



JISC Project Plan

Overview of Project

1. Background

1.1. Rationale

*UsPaCe will allow learners to take more control of what they feel will help them. They will be able to personalise their learning experience using the **iGoogle** interface which will allow the selection of channelled material that they feel is relevant. Material might come from tutors or from social tagging using **Del.icio.us**. As learners will be undertaking work based learning, their flexibility, in terms of the amount and timing of opportunities to engage in learning activities will be influenced by work commitments. **Mediawiki** will provide a space for asynchronous collaborative working with peers. **ELGG** will be used to enable support from peers and from learners who have already progressed to Honours degrees. Allowing graduates from Foundation degrees to maintain a connection with the world of education would benefit both them and existing learners as they would be able to keep abreast of learning opportunities and offer the benefit of their experience.*

UsPaCe will primarily support learners in work based learning whilst undertaking Foundation Degrees. As a group, they have different learning and support needs partly as a function of their generally non-traditional routes to HE and partly because of the differing nature of delivery between Foundation and Bachelor degrees. As it is not tied to any institution's learning delivery platform, UsPaCe will facilitate a smoother progression between the two. For this reason the project will pilot the above with six modules in four of its partner FECs. Tutors at both types of institution will need to be enabled to select and channel potentially useful learning content to learners, as well as supporting them through the social networking component (ELGG). This project will mine existing content from the HEFCE FDTL 3 funded SPAT project¹, and the JISC funded SHELL-FISH² and SURF WBL³ projects as well as encouraging contributions from partners.

A significant challenge for Foundation degrees identified by the University of Plymouth Colleges (UPC) partnership is finding sufficient workplace mentors. One method of alleviating this problem is to enable existing, committed mentors to support more learners. UsPaCe will specifically seek to make available support materials, such as the support materials developed by the SURF WBL project, and pilot the use of social networking as a means of supporting this group by FEC tutors.

The project team believe that the integration of these Web 2.0 technologies would be an important development in eLearning as it will build on learners' use of applications with which they are already comfortable and familiar. It will not be yet another online environment with which they will have to get to grips. Furthermore, this model would overcome many of the difficulties in providing cross-institutional delivery and seamless lifelong learning environments. The UsPaCe project has identified what it believes to be core functionality for supporting Foundation degree students, but it could be extended to add more services and/or to address the needs of other groups of learners.

1.2. Institutional Value

To find bid partners and to encourage collaboration between those who have come forward, this bid has been developed in a virtual Community of Practice. Others who have not wished to become involved have been able to 'lurk' to gain an insight into the bid conception, development and writing process.

¹ www.spat.ac.uk

² www.shell-fish.org.uk

³ <http://www.staffs.ac.uk/COSE/SURFWBL/>

In 2003 the University of Plymouth introduced a unique organisational structure for its partnership, built around a new UPC Faculty, University of Plymouth Colleges. One of the largest and longest established *HE in FE* partnerships in the country, it has quickly established policies, a management structure and quality processes that recognise the importance of shared responsibility and open relationships between the partners. It brings together the strengths of an increasingly research-informed University with the local and vocational focus provided by FE colleges across the South West. The UPC partnership currently has some 8,500 students undertaking 230 HE programmes at 18 college sites and over the last fifteen years, has developed a genuinely collaborative approach to ensuring high quality learning for all HE students.

The UsPaCe project will assist UPC to provide learners with access to the best possible learning experience. There is a need to share good practice and make learning materials available to students in a manner which places their needs at the heart of their learning experience, in both the college and work based learning environments. UsPaCe will allow learners to transfer relevant materials between institutions that could come part of a later portfolio. The lessons learned in delivering and using a tool such as UsPaCe across a network of colleges would be easily transferable to other partnerships within the HE and HE in FE sector.

Cornwall College sees the needs of employers as key to its strategic development, as detailed in its 2007-10 Strategic Plan, with Work Based Learners identified as a priority student group at HE level. Underpinning the strategic plan are commitments to continue the enhancement of IT systems to support and develop Work Based Learners' experiences and to continue increasing flexibility in HE delivery. The College's track record of flexibility, innovation and high customer satisfaction provides a sound springboard from which to develop this work, with ensuring high quality provision being the highest priority for the College's development.

City College is committed to using ILT to enhance the learning experience on its courses, improving the quality of provision and developing students' skills and understanding of the use of new technologies. The increasing use of eLearning has been highlighted as a key strength and the college's Strategic Plan 2006/07-2008/09 aims to further improve the quality of teaching and learning through an increased use of eLearning. This project will support its collaborative work with employers to design appropriate HE provision, in particular supporting developments in online delivery and support through eLearning technologies.

1.3. Contribution to the programme and JISC community

UsPaCe would contribute to JISC's eLearning Programme by:

- Creating and evaluating eLearning methodologies which can improve the quality of learning for students involved in lifelong learning
- Exploring the use of virtual Communities of Practice in supporting learners and tutors using.
- Create a resource which is suitable for use HE in FE as well as in HE, and which can follow the learner progressing to HE or employment
- Providing the learner with an personalised learning experience
- Involving multiple academics as module leaders
- Facilitating the uptake of eLearning across several institutions, who are part of UPC. to support widening participation, work place learning, flexible delivery and personalised learner experiences;
- Producing evidence and in-depth lessons learned on the cross institutional use of technology to support lifelong learners,

UsPaCe also links to a number of the JISC priorities: assessment; e-PDP/e-Portfolio (as the learner's outputs can form part of a learner record); Collaboration and Discussion as the project will form a user community to share and discuss issues. The DfES' and HEFCE's emphasis on widening participation is also served as Foundation degree learners tend to have travelled non-traditional routes to HE.

The functionality provided will assist the JISC community in the development of the eLearning framework. It actively promotes links between colleges and universities and supports learning across

different organisations. UsPaCe has identified an effective approach to eLearning practice which is also an example of best practice in terms of pedagogy, technology and learning. UsPaCe will promote both good and innovative practice in the area of feedback to learners and help embed the promotion of and recording key skill development across each learner's lifelong learning.

2. Aims and Objectives

Aims and objectives

The Objectives of UsPaCe are to:

- Develop the UsPaCe activity space using **iGoogle** and:
 - Del.icio.us**: web site which enables collecting, notating and sharing of useful web pages;
 - ELGG**: open source social networking platform with eportfolio capabilities. ELGG will provide e-portfolio space and blogging facilities to allow employers and tutors to comment , enhance and feedback on e-portfolios;
 - Mediawiki**: software which allows web pages to be created and edited collaboratively and can be interfaced with ELGG to provide community workspace.
- To enable:
 - Social Tagging via Del.icio.us
 - Group work and community formation via ELGG;
 - Social networking via ELGG;
 - Resource sharing via Mediawiki and Del.icio.us;
 - Resource creation via Mediawiki and Del.icio.us;
 - ePortfolio creation via ELGG.
- Develop the user access space using iGoogle to allow users to create a personalised learning experience. This personalised learning experience may also be accessed using mobile technologies;
- Develop tutor support materials on the use of UsPaCe;
- Host outputs from the activity space within the HELP CETL repository;
- Tailor and repackage existing content e.g. from SURF WBL and SPAT as UsPaCe support materials;
- Develop suitable iGoogle Gadgets based on user needs;
- Include relevant resources from the HELP CETL and other CETLs;
- Ensure suitable outputs are placed on JORUM.

3. Overall Approach

The UsPaCe project is divided into **8** work packages (WP)

- WP1 Project Management
- WP2 System Development
- WP3 Review and repurposing of learner and mentor support
- WP4 Repository usage
- WP5 Tutor support
- WP6 Piloting
- WP7 Pedagogic and Usability Evaluation
- WP8 Dissemination.

WP1 Project Management

Please see Section 12.

WP2 System Development

This WP will be lead by the System Development PAD.

- User needs analysis will be undertaken based on:

- existing data from user needs analysis from the Shell-fish⁴ and Shell-fish 2⁵ Del Tools projects;
- latest national data informed by the LEX project⁶ and projects funded under JISC circular 05/06: Learner experiences of eLearning⁷;
- focus groups of learners and tutors at all participating colleges.
- A System Design process will be undertaken consisting of:
 - Wire framing based on focus groups to form UsPaCe design.
 - Format definition for all materials.
- System Production, roll-out of UsPaCe, expert walkthrough.
 - Web 2.0 installation and commissioning of ELGG and Mediawiki and associated themes, Formation of Del.icio.us network
- iGoogle Gadget development with development based on user needs. JAVA development, and user and device testing.
- 3rd party iGoogle Gadget assessment, Review of suitable 3rd party Gadgets. Recommendations for inclusion in UsPaCe.

WP3 Review and repurposing of learner and mentor support

This WP will be lead by the Content and Support PAD.

It will be necessary to identify a range of existing resources and group them into a set of resources This material may be linked to external resources which will require identification by the project.

- Review and repurpose SURF WBL material⁸ for learner and mentor support.
- Review and repurpose of HELP CETL⁹ and other CETLs material for learner and mentor support.
- Review and repurpose of SPAT¹⁰ material for learner and mentor support.
- Development of UsPaCe support materials for all users.

WP4 Repository usage

This WP will be lead by the Content and Support PAD and will:

- Develop Strategy and processes for using the HELP CETL repository
- Develop Strategy and processes JORUM usage.

WP5 Tutor support

This WP will be lead by the Content and Support PAD:

- A Tutor User Community will be established.
- A Tutor support process will be established to assist with the roll-out of UsPaCe to the learner groups.
- On-going Tutor support, both virtual and physical, will be provided for the lifecycle of the project.

WP6 Piloting

This WP will be lead by the Piloting PADS based at Cornwall College and City College Plymouth.

- A Learner User Group will be established.
- Pilot 1 will take place at Cornwall College Camborne with 26 students studying an FdSc in Healthcare Practice.
- Pilot 2 will take place at Falmouth Marine School (part of Cornwall College) with 12 students studying an HNC in Integrated Contingency Management.
- Pilot 3 will take place at Cornwall College Camborne with 16 students studying an FdA in Health & Social Sciences.

⁴ http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/deletshellfish.aspx

⁵ http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/etools2.aspx

⁶ http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_lex.aspx

⁷ http://www.jisc.ac.uk/fundingopportunities/funding_calls/2006/10/circular0506_learner_experiences.aspx

⁸ <http://www.staffs.ac.uk/COSE/SURFWBL/>

⁹ <http://www.help-cetl.ac.uk>

¹⁰ <http://www.spat.ac.uk>

- Pilot 4 will take place at The Centre for Sheltered Housing Studies, Worcester (part of Cornwall College) with 19 students studying an FdSc in Housing with Support.
- Pilot 5 will take place at City College Plymouth with 20 students studying an FdA in Public Services.
- Pilot 6 will take place City College Plymouth with 20 students studying and FdSc in Software Development and Software Engineering.

WP7 Pedagogic and Usability Evaluation

This WP will be lead by the Pedagogic and Usability Evaluation PAD.

- Pedagogic value will be evaluated by tutors, learners and any other stake holders in relation to, amongst other issues, UsPaCe's role in achieving learning outcomes.
- This WP will link to the pilots to evaluate usability and pedagogic usefulness. The usability testing will look at practical issues such as navigation, page structure and logical progression through tasks.
- The pedagogic evaluation will employ a number of methods to capture this data, including confidence logs, questionnaires, interviews and focus groups. The findings will be used to support the iterative development of UsPaCe.
- User Testing to include testing with focus groups based on predefined tasks, usability testing, desktop and mobile device testing – this links with WP7 Pedagogic and Usability Evaluation.

WP8 Dissemination

This WP will be led by the Project Co-ordinator. A range of dissemination activities will occur with the main targets being:

- 1 dissemination for awareness;
- 2 dissemination for understanding;
- 3 dissemination for action.

The key principles which will drive the dissemination activity include:

- starting the dissemination process early by involving users in the design and testing of UsPaCe;
- using a variety of methods to reach end users, including a recognition that time spent with end users is crucial to effective embedding.

The outcomes of the project will be available to institutions within the UPC network and all HEIs and FECs. Institutions will be encouraged to take up the project outcomes because the best practice will be 'packaged' to include:

- best practice collated from a range of departments, faculties and colleges;
- case studies of the use and implementation of this best practice;
- implementation strategies and staff development resources.

Dissemination processes will also endeavour to include:

- the publication of academic papers;
- the development of UsPaCe communities;
- workshops at learning and teaching conferences.

4. Project Outputs

The deliverables of UsPaCe will be:

- Six pilots demonstrating the use of eLearning to support cross-institutional delivery of lifelong learning where the pilots will involve a number of academic staff and WBL mentors, a range of students on different modules.
- A case study and use cases will be produced for each pilot.
- An evaluation report which will analyse areas in which the project has been more and less successful, highlighting the implications and challenges of implementing eLearning to support cross-institutional delivery of lifelong learning using the UPC partner colleges as an example but the outcomes will be applicable across the sector.

- An evaluation of learners' experiences of using these Web 2.0 technologies, and of its influence on learning.
- An evaluation of the tutors' and mentors' experiences of using these Web 2.0 technologies, and of its influence on practice.
- All tools developed, such as the iGoogle gadgets, will be made freely available to the community via the project website.
- Suitable outputs will be placed in Jorum.

5. Project Outcomes

UPC Partnership Outcomes

- increased awareness of Web2.0 technologies
- increased awareness of WBL support materials
- encourage sharing of materials across the partnership
- introduce the idea of reuse of materials
- awareness of learners experience and staff needs

University of Plymouth Outcomes

- show the university what is going on in UPC
- create an exemplar of a possible way forward for the university.

Sector Outcomes

- increased awareness of Web2.0 technologies for FE and HE
- increased awareness of WBL support materials
- access to UsPaCe materials via JORUM

6. Stakeholder Analysis

| Stakeholder | Interest / stake | Importance |
|----------------------------|---|------------|
| Workbased mentors | Support required for pilots. Impact on student support. | High |
| UPC – teachers | Impacts on teaching, assessment and support of learners, mentors and employers for WBL during FD work placements. Support and participation required for pilots. Knowledge of Web2.0 technologies in Teaching & Learning. | High |
| Dean of UPC | Furthering UPC policies and profile on eLearning, widening participation and WBL | High |
| Heads of partner colleges | Furthering FEC policies and profile on eLearning, widening participation and WBL | High |
| Employers | Support required for pilots. Impact on student support | High |
| Partner college students | Support required for pilots. Project will impact on the learning experience and expose the students to Web2.0 and portfolio tools | High |
| UPC Learning Technologists | Opportunities for dialog and collaboration and the sharing of good practice. | Medium |
| HELP CETL community | Opportunities for dialog and collaboration and the sharing of good practice. | Medium |

| | | |
|-----------------------------|---|--------|
| National HE in FE community | Opportunities for dialog and collaboration and the sharing of good practice.. | Medium |
| National HE in FE community | Awareness of project | Medium |
| Other JISC projects | Lessons learned | High |

7. Risk Analysis

This project is primarily an innovative blending of existing but discrete technological applications to create a pedagogically driven framework for student collaboration, reflection and support. The core of the project team has previously worked with each other successfully and the majority of staff have been identified or are in place to commence work on the project once funding is secured. Frequent user testing and evaluation will be used to ensure that the project does not deviate from its intended outcomes.

| Risk | Probability (1-5) | Severity (1-5) | Score (P x S) | Action to Prevent/Manage Risk |
|---|-------------------|----------------|---------------|---|
| Staffing | 2 | 3 | 6 | Staff are identified and are in post. Key staff are experienced and can support an RA and can take over each other's role if required. Experienced staff are seconded from within the institution Regular project team meetings and communication to minimise impact |
| Timing of study limits student participation | 3 | 3 | 9 | Involvement of Module staff will be critical to ensure embedding |
| Low student engagement | 3 | 4 | 12 | Close monitoring and support; Running multiple pilots spreads the risk |
| Lack of communication | 2 | 5 | 10 | Project community on the HELP CETL Knowledge Management System Regular team meetings and full and prompt distribution of notes made; key project documents stored in central repository accessible to all team members; regular review of progress and objectives. |
| Project outcomes fail to match expectations of partners | 2 | 3 | 6 | Close and regular communication; open team meetings; regular update community |
| Scope of project over-ambitious | 2 | 3 | 6 | Regular reviews of progress . Communication with JISC Programme Manager to review scope. |
| Lack of participation of tutors | 1 | 5 | 5 | Buy-in from staff from the start. Collaboration agreement is nearly completed |
| Changes or updates to UPC blended learning policy | 1 | 5 | 5 | Involvement of UPC Blended Learning Coordinator |
| Infrastructure unable to support technology | 2 | 5 | 10 | Outsourced hosting to a commercial contractor with experience of similar developments |
| External suppliers | 1 | 5 | 5 | Involvement with the commercial |

| | | | | |
|---|---|---|---|--|
| fails to deliver. | | | | contractor in the planning and design stages |
| Lack of web access for learners / employers | 1 | 5 | 5 | Ensure that all potential learners and employers have web access; facilitate access through college campus if necessary. Access also by mobile devices |
| Legal | 1 | 4 | 4 | Draw on University and JISC Legal support. Engagement with the Web2Rights project. |

8. Standards

| Name of standard or specification | Version | Notes |
|---|-------------|------------------------------------|
| GNU Public License http://www.gnu.org/copyleft/gpl.html#SEC1 | Version 2 | Licence for latest version of Elgg |
| WCAG http://www.w3.org/WAI/ | 1.0 | Web Accessibility |
| GNU Public License http://www.gnu.org/copyleft/gpl.html#SEC1 | Version 1.2 | License for Mediawiki |
| RSS | 2 | |
| XML | | For iGoogle gadgets |
| Javascript | | For iGoogle gadgets |

9. Technical Development

The project is not specifically concerned with major technical developments as it is about developing a needs analysis and a design process in conjunction with stakeholders and providing them with a solution based on Web2.0 technologies.

As such, existing solutions will be used as a core to include ELGG, Mediawiki, Del,ico.us and iGoogle. Suitable iGoogle gadget will be developed using Javascript and XML. The technical development will be use-case driven to outline the key requirements for the project and will be risk aware to ensure the technical risks are tackled early. All technical developments carried out by this project will be made freely available to the wider community.

10. Intellectual Property Rights

Project outputs will be made available, free at the point of use, to the UK HE and FE communities in perpetuity, and they will be disseminated widely by the project in partnership with JISC, and through other eLearning network organisations. The project team have experience of working with the within the JISC quality plan framework.

Software components of the deliverables will be released under appropriate open source licences to ensure that they be freely shared with organisations and communities with which JISC has close working arrangements. All software that is developed will be made available free of charge to the education community in perpetuity and all code developed will be made available through open source models. Outputs will be licensed under an Open Source agreement that promotes their reuse.

Project Resources

11. Project Partners

| Name | Institution | Role in UsPaCe | Previous experience |
|-------------------------------|---|---|---|
| Ali Press | Cornwall College | CC Piloting PAD | HE ELearning Champion |
| Lianne Coleman | City College Plymouth | CCP Piloting PAD | Head of Partnership Development |
| Ruth Berrata/ Emma Reed | Cornwall College | Module Leader | Programme coordinator |
| Celia Webster/ Judith Mann | Cornwall College | Module Leader | eLearning Champion, Cornwall College HELP CETL Award holder |
| David Warren | Falmouth Marine school | Module Leader | HE Curriculum Manager |
| Mark Chislett | Centre for Sheltered Housing Studies | Module Leader | Blended Learning Coordinator |
| James Tinsley | City College Plymouth | Module Leader | Programme coordinator |
| Sue Atkinson | City College Plymouth | Module Leader | HELP CETL Award holder |
| ICO ³ | ICO ³ , UoP spin-out company | Technical Development, Coding, Hosting, web 2.0 development | As well as providing services to a range of academic organisations - including Action on Access, TechDis and SEDA – ICO ³ also provide services to a range of smaller academic projects and interests. In total they have over 500 different clients and have worked on the JISC funded Shellfish and Shell projects |

All academic partners involved in the UsPaCe project are part of University of Plymouth Colleges and as such have entered into an Academic Co-operation Agreement. The partnership consists of Cornwall College (including Falmouth Marine School and the Centre for Sheltered Housing Studies), City College Plymouth, the Higher Education Learning Partnerships CETL and University of Plymouth Colleges (UPC) Faculty. Part of the South West LLN is also run through UPC thus allowing them to participate in this project. If the UsPaCe project is funded all partners have agreed to implement a Consortium Agreement based on the JISC template¹¹ in addition to the UPC Academic Co-operation Agreement

UsPaCe will be informed by current partnership strategies and can inform the further development or implementation of these strategies via routes such as the established Subject Forums, Communities of Practice supported by the HELP CETL and Joint Boards of Study.

The support of WBL learners and mentors is a theme identified both locally and across the region and is also an area being investigated by Development Activities within the HELP CETL and UsPaCe will complement with work being undertaken by the CETL. The process of writing this bid was facilitated by the Blended Learning Community of Practice implemented by UPC and supported by the HELP CETL and is based on feedback obtained from partner colleges on possible strategic directions and user experiences from the JISC funded Shellfish projects and UPC Blended Learning activities.

¹¹ http://www.jisc.ac.uk/media/documents/funding/project_management/consortium_agreements.pdf
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12. Project Management

This WP will be led by the Project Coordinator using a model successfully employed in the Shellfish and Shellfish 2 JISC projects.

- The project consists of five sub-areas: (1) System Development; (2) Content and Support; (3) Piloting in Cornwall College; (4) Piloting in City College Plymouth; (5) Pedagogic Evaluation. Figure 2 illustrates the management structure.
- Project Academic Directors (PADs) will be assigned to lead each sub-area, the Project Coordinator will interface between the PADs.
- A Project Management Group (PMG) consisting of the PADs and relevant project staff will be responsible for overseeing strategy, operation and monitoring of UsPaCe. The PMG will meet at regular intervals and will be chaired by the Dean of the University of Plymouth Colleges (UPC) faculty. The HELP CETL's regional videoconferencing infrastructure will be used when applicable.

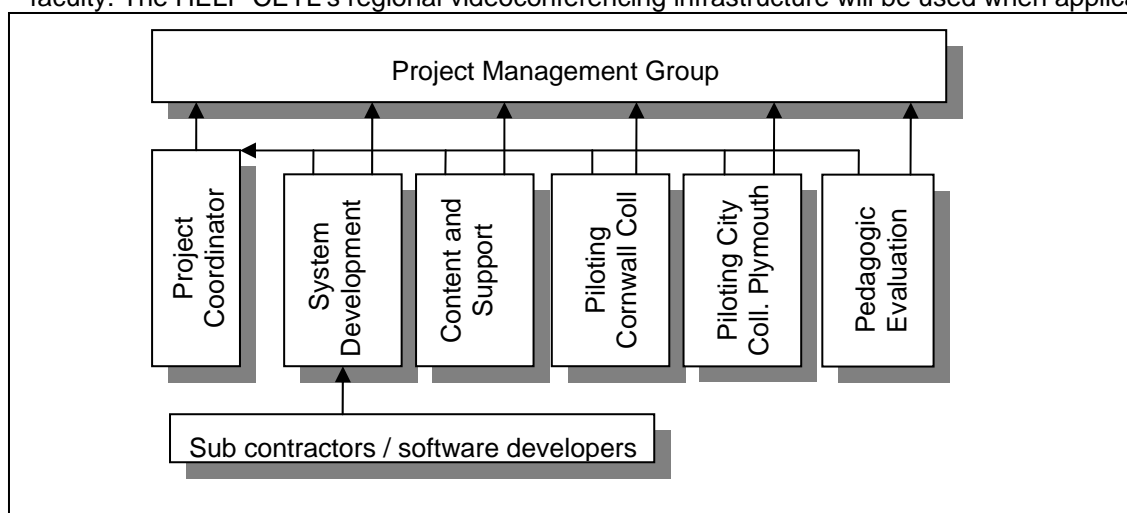


Figure 2. Project Management Structure.

| Name | Institution | Role in UsPaCe | Previous experience |
|----------------------------|-----------------------------|-------------------------------------|--|
| Dr Neil Witt | UPC/HELP CETL | Project Director | Technical Director HELP CETL, Project Director Shell-fish and Shell-fish 2, JISC Emerge project member, Project Academic Director SPAT project. Successfully run over 35 funded IT and education research projects. University Teaching Fellow |
| Dr Anne McDermott | UPC/HELP CETL | Project Director/ Evaluation PAD | Research Fellow HELP CETL, Project Management Shell-fish and Shell-fish 2, JISC Emerge project member. University Teaching Fellow |
| Rob Stillwell | UPC/HELP CETL | Technical Development | Senior Learning Technologist |
| Mike Peters | HELP CETL /Cornwall College | Technical Development | ICT Developer HELP CETL |
| Julie Johns | UPC | Blended Learning Liaison | Blended Learning Coordinator for UPC |
| Ali Press | Cornwall College | CC Piloting PAD | HE ELearning Champion |
| Lianne Coleman | City College Plymouth | CCP Piloting PAD | Head of Partnership Development |
| Ruth Berrata/ Emma Reed | Cornwall College | Module Leader | Programme coordinator |
| Celia Webster/ | Cornwall College | Module Leader | eLearning Champion, Cornwall College |

| | | | |
|---------------|--------------------------------------|---|--|
| Judith Mann | | | HELP CETL Award holder |
| David Warren | Falmouth Marine school | Module Leader | HE Curriculum Manager |
| Mark Chislett | Centre for Sheltered Housing Studies | Module Leader | Blended Learning Coordinator |
| James Tinsley | City College Plymouth | Module Leader | Programme coordinator |
| Sue Atkinson | City College Plymouth | Module Leader | HELP CETL Award holder |
| ICO3 | ICO3, UoP spin-out company | Technical Development, Coding, Hosting, web 2.0 development | As well as providing services to a range of academic organisations - including Action on Access, TechDis and SEDA – ICO3 also provide services to a range of smaller academic projects and interests. In total they have over 500 different clients and have worked on the JISC funded Shell-fish and Shell projects |

13. Programme Support

Advice and guidance will be sought from the programme manager, as required. Members of the project team will attend programme meetings and other JISC events. The project manager is a member of the EMERGE community and has access to expertise and experience from this community

14. Budget

See Appendix A

Detailed Project Planning

15. Workpackages

See Appendix B

16. Evaluation Plan

| Timing | Factor to Evaluate | Questions to Address | Method(s) | Measure of Success |
|---|----------------------------------|------------------------------|--------------------------|---------------------------------------|
| At regular project management meetings | Project progress | Is project on track | discussion | Compliance with project plan |
| At the end of each work package | Work package progress | Has the output been achieved | Detailed in project plan | Quality test laid out in project plan |
| Before pilots, and when new gadgets are available | System production (iGoogle page) | Functionality | Expert walkthrough | Signed off for piloting |

| | | | | |
|--|---------------------------|----------------------------------|-------------------------------------|---|
| Ongoing as new materials are completed | Learner support materials | Relevance of material | Focus groups and community feedback | Data to contribute to dissemination outputs |
| At end of each pilot | Pedagogic value | Derived from user needs analysis | Focus groups | Data to contribute to dissemination outputs |
| At end of each pilot | Ease of use | Derived from user needs analysis | usability testing | Data to contribute to dissemination outputs |

17. Quality Plan

| Output Timing | Quality criteria | QA method(s) | Evidence of compliance | Quality responsibilities | Quality tools (if applicable) |
|---|---|-------------------------------------|-------------------------------|---------------------------------|--------------------------------------|
| As appropriate, as information will be gathered throughout this process | Six pilots demonstrating the use of eLearning to support cross-institutional delivery of lifelong learning where the pilots will involve a number of academic staff and WBL mentors, a range of students on different modules | User feedback, tracking, confidence | Case studies Use cases | Project manager | None |
| Ongoing and culminating in the final report | Evaluation which will analyse areas in which the project has been more and less successful, highlighting the implications and challenges. | Analysis of project | Evaluation report | Project manager | None |
| Ongoing, with data obtained from confidence logs, focus groups and usage analysis | An evaluation of learners' experiences | Analysis of experience | Document | Project manager | None |
| When appropriate | Reports for publication | Peer review | Publication | Project manager | None |
| Ongoing, with data obtained | An evaluation of the tutors' and mentors' | Analysis of experience | Document | Project manager | None |

| | | | | | |
|---|------------------------------|---------------|-----------------------------------|-----------------|----------------------|
| from confidence logs, focus groups and usage analysis | experiences | | | | |
| On deployment of tools | System tools | User feedback | Technical standards and usability | Project manager | Standards compliance |
| As appropriate | System related documentation | Project team | Document | Project Manger | None |

See also Appendix D for the quality tests used for each work package

18. Dissemination Plan

| Timing | Dissemination Activity | Audience | Purpose | Key Message |
|--------------------------|--|--|---|---|
| 25-10-2007 | Page on JISC website | JISC community | Project Dissemination | Our perspective |
| as opportunities present | Present papers and case study | Wider education community | Share experiences | What we did, what we found |
| 01-11-2007 | HELP CETL newsletter | UPC community | Awareness raising | How we are progressing |
| 01-12-2007 | University newsletter | University community | Awareness raising | HE in FE are doing this – so could the you |
| 10-10-2007 | Website including BLOG | General public and HE and FE community | Awareness raising and report on progress | Pass on lessons as we learn them |
| 10-10-2007 | Facebook Group | General public and HE and FE community | Awareness raising and report on progress | How we are progressing |
| 01-11-2007 | Topic in UPC knowledge management system | UPC community | Awareness raising and to keep partner colleges up to date | This is how we manage and work on a big project |

See also Appendix D.

This project will provide a valuable insight into the eLearning activity and methodologies of HE in FE students. The information gained will be able to inform practice across the sector and ensure that the eLearning delivery of Foundation Degrees and progression to Honours Degree is more able to meet the expectations of their students. It is anticipated that institutions will be able to plan their delivery around suitable technology as a result of this work. Outcomes will also complement work undertaken in the JISC phase one eLearning programme and subsequent projects funded under JISC circular 05/06 Learner experiences of eLearning¹².

The implications for institutions raised from the case studies will help develop recommendations for policy, practice and further research and the project will contribute to building shared understanding related to students' use of technology for learning. The comparisons between tutor and student

¹² http://www.jisc.ac.uk/fundingopportunities/funding_calls/2006/10/circular0506_learner_experiences.aspx
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attitudes to technology will assist in developing in practice in supporting students by considering their expectations and needs

Dissemination is a fundamental component of this project in order that the outcomes will have a significant impact on the HE in FE and HE communities. Dissemination will commence from the initial stages in order to raise the sector's awareness of the aims and objectives of the project. The Principal Investigators of the project also working with the HELP CETL, and as such are able to access the HE in FE community as well as disseminating through CETL publications such as the newly formed British Journal of HE in FE (BJHEinFE).

Appropriate dissemination routes will be identified throughout the lifespan of the project and will include:

- Project website for awareness raising
- Relevant conferences such as ALT-C to reach the academic research community
- HE subject centre events to reach subject practitioners
- Internal UPC conferences to reach the institutional decision makers
- Foundation Degree Forward and HELP CETL events to reach the HE in FE practitioners and policy makers
- Submission to the FDF *forward* publication
- Events with other suitable CETLs (such as Foundation Direct)
- Collaboration with the HEA for the dissemination of workshops and briefing papers
- Regular project updates in the BJHEinFE
- Peer reviewed papers to be submitted related to the project findings and the methodology employed.
- Attend relevant JISC-CETIS special interest groups and other appropriate meetings.

Evaluation is embedded throughout the project and the project will be reviewed and monitored by the Project Management Group

19. Exit and Sustainability Plans

| Project Outputs | Action for Take-up & Embedding | Action for Exit |
|--|---|---|
| UsPaCe community on the HELP CETL Knowledge Exchange Network | Over 200 staff are KEN members and will be able to view and join this community | This will continue for at least the life of the CETL – sustainability of KEN is being addressed elsewhere |
| Training and support materials; workflows | Promotion to Faculty, Joint Boards of Study, KEN communities etc. | Place in the JORUM and UPlaCe repository |
| Resources and materials | Promotion to Faculty, Joint Boards of Study, KEN communities etc. | Place in the JORUM and UPlaCe repository |
| Website | Maintain for 3 years beyond project | PM to ensure all deliverables are listed and directed to |
| Project Reports | Promotion through conferences etc | Archived on website and placed in repositories |
| Embedding strategy | Promotion to Faculty, Joint Boards of Study, KEN communities etc. | Archived on website and placed in repositories |

It is envisaged that UsPaCe will be used in an HE in FE context by the partner colleges after the piloting process in complete. An embedding strategy will be developed after the piloting process and presented to both UPC and the University of Plymouth.

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Due to the piloting taken place across two academic years (Jan 2008-July 2008 and September 2008 – March 2009) the project will ensure there are sufficient internal resources and materials in place to support tutors and learners until the end of the 2008/09 academic year as it will be unrealistic to expect users to discontinue usage at the end of the funding period. Project outcomes will be sustained for the use of the sector for at least 12 months after the end date of funding by the use of JORUM for suitable outputs and the project website will be managed by the HELP CETL once the funding period is over.

| Project Outputs | Why Sustainable | Scenarios for Taking Forward | Issues to Address |
|---|--|---|--|
| Resources and materials including ELGG installation | Useful beyond life of project and must be maintained for at least 1 year | Place in JORUM and UPlaCe repository. Maintained by HELP CETL | Assignment of role to promote and support deposition of material, cataloguing etc. |
| Website | Supported to 2010 | Maintained by HELP CETL | none |
| iGadgets | Useful beyond life of project and must be maintained for at least 1 year | Code to be made publicly available; Maintained by HELP CETL. | Place on website |

Appendix A. Project Budget



JISC Project Project Plan Budget Template

Before completing this template please note:

- Fill in the information for the header, e.g. project acronym, version, and date.
- Text in italics is explanatory and should be deleted in completed documents.

| Directly Incurred Staff | Apr 07– Mar 08 | Apr 08– Mar 09 | TOTAL £ |
|--|----------------|----------------|-----------------|
| Post, Grade & % FTE | £ | £ | £ |
| Learning Technologist | | | |
| Research Assistant | | | |
| Cornwall Co-ordinator | | | |
| City College Co-ordinator | | | |
| 6 Module Leaders | | | |
| Total Directly Incurred Staff (A) | £43,677 | £92,755 | £136,432 |
| Non-Staff | | | |
| Travel and expenses | £2,900 | £5,800 | £8,700 |
| Hardware/software | £12,900 | £3,600 | £16,500 |
| Dissemination | £ | £ | £ |

Appendix B. Workpackages



JISC WORK PACKAGE

Before completing this template please note:

- *The Project Management Guidelines have detailed instructions for preparing project plans and work packages..*
- *Please expand tables as appropriate.*
- *Fill in the information for the header, e.g. project acronym, version, and date.*
- *Text in italics is explanatory and should be deleted in completed documents.*

| WORKPACKAGES | Mon th | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | |
|--|-------------------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|--|
| | | O | N | D | J | F | M | A | M | J | J | A | S | O | N | D | J | F | M | |
| 1: Project Management | | | | | | | | | | | | | | | | | | | | |
| 2: System Development | | | | | | | | | | | | | | | | | | | | |
| 3: Review & Repurpose Learner/mentor support | | | | | | | | | | | | | | | | | | | | |
| 4: Repository Usage | | | | | | | | | | | | | | | | | | | | |
| 5: Tutor Support | | | | | | | | | | | | | | | | | | | | |
| 6: Piloting | | | | | | | | | | | | | | | | | | | | |
| 7: Pedagogical & Usability Evaluation | | | | | | | | | | | | | | | | | | | | |
| 8: Dissemination | | | | | | | | | | | | | | | | | | | | |

Project start date: *1st October 2007*

Project Acronym: UsPaCe
 Version: 0.5
 Contact: Dr Neil Witt
 Date: 19 November 2007

Project completion date: 31st March 2009

Duration: 18 months

| | | | | Milestone | Responsibility |
|--|------------|------------|---------------------|-----------|----------------|
| WORKPACKAGE 1: Project Management | | | | | |
| Objective: To ensure the project meets its objectives | | | | | |
| 1. WP1.1 Regular project meetings | 01-10-2007 | 28-02-2009 | | | NW |
| 2. WP1.2 Produce Project plan | 01-10-2007 | 14-11-2007 | Project Plan | X | NW |
| 3. WP1.3 Produce Interim Report | 01-01-2008 | 31-01-2008 | Interim Report | | NW |
| 4. WP1.4 Produce Interim Report | 01-07-2008 | 31-07-2008 | Interim Report | | NW |
| 5. WP1.5 Produce Final Report | 01-01-2009 | 31-03-2009 | Final Report | X | NW |
| WORKPACKAGE 2: System Development | | | | | |
| Objective: To undertake a detailed analysis of user needs to ensure that developments meet the requirements of all users. Develop a suitable system to meet these needs | | | | | |
| 6. WP2.1 User Needs Analysis | 01-11-2007 | 31-01-2008 | User Needs Analysis | | ALL |

| | | | | | |
|--|------------|------------|-------------------------------------|---|---------------------|
| 7. WP2.2 System Design | 01-12-2008 | 28-02-2008 | Feature Set, Specification Document | X | RS/DG/NW/AM |
| 8. WP2.3 System Production | 01-02-2008 | 31-03-2008 | Production system | | RS /DG/NW/ |
| 9. WP2.4 iGoogle gadget design | 01-02-2008 | 31-08-2008 | Gadget Review | | RS /MP/NW |
| 10. WP2.5 iGoogle gadget assessment | 01-02-2008 | 31-08-2008 | Gadget Review | | RS /MP/NW |
| WORKPACKAGE 3: Review & Repurpose Learner/mentor support | | | | | |
| Objective: <i>To ensure suitable content is available to UsPaCe users</i> | | | | | |
| 11. WP3.1 Review & Repurpose Surf WBL | 01-12-2007 | 31-08-2008 | Suitable content | | AM/NW/JS/ RS /LC/AP |
| 12. WP3.2 Review & Repurpose HELP CETL | 01-12-2007 | 31-08-2008 | Suitable content | | AM/NW/ RS /LC/AP |
| 13. WP3.3 Review & Repurpose SPAT | 01-12-2007 | 31-08-2008 | Suitable content | | AM/NW/ RS /LC/AP |
| 14. WP3.4 Development of UsPaCe materials | 01-12-2007 | 31-08-2008 | Suitable content | | RS /NW/AM |
| WORKPACKAGE 4: Repository Usage | | | | | |
| Objective: <i>To allow UsPaCe users to access suitable content</i> | | | | | |
| 15. WP4.1 Develop usage strategy for UPC Repository | 01-11-2007 | 30-04-2008 | Policy and Processes | | NW/AM/ RS |
| 16. WP4.2 Develop usage strategy for JORUM | 01-11-2007 | 30-04-2008 | Policy and Processes | | NW/AM/ RS |

| | | | | | |
|--|------------|------------|---------------------------------|---|----------------|
| WORKPACKAGE 5: Tutor Support | | | | | |
| <u>Objective:</u> <i>To provide a support mechanism for tutors</i> | | | | | |
| 17. WP5.1 Establish User Support Community | 01-11-2007 | 31-12-2007 | Functioning Support Community | X | NW,MP |
| 18. WP5.2 Support Processes | 01-01-2008 | 31-03-2008 | Defined Processes and materials | | NW, RS, AM |
| 19. WP5.3 Virtual and direct support | 01-11-2007 | 31-03-2009 | Ongoing support | | NW, RS, AM |
| WORKPACKAGE 6: Piloting | | | | | |
| <u>Objective:</u> | | | | | |
| 20. WP6.1 Pilot 1 | 01-03-2008 | 31-12-2008 | Case study | | AP/ RS / RB/ER |
| 21. WP6.2 Pilot 2 | 01-03-2008 | 31-12-2008 | Case study | | AP/ RS / CW/JM |
| 22. WP6.3 Pilot 3 | 01-03-2008 | 31-12-2008 | Case study | | AP/ RS / DW |
| 23. WP6.4 Pilot 4 | 01-03-2008 | 31-12-2008 | Case study | | AP/ RS /MC |
| 24. WP6.5 Pilot 5 | 01-03-2008 | 31-12-2008 | Case study | | LC/ RS /GW/JT |
| 25. WP6.6 Pilot 6 | 01-03-2008 | 31-12-2008 | Case study | | LC/RS /SA/JT |
| WORKPACKAGE 7: Pedagogical & Usability Evaluation | | | | | |
| <u>Objective:</u> | | | | | |
| 26. WP 7.1 Agree evaluation criteria | 01-01-2008 | 28-02-2008 | Evaluation Criteria | X | NW/AM/LC/AP |

| | | | | | |
|---------------------------------------|------------|------------|--|---|------------------|
| 27. WP7.2 Develop evaluation measures | 01-02-2008 | 28-02-2008 | Evaluation measures and processes | | NW/AM/ RS |
| 28. WP7.3 User testing | 01-03.2008 | 31-12-2008 | Evaluation report of user experience Evaluation report of tutor/mentor experience | X | ALL |
| WORKPACKAGE 8: Dissemination | | | | | |
| <u>Objective:</u> | | | | | |
| 29. WP8.1 Write up good practice | 01-05-2008 | 31-03-2009 | A guide to good practice | | NW/AM/ RS |
| 30. WP8.2 Write up case studies | 01-01-2009 | 31-03-2009 | Case studies and Use Cases | X | NW/AM/LC/AP / RS |
| 31. WP8.3 Implementation strategies | 01-09-2008 | 31-03-2009 | Materials for dissemination | X | NW/AM/LC/AP / RS |
| 32. WP8.4 Dissemination | 01-05-2008 | 31-03-2009 | target - community development - academic papers - conferences - workshops | X | NW/AM/LC/AP / RS |
| | | | | | |

Members of Project Team:

NW - Dr Neil Witt
 AM - Dr Anne McDermott
 AP - Ali Press
 LC - Lianne Coleman

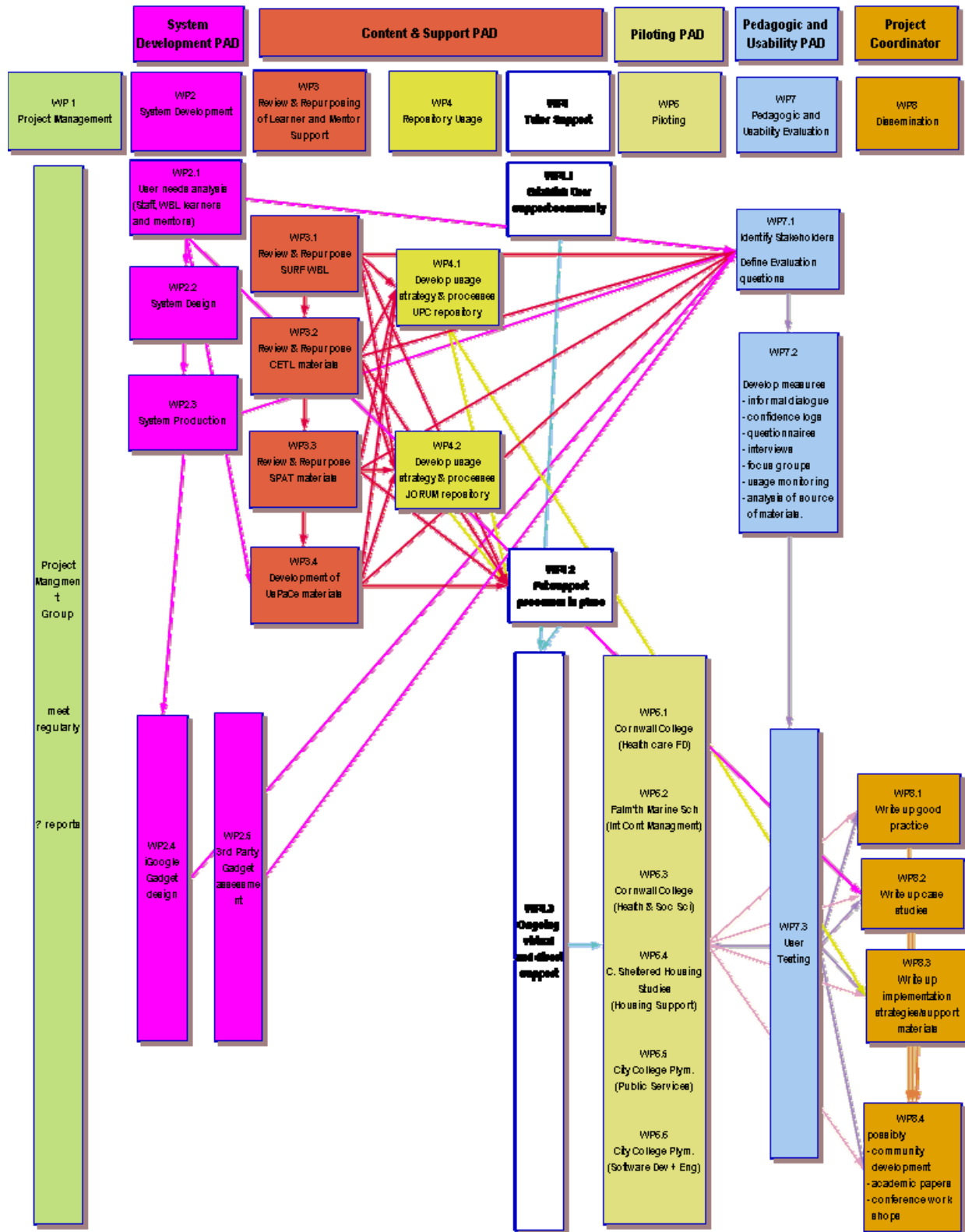
UPC/HELP CETL
 UPC/HELP CETL
 Cornwall College
 City College Plymouth

Project Director
 Project Director/ Evaluation PAD
 CC Piloting PAD
 CCP Piloting PAD

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| | | |
|-----------------------------------|--------------------------------------|---|
| RS - Rob Stillwell | UPC/HELP CETL | Technical Development |
| MP - Mike Peters | HELP CETL/Cornwall College | Technical Development |
| JS - Julie Swain | UPC | Blended Learning Liaison |
| RB/ER - Ruth Berrata/ Emma Reed | Cornwall College | Module Leader |
| CW/JM - Celia Webster/Judith Mann | Cornwall College | Module Leader |
| DW - David Warren | Falmouth Marine school | Module Leader |
| MC - Mark Chislett | Centre for Sheltered Housing Studies | Module Leader |
| JT - James Tinsley | City College Plymouth | Module Leader |
| GW - Gareth Watkins, | City College Plymouth | ILT Development Programmer |
| SA - Sue Atkinson | City College Plymouth | Module Leader |
| DG | ICO ³ | Technical Development, Coding, Hosting, web 2.0 development |

Appendix C. Workpackage Relationships



Appendix D. Workpackage Planning

| WP2 SYSTEM DEVELOPMENT | WP3 REVIEW & REPURPOSE LEARNER/MENTOR SUPPORT | WP4 REPOSITORY USAGE | WP5 TUTOR SUPPORT | WP6 PILOTING | WP 7 PEDAGOGIC & USABILITY EVALUATION | WP8 DISSEMINATION SEE OUTPUTS |
|---|--|---|--|--|---|---|
| WP2.1 User Needs Analysis How Staff, WBL learners and mentors. Analysis of Shell-fish 1 and 2, LEX project and projects funded under JISC circular 05/06 Focus groups Output Definitions & recommendations Quality test Usable results Inputs to WP2.2, WP3.4, WP7.1, WP8.2 | WP3.1 Review & Repurpose How Review and repurpose of suitable SURFWBL materials Output Materials for UsPaCe Quality test Project team Inputs to WP7.1, WP4.1, WP5.2 | WP4.1 Develop usage strategy and processes for UPC Repository How Workflow process and write guide Output Work flow and Guide Quality test WP7.3 Inputs to WP5.2 | WP5.1 Establish User Support Community How Define aims and objectives of group, define composition of group, identify participants and supporter Output Formation of group Quality test Function of group Inputs to WP5.3 | WP6.1 Pilot 1: Cornwall College - FdSc in Healthcare Practice How Use of UsPaCe by learners, staff and mentors Output Case study Quality test Evaluation Inputs to ALL OF WP8 | WP 7.1 Agree evaluation criteria How Identify - Stakeholders - pedagogic questions - usability measures (+ethics) Output Evaluation questions Quality test Agreement with project team Inputs to WP 7.2 | WP8.1 Write up good practice How Take outputs from ALL WP6, WP7.3 Output A guide to good practice Quality test Team review Inputs to WP8.4 |
| WP2.2 System Design How Output of WP2.1 Output Wire framing of design; definition for materials Quality test Specification for system Inputs to WP2.3 | WP3.2 Review & Repurpose How Review and repurpose of suitable HELP CETL materials Output Materials for UsPaCe Quality test Project team Inputs to WP7.1, WP4.1, WP5.2 | WP4.2 Develop usage strategy and processes for JORUM How Workflow process and write guide Output Work flow and Guide Quality test WP7.3 Inputs to WP5.2 | WP5.2 Support processes How All WP3 and WP4 outputs Output Support materials Quality test WP7.3 Inputs to WP5.3 | WP6.2 Pilot 2: Falmouth Marine School – HNC Integrated Contingency Management See WP6.1 | WP 7.2 Develop evaluation measures How Use WP 7.1 Output Evaluation measures Quality test Compliance with WP 7.1 Inputs to WP7.3 | WP8.2 Write up case studies How Take outputs from ALL WP6, WP7.3 Output A guide to good practice Quality test Team review Inputs to WP8.4 |
| WP2.3 System Production How Installation & commissioning of ELGG, Mediawiki and Del.icio.us Output Functioning software and network accessed via iGoogle Quality test Expert walkthrough Inputs to WP2.4, WP7.1 | WP3.3 Review & Repurpose How Review and repurpose of suitable SPAT materials Output Materials for UsPaCe Quality test Project team Inputs to WP7.1, WP4.1, WP5.2 | | WP5.3 Virtual and direct support How Outputs from WP5.1 and WP5.2 Output Ongoing support for tutors Quality test WP7.3 Inputs to ALL WP6 | WP6.3 Pilot 3: Cornwall College - Fda in Health and Social Sciences See WP6.1 | WP7.3 User Testing How Focus groups, usability testing Output Evaluation Quality test Compliance with WP2.2 Inputs to ALL OF WP8 | WP8.3 Implementation strategies/support materials How Meta evaluation Output Report Quality test Team review Inputs to WP8.4 |
| WP2.4 iGoogle gadget design How Based on WP2.1, WP2.4 and any other feedback Output Gadgets Quality test functionality Inputs to WP7.1 | WP3.4 Development of UsPaCe materials How Output form Output Materials for UsPaCe Quality test Project team Inputs to WP2.1, WP7.1, WP4.1, WP5.2 | | | WP6.4 Pilot 4: Centre for Sheltered Housing Studies,(CC) - FdSc in Housing with Support See WP6.1 | | WP8.4 Dissemination How Outputs from ALL WP6, WP7.3 Output target - community development - academic papers - conferences - workshops Quality test Achievement of outputs |

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| | | | | | | |
|---|--|--|--|--|--|--|
| <p>WP2.5 iGoogle gadget assessment How Review of gadgets created by others Output Recommendations for inclusion Quality test Recommendation document Inputs to WP7.1</p> | | | | <p>WP6.5 Pilot 5: City College Plymouth - FdA in Public Services See WP6.1</p> | | |
| | | | | <p>WP6.6 Pilot 6: City College Plymouth FdSc in Software Development and Software Engineering. See WP6.1</p> | | |