


Co-gent: Co-generative Toolkit

Cover Sheet for Proposals <i>(All sections must be completed)</i>		
Name of Initiative:	Institutional innovation projects in lifelong learning and workforce development	
Name of Lead Institution:	University of Gloucestershire	
Name of Proposed Project:	Co-gent: Co-generative Toolkit	
Name(s) of Project Partner(s):	Professor Elizabeth Stuart, Pro Vice-Chancellor, University of Winchester Shane Sutherland, Pebble Learning Steve Dear, Director, Western Vocational Lifelong Learning Network	
Full Contact Details for Primary Contact: Name: Professor Stephen Hill Position: Director of Teaching and Learning Innovation, University of Gloucestershire Email: shill@glos.ac.uk Address: University of Gloucestershire The Park Cheltenham GL50 2RH Tel: 01242 715306 Fax: 01242 714431		
Length of Project:	Two years	
Project Start Date:	April 2009	Project End Date: March 2011
Total Funding Requested from JISC:	£211,494	
Funding Broken Down over Financial Years (April-March):		
Mar 09	Apr 09 – Mar 10	Apr 10 – Mar 11
£0	£102,463	£109,031
Total Institutional Contributions:	£106,797	
Outline Project Description This project will support demand-led delivery of lifelong learning and community engagement. It will exploit the use of technology to support the co-generation of academic curricula by employers and academics. The project builds on University of Gloucestershire initiatives and successes in Business and Community Engagement (BCE), which include, for example developing a Shell Framework to support demand-led curriculum and the successful award of a HEFCE funded NEXUS project. These examples illustrate the strong institutional		

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commitment to BCE.

Innovations that will result from this project are:

- Creation of a vocabulary that aligns academic and professional standards to provide easy access to a database of learning opportunities linked to a Shell Framework. The institutional Shell Framework articulates with the SW Regional Shell Framework to provide wider applicability.
- Development of a simple configurable open source tool that will enable course designers, working with employers in a co-generative curriculum design process, to create Learner Profiles that will transfer automatically into a learner's e-portfolio. It will also develop an 'Explain and Share' presentation tool for generating personalised learning pathways, also transferable to an e-portfolio. In this way the project will exploit the potential of e-portfolios for BCE.
- Integration of the Effective Lifelong Learning Inventory (ELLI) with an e-portfolio system to facilitate the transfer of learner data.

Around these innovations Co-gent will establish methodologies for planning, design, implementation, and assessment and review of curriculum developments to create the environment for co-generation of academic curricula. Working with the collaborative partners in this project - the University of Winchester, the Western Vocational Lifelong Learning Network and Pebble Learning - these methodologies and tools will be developed and tested in a range of contexts to ensure that they benefit the wider sector as well as individual institutions.

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

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FOI Withheld Information Form

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

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

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
No sections to be withheld		

A Project rationale and outline

- 1 Underpinned by a clear and coherent Learning, Teaching and Assessment Strategic Framework¹ the University of Gloucestershire is actively positioning itself for a 21st Century curriculum. Central to achieving this is the development of processes for Business and Community Engagement (BCE) to support demand-led delivery of lifelong learning and workforce development. This project will exploit the use of technology to support the co-generation of academic curricula by employers and academics working together. In particular, by embedding graduate attributes and employment-related skills within an institutional pedagogic framework it will support the University's widening participation and employer engagement agendas for the creation of demand-led continuing professional development (CPD) and degrees.
- 2 This project will build on University initiatives and successes in lifelong learning and workforce development. These include developing a 'Shell framework' to support demand-led curriculum developments and the successful award of a HEFCE-funded project, NEXUS, which will offer demand-led courses from multiple providers within Gloucestershire (see page 8 for more detail). Added to this the University has recently taken over Intellectual Property Rights (IPR) for the Effective Lifelong Learning Inventory (ELLI) through the Lifelong Learning Foundation.
- 3 The project recognises the role of technology in supporting and developing BCE initiatives, through the integration of systems, providing for flexibility, accessibility and the personalisation of the learning experience. Being demand-led, and employer-focused and through encouraging CPD the project will establish methodologies for BCE, supported by system integration and configurable tools. These will be tested and evaluated by the University of Gloucestershire and partners in this project (University of Winchester and the Western Vocational Lifelong Learning Network) so providing workable solutions to BCE that are transferable to the sector as a whole.

B Fit to programme objectives and overall value to the JISC Community

- 4 This project will establish methodologies, supported by technology, to support the planning, design, implementation, assessment and review of demand-led curriculum developments (Fig 1). It aligns with the JISC vision for lifelong learning and workforce development through:

Planning

- Development of a vocabulary that aligns academic and professional standards which can be used to provide access to a database of modules that is easily accessible to employers and employees planning learning opportunities and thereby enhancing communication between employers and academia [para 17 & 20].
- Exploiting the development of Shell Frameworks, (including flexible Shell modules to develop an employer-led curriculum) so making accessible a flexible study programme that can be tailored to individual needs and allow for multiple providers [para 15].
- Evaluating the potential of ELLI to identify and establish the learning needs of potential learners [para 14].
- Providing for and testing the integration of ELLI with an e-portfolio system [para 18].

Design

- The creation of an open source configurable design toolkit which will allow co-generation of learning opportunities between curriculum designers and employers to develop Learning Profiles for use within e-portfolios or as a stand-alone resource [para 19].
- Development of an open source 'Explain and Share' presentation tool for generating personalised learning pathways [para 16].

Implementation

- Evaluation of the use of e-portfolios for the support of life-long learning and workforce development in different contexts and disciplines [para 14]

¹ <http://resources.glos.ac.uk/tli/lets/ltaframework/index.cfm>

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Assessment and Review

- Establishing and evaluating a set of processes to deliver demand-led curriculum development [para 23].
- Embedding of the University's commitment to community engagement, in particular Learner Empowerment, Active Engagement and Learning Communities, as exemplified by our Teaching, Learning and Assessment Strategic Framework [para 24].
- Testing of alternative means of recording learning achievement linked to the University's engagement in the pilot of the Higher Education Achievement Report (HEAR) [para 19].

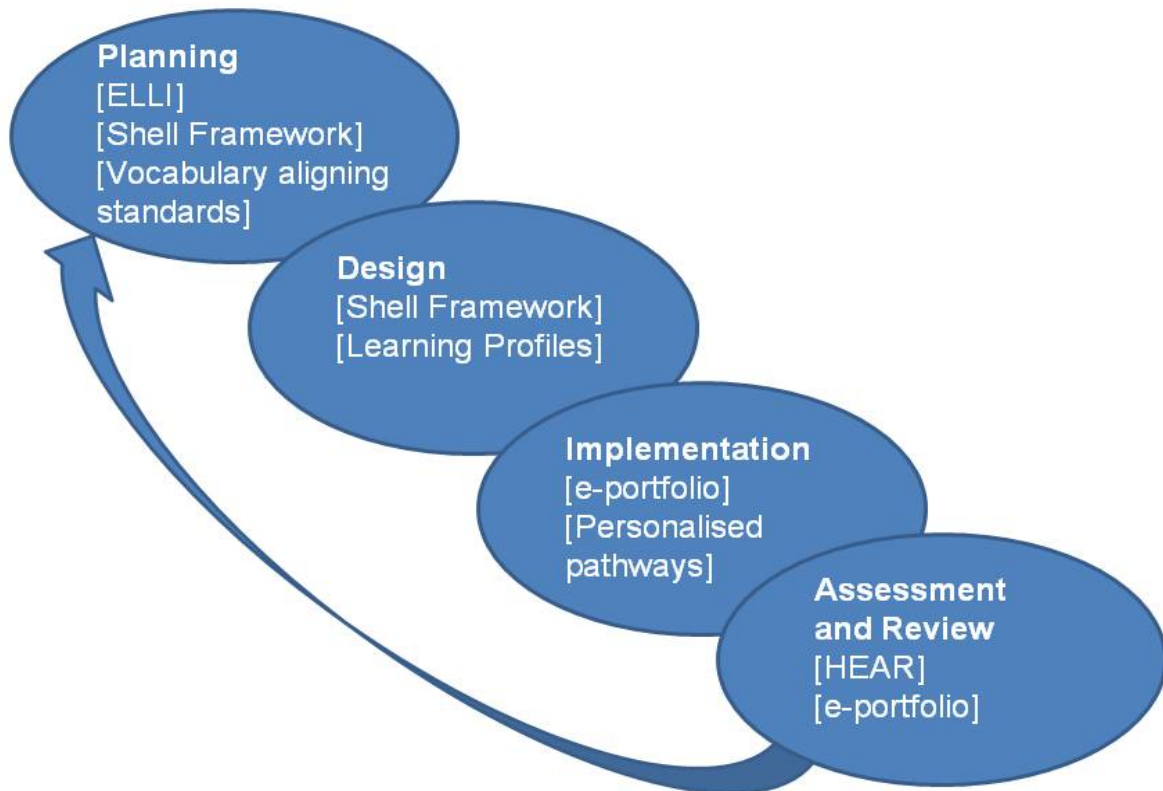


Figure 1: Development of demand-led curriculum

5 This bid will address the project areas identified by JISC in the following ways:

Formal and informal records of learners' achievements

- Technology-supported identification of learning potential, prior skills and experience through the use of ELLI, integrated with the University's e-portfolio system but also usable as a stand-alone system.
- Technology-supported recognition of prior experience and learning through the creation of Learner Profiles.
- Testing of rich formal and informal records, linked in with the University of Gloucestershire acting as a pilot in the HEAR project.

Support of learners and mentors

- Brokering of employer-led curriculum development by developing a vocabulary which aligns academic and professional standards.
- Exploiting and evaluating the potential of e-portfolios for work-based learning

Systems and processes to support the relationship between institution(s), learner and employer

- Developing a database of technical terms used in academic and employment contexts and aligning these terms to support brokering processes.

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- Combining the use of ELLI and an e-portfolio this project will develop processes for the timely sharing of information on learners' potential skills, strengths, weaknesses and performance. This will build on work within Social Work at the University of Gloucestershire in the use of e-portfolios².
- Establishing a methodology for employer engagement and lifelong learning and evaluating the effectiveness of this approach through its implementation in different contexts at the University of Gloucestershire and project partners.

B1 Expected outcomes

6 Table 1 shows our expected outcomes mapped against the JISC BCE Programme streams and target benefits.

Table 1: Expected project outcomes

Streams	Project outcomes
i. Enhancing knowledge management	Map and align academic and professional terminologies and standards for learning opportunities, made available through a database that can be used by both the HE sector and employers. Create a database of flexible learning opportunities to employers through development and testing of a Shell Framework.
ii. Facilitating collaboration	Project partners in the project will work together to test the innovations from this project. Develop and test a methodology for the delivery of co-generated demand-led curricula, facilitating collaboration between employers and curriculum designers.
iii. Enabling change	Enabling change is an underlying theme for this project, it will: Develop appropriate mechanisms and methodologies to deliver new and innovative demand-led curricula. Develop a model for workforce development within the University of Gloucestershire which will be made available to the sector. Establish institutional procedures for the delivery of demand-led CPD.
iv. Enabling the interface	Develop a toolkit to facilitate the creation of flexible, personalised and demand-led learning opportunities. These reusable tools will create Learner Profiles and personalised learning pathways.
v. Embedding and communicating BCE	Embed the University's commitment to community engagement across a range of disciplines. Evaluated and disseminated the findings from this project to JISC and the wider community.
vi. Needs analysis and evaluation	Conduct a user needs analysis of employer needs for lifelong learning and workforce development, drawing on the Gloucestershire Higher Education Study. Provide an evidence base for specific approaches to business and community engagement, based on evidence gathered from project partners.

B2 Description of innovations

7 Figure 1 provides a visual representation of the innovations that this project will develop and how they support the flow of decision making and processes to design a demand-led curriculum. Key elements within this overall process that will be developed through the project are:

- Establishing a database of learning opportunities to enable demand-led curricula. It will be an easily searchable and accessible database of modules, which have either been

² Using e portfolios to develop reflection and assessment on social work degree programmes. SWAP/IRISS conference - Authentic assessment, e portfolios and e learning Glasgow Caledonian University January 2009

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developed specifically or adapted from existing provision, to provide a learning shell for the delivery of attributes and competencies required by specific employers and employees. This innovative Shell Framework has been developed at the University of Gloucestershire as a flexible framework for the accumulation and transfer of credit.

- Creating a vocabulary that maps and aligns academic and professional standards of the learning opportunities provided through the Shell Framework to ensure accessibility and integration with the regional framework which is being developed as part of the South West Higher Levels Skills Pathfinder Project (HLSPP).
- Integration of ELLI with an e-portfolio system to facilitate the transfer of learner data.
- Development of a simple configurable toolkit which enables curriculum designers, working with employers in a co-generative curriculum design process, at both course/programme and module level to select skills, attributes, and/or outcomes which are automatically translated into learning profiles for curriculum design and personalised pathways for curriculum delivery. These will provide coherent *intention frameworks* from which appropriate Statements of Learning Intent (SLI) can be selected to generate the Learner Profiles and personalised pathways:
 - Learner Profiles (LP) – these will be provided through the e-portfolio tool and make explicit to students what skills, attributes and knowledge they will gain from specific modules and provide a means for self-auditing; evidencing and subsequent assessment. Attributes evidenced on a module LP can be reused through the underlying personal asset store (within the e-portfolio) to evidence programme SLIs. These tools will be developed as open source software such that they can be used as a stand-alone tool or through e-portfolio systems other than PebblePad.
 - Develop an ‘Explain and Share’ presentation tool for generating personalised learning pathways. These pathways will provide a means of making explicit to learners, through a visual representation, the support and resources available to support their specific learning activities. Drawing upon existing learning design projects³ and other related work⁴ to help provide a conceptual framework for structuring the pathways, it is expected that it will include learning outcomes, learning support, learning resources and assessments.
- Develop ways of making learners’ formal and informal learning explicit to employers and educators.

B3 Fit to institutional strategies

8 The University of Gloucestershire’s Strategic Plan is entitled ‘Where Learning is For Life’⁵ and recognises the importance of developing new flexible learning opportunities. The teaching, Learning and Assessment Strategic Framework⁶ identifies five key principles:

- Learner empowerment.
- Active engagement.
- Learning communities.
- Learning for sustainable development.
- Learning for equality, diversity and intercultural understanding.

9 The implementation of this strategy is focused on embedding these principles locally within disciplinary communities. This is important to ensure success in developing flexible, demand-led curricula.

³ Design for Learning http://dfi.cetis.ac.uk/wiki/index.php/Main_Page; Mod4L <http://www.mod4l.com/tiki-index.php>;

⁴ MyPlan Project <http://www.lkl.ac.uk/research/myplan/>

⁵ <http://resources.glos.ac.uk/publications/strategicplan/index.cfm>

⁶ <http://resources.glos.ac.uk/tli/lets/ltaframework/index.cfm>

B4 Institutional activity in employer engagement and workforce development

10 Employer engagement and workforce development is an important strand of activity within the University of Gloucestershire as illustrated by the following:

- Active Learning, expertise in this area is exemplified through our CETL, the Centre for Active Learning (CeAL), and the University commitment through its LTA Strategy. This commitment includes encouraging and developing real-life learning opportunities and service learning.
- NEXUS Project: *Demand-led Higher Skills Provision in Gloucestershire*. A HEFCE funded project, whose focus is on the achievement of sustainable employer-focused HE provision in Gloucestershire. Involving the development of a demand-led, commercially focused organisation that will deliver flexible third stream HE and FE level programmes to employers and employees. This project will benefit all partners in the NEXUS project: Gloucestershire College; Royal Agricultural College; University of the West of England and Business Link.
- UoG Shell Framework and the Regional Shell Framework: the University is currently working through the process of supporting staff to interact effectively with employers whilst adhering to the principles which underpin its academic provision. The development of the institutional shell framework which articulates with the regional shell is a key element in making this possible and the University has therefore played a significant role in supporting the development of the HLSPP regional shell.
- Western Vocational Lifelong Learning Network (WVLLN): the University is a partner in the sub-regional lifelong learning network. This initiative relates directly to WVLLN's objectives in respect of securing entry to and progression through HE for vocational learners and will articulate with the LLN's LifePilot initiative which supports development and entry of new learners into and through HE.
- Lead organisation on the Higher Education Academy funded project *Integrating employers in effective support for work-based learning (WBL): an evidence base to inform innovative policy and practice* in partnership with Aston University. A research project to evaluate employer support for effective, active, reflective student learning in WBL environments and to develop stakeholder guidance for employers, students and staff in HEIs.
- PDP4LIFE⁷ and PDP4XL2⁸: the University of Gloucestershire was a partner in both these JISC funded projects led by Bournemouth University. The University of Gloucestershire's role as partner in this project was to explore the use of the PebblePad e-portfolio for Personal Development Planning (PDP).
- Employability Forum: the University supports a network of local employers who provide advice on a range of issues especially employability within the curriculum. The Forum will be a useful sounding board during the project.
- Higher Education Achievement Report (HEAR) pilot institution. The University is one of the pilot institutions exploring implementation of the HEAR. The toolkit will support its drive to verify co-curricular learning and prior experiential learning by enabling learners to articulate their achievement of higher skills through work-based and voluntary activities.
- Knowledge Transfer Partnerships (KTP). The University of Gloucestershire has successfully delivered a significant number of KTP places establishing links with a cross-section of businesses in the region.
- Centre for Enterprise and Innovation (CEI). Acts as the gateway to the University for businesses. It supports links with the local community and will be an important part of our user needs analysis.
- Community Engagement and Governance foundation degree. The University has approved development of this new degree with a focus on public and voluntary sectors.
- Institutional National Teaching Fellowship project bid on Service Learning.

⁷ <http://www.bournemouth.ac.uk/asprojects/pdp4life/>

⁸ <http://www.pdp4xl2.org.uk/site/>

C Workplan

C1 Current institutional context and processes

- 11 This project is fundamentally about driving culture change. The section above has outlined the institutional vision and commitment to lifelong learning and workforce development. To support this vision we recognise the need to develop new ways of thinking for the design and delivery of BCE; to create fit for purpose curriculum design and delivery. Establishing and testing these new ways of thinking will foster change within the University and help communicate to employers what a degree is. With the increasing expectation for employer engagement, as evidenced in the Standing Together⁹ and Stepping Higher¹⁰ reports building on agendas established especially by the Leitch Report, establishing and evaluating these new processes will be of direct interest to both the HE sector and the wider economy. The introduction of new processes will complement the University's JISC funded Synthesis project, Simplifying Learning Administration Processes (SLAP), which is focused on de-bureaucratisation.
- 12 The continued integration of existing systems will form a key strand of this project. These systems include:
- PebblePad: the University of Gloucestershire was the first commercial user of PebblePad and has been using this system since 2005. The University has a close working relationship with members of Pebble Learning including project work through forums such as UCISA. PebblePad is now being used across all Faculties in the University. PebblePad is known to be in use in 40+ UK HEIs (additionally in 6 Australia HEIs). The development of open source toolkits and/or webservices as part of this project will support the continued development of the JISC/DEST eFramework.
 - ELLI: Effective Lifelong Learning Inventory. The University has taken over responsibility for the Lifelong Learning Foundation which holds the intellectual property rights to ELLI¹¹. Under the new arrangements there will be close links with the University of Bristol, which will continue to conduct research on ELLI, and the University of Gloucestershire and partners will develop ELLI as a tool for adult learners. ELLI is based on a questionnaire that is designed to find out how learners perceive themselves in relation to seven dimensions of learning power: Changing and Learning; Meaning Making; Curiosity, Creativity; Learning Relationships and Strategic Awareness. The report which is generated from the questionnaire enables learners to reflect on their potential as learners and the intention is to link these reports with PebblePad in order to enhance PDP approaches.

C2 Project methodology

- 13 In order to support this project the University will bring together a range of staff from across the institution. This cross-institutional involvement emphasises the importance that the University places upon BCE. The core project team will integrate staff from Teaching and Learning Innovation (TLI, consisting of Careers, Centre for Active Learning, Learning Enhancement and Technology Support and Department of All-Age and Vocational Education), ICT Services and CEI. This team will be closely supported by an expert group that will draw staff from Student Experience and Quality Enhancement (responsible for validation and PDP), Learning Centres, selected academic departments and external links. The expert group will be used to maintain a continual dialogue with both the institution as a whole and partner institutions. This group will meet formally twice a year but members will also be available informally to act as both critical friend on developments and as a conduit for dissemination.
- 14 Maintaining the continued engagement and contribution of this range of institutional partners, along with the external partners will be a challenge. At the heart of this project is the TLI which has developed a collaborative approach to new developments.

⁹ <http://www.hefce.ac.uk/econsoc/standingtogether.pdf>

¹⁰ <http://www.cbi.org.uk/pdf/CBI-SteppingHigher.pdf>

¹¹ <http://www.ellionline.co.uk/>

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C3 Proposed workplan

15 Table 2 shows the proposed workplan, including key milestones, for this project. This will be reviewed as a priority, if this bid is successful, as part of phase 1 commencing April 2009. The table shows the expected outcomes and deliverables from each phase of the project. A key institutional outcome from this project will be the development of processes and methodologies that will be become embedded to support the University's strategic direction. In the process of achieving this overarching outcome it will provide significant potential value to the wider HE community. In particular it is worth emphasising that the project will:

- Evaluate innovative methodologies with project partners with a view to their transference across the sector.
- Develop open source software tools that will be freely available to the HE sector.

Table 2: Proposed workplan (April 2009 – March 2011)

Stage 1: Review of current processes and practice (April 2009 – June 2009)	Approach	Outputs	Staff
Establish project team and contacts. Ensure staff and contacts in place to deliver project	Project team discussions and consultation	Updated project and work plan	Project team
Baselining activity: review of current processes and procedures	Desk research; discussion at relevant committees; consultation with relevant staff	Public report made available at the end of June 2009 [Milestone 1]	Project team, senior managers, project partners and representatives from relevant units
Stage 2: Articulation of project aims (May 2009 – August 2009)	Approach	Outputs	Staff
User needs analysis	Desk research using NEXUS project; interviews and focus groups	User needs analysis	Project team; NEXUS Partners; Expert Group
Evaluation of baselining activity	Interviews, focus groups, surveys	Evaluation results and commentary	Project team
Stage 3: Development & planning (August 2009 – January 2010)	Approach	Outputs	Staff
Map and align professional and academic standards	Desk research and focus groups with academics and employers. Literature review of existing work on comparability of National Occupational Standards and academic standards.	Published guidance on vocabulary for aligning academic and professional standards.	Project team Expert group
Develop and test Individual Profiles	Collaborative development between Pebble Learning and Project team	Workable tool	Pebble Learning; Project team

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Develop and test Explain and Share presentation tool	Collaborative development between Pebble Learning and Project team	Workable tool	Pebble Learning; Project team
ELLI and PebblePad Integration	Collaborative development between Pebble Learning, ELLI Partners and Project team	Report on integration	Pebble Learning; ELLI Partners; Project team
Evaluation and report on technical developments	Collaborative development between Pebble Learning and Project team	Report on technical developments [Milestone 2]	Pebble Learning; Project team
Articulation of processes for curriculum design and delivery; application of tools	Meetings between project partners; discussions with stakeholders	Report that outlines processes [Milestone 3]	Project team; project partners; Expert Group
Stage 4: Implementation (January 2010 – July 2010)	Approach	Outputs	Staff
Implementation of processes and tools for evaluation and testing	Collaborative activity with academic departments in University of Gloucestershire and partner institutions	Initial evaluation report [Milestone 4]	Project team; Project Partners
Establish database of modules available through the Shell Framework	Collaborative development between project partners	Database of modules providing access to Shell Framework	Project team; Project partners
Stage 5: Embedding and sustainability (August 2010 – December 2010)	Approach	Outputs	Staff
Second level implementation and evaluation based on initial evaluation and testing; wider application	Collaborative activity with academic departments in University of Gloucestershire and partner institutions	Evaluation outputs and commentary.	Project team; project partners; Expert Group
Dissemination activities	Consultation/workshops/seminars	Reflections and commentary	Project team; Project Partners
Adapt institutional processes	Consultation/discussion	Report on embedding and sustainability [Milestone 5]	Project team
Stage 6: Final evaluation (January 2011 – March 2011)	Approach	Outputs	Staff
Final evaluation and review		Final report [Milestone 6]	Project team

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C4 Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (PxS)
Project management fails; key staff either cannot be released to participate, or leave the institution	2	5	10
	This project has institutional support and commitment from the highest levels and is linked to major institutional projects. The key team members include several experienced managers of large projects. If a member of the team is unable to participate, or leaves the institution, then other members of the team could cover this role; however, the project has been designed so that no individual member of the Core Team has sole responsibility for any of the project outputs.		
Project not able to complete outputs on time	2	5	10
	The project will be operating within existing University processes and will be integrated with other major projects which will ensure that developments operate on schedule		
Project not able to complete outputs within budget	2	4	8
	The University has already identified resources to support the implementation of its LTA Strategy, including a core of staff (with two National Teaching Fellows) and CETL support. This project will help support the active involvement of a even wider group of staff. Any additional time undertaken by the project team will be paid by the University, and therefore this will not impact on the project's budget or completion of outputs.		
Technological developments do not function as planned	3	4	12
	It is expected that some revisions of the original ideas will be required. The technical developments for this project are planned to be developed by Pebble Learning who have a strong history of developments. The University has a good working relationship with Pebble Learning through which discussion and revision of ideas will be on-going.		

C5 Project management

- 16 An experienced project manager from within Teaching and Learning Innovation, Michele Hills will be appointed to coordinate this project. Michele has extensive project management experience, and has worked on a number of HEFCE-funded projects and is currently project manager of the ELLI initiative within the University.

C6 Core Team staffing

Dr Phil Gravestock BSc (Hons) PGCFHE PhD AFSEDA FHEA Head of Learning Enhancement and Technology Support.	45 days
Professor Stephen Hill MA MPhil PhD FSA FHEA Director of Teaching and Learning Innovation	30 days
Michele Hills, Project manager Responsible for operational management and delivery of the project	180 days
Alan Howe BSc (Hons) MSc PGCFHE Senior Lecturer	60 days
Martin Jenkins BSc (Hons) MCILIP MEd FHEA Academic Manager, Centre for Active Learning.	45 days
Bill Lawrence, Head of ICT Services	12 days
Shane Sutherland (Pebble Learning) CertEd BA (Hons) MA	30 days
CEI representative	40 days
Careers representative	40 days
University of Winchester representative	30 days
Western Vocational Lifelong Learning Network representative	15 days

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17 Involvement in programme-level activities will be primarily undertaken by Michele Hills, Martin Jenkins, Phil Gravestock, Alan Howe and Stephen Hill; 30 days per annum have been allocated for this.

C7 Institutional support

18 This project has the direct support of the Deputy Vice-Chancellor and the Director of Teaching and Learning Innovation, who together are responsible for the University's Teaching, Learning and Assessment Strategy. The Director of Teaching and Learning Innovation is a member of the core project team.

D Engagement with the community

19 In identifying stakeholders this project will draw upon the user needs analysis conducted as part of the HEFCE funded *Gloucestershire Higher Education Study*. This report formed the basis for the NEXUS project which will integrate closely with this project. Staff involved in the NEXUS project have been consulted on this project proposal and it will be closely integrated with this project as core members of the team are also active members of the NEXUS project.

20 Figure 2 provides a stakeholder analysis showing those who are involved, those who are affected and those who will use the evaluation findings from this project. The stakeholders in this project represent a diverse set of communities ranging from very local to sector wide levels. As a consequence of this a range of dissemination activities will be undertaken appropriate to the stakeholder group.

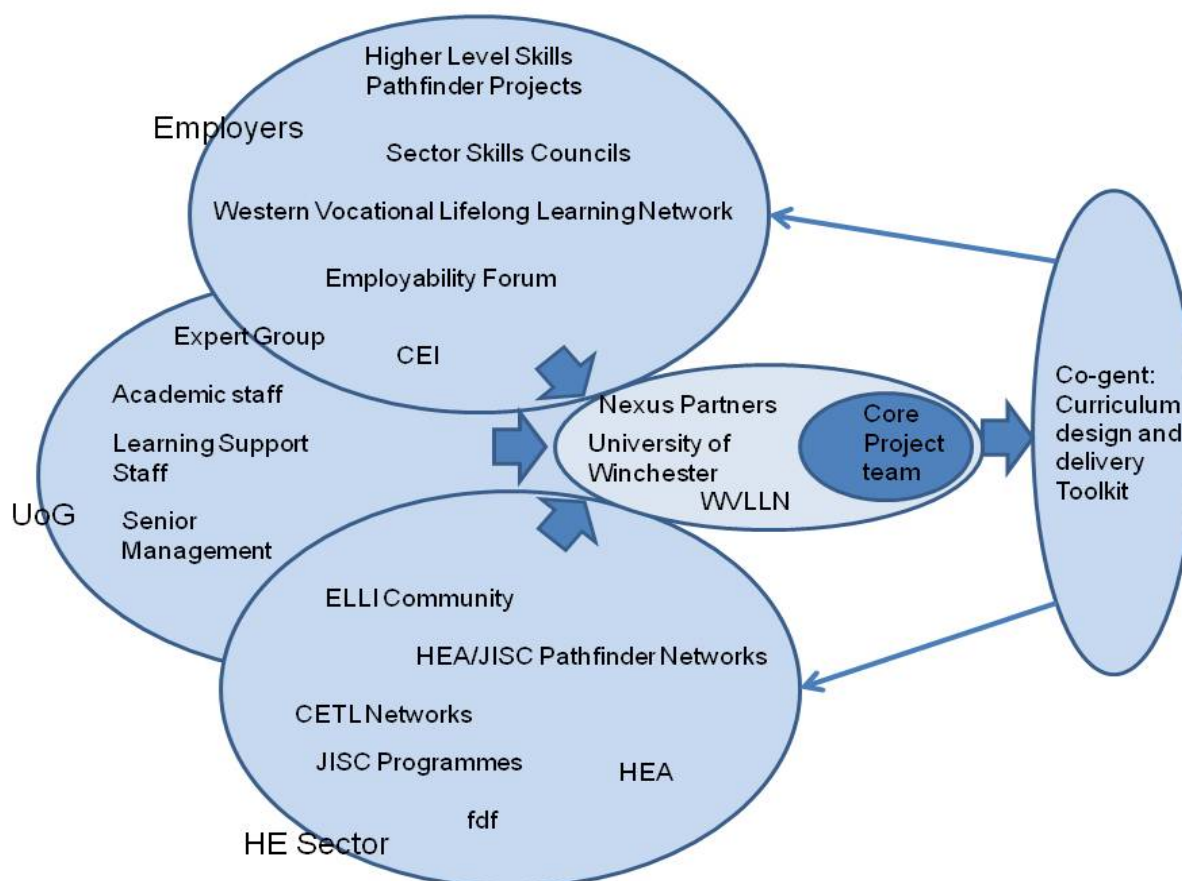


Figure 2: Stakeholder analysis

21 At the local level an institution-wide expert group will be used to review progress. It will still be important to ensure that staff are kept informed and engaged, this will be achieved through use

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	Apr09– Mar10	Apr10– Mar11	TOTAL £
Directly Allocated			
Staff	£29,805	£36,592	£66,397
Estates	£7,115	£7,714	£14,829
Other			
Directly Allocated Total (D)	£36,920	£44,306	£81,226
Indirect Costs (E)	£44,127	£47,842	£91,969
Total Project Cost (C+D+E)	£153,704	£164,587	£318,291
Amount Requested from JISC	£102,463	£109,031	£211,494
Institutional Contributions	£51,241	£55,556	£106,797
Percentage Contributions over the life of the project	JISC 66%	Partners 34%	Total 100%
No. FTEs used to calculate indirect and estates charges, and staff included	No FTEs 2.1	Which Staff PG, SH, MH, AH, MJ, BL, CEI rep, Careers rep	

F Previous experience of the project team

Phil Gravestock – Head of Learning Enhancement and Technology Support. Extensive experience in pedagogic research and projects. Successful delivery of: four HEFCE and DfEE-funded Geography Discipline Network projects (1996-2003); HEFCE ‘Improving Provision for Disabled Students’ project (2003-2005); HEA/JISC E-learning Benchmarking and Pathfinder Projects (2006-2008). National Teaching Fellow.

Stephen Hill – Director of Teaching and Learning Innovation. Responsible for teaching and learning across the University. Expert in lifelong learning. Research interests in experiential learning and curriculum development. Extensive experience of work with the QAA. Consultant on JISC, HEFCE and national LSC projects on widening participation, the use of technology for widening participation and business and community engagement. Leading the academic developments which underpin the NEXUS initiative.

Michele Hills (Project Manager) - extensive project management experience, having worked on several HEFCE-funded projects. Currently project manager of the University’s ELLI initiative.

Alan Howe - – Department for All-Age Vocational Education - Shell Framework and ELLI developments. Has worked on several SWAP and JISC funded projects including the use of e portfolios in social work assessment. Has substantial experience of using technology to support learning.

Martin Jenkins – Academic Manager of the Centre for Active Learning, the University of Gloucestershire’s CETL. Prior to that Head of Learning Technology Support. Experience in pedagogic research and projects including UCISA Surveys; LTSN Generic Centre LEAP project; LTSN Generic Centre e-learning Guides; ALT Study tours to Australia (2002) and the Netherlands (2003). Gloucestershire representative on the PDP4LIFE and PDP4XL2 projects. National Teaching Fellow and SOLSTICE Visiting Professor at Edge Hill University.

Bill Lawrence - Part of the Senior Management Team that takes responsibility for ICT, and the development of Corporate Information systems in the institution. Project Director for JISC funded Synthesis project Simplifying Learning Administration Processes (SLAP).

Shane Sutherland – Pebble Learning. Liaising between the project and Pebble Learning; Shane has worked on numerous JISC projects and has designed and led Curriculum modules at level III and level IV.

Appendices

Glossary

ALT	Association for Learning Technology
BCE	Business and Community Engagement
CeAL	Centre for Active Learning
CEI	Centre for Enterprise and Innovation
CETL	Centre for Excellence in Teaching and Learning
CPD	Continuing Professional Development
ELLI	Effective Lifelong Learning Inventory
Fdf	Foundation Degree Forward
HEA	Higher Education Academy
HEAR	Higher Education Achievement Report
HLSP	Higher Level Skills Pathfinder Project
HEFCE	Higher Education Funding Council for England
IPR	Intellectual Property Rights
KTP	Knowledge Transfer Partnerships
LETS	Learning Enhancement and Technology Support
LLN	Lifelong Learning Network
LP	Learner Profile
LSC	Learning and Skills Council
LTA	Learning Teaching and Assessment
META	University of Gloucestershire FDTL5 project: <i>META: from PDP to CPD</i>
PRSI	Pedagogic Research and Scholarship Institute
QAA	Quality Assurance Agency for Higher Education
SLI	Statements of Learning Intent
SWAP	Social Policy and Social Work Subject Centre
TLI	Teaching and Learning Innovation
UCISA	Universities and Colleges Information Systems Association
UoG	University of Gloucestershire
UWE	University of the West of England
WBL	Work based learning
WVLLN	Western Vocational Lifelong Learning Network

JISC
Northavon House
Coldharbour Lane
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BS16 1QD

**Institutional Innovation projects in lifelong learning and workforce development:
Letter of Support**

I am writing in support of this proposal for the 'Co-generative Toolkit' (Cogent) project at the University of Gloucestershire as part of the Institutional innovation projects in lifelong learning and workforce development initiative from JISC.

The University of Gloucestershire's Learning, Teaching and Assessment Strategic Framework focuses on five core principles: learner empowerment, active engagement, learning communities, learning for sustainable development, and learning for equality, diversity and intercultural understanding. This proposal will support our transformational agenda captured through our new strategy and help the University position itself for providing a 21st Century curriculum. By creating tools and methodologies to support demand-led curriculum developments it will play an important role in the institution's own workforce development to meet the changes needed for Business and Community Engagement.

The institutional commitment to this project is reflected in the senior staff who will be engaged in the management and operation of this project. This team will be supported by the expert group which will ensure that the project links together our quality enhancement and assurance processes. The University has a robust and coherent central infrastructure with a proven track record in working on curriculum developments and this project will exploit this expertise, in particular through Learning Enhancement and Technology Support and the Centre for Active Learning who will bring significant pedagogic and project management expertise. I am therefore very pleased to note their involvement in this bid as it will undoubtedly ensure a successful, sustainable development.

My support for this development is further encouraged by the enthusiasm of the Vice-Chancellor for her support for the University of Gloucestershire to continue to develop its growing reputation for innovative teaching and learning developments.



Paul Hartley
Deputy Vice-Chancellor



Teaching & Learning Innovation
Francis Close Hall, Swindon Road
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Vice-Chancellor and Principal:
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Our Ref: ES/sd

7 January 2009

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**Institutional Innovation Projects in Lifelong Learning and Workforce Development:
Letter of Support**

I am writing in support of this proposal for the 'Co-generative Toolkit' (Cogent) project led by the University of Gloucestershire as part of the Institutional Innovation Projects in Lifelong Learning and Workforce Development Initiative from JISC.

The University of Winchester shares the University of Gloucestershire's commitment to active learning approaches, as exemplified through our Centre for Real-World Learning which focuses on research into how different groups learn most effectively and our portfolio of employer based and led degree programmes including our flagship partnership with Logica which utilises Wimba technology effectively. This project to develop demand-led for lifelong learning and workforce development is an example of how innovative approaches can be developed in this area. The project also provides an opportunity for purposeful collaboration drawing upon expertise within the respective institutions and providing opportunities to exploit the synergies between institutions such as the Centre for Real-World Learning and the Centre for Active Learning at Gloucestershire.

We believe the outcomes from this project will have benefit not only to the partner institutions but to the HE sector as a whole. The University of Winchester therefore welcomes the opportunity to be a partner in this project.

Professor Elizabeth Stuart
Pro Vice-Chancellor
The University of Winchester

Martin Jenkins
Academic Manager, Centre for Active Learning
University of Gloucestershire
Francis Close Hall Campus,
Swindon Road,
Cheltenham
GL50 4AZ

6th January 2009

Dear Martin,

I am writing to confirm that Pebble Learning are delighted to be working with you on this very interesting project. We are particularly interested in your vision of providing tools to practitioners to support the co-development of curricula and, more especially, how the results of the design process can be so readily transformed into curriculum artefacts which support the institution, the designer and the learner.

I know you are aware of our profiling system, already used by your colleagues in Social Work and other professional discipline areas. We are keen to work with you to establish how it can support evidence gathering across all subject disciplines and in particular how it could lead to a trail of evidence leading to a very rich Higher Education Achievement Record.

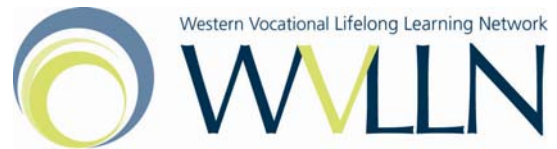
Of particular importance is the development and application of standard ways of describing competence and it might be that this project can contribute uniquely to that work given that your focus is on defining learning attributes and generic skills.

Given your very early enthusiasm for our work, now endorsed by over 75 other institutions, I very much look forward to having an opportunity to work with you on a project as important and well conceived as this. I hope that our technical expertise; success in previous JISC projects; and interest in curriculum design – coupled with your comprehensive knowledge in this field - stand us in very good stead to deliver a valuable project for the University of Gloucestershire and the wider community.

Kind regards



Shane Sutherland
Development Director



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7 January 2009

Mr M Jenkins
Academic Manager
Centre for Active Learning
University of Gloucestershire
Francis Close Hall Campus
Swindon Road, Cheltenham
GL50 4AZ

Dear Martin

**JISC Institutional Innovation Projects in Lifelong Learning and Workforce Development
Cogent: Co-generative Toolkit. Lead University of Gloucestershire.**

As Director of the Western Vocational Lifelong Learning Network (WVLLN), I am delighted to endorse this bid proposed by the University of Gloucestershire.

The proposal is entirely in line with the WVLLN objectives and long term aspirations. I am particularly attracted to mechanisms which bridge academia and employer training to offer an integrated and seamless transition for employed adults.

The Bid partners are core members of the WVLLN: raising the opportunity for Higher level training for employed adults, with their vast reservoir of experience and skills, is central to the network's activity. The toolkit would support and enhance the broader range of strategies being deployed by the network.

I wholeheartedly commend this bid for consideration.

Yours sincerely

Steve Dear
Director