

## Transforming Curriculum Delivery Through Technology



Making the new Diploma a Success



### Project Information

<b>Project Title</b>	Making the new Diploma a Success		
<b>Start Date</b>	November 2008	<b>End Date</b>	October 2010
<b>Lead Institution</b>	Lewisham College		
<b>Project Director</b>	Patricia Forrest		
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<b>Partner Institutions</b>	None		
<b>Project Web URL</b>	<a href="http://www.lewishamdiplomas.co.uk">http://www.lewishamdiplomas.co.uk</a>		
<b>Programme Name (and number)</b>	Transforming Curriculum Delivery Through Technology (08/08/28)		
<b>Programme Manager</b>	Lisa Gray		

### Document Name

<b>Document Title</b>	Project Plan		
<b>Author(s) &amp; project role</b>	Jo Burbidge – Project Manager		
<b>Date</b>		<b>Filename</b>	projectplan
<b>URL</b>	<a href="http://www.lewishamdiplomas.co.uk">http://www.lewishamdiplomas.co.uk</a>		
<b>Access</b>	<input type="checkbox"/> Project and JISC internal		<input type="checkbox"/> General dissemination

### Document History

Version	Date	Comments
1	02 Feb 09	Initial draft plan submitted to JISC
2	27 Mar 09	Final plan submitted to JISC

## **JISC Project Plan**

### ***Overview of Project***

#### **1. Background**

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.” 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.

The key challenge of the Diploma is that it can be delivered in a variety of locations with shared responsibility between schools, the College and employers. The “Making the new Diploma a Success” project seeks to address issues such as timetabling, data management, tutorial planning, access to support and monitoring progress from different locations. It will focus on applying the best use of technology to make the new Diploma a success building upon and consolidating our existing work on the development of a Learner Portal, Personalisation, Mobile Learning, and e-Portfolios. The Diploma in IT Portal will form a key part of the project bringing 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.

We will use Open Source to help develop a variety of interlinked modules that will facilitate seamless access to learning, assessment and support tools bringing together the use of our VLE, e-Portfolios and e-ILPs.

Throughout the 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.

In the past year and a half we have been involved in piloting a variety of e-Portfolio software and recently we have engaged in the development and implementation of Mobile Technology in learning and teaching. These are two of the proposed technologies to be used in our project.

This project will complement and build upon previous JISC projects such as

SHELL – by ensuring that teachers in both the college and schools will be able to access learner progress reports

MUSCLE – by building on the development of a VLE to access learning resources and linking in to the other College systems to pull together data that will enable a one-stop shop for all learners.

WOLF (use of pocket PCs for reflection and evidence collection) – by providing learners with Asus Eee pcs to enable them to view video lectures, post their work and communicate with tutors via a wireless connection.

ePistle (integrating an e-portfolio into the curriculum) – by offering single sign on through the portal and developing systems that are integral to the delivery of the curriculum from the outset.

myWorld (evaluating the use of an open source e-Portfolio) – by piloting the use of various open source e-Portfolios and linking them to our MIS system using single sign-on and enabling access from any internet enabled PC.

Kent PLPP (personal learning portal across multiple institutions) - by offering access to a wide range of applications and services through a single sign-on and remote access.

SURF-WBLWAY (Staffordshire University Regional Federation gateway for use by work-based learners, tutors, employers and work-based mentors) – by developing a gateway for tutors, employers and learners to access learning resources and support opportunities.

TESEP (Transforming and Enhancing the Student Experience through Pedagogy) – by encouraging learners to take more control of their learning through the use of e-Portfolios and e-ILPs and to use the portal to collaborate with tutors and employers

## 2. Aims and Objectives

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.

### Project Objectives

Empower learners to take control of their learning using a variety of devices at the time, place and pace of choice in order to achieve their individual goals.

Provide learners with an online support network to enable them to make the most of their time at College and support them with their coursework and in making possible and realistic choices about their future.

Enable learners to use a reflective approach to evidencing their achievements, create their own portfolio of evidence and share selected elements with their tutors and employers.

Empower learners to become more independent, confident and self-directed by helping them to understand how they are learning, relate their learning to a wider context, articulate their personal goals and evaluate their progress towards them.

Create opportunities for collaboration between the College, Bonus Pastor School and Education Business Partnership (EBP Lewisham Borough).

Enable learners to have their say, get involved and contribute to College life.

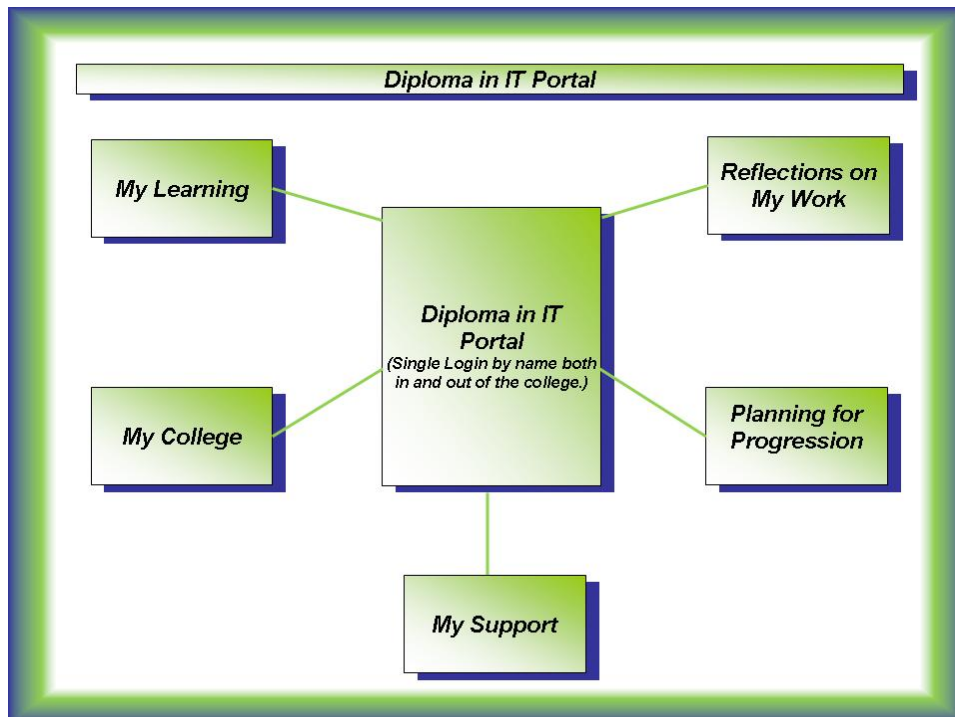
## 3. Overall Approach

The main focus of "Making the new Diploma a Success" will be the development of a Diploma in IT Portal which will bring together different systems and applications that will

enable us to respond to some of the specific challenges that we are facing namely the need

- for learners to have access to College resources from anywhere
- for learners to contact tutors outside of College for support
- to promote reflective learning that can be shared with peers
- to enhance collaboration between the College, school and employers

The vision for the proposed Diploma in IT Portal (see diagram below) has been developed through consultation with learners, managers, teaching and support staff.



**Diploma in IT Portal** - signing in to the portal will give learners immediate access to the following:

**My Learning** – this is the VLE element of the Portal, offering learners access to their course materials, resources available from the Learning Resource Centre, a range of formative assessment tools and opportunities to collaborate using forums, discussion boards and chat facilities.

**Reflections on My Work** – will focus around the e-Portfolio where learners can store their work, create CVs, reflect on their learning through the use of a blog and showcase what they have produced with tutors, peers and prospective employers.

**Planning for Progression** – will primarily be the learners' e-ILP enabling them to work with tutors and support staff to articulate their personal goals, set realistic targets and evaluate their progress towards these.

**My Support** – will provide an online support network to enable learners to make the most of their time at College and support them in making possible and realistic choices about their future.

**My College** – will feature College news and events, will enable learners to have their say, get involved and contribute to College life.

In this academic year (2008/09) we will be concentrating on testing, evaluating and where possible piloting of a range of systems and applications that will inform the development of the initial Diploma in IT Portal. We will also be concentrating on putting the infrastructure in place to enable the vision to become a reality. We approached University of London Computer Centre (ULCC) to discuss how their personalisation model could contribute to this vision and as a result have decided to go with the delivery framework of Moodle, Mahara and the ULCC Personal Learning Plan (PLP). Choosing Open Source solutions offers us the opportunity to ensure that we are not reinventing anything and that our developments can be fed back to the wider community.

At the start of the 2009/10 academic year we will introduce the Diploma in IT Portal to learners studying at levels two and three and run this throughout the academic year with phased modifications being made as new functionality becomes available.

It is easier to see the connection between the changes we are trying to make and the challenges we are trying to address by mapping current practice against the developments we plan to put in place to help improve the delivery of the diploma:

### **Diploma in IT Portal**

**Currently** – Diploma learners have access their course via the VLE (Blackboard) and their College email (Outlook) account outside of the College by logging in independently to whichever service they wish to use.

**Development** - Learners will be able to login to the Portal and have access to the VLE, their e-Portfolio, their e-ILP, the Learning Resource Centre catalogue, Online Support and College events with a single login both from within and outside the College.

**Technical Development:** LDAP links to Active Directory, e-ILP links to data held in MIS (Eclipse), link to Learning Resource Centre catalogue (Heritage)

### **My Learning**

**Currently** – Learners currently use Blackboard to access course materials but little or none of the advanced functionality is being employed in the delivery of the curriculum.

**Development** – The Diploma course will be transferred to Moodle with the support of a learning technologist to ensure best practice is employed in the use of the most appropriate functionality to support the curriculum. Curriculum staff will be fully involved in this process and will be trained in the use of Moodle including best practice in the use of some of the more advanced features. This will include but not be limited to uploading various file types including links to streaming video, setting up and managing discussion forums, using the formative assessment opportunities and managing the chat facility.

Learners will be provided with netbooks to enable them to access these resources online at any time, from any internet enabled location and to watch or download streaming video.

This will contribute to the learner need to have access to College resources from anywhere.

**Technical Development:** LDAP links to Active Directory, links will be set up to data held in Eclipse to keep course, tutor and learner information up to date, set up streaming server.

### **Reflections on My Work**

**Currently** – Diploma learners do not have access to an e-Portfolio. However in 2007/08 Lewisham College piloted three e-Portfolio systems - PebblePad, SkilSure and eNVQ.

Jointly, they contain all the main features available in ePortfolio systems available on the market. As a result of this pilot we concluded that the use of any of the e-Portfolio systems proved to be very effective when the tutor incorporated it as an integral part of the course and introduced it right at the beginning.

The pilot is continuing in 2008/09 with Mahara being included in the mix. Mahara (incorporated within Moodle) is open source and believed to offer the same features as Pebble Pad.

**Development** – All diploma learners will have access to Mahara when they log in to the Portal and will be encouraged to use it to store their work, record reflections on their learning and more specifically keep a log during their work placements. They will also use it to create CV's and share these with careers advisors and potential employers.

This will contribute to promoting reflective learning and sharing with others.

**Technical Development:** As Mahara is incorporated within Moodle there are no technical developments anticipated.

### **Planning for Progression**

**Currently** – Diploma learners currently rely heavily on a paper based student planner (although there are pockets of internally developed electronic versions in use elsewhere within the department) which feeds the ILP process.

**Development** - Learners will have direct access to the ULCC PLP which will be incorporated in Moodle. This is currently being redesigned to meet the requirements of the curriculum team and will be available to learners, tutors and other support staff to contribute to.

This will support the need for learners to have access to College resources and also enhance collaboration between those involved in supporting the learners' progress.

**Technical Development:** LDAP links to Active Directory, links will be set up to data held in Eclipse to provide up to date information on learner attendance and punctuality.

### **My Support**

**Currently** - Learners can currently access support and guidance from the Entitlement and Support Team (EST) by visiting them during their publicised opening hours. There is also a jobs and careers service that learners have access to when in College.

**Development** - An area will be set up on Moodle notifying learners of the services that they can access and how to do so. It is envisaged that they will also be able to use the chat facility and discussion forums within Moodle to contact either their tutors or the EST.

This will help to provide learners with the opportunity to contact their tutors and other support staff outside of College for support.

**Technical Development:** As this is already incorporated within Moodle no technical developments are envisaged.

### **My College**

**Currently** - Learners are currently made aware of events taking place either through announcements made on Blackboard, through poster campaigns or their student planners. Surveys take place annually and course representatives attend termly student forums.

**Development** – The Portal homepage will feature news, and a calendar of events and activities. Learners will be able to comment or contribute through the use of forums, online chats and polls. There will also be links to the College website, the College blog and contact information for those who want to get further involved.

This will enable learners to have their say and get involved in College life.

**Technical Development:** As this is already incorporated within Moodle no technical developments are envisaged.

Evaluation and Action Research will take place throughout the project with the results used to inform future direction.

The project started in November 2008 and will run for a period of two years. We have identified five broad phases for delivery of the project each of which will be broken into a series of work packages. These are summarised below and outlined in the project work packages in Appendix B.

**Phase 1 Project planning and specification:** The project start-up phase will involve establishment of the project team, working groups and the construction of a detailed project plan.

**Phase 2 Development and testing:** Establishment of tools, applications and components to enable ease of access and facilitate learning. Development of content (e.g. podcasts, streaming media, assessment) and mini pilots

**Phase 3 Implementation:** Rollout of pilot Diploma in IT Portal to learners at the start of 2009/10.

**Phase 4 Evaluation:** Review and analysis of stakeholder experiences at key points throughout the project.

**Phase 5 Dissemination:** Outputs of the project will be presented through a combination of presentations, workshops, a full written report, summary report and the project website.

### **Critical Success Factors**

The critical success factors have been identified below:

- All Diploma in IT Portal systems have been identified and are integrated and accessed via a single sign-on
- Learners regularly access the Learner Portal from various points of access and use the new technologies to access support
- Use of the new technologies is evident in the way Learners submit their work, are assessed and communicate and in the way Lecturers assess learners work and give timely feedback
- There is an increase in the use of e-Portfolios and e-ILPs
- Employers actively participate in the delivery of the course

## **4. Project Outputs**

Overall the project will provide an analysis of the effects of introducing a Learner Portal to learners studying for the new Diploma in IT. This will entail the production of a

number of specific outputs, that we hope will be of value to the wider community. These are listed in the table below.

<b>Project reports</b>	In accordance with JISC requirements a number of progress updates and formal evaluations will be produced. These will include the project plan, interim reports and a final project report.
<b>Action research reports</b>	Action Research reports (or case studies) suitable for dissemination at regional and national workshops will be prepared to provide practical guidelines on working with the different components within learning and teaching.
<b>Case study</b>	A case study report on how the implementation of a Learner Portal has affected curriculum delivery within the School of Business and Computing (SBC)
<b>Training materials</b>	Training materials will be produced on the use of the selected technologies, which will be made available for practitioners via the project website.
<b>Links to previous projects</b>	A document detailing how Making the Diploma a Success fits with and builds upon previous JISC projects will be made available from the project website.
<b>Technical guidelines</b>	Technical documentation will also be produced made available via the project website.
<b>Project website</b>	A project website will be established to publish project outputs and provide contact details for project participants.
<b>Evaluation report</b>	The evaluation report will be published at the end of the project looking at what is available at the moment, what has changed as a part of the project and what impact this has had on learners.
<b>Dissemination reports</b>	Presentations and information sheets will be produced at the end of the project for internal and external dissemination

## 5. Project Outcomes

Learners work is submitted electronically using Moodle and Mahara from a variety of locations.

Tutors assess work electronically using Moodle and Mahara and provide effective and timely feedback.

Learners will have access to a wider and more varied range of course materials including streaming video and podcasts

Learners are able to access support from EST staff eg help with practical or personal issues, career advice, additional learning needs and access course support from their tutors by using online communications.

Tutors, learners and support staff will have access to the ULCC PLP at any time from any location and will use this to collaborate on goal setting and reviewing progress.

Learners will be able to use an e-Portfolio to showcase and receive feedback on elements of their work from school and College tutors and employers.

External stakeholders will have the facilities to become actively involved and contribute to the shape and delivery of the curriculum.

Learners will be informed about events and activities and contribute to polls and discussion forums relating to these.

The project team will have a clear idea of how 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 can be used to inform curriculum delivery in other areas of the College.

## 6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Diploma Learners	Project will facilitate learners' access to personalised learning environment, leading to greater levels of learner satisfaction. Improved achievement.	High
Other learners	Project outcomes will inform future Learner Portal strategy	Medium
Diploma curriculum staff	Access to Learner Portal enables tutors to monitor and support students. Levels of retention and achievement. Experience gained of using other technologies.	High
Other lecturers	Project outcomes will inform and influence Learner Portal strategy	Medium
School / Teachers	Schools will be able to access learner records electronically, review their progress and contribute to course delivery.	Medium
Employers	Employers will be able to contribute more to learner progress as part of the Diploma. In the longer term learners will be better prepared for the workplace.	Medium
Parents	Parents will have access to learner records and be able to see the progress that their children are making.	Low
Quality unit	Improvement in the standard of teaching and learning offered	Medium
New Technologies	New Technologies will provide technical expertise. NT support is essential to facilitate integration of systems and security e.g. LDAP / Active directory.	High
Business Systems Development	Business Systems Development will provide management information records (including attendance and timetables) to feed into the Learner Portal	High
Learning Centre	Learning Centre management want the learners to have seamless integrated access to the Library resources.	Medium
eLearning team	eLearning team will benefit from the experience of using a new VLE and other new technologies. Future Staff Development programmes will need to take account of the Learner Portal.	High
College Management	Sustainability. College want this project to improve levels of learner satisfaction and raise retention and achievement and to improve future recruitment.	High
Becta	Provide project funding and will want to know that the project effectively delivers expected outcomes	High

Stakeholder	Interest / stake	Importance
JISC	Responsible for distributing project funding. Strong interest in disseminating knowledge gained from the project to the wider community.	High
Other FE Colleges and the wider community	FE sector will be interested in the project outcomes.	Medium
Higher Education	Learners studying at level 3 will be better prepared for higher education	Low
DCSF	Successful delivery of the Diploma is a key part of the Government's 14-19 Reform Programme.	High
Potential Learners	Learners want to know that they have access to a personalised learning environment which will help them to succeed in their studies at Lewisham College. Ability to attract new learners to the College.	Medium

## 7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
<b>Staffing</b>				
Key staff leaving the College	3	3	9	Regular project team meetings supported by comprehensive documentation and communication.
Lack of commitment to project	2	3	6	Ensure commitment and responsibility from senior management.
Lack of communication	2	5	10	Regular team meetings with prompt distribution of minutes/notes. Regular project updates posted to website. Key project documents stored in central repository accessible to all team members.
Lack of engagement with the project and the technology from Staff	2	5	10	Staff will be consulted throughout the project and given full training in using new technologies and applications
Lack of engagement with the project and the technology from Learners	1	5	5	Learners will be consulted and supported in their use of the new technologies and applications from the outset
<b>Organisational</b>				
Change management process	3	4	12	Review strategy for managing change, improve communications and celebrate quick wins.

<b>Risk</b>	<b>Probability (1-5)</b>	<b>Severity (1-5)</b>	<b>Score (P x S)</b>	<b>Action to Prevent/Manage Risk</b>
Organisational priorities	3	4	12	Members of Coordinating Group (CG) will be on the Steering Group to ensure project is fully represented at senior level.
Lack of engagement from external stakeholders (schools and employers)	3	3	9	Regular meetings with EBP will take place to promote employer engagement. School will be represented on the Steering Group.
<b>Technical</b>				
The technologies being considered are at the "leading edge" of development and may not meet expectations	3	2	6	Continual review, testing and piloting of leading edge technologies to ensure fit to programme.
The project is dependent on technology/systems development and implementation	2	3	6	Consider the use of open source technologies and continually review network infrastructure
Lack of immediate access to technical advice and support	2	2	4	Increase no of training opportunities to develop more expertise in providing advice and support.
Current infrastructure unable to securely support technology	2	3	6	Close collaboration with technical teams to establish clear parameters about what is and is not possible.
Failure to integrate different applications, eg Moodle and Eclipse	3	1	3	Provide regular data using batch files.
<b>External suppliers</b>				
Failure of external suppliers to respond to project needs	2	4	8	Careful planning with technical teams and regular review meetings with prompt distribution of minutes/notes
<b>Legal</b>				
Data protection for learners	2	5	10	Covered by our local data protection and relevant trying for all stakeholders.
IPR or copyright disputes	1	3	3	Involve College copyright specialist in project activities. Materials produced by College staff is covered by employment contract.

## 8. Standards

<b>Name of standard or specification</b>	<b>Version</b>	<b>Notes</b>
LEAP	2A	We will be working towards LEAP2A for portfolio interoperability

Name of standard or specification	Version	Notes
SCORM	1.3.3	Ability to share and use information about multiple learning objectives content and courses for the same learner within the same learning management system
JISC Project Management Guidelines	May 2008	The project will adhere to relevant standards and specifications as laid out at <a href="http://www.jisc.ac.uk/fundingopportunities/proj_manguide.aspx">http://www.jisc.ac.uk/fundingopportunities/proj_manguide.aspx</a>
WC3 WAI-AA (WGAW)	2.0	Standard Web Accessibility guidelines for users with disabilities, covers navigation and access.
WC3 XHTML		Web accessibility guidelines for HTML coding standardisation.
WC3 CSS		Web Accessibility guidelines for CSS (Cascading Style Sheets) ensures consistent appearance across multiple web browsers and operating systems

## 9. Technical Development

The intended platform for the Learner Portal will be Moodle (currently v1.9), within this there will be access to Mahara (Moodle reflective e-Portfolio application), Assessment Manager (Moodle tracking e-Portfolio module), and the ULCC e-ILP. These are all open source applications and will be adapted to meet the needs of our stakeholders.

LDAP will be installed to enable users to login to selected systems using the same username and password that is validated through active directory.

We will also be providing data from our Management Information System which is Eclipse and the data will be displayed via the Diploma in IT Portal.

## 10. Intellectual Property Rights

The majority of outputs from this project will be in the form of reports, case studies and training materials which will be made available to the public domain via the project website. Intellectual Property Rights with regards to the reports, resources and case studies produced will remain with Lewisham College who will ensure that it obtains the necessary assignments from all staff, students or agents involved in the development and production of such items on its behalf.

Any developments made to Open Source software will remain as such, any proprietary products included in the product will be done so under licence and Lewisham College will ensure that such licensing agreements are adhered to.

## *Project Resources*

### 11. Project Partners

Making the new Diploma a Success is a single college project initiated and managed by Lewisham College. Whilst there are no formal partnerships involved and as such no consortium agreements there will be strong working links with Lewisham Schools, the Employment Business Partnership and ULCC who will be hosting the Moodle installation.

### 12. Project Management

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.

The Project Sponsor (Patricia Forrest) 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. 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 issues. The Project Manager (Jo Burbidge) will identify, define, plan, produce and deliver the agreed project deliverables, within the preset timescale with the prescribed resources.

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.

It is envisaged that the Steering Group will meet ½ termly, the Project Team biweekly.

The project team will also work closely with the Diploma in ICT Development Team.

For detailed breakdown of team memberships see Appendix C.

### 13. Programme Support

The project team will work closely with their critical friend and within their cluster to share experiences and knowledge. It will also capitalise on the expertise that can be provided by JISC support services as and when it becomes appropriate.

### 14. Budget

There are no changes to the budget presented in the agreed project proposal. Details attached in Appendix A

	<b>Aug08 – Jul09</b>	<b>Aug09 – Jul10</b>	<b>Aug10 – Jul11</b>	<b>Total</b>
<b>JISC</b>	£87,780	£96,338	£15,882	£200,000
<b>Lewisham College</b>	£46,900	£33,350	£5,680	£85,930
<b>Total</b>	<b>£134,680</b>	<b>£129,688</b>	<b>£21,562</b>	<b>£285,930</b>

## Detailed Project Planning

### 15. Workpackages (see Appendix B for detail)

	WORKPACKAGE	Nov 08	Dec 08	Jan 09	Feb 09	Mar 09	Apr 09	May 09	Jun 09	Jul 09	Aug 09	Sep 09	Oct 09	Nov 09	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	Jun 10	Jul 10	Aug 10	Sep 10	Oct 10
WP1	<b>Project Planning &amp; Monitoring</b>																								
WP1.1	Project Start-up	■	■	■	■	■																			
WP1.2	Project Reporting				■						■							■					■		■
WP2	<b>Development &amp; Testing</b>																								
WP2.1	LDAP/Active Directory				■																				
WP2.2	Electronic Library System				■	■	■	■	■	■															
WP2.3	VLE				■	■	■	■	■	■															
WP2.4	e-Portfolios				■	■	■	■	■	■															
WP2.5	e-ILPS	■	■	■	■	■	■	■	■	■															
WP2.6	Video Conferencing				■	■	■	■	■	■															
WP2.7	Mobile Devices				■	■	■	■	■	■															
WP2.8	Streaming Media	■	■	■	■	■	■	■	■	■															
WP3	<b>Implementation</b>									■	■	■	■	■	■	■	■	■	■	■	■	■	■		
WP4	<b>Evaluation</b>		■	■	■	■	■	■	■	■	■			■	■	■			■	■	■	■	■		
WP5	<b>Dissemination</b>			■	■	■	■	■		■						■						■			■

## 16. Evaluation Plan

The factors we will be evaluating have been closely mapped to the project outcomes. In each case the baseline data will be gathered during phase one of the project (Project planning and specification). It is intended that the data for the measures of success will be gathered during phases two (Development and Testing) and three (Implementation) and that this will be an iterative process, thus allowing for changes to the plan where necessary. Data for summative measures of success will be gathered during phase four (Evaluation) of the project.

The key dates for evaluation are:

- May/June 2009 for phase two evaluation
- December 2009/January 2010 for phase three evaluation
- June 2010 for phase four evaluation

The following methods will be employed for data collection:

- Individual interviews will be videoed
- Student focus groups will consist of gathering quantitative data using electronic voting buttons and qualitative data obtained from discussions with students, facilitated in a single session
- Questionnaires will be created and deployed using Moodle
- Tutors will be encouraged to contribute to blogs

NB. Figures used for percentages of success may change after the baseline data has been finalised and during the iterative process as part of the action research cycle.

<b>(1) Empower learners to take control of their learning, using a variety of devices at the time, place and pace of their choice</b>		
<b>Factor to Evaluate</b>	<b>Baseline</b>	<b>Measure of success</b>
Learners work is submitted electronically using Moodle and Mahara from a variety of locations	<ul style="list-style-type: none"> <li>• How much work is submitted electronically now?</li> <li>• How is work submitted now?</li> <li>• From where is work currently submitted?</li> </ul>	<p><b>Does it work?</b> 90% of learners work is submitted through Moodle and Mahara. 25% of work submitted from locations other than the College classroom</p> <p><b>What benefits does it provide?</b> To what extent do learners feel that they have control of their learning?</p>
What methods will be used?	Student questionnaire Tutor interview Blackboard Statistics	Moodle and Mahara statistics Tutor interview Student interviews Student focus groups

**(2) Empower learners to take control of their learning, using a variety of devices at the time, place and pace of their choice**

Factor to Evaluate	Baseline	Measure of success
Tutors assess work electronically using Moodle and Mahara and provide effective and timely feedback	<ul style="list-style-type: none"> <li>How is work assessed now?</li> <li>How is feedback given to learners now?</li> </ul>	<b>Does it work?</b> 50% of learners work assessed through Moodle and Mahara. To what extent do learners get their feedback faster? How and when is feedback provided and accessed?
		<b>What benefits does it provide?</b> To what extent do learners feel that they have control of their learning? To what extent do students feel that electronic feedback received via Moodle and Mahara contributes to their success?
What methods will be used?	Tutor interview Blackboard Statistics	Moodle and Mahara statistics Tutor interview Student interviews Student focus groups

**(3) Empower learners to take control of their learning, using a variety of devices at the time, place and pace of their choice**

Factor to Evaluate	Baseline	Measure of success
Learners will have access to a wider and more varied range of course materials including streaming video and Podcasts	<ul style="list-style-type: none"> <li>What course materials To what extent do learners currently have access to?</li> <li>Where do learners access their course materials?</li> </ul>	<b>Does it work?</b> At least 4 new types of learning material available (and what types?) 50% of learners access course materials from outside of the College
		<b>What benefits does it provide?</b> To what extent do learners feel that having access to more varied course materials enhances their learning experience?
What methods will be used?	Tutor interview Blackboard Statistics	Moodle and Mahara statistics Student interviews Student focus groups

**(4) Provide learners with an online support network**

Factor to Evaluate	Baseline	Measure of success
Learners are able to access support from tutors and EST staff by using online	<ul style="list-style-type: none"> <li>How do learners currently receive support form EST staff?</li> <li>How do learners currently</li> </ul>	<b>Does it work?</b> 40% of learners have used online communication to receive help and support from

communications	receive support from tutors?	EST staff 60% of learners have used online communication to receive help and support from tutors
		<b>What benefits does it provide?</b> To what extent do learners feel that they have access to an online support network that supports them in making possible and realistic choices about their future?
What methods will be used?	Student questionnaire EST interview Tutor interview	Moodle Statistics Student interviews Student focus groups

**(5) Empower learners to become more independent, confident and self directed**

Factor to Evaluate	Baseline	Measure of success
Tutors, learners and support staff will have access to the ULCC PLP at any time from any location and will use this to collaborate on goal setting and reviewing progress.	<ul style="list-style-type: none"> <li>How are ILPs completed currently?</li> <li>Where are ILPs completed?</li> <li>Who has access to ILPs?</li> </ul>	<b>Does it work?</b> 100% of learners ILP is completed electronically Is the ILP accessed from outside the College Number of stakeholders contributing to goal setting and reviews
		<b>What benefits does it provide?</b> To what extent do learners feel more independent, confident and self directed? To what extent does access to an e-ILP help learners review their progress and articulate their goals
What methods will be used?	Student questionnaire Tutor interview	Moodle Statistics Student interviews Student focus groups

**(6) Promote reflective learning that can be shared with peers**

Factor to Evaluate	Baseline	Measure of success
Learners will be able to use an e-Portfolio to showcase their work and receive feedback on elements of their work from school and College tutors and employers	<ul style="list-style-type: none"> <li>How do learners currently showcase their work?</li> <li>How do learners currently receive feedback on their work?</li> </ul>	<b>Does it work?</b> 80% of learners work showcased using e-Portfolio 80% of learners receiving feedback via e-Portfolio Number of stakeholders who access and give feedback to learners work
		<b>What benefits does it provide?</b> To what extent does reflective

		learning contribute to learner confidence?
What methods will be used?	Student questionnaire Tutor interview	Moodle Statistics Student interviews Student focus groups Tutor interviews

**(7) Enhance collaboration with external stakeholders**

Factor to Evaluate	Baseline	Measure of success
External stakeholders will have the facilities to become actively involved and contribute to the shape and delivery of the curriculum	<ul style="list-style-type: none"> <li>What contribution do external stakeholders currently make to the shape and delivery of the curriculum?</li> </ul>	<b>Does it work?</b> Have external stakeholders contributed to the shape and delivery of the curriculum? Has collaboration with external stakeholders improved the learners' employability?
		<b>What benefits does it provide?</b> To what extent have learner CVs improved through collaboration with EBP? To what extent do learners feel they have benefited from collaboration with external stakeholders?
What methods will be used?	Stakeholder interviews	Stakeholder interviews

**(8) Enable learners to have their say, get involved and contribute to College life**

Factor to Evaluate	Baseline	Measure of success
Learners will be informed about College events and activities and contribute to polls and discussion forums relating to these.	<ul style="list-style-type: none"> <li>How are learners currently kept informed of events happening in the College?</li> <li>How do learners contribute to College?</li> </ul>	<b>Does it work?</b> 40% of learners have posted to discussion forums 75% of learners have responded to polls
		<b>What benefits does it provide?</b> To what extent do learners feel that their opinions are being taken into account and acted on? To what extent do students feel valued?
What methods will be used?	Student questionnaire Tutor interview Blackboard Statistics	Moodle Statistics Student interviews Student focus groups

## 17. Quality Plan

### Output: Project reports

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Feb, Aug, Oct	Valid and fit for purpose	Peer and Steering Group review	Acceptance	Project Director	

### Output: Action Research Reports

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct 09	Valid and fit for purpose	Peer and Steering Group review	Acceptance and publication to website	Project Manager	

### Output: Case Study

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct 10	Valid and fit for purpose	Peer and Steering Group review	Acceptance and publication to website	Project Director	

### Output: Training materials

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
From Oct 09	Usable and fit for purpose	Peer and user review	Publication to website	eLearning Staff Development Manager, Project Manager	

### Output: Technical guidelines

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
From Oct 09	Valid, usable and adhering to standards	Peer and user review	Publication to website	Head of New Technologies, Head of Business Systems Development	

### Output: Project website

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
From Apr 09	Usability and accessibility	User feedback, compliance checking	W3C criteria met Fit to Lewisham College guidelines	Multimedia Developer, Project Manager	

### Output: Evaluation report

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct 10	Valid, clear, fit for purpose	Steering Group review	Publication to website	Project Director	

### Output: Dissemination reports

Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Oct 10	Valid, clear, fit for purpose	Steering Group review	Publication	Project Director	

## 18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
Ongoing	Project website	JISC and the wider community	Keep community up to date with progress	Project status, results, reviews and reflections
Termly	Presentation at school meetings	SBC staff	Keep school staff informed of progress	Project, case studies and research updates
Annually (July)	Presentation during College learning days	College Staff	Presentation of Learner Portal and update of progress	Progress of Learner Portal, results of case studies and stakeholder feedback
July 10	Dissemination event	FE Community	Share results of projects with the wider community	Purpose, results, recommendations, showcase.

## 19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Project reports	Promotion through conferences, mailing lists and JISC website	Archived on website
Website	To be maintained for 3 years beyond project end	Project Manager to ensure all deliverables are listed and/or included and appropriate archiving arrangements are in place
Changes in curriculum delivery (project reports)	Diploma staff to become champions of new technologies throughout the College	Diploma staff to share knowledge and experiences with rest of College.
Action Research Reports	Dissemination through presentations and workshops.	Incorporate appropriate strategies cross College.
Dissemination reports	Publication on website and presented to various audiences.	Share cross College and with the wider community
Technical guidelines	Share cross College.	Relevant technical staff trained.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Case study on Learner Portal components (e-Portfolio, e-ILP etc)	Project results will inform other areas of the curriculum	Learner Portal made available across College	Any issues that arise during the full year pilot with the Diploma course
Training materials	Will be used to train other staff.	Use in training other areas of the College to use and	Adapt to meet needs of different curriculum areas and update with new developments
Increased use of mobile technologies (case study)	Case studies can be implemented in other areas of the College	Present and train staff in other curriculum areas in effective use of mobile technologies	Cost and staff training

## *Appendixes*

### Appendix A. Project Budget

### Appendix B. Workpackages

### Appendix C. Project Teams & Workgroups

## Appendix A. Project Budget

Directly Incurred Staff	Aug08– Jul09	Aug09– Jul10	Aug10– Jul11	TOTAL £
				£36,000
				£47,000
				£35,000
<b>Total Directly Incurred Staff (A)</b>	<b>£47,500</b>	<b>£60,250</b>	<b>£10,250</b>	<b>£118,000</b>
<b>Non-Staff</b>				
Non-Staff	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	TOTAL £
Travel and expenses	£1,670	£2,004	£326	£4,000
Hardware/software	£4,000	£1,000	£0	£5,000
Consultancy	£16,000	£4,000	£0	£20,000
Training	£0	£4,000	£1,000	£5,000
Materials	£1,670	£2,004	£326	£4,000
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£23,340</b>	<b>£13,008</b>	<b>£1,652</b>	<b>£38,000</b>
<b>Directly Incurred Total (C) (A+B=C)</b>	<b>£70,840</b>	<b>£73,258</b>	<b>£11,902</b>	<b>£156,000</b>
<b>Directly Allocated</b>				
Directly Allocated	Aug08– Jul09	Aug09– Jul10	Aug10 – Jul11	TOTAL £
				£3,000
				£1,000
				£3,000
				£29,000
				£8,000
<b>Directly Allocated Total (D)</b>	<b>£16,940</b>	<b>£23,080</b>	<b>£3,980</b>	<b>£44,000</b>
<b>Indirect Costs (E)</b>	<b>£</b>	<b>£</b>	<b>£</b>	<b>£</b>
<b>Total Project Cost (C+D+E)</b>	<b>£87,780</b>	<b>£96,338</b>	<b>£15,882</b>	<b>£200,000</b>
<b>Amount Requested from JISC</b>	<b>£87,780</b>	<b>£96,338</b>	<b>£15,882</b>	<b>£200,000</b>
<b>Institutional Contributions</b>				
				£28,950
Training	£6,700	£8,400	£1,480	£16,580
Overheads	£8,500	£10,200	£1,700	£20,400
Equipment	£20,000	£0	£0	£20,000
<b>Total:</b>				<b>£85,930</b>
<b>Percentage Contributions over the life of the project</b>	<b>JISC 70%</b>	<b>Partners 30%</b>		<b>Total 100%</b>

## Appendix B. Workpackages

### **WORKPACKAGE 1 Project Planning & Monitoring**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 1.1 Project Start-up</b>  <b>Objective: Ensure structure is in place to manage project successfully.</b>					<b>JB</b>
1. Set up project teams and steering group	03/11/08	14/11/08	Teams set up, terms of reference agreed		
2. Write project summary for JISC website	03/11/08	14/11/08	Project summary submitted		
3. Initial project documentation	03/11/08	12/12/08	Project summary circulated		
4. Review of components available for inclusion	15/12/08	23/01/09	List of components available for testing		
5. Draft project work packages	15/12/08	23/01/09	Draft project plan		
6. Draft evaluation strategy	15/12/08	23/01/09	Draft project plan		
7. Draft project plan	26/01/09	30/01/09	Draft project plan submitted to JISC	Draft project plan	
8. Feedback received on draft project plan	02/02/09	06/03/09			
9. Final project plan submitted to JISC	06/03/09	27/03/09	Project plan submitted to JISC	Project plan	
<b>WORKPACKAGE 1.2 Project Monitoring</b>  <b>Objective: Ensure systems are in place to monitor project.</b>					<b>JB</b>
10. Draft Project Plan	06/01/09	02/02/09	Draft Project Plan	Draft Project Plan	
11. Project Plan	03/02/09	27/03/09	Project Plan	Project Plan	
12. Interim Report – Year 1	03/08/09	31/08/09	Interim Report	Interim Report 09	
13. Interim Report – Year 2	01/02/10	26/02/10	Interim Report	Interim Report 10	

## Appendix B. Workpackages

### **WORKPACKAGE 1 Project Planning & Monitoring**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
14. Draft Final Report	20/07/10	31/08/10	Draft Final Report	Draft Final Report	
15. Final Report	20/09/10	29/10/10	Final Report	Final Report	

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 2.1 LDAP/Active Directory</b>  <b>Objective: Provide access to Moodle and Lewisham College's network via a single username and password</b>					AD
16. LDAP Server Installation	02/02/09	13/02/09	Server installed		
17. Select Consultant	02/02/09	13/02/09	Consultant selected		
18. Test internal LDAP Connectivity with Active Directory	16/02/09	27/02/09	LDAP connectivity works		

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 2.2 Electronic Library System (Heritage)</b>  <b>Objective: Integrate library management system with online user facilities.</b>					GD
19. Review user needs and wants; the functions and mode of integration	02/02/09	06/02/09	Summarised list and commentary		
20. Set up link on Moodle	02/02/09	27/02/09	Heritage link visible on Moodle		
21. "Ensure data can be exchanged both ways, from VLE to LMS and from LMS to VLE"	09/02/09	27/02/09	Test and report		

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
22. "Live test version of the VLE with the planned links, functions and facilities on student PCs"	02/03/09	27/03/09	System in place and functioning verified		
23. Recommendation for inclusion in pilot	02/03/09	27/03/09	Evaluation data summarised and reported	Pilot Diploma in IT Portal set up	

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 2.3 VLE</b>					<b>JB/AJ</b>
<b>Objective: Evaluate effectiveness of Moodle as a VLE</b>					
24. Decide which VLE	02/02/09	06/02/09	Recommendation agreed by steering group		
25. Set-up working group	02/02/09	13/02/09	Group set up and terms of reference agreed		
26. Core team training	02/02/09	06/02/09	eLearning team confident in the use of VLE		
<b>Configuration</b>	09/02/09	03/04/09			
27. Decide initial configuration of VLE	09/02/09	20/02/09	List of initial configuration requirements		
28. Set-up course templates	09/02/09	20/02/09	Course templates available		
29. Set-up overall template	09/02/09	20/02/09	Overall templates available		
30. Decide which blocks to be added to VLE	09/02/09	20/02/09	List of blocks to be included		
31. Research which additional plug-ins will enhance teaching	23/02/09	03/04/09	List of potential plug-ins to pursue		
32. Get data from MIS	23/02/09	27/02/09	MIS data available within VLE		
33. Set-up system roles to be utilised	09/02/09	20/02/09	System roles set-up		

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
34. Agree and set-up course categories	09/02/09	20/02/09	Course categories set-up		
35. Set-up site news	23/02/09	27/02/09	Site news set-up		
36. Set-up links to support services	23/02/09	27/02/09	Links to support services set-up		
37. LDAP for Moodle authentication	09/02/09	27/02/09	LDAP works successfully		
<b>Courses</b>					
38. Set-up diploma course	09/02/09	06/03/09	Diploma course available		
39. Populate diploma course (content from Blackboard)	09/03/09	03/04/09	Materials and resources available on diploma course		
40. Staff training in the use of Moodle	06/04/09	14/04/09	Curriculum staff competent in the use of VLE		
41. Develop and upload content for course	09/03/09	03/04/09	Content available on courses		
42. Start pilot	15/04/09	21/04/09	Pilot started		
43. Evaluate pilot	22/04/09	25/06/09	Evaluation report		
44. Recommendation for inclusion in pilot	26/06/09	09/07/09	Recommendation for initial learner portal pilot	Pilot Diploma in IT Portal set up	

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 2.4 e-Portfolios</b>					<b>AJ</b>
<b>Objective: Develop reflective/tracking e-portfolios for inclusion in the learner portal</b>					
<b>Reflective e-Portfolio</b>					
45. Set-up working group	02/02/09	13/02/09	Group set up and terms of reference agreed		
46. Decide which e-Portfolio systems to run	02/02/09	13/02/09	Systems agreed by steering group		

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
47. Define Branding/ set defaults	16/02/09	06/03/09	Branding set-up		
48. Set-up e-Portfolio	09/03/09	20/03/09	e-Portfolio set-up		
49. Create exemplar materials	16/02/09	06/03/09	Exemplar materials available		
50. Create training materials	23/03/09	13/04/09	Training materials available		
51. Set up diploma group on e-Portfolio	02/02/09	06/02/09	Pilot groups on system		
52. Test internal/external access	23/03/09	27/03/09	Internal/external access works		
53. Train staff involved in pilot	06/04/09	24/04/09	Staff confident in the use of e-Portfolio		
54. Start pilot	22/04/09	22/04/09	Pilot started		
55. Evaluate pilot	23/04/09	12/06/09	Recommendation for Learner Portal inclusion		
56. Recommendation for Learner Portal inclusion	15/06/09	26/06/09	Recommendation for Learner Portal inclusion	Pilot Diploma in IT Portal set up	
<b>Tracking e-Portfolio</b>					
57. Set-up working group	02/02/09	13/02/09	Group set up and terms of reference agreed		<b>BJO</b>
58. Decide which e-Portfolio system to run	02/02/09	27/02/09	Systems agreed by steering group		
59. Map out grading criteria and assessment details for pilot courses	02/03/09	14/04/09	List of course criteria available		
60. Set-up e-Portfolio	15/04/09	21/04/09	e-Portfolio set-up		
61. Test internal/external access	22/04/09	28/04/09	Internal/external access works		
62. Review functionality with course team	29/04/09	28/05/09	Review report		
63. Recommendation for Learner Portal inclusion	19/06/09	02/07/09	Recommendation for Diploma in IT Portal	Pilot Diploma in IT Portal set up	

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 2.5 e-ILPs</b>					
<b>Objective: Develop an e-ILP for inclusion in the learner portal</b>					
64. Set-up working group	03/11/08	14/11/08	Group set up and terms of reference agreed		<b>MY/PF</b>
65. Review different ILP options available	17/11/08	12/12/08	Options agreed		
66. Decide which ILP	15/12/08	09/01/09	ILP for pilot agreed by steering group		
67. Decide which components are to be included, establish source and required links to MIS	12/01/09	20/02/09	List of ILP criteria available		
68. Define templates to be used for pilot	23/02/09	27/02/09	Templates spec provided to ULCC		
69. Create template	02/03/09	02/03/09	Template set-up		
70. Define user roles and access rights	23/02/09	27/02/09	Document available		
71. Set up user roles/access rights	02/03/09	20/03/09	User roles and rights set-up		
72. Set up diploma group	23/03/09	27/03/09	Pilot groups set-up on system		
73. Get data from MIS	02/03/09	13/03/09	e-ILP set up with data provided from MIS		
74. Write guidelines for completion of eILP	02/03/09	06/03/09	Guidelines published		
75. Test internal/external access	30/03/09	03/04/09	Internal/external access works		
76. Train staff involved in pilot	06/04/09	14/04/09	Staff confident in the use of e-ILP		
77. Start pilot	15/04/09	15/04/09	Pilot started		
78. Evaluate pilot	16/04/09	19/06/09	Evaluation report		

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
79. Recommendation for Learner Portal inclusion	22/06/09	03/07/09	Recommendation for inclusion in Learner Portal pilot	Pilot Diploma in IT Portal set up	

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<p><b>WORKPACKAGE 2.6 Video Conferencing</b></p> <p><b>Objective: Recommend an appropriate video conferencing application for use within the Learner Portal</b></p>					
80. Agree scope of the individual project	02/02/09	06/02/09	Minutes of the meeting		SS
81. Create evaluation criteria/strategy for each conferencing software: Dim Dim, Skype, Acrobat, and other free software suitable for use within the Learner Portal	09/02/09	06/03/09	Agreed set of criteria and strategy		
82. Test and trial of software with learners including sharing materials and recording/editing conferences	09/03/09	24/04/09	Action Learning Sets		
83. Preparation of initial report	27/04/09	22/05/09	Initial report		
84. Discussion of initial report evaluation and recommendations	26/05/09	01/06/09	Minutes of the discussion		
85. Completion of final report	02/06/09	12/06/09	Report back to steering group		
86. Recommendation for Learner Portal inclusion	15/06/09	26/06/09	Recommendation for inclusion in Learner Portal pilot	Pilot Diploma in IT Portal set up	

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<p><b>WORKPACKAGE 2.7 Mobile Devices</b></p> <p><b>Objective: Evaluate effectiveness of mobile technologies in curriculum delivery</b></p>					<b>SS</b>
87. Agree scope of the individual project	02/02/09	06/02/09	Minutes of the meeting		
88. Create evaluation criteria/strategy for each mobile device:	09/02/09	06/03/09	Agreed set of criteria and strategy		
89. Test and trial of all devices in a variety of situations both inside and outside of the College	09/03/09	24/04/09	Action Learning Sets		
90. Preparation of initial report	27/04/09	22/05/09	Initial report		
91. Discussion of initial report evaluation and recommendations	26/05/09	01/06/09	Minutes of the discussion		
92. Completion of final report	02/06/09	12/06/09	Report back to steering group		
93. Recommendation for use in curriculum delivery	15/06/09	26/06/09	Recommendation for curriculum delivery	Pilot Diploma in IT Portal set up	

**WORKPACKAGE 2 Development & Testing**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<p><b>WORKPACKAGE 2.8 Streaming Media</b></p> <p><b>Objective: Develop streaming media server for inclusion in the learner portal</b></p>					<b>AJ</b>
94. Installation and configuration of streaming media server	03/11/08	03/04/09	Media server set-up and working		
95. Training for the working group on the features of the media server	06/04/09	14/04/09	Working group confident in the use of media server		
96. Transfer media content from old media server	06/04/09	21/04/09	Media content available on new server		
97. Test internal/external access	22/04/09	28/04/09	Internal/external access works		
98. Pilot streaming server with diploma group	29/04/09	11/06/09	Pilot report		
99. Evaluate pilot	12/06/09	25/06/09	Recommendation for inclusion in Learner Portal pilot		
100. Recommendation for Learner Portal inclusion	26/06/09	02/07/09	Recommendation for inclusion in Learner Portal pilot	Pilot Diploma in IT Portal set up	

**WORKPACKAGE 3 Implementation**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<p><b>WORKPACKAGE 3.0 Implementation</b></p> <p><b>Objective: Set-up pilot of Learner Portal components for use by Diploma learners.</b></p>					<b>JB</b>
101. Agree structure for pilot of Diploma portal	29/06/09	24/07/09	Portal structure defined		
102. Agree applications and devices for curriculum delivery	29/06/09	24/07/09	Applications and devices agreed		
103. Set up and populate courses for diploma groups	29/06/09	24/07/09	Courses set up		
104. Set up technology to support environment	27/07/09	04/09/09	Portal set up		
105. Brief and train supporting staff and employers	07/09/09	11/09/09	Staff and employers trained		
106. Run autumn term pilot	14/09/09	11/12/09	Staff and learners using the portal		
107. Students introduced to the portal and the technologies	14/09/09	25/09/09	Learners using the portal and technology		
108. Provide support for staff and learners	14/09/09	11/12/09	Structure in place to support users		
109. Observations of use of technology	28/09/09	20/11/09	Report on classroom activities		
110. Evaluate autumn term pilot	02/11/09	22/01/10	Recommendation for any amendments made to steering group		
111. Run spring term pilot	05/01/10	01/04/10	Staff and learners using the portal		
112. Implement amendments identified in evaluation	25/01/10	19/02/10	Amendments made	Interim Report 10	

**WORKPACKAGE 3 Implementation**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
113. Observations of use of technology	05/01/10	14/05/10	Report on classroom activities		
114. Run summer term pilot	19/04/10	09/07/10	Staff and learners using the portal		
115. Evaluate full year pilot	14/05/10	25/06/10	Phase 3 Evaluation Report	Draft Final Report	

**WORKPACKAGE 4 Evaluation**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 4.0 Evaluation</b>					<b>BJO</b>
<b>Objective: Provide effective evaluation of the project.</b>					
116. Design evaluation plan	12/12/08	19/03/09	Evaluation plan agreed by steering group	Project plan	
<b>Baseline Data</b>					
117. Obtain baseline data	20/03/09	24/04/09	Baseline data collected		
118. Develop initial questionnaires for learners	20/03/09	03/04/09	Questionnaire available		
119. Develop interview plan for tutors and other stakeholders	20/03/09	03/04/09	Interview plan		
120. Administer initial surveys for learners and tutors to collect data	06/04/09	24/04/09	Survey results		
121. Facilitate the set up of blogs (tutors and Learners)	20/03/09	20/04/09	Blogs set-up		
<b>Formative Evaluation – Phase 2</b>					
122. Amend data collection instruments where necessary	27/04/09	08/05/09	Surveys adapted for pilot	Interim Report 10	
123. Develop phase 2 questionnaires for learners	11/05/09	22/05/09	Questionnaire available		
124. Develop phase 2 interview plan for tutors and other stakeholders	11/05/09	22/05/09	Interview plan		
125. Administer phase 2 surveys and focus groups with stakeholders	26/05/09	22/06/09	Survey results		
126. Formative evaluation report phase 2	26/06/09	06/07/09	Phase 2 evaluation report	Interim Report 09	
<b>Formative Evaluation – Phase 3</b>					
127. Amend data collection instruments where necessary	02/11/09	13/11/09	Surveys adapted for pilot	Interim Report 10	

**WORKPACKAGE 4 Evaluation**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
128. Develop phase 3 questionnaires for learners	16/11/09	27/11/09	Questionnaire available		
129. Develop phase 3 interview plan for tutors and other stakeholders	16/11/09	27/11/09	Interview plan		
130. Administer phase 3 surveys and focus groups with stakeholders	30/11/09	08/01/10	Survey results		
131. Formative evaluation report phase 3	11/01/10	22/01/10	Phase 3 evaluation report	Interim Report 09	
<b>Summative Evaluation – Phase 4</b>					
132. Amend data collection instruments where necessary	15/04/10	28/04/10	Surveys adapted for summative evaluation	Interim Report 10	
133. Develop phase 4 questionnaires for learners	29/04/10	13/05/10	Questionnaire available		
134. Develop phase 4 interview plan for tutors and other stakeholders	29/04/10	13/05/10	Interview plan		
135. Administer phase 4 surveys and focus groups with stakeholders	14/05/10	11/06/10	Survey results		
136. Summative evaluation report phase 4	14/06/10	25/06/10	Phase 3 evaluation report	Interim Report 09	
137. Final evaluation	28/06/10	30/07/10	Final evaluation report	Draft Final Report	

**WORKPACKAGE 5 Dissemination**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 5.0 Dissemination</b>					<b>JB</b>
<b>Objective: Provide effective communication about the project both within Lewisham College and with the wider community.</b>					
138. Agree dissemination strategy	03/11/08	27/03/09	Dissemination strategy agreed by steering group	Project plan	
<b>External Dissemination</b>					
139. Investigate and recommend potential external events for presentation	08/02/10	19/03/10	External dissemination plan		
140. Dissemination event held by project for peers in HE and FE	12/07/10	16/07/10	Lewisham College host event to showcase results	Draft Final Report	
<b>Project Website</b>					
141. Set up project website to include project documentation	30/03/09	28/04/09	Website set-up		
142. Set up project blogs and link from website	30/03/09	28/04/09	Blogs available on website		
143. Evaluation of Phase 2 (Development and Testing) available on project website	06/07/09	17/07/09	Report on website		
144. Formative Evaluation Report - Phase 3 (Implementation) available on project website	25/01/10	05/02/10	Report on website		
145. Summative Evaluation Report - Phase 4 (Implementation) available on project website	28/06/10	09/07/10	Report on website		
146. Final Project report available on project website	01/11/10	10/12/10	Report on website		

**WORKPACKAGE 5 Dissemination**

Work package and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>Internal Dissemination</b>					
147. Launch project to SBC diploma team	05/01/09	06/01/09	School meeting		
148. Presentation within SBC of mini case studies outlining process and results of phase 2	13/07/09	17/07/09	School update during learning days		
149. Presentation of initial Diploma in IT Portal during College learning days	13/07/09	17/07/09	College update during learning days		
150. Presentation of first term results to SBC	04/01/10	05/01/10	School update during learning days		
151. Presentation of pilot results during College learning days	12/07/10	16/07/10	College update during learning days	Draft Final Report	

## Appendix C. Project Teams & Workgroups

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<b>Steering Group</b>	
Patricia Forrest (Chair)	Head of eLearning & Innovations (Project Director)
Jo Burbidge	Projects & Innovations Manager (Project Manager)
Steve Stallard	Deputy Head of School of Business & Computing
Tascha Stockbridge	Programme Area Leader – Computing 16-18
Sharon Muncie	Programme Area Leader – Higher IT Studies
David Talbot	Head of Business Systems Development
Debbie Haddow	Head of New Technologies
Geoff Davison	Acting Head of Learner Services
Glennys Hughes-Jenkins	Head of School of Business & Computing
Gareth Heatley	Director of eLearning – Bonus Pastor

<b>Electronic Library Systems Workgroup</b>	
Geoff Davison (Chair)	Acting Head of Learner Services
Julian Roland	Learning Resource Manager
David Talbot	Head of Business Systems Development
Alex Devare	NT Operational Manager

<b>VLE Workgroup</b>	
Jo Burbidge (Joint Chair)	Projects & Innovations Manager (Project Manager)
Angela Jay (Joint Chair)	eResource Manager
Geoff Davison	Acting Head of Learner Services
David Talbot	Head of Business Systems Development
Alex Devare	NT Operational Manager
Tascha Stockbridge	Programme Area Leader – Computing 16-18

<b>e-Portfolios Workgroup</b>	
Angela Jay (Joint Chair)	eResource Manager

Rob Henry	Lecturer – School of Performing Arts
Steve Stallard	Deputy Head of School of Business & Computing
Tascha Stockbridge	Programme Area Leader – Computing 16-18

<b>e-ILP Workgroup</b>	
Mark Young (Joint Chair)	Quality Manager
Patricia Forrest (Joint Chair)	Head of eLearning & Innovations (Project Director)
Jayne Morgan	Head of Quality
Jo Burbidge	Projects & Innovations Manager (Project Manager)
Geoff Davison	Acting Head of Learner Services
Steve Stallard	Deputy Head of School of Business & Computing
David Talbot	Head of Business Systems Development

<b>Video Conferencing Workgroup</b>	
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Jo Burbidge	Projects & Innovations Manager (Project Manager)
Beverley Owens	eResource Manager
Sharon Muncie	Programme Area Leader – Higher IT Studies
Sandra Fernando	Lecturer – School of Business & Computing
Debbie Haddow	Head of New Technologies
Myron Agyiri	Multimedia Developer

<b>Web 2.0 Workgroup</b>	
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Jo Burbidge	Projects & Innovations Manager (Project Manager)
Beverley Owens	eResource Manager
Debbie Haddow	Head of New Technologies
Andy Wicks	Lecturer – School of Business & Computing

<b>Mobile Devices</b>	
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Beverley Owens	eResource Manager
Tascha Stockbridge	Programme Area Leader – Computing 16-18
Jane Teh	Lecturer – School of Business & Computing
Debbie Haddow	Head of New Technologies

<b>Streaming Media</b>	
Angela Jay (Chair)	eResource Manager
Julian Roland	Learning Resource Manager
John West	Senior Network Technician