case study illustrating the impact on the			

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 Date: 21/04/2009

learner, from their perspective. Evaluative report on the revised curriculum model compared with the current delivery model			
28. Evaluate impact of revised curriculum and resources on learners	Feb 09	Oct 10	Illustrated case study
29. Ongoing review and evaluation of the project progress	Feb 09	Oct 10	Project website blog
30. Critical review and prominent launch of the project at the RSC E Fair	July 09	July 09	Presentation document and support content
31. Submit 1st Interim Project Report to JISC/Becta.	Jun 09	Aug 09	1st Interim Project Report evaluation
32. Submit 2 nd Interim Project Report to JISC/Becta.	Dec 09	Feb 10	2nd Interim Project Report evaluation
33. Submit Draft final report to JISC/Becta	Jun 10	Aug 10	Draft Final report with evaluation
34. Submit Final Project Report to JISC/Becta	Aug 10	Oct 10	Final Project Report with evaluation
35. Dissemination event	Oct 10	Oct 10	Disseminate project outcomes