



Project Document Cover Sheet

Project Information			
Project Acronym	Co-genT		
Project Title	Co-generative Toolkit		
Start Date	1 st April 2009	End Date	31 st March 2011
Lead Institution	University of Gloucestershire		
Project Director	Professor Stephen Hill		
Project Manager & contact details	Michele Hills, University of Gloucestershire, Learning Enhancement and Technology Support, 01242 714831 mhills@glos.ac.uk		
Partner Institutions	University of Winchester, Western Vocational Lifelong Learning Network and Pebble Learning		
Project Web URL			
Programme Name (and number)	<i>Institutional Innovation Projects in Lifelong Learning and Workforce Development (1108)</i>		
Programme Manager	Ruth Drysdale		

Document Name			
Document Title	<i>Co-genT JISC Project Plan</i>		
Reporting Period			
Author(s) & project role	Stephen Hill (Project Director), Michele Hills (Project Manager), Phil Gravestock and Martin Jenkins (Development Team)		
Date	5 th May 2009	Filename	Co-genT Project Plan
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Access	<input checked="" type="checkbox"/> Project and JISC internal	<input checked="" type="checkbox"/> General dissemination	

Document History		
Version	Date	Comments
1.0	5 th May 2009	



JISC Project Plan

Overview of Project

1. Background

Underpinned by a clear and coherent Learning, Teaching and Assessment Strategic Framework¹ the University of Gloucestershire (UoG) 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.

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. 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.

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, 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 UoG 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.

2. Aims and Objectives

The overarching aim of this project is to establish methodologies, supported by technology, to support the planning, design, implementation, assessment and review of demand-led curriculum developments.

The specific objectives are to develop and deliver:

- a database of learning opportunities to enable demand-led curricula

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

- a vocabulary that maps and aligns academic and professional standards of the learning opportunities
- the integration of ELLI with an e-portfolio system
- a simple configurable toolkit which enables selected skills, attributes and outcomes to be automatically translated into learning profiles for curriculum design and personalised pathways for curriculum delivery
- ways of making learners' formal and informal learning explicit to employers and educators.

3. Overall Approach

3.1 Methodology

The methodology for this project is based around the following iterative stages:

Planning

The core team will begin with an integrative planning phase, taking a holistic view of the project and focusing on the links between the different project outputs.

A review of existing documentation and meetings with key staff will be used to carry out the Baselining Exercise and User Needs Analysis.

Paper-prototyping and associated techniques will be used, with input from stakeholders via **desk research, interviews, focus groups** and also from **meetings with other Lifelong Learning and Workforce Development projects** (eg MUSKET).

This planning methodology will be used throughout the project as part of the overall iterative process.

Design

Paper-prototyping and in addition **Rapid Software Prototyping** will be used to design and develop the Co-genT system and supporting processes, backed up by regular **communications with stakeholders**.

Implementation

Initial pre-pilot implementation will take place at the University of Gloucestershire (UoG) through identified projects. This will be followed by a **formal pilot** undertaken through the Western Vocational Lifelong Learning Network (WVLLN). Following pilot review, **detailed trialling** of processes and outputs will be undertaken by the UoG, WVLLN and the University of Winchester.

Assessment and Review

The outputs and processes developed through the project will be continually evaluated using a range of methods including **surveys, interviews and focus groups**, as well as **systems data** where applicable.

The process will seek to continually review the applicability of outcomes to different context, including, for example, the University of Gloucestershire's engagement with the Higher Education Achievement Report (HEAR).

3.2 Important issues

The project recognises the importance of allowing sufficient time for initial planning and use of appropriate planning techniques. For this reason an integrated planning phase has been introduced at the start of the project which will employ techniques such as paper prototyping, taking a holistic view of the project and seeking to optimise connections between the different elements of the project.

In mapping and aligning occupational standards with academic standards it is recognised that currently no specification exists to support the interoperability of competence frameworks. The project will start by focusing on selected occupational standards but seek to ensure that the processes developed are transferable. Liaison with other projects in the Lifelong Learning and Workforce Development strand will inform this.

3.3 Scope and boundaries

The scope of this project is to explore the effective methods of co-generating demand-led curriculum within the UoG and the project partners in order to generate a toolkit which is capable of further dissemination across the sector. While we recognise that the outputs from this project will potentially also benefit 'traditional' curriculum development, this will not be the focus of this project.

3.4 Critical success factors

- Employers express satisfaction with co-generation of curriculum processes
- Commonality of languages is achieved
- Learners are able to reflect on ELLI profiles and articulate their own learning in e-portfolios
- Use of the learner profile across all faculties and project partners
- Widespread implementation and engagement of WVLLN and Winchester
- Effective /successful use of the CogenT toolkit in demand-led curricula.

4. Project Outputs

The project management deliverables for this project are:

- Co-genT project plan, including work plan and budget
- Co-genT webpage on JISC website
- Co-genT website hosted at University of Gloucestershire
- Consortium Agreement
- Project progress and interim reports, including budget reports
- Project technical and supporting documentation
- Project final report
- Project completion report.

The project workplan deliverables for each workpackage are:

Workpackage 1: Review of current processes and practice

- Updated project and work plan
- Public report on baselining activity (Milestone 1)
- User needs analysis

Workpackage 2: Development and planning

- Integrated plan for each workstream identifying linkages between outputs

Workpackage 3: Vocabulary

- Published guidance on vocabulary for aligning academic and professional standards

Workpackage 4: Learner Profiles

- Workable tool for developing individual profiles
- Report and evaluation on technical developments (Milestone 3)
- Initial report on the first level implementation of processes and tools for evaluation and testing (Milestone 4)
- Evaluation outputs and commentary on the second level, wider implementation of processes and tools

Workpackage 5: Explain and Share presentation tool

- Workable tool for creating Explain and Share presentations
- Report and evaluation on technical developments (Milestone 3)
- Initial report on the first level implementation of processes and tools for evaluation and testing (Milestone 4)
- Evaluation outputs and commentary on the second level, wider implementation of processes and tools

Workpackage 6: ELLI and PebblePad integration

- Report and evaluation on technical developments (Milestone 3)

Workpackage 7: Processes for curriculum design and delivery

- Report outlining processes for curriculum design and delivery (Milestone 2)
- Database of modules providing access to Shell Framework
- Report on embedding and sustainability within institutional processes (Milestone 5)

Workpackage 8: Dissemination

- Reflections and commentary on dissemination activities

Workpackage 9: Final Evaluation

- Final report.

5. Project Outcomes

- Transforming the institutions' strategies on business and community engagement
- Innovative approaches to flexible learning and demand-led curriculum, enhancing knowledge management
- Capacity building in staff – including non-traditional staff (eg work-based training)
- Confidence building in learners
- Enhancing the learning experience for work-based learners.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Academic staff (Gloucestershire and Winchester)	Vocabulary – communication with employers and employment-related organisations Toolkit – for generation of new relevant curricula	HIGH
	Use of Learner Profiles and Explain and Share presentation tool to generate personalised learning pathways	HIGH
Employers	Vocabulary – communication with academics and HEI sector Toolkit – for generation of new relevant curricula	HIGH
	Use of Learner Profiles and Explain and Share presentation tool to generate personalised learning pathways	HIGH
Learners	Use of Learner Profiles and Explain and Share presentation tool to provide personalised learning pathways	HIGH
Learning support staff	Use of Explain and Share tool to show students the support and resources available for specific learning activities	MEDIUM
Vice-Chancellor/Senior University Management	Re-positioning of the institution to cope with new markets	MEDIUM

Stakeholder	Interest / stake	Importance
CEI	Vocabulary – facilitating communication with employers and employment-related organisations aligning academic and professional standards	MEDIUM
Nexus Partners	Database of learning opportunities for demand-led curricula.	HIGH
Employability Forum	Vocabulary – communication with academics and HEI sector	MEDIUM
Western Vocational Lifelong Learning Network	Integration of the Gloucestershire Shell Framework with the SW Regional Shell Framework to provide wider applicability for alignment of academic and professional standards. Database of learning opportunities for demand-led curricula. Vocabulary – for communication between employers and HEI sector	HIGH HIGH
Sector Skills Councils	Vocabulary – communication with academics and HEI sector	HIGH
fdf	Processes for the co-generation of curricula which can be shared with the sector.	MEDIUM
Higher Education Academy	Shared innovations in processes for the co-generation of curricula which can be shared with the sector.	MEDIUM
JISC	Funder and project sponsor.	HIGH
ELLI community	Integration of ELLI with e-portfolio system to facilitate transfer of learner data	MEDIUM
PebblePad Users	Learner profiles; Share and Explain tool; ELLI and PebblePad integration	HIGH

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
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.

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Technological developments do not function as planned	2	4	8	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 ongoing.
Access to systems hinders integration developments	3	4	12	Senior management support will provide leverage.

8. Standards

The project is working with Pebble Learning who have been at the forefront of e-portfolio standards development. It is also noted that standards are not currently available for the specification of 'competency frameworks' e.g. National Occupational Standards.

Name of standard or specification	Version	Notes
IMS Enterprise		Personal data and student management systems
IMS e-portfolio		ePortfolio standard
LEAP2A		Emergent UK ePortfolio standard
HR-XML		May be a requirement of external business systems

9. Technical Development

Technical developments will be led by Pebble Learning who have significant expertise in innovative developments and a successful track record of working on JISC projects. Pebble Learning draw upon the Agile Modelling process in their development work in particular Requirements Envisioning and Active Stakeholder Participation.

<http://www.agilemodeling.com/>

Project Acronym: Co-genT
Version: 1.0
Contact: Michele Hills
Date: 05 May 2009

10. Intellectual Property Rights

All outputs specified as deliverables of the project will be made freely available for widespread dissemination by JISC in perpetuity. The rights to any additional outputs, such as research papers will be retained by the University of Gloucestershire and/or assigned to the author(s) as appropriate.

Open source components will be fully documented and made available, for example through Sourceforge.

Project Resources

11. Project Partners

Lead Institution

University of Gloucestershire, The Park, Cheltenham GL50 2RH
main contact: Stephen Hill (Project Director), Director of Learning, Teaching and Innovation
email: shill@glos.ac.uk
Michele Hills (Project Manager), Learning Enhancement and Technology Support
website: www.glos.ac.uk

Project Partner (Development)

Pebble Learning
main contact: Shane Sutherland, Development Director
email: shane@pebblelearning.co.uk
website: www.pebblelearning.co.uk

Project Partner (Trialling project outputs)

University of Winchester
main contact: Yaz El Hakim, Director of Learning and Teaching
email: Yaz.El-Hakim@winchester.ac.uk
website: www.winchester.ac.uk

Project Partner (Piloting project outputs)

Western Vocational Lifelong Learning Network
main contact: Steve Dear, Director
email: s.j.dear@bath.ac.uk
website: www.wvlln.ac.uk

The consortium agreement is in preparation and is expected to be completed by the 30th June 2009.

12. Project Management

Staffing

Project Core Team

The work programme will be carried out by a **core team** of staff, comprising of the Development Team, Specialist Advisers, and Trialling & Pilot Implementation teams. **All Core Team members will report to the Project Director.**

Development Team	role	email
*Stephen Hill	Project Director	shill@glos.ac.uk
*Phil Gravestock	Project Development	pgravestock@glos.ac.uk
*Michele Hills	Project Manager	mhills@glos.ac.uk
*Martin Jenkins	Project Development	mjenkins@glos.ac.uk
Specialist Advisers	role	email
Alan Howe	Shell Framework and ELLI development	ahowe@glos.ac.uk
Bill Lawrence	ICT support	blawrence@glos.ac.uk
*Shane Sutherland	PebblePad development	shane@pebblelearning.co.uk
Laura Crabb	CEI representative	lcrabb@glos.ac.uk
Nicki Castello	Learning Support representative	ncastello@glos.ac.uk
Trialling & Pilot Implementation	role	email
*Yaz El Hakim	project trialling	yaz.el-hakim@winchester.ac.uk
*Steve Dear	project pilot	s.j.dear@bath.ac.uk

Project management

The **Project Director** will lead the project, including overseeing the project, chairing project meetings and acting as first contact point between JISC and the Core Team. The Project Director will also be responsible for the overall finances of the partnership, ensuring the project keeps within budget constraints.

The **Project Manager** will organise the day-to-day running of the project, including liaising with project partners and specialist advisers, monitoring expenditure, preparing project progress reports, developing the project webpages and ensuring the project keeps to timescales. The Project Manager will ensure the project complies with JISC project management guidelines and that project communications support the JISC Communications and Marketing Strategy. The Project Manager will spend approximately two-thirds of the allocated time (ie 10 hours per week) on project management processes, and the remainder assisting with project development work.

Core Team staff with asterisks on the above list are also members of the **Project Steering Group**, which will be chaired by Frances Cambrook, Associate Director of *fdf*. The role of the Steering Group will be to support the development team throughout the duration of the project, maintain a dialogue between the lead and partner institutions and to help resolve issues which cannot be resolved by the development team alone. The Steering Group will also act as a conduit for dissemination of project outputs and will include employer representation through a member of the University of Gloucestershire Employability Forum.

The members of the Development Team have many years' experience of managing and delivering projects within the context of higher education, and will liaise closely with the Specialist Advisers and Pilot and Implementation Teams throughout the project to ensure optimal results from programme activities.

13. Programme Support

The project team will seek support from the JISC Programme Manager/JISC Programme:

- as a 'critical friend' of the project, ie to offer constructive comment on project objectives, processes and outputs throughout the project lifecycle
- as adviser to the project team on the development of appropriate and effective strategies for evaluation and quality assurance
- as a source of information regarding further opportunities for dissemination of project outputs and as a contact for networking with the JISC community.

14. Budget

See Appendix A.

Detailed Project Planning

15. Workpackages

See Appendix B.

16. Evaluation Plan

The project will monitor progress on all intended outputs from the project, this will include delivery of those outputs. The table below is focused on evaluation of use of the outputs and associated processes.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
April – June 09	Baseline activity	Value of baseline activity	Review of baseline referencing	Effective progress monitoring at defined stages in the project
	Vocabulary that maps and aligns academic and professional standards	How transferable is the vocabulary between HEIs?	Feedback from project partners	Successful application of vocabulary across project partners
	Learner profiles	Does the learner profile provide a suitable means of making explicit to students the skills, attributes and knowledge required? How usable is the tool?	Surveys and interviews of students, employers and academic staff.	Embedded use within project partners. Adoption into PebblePad
	Explain and Share presentation tool	Does the Explain and Share presentation tool provide a suitable means of making support, activities and resources explicit to students? How usable is the tool?	Surveys and interviews of students, employers and academic staff.	Embedded use within project partners. Adoption into PebblePad
	ELLI and PebblePad integration		Review of integration	Successful transfer of data between ELLI and PebblePad
	Articulation of processes for co-generation of curricula	What are the processes for mapping academic and professional standards? How transferable are these processes between disciplines?	Surveys and interviews with employers, academic staff, HEI managers.	Adoption and embedding of processes by project partners
	Database of learning opportunities		Surveys of stakeholders	Successful use of the database.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
	Dissemination activities	Review of dissemination activities and usage records		Generation of enquiries and new contacts from other employers/HEIs; website usage
	Project team and project management processes	Effectiveness of the team and processes employed	Team activity	Lessons learnt transferred to future projects

17. Quality Plan

Output	Vocabulary that maps and aligns academic and professional standards				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
May – Aug 09	Delivery of framework for vocabulary	Paper prototyping with stakeholder interaction	Documented prototypes.	Project Team	
Jun – Dec 09	Creation of vocabulary for selected standards	Mapping process	Utilisation of mapping process for other selected standards	Project Team	

Output	Learner Profile and Explain and Share Presentation Tool				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
May – Dec 09	Usability of tools	Design processes; documenting of processes		Pebble Learning; Project Team	

Output	Processes for the co-generation of curricula				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
As per project milestones	Documented processes that are transferable	Mapping and documenting the processes	Successful trialling of processes (and associated tools) by project partners	Project Team; project partners	

Output	Project documentation				
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
Throughout the project	Acceptance by JISC	Adherence to report guidelines	Acceptance by JISC	Project Team	

18. Dissemination Plan

Members of the project team will engage with JISC events and establish a web site with RSS feed to allow interested parties to follow progress on the project. Other dissemination activities will include engagement with ALT, HEA and LLN events. The project team will also seek to publish the outcomes from the project, including the use of the University's own peer-reviewed journal, *Learning and Teaching in Higher Education (LATHE)*.

Timing	Dissemination Activity	Audience	Purpose	Key Message
May 09	Project website	University staff; project partners; HE Sector	Informing the community (local and national) about the project	Outline aims and objectives of the project
May 09 onwards	Project reports	JISC	To update funder on activity	Maintaining close communications and identifying support needs
Dec 09 onwards	Conference presentations, articles and reports	All stakeholders	Communicating progress on the project and to engage stakeholders for feedback on developments	

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
<ul style="list-style-type: none"> User needs analysis Methodology for baselining activity Technical and evaluation reports 	Publication on JISC and Co-genT webpages to provide input for future work and projects in this field	Dissemination via appropriate channels eg website, journal article/case studies, conference presentations etc
<ul style="list-style-type: none"> Project webpages Project reports 	Posting on UoG and JISC websites; promotion via project communications, conferences, mailing lists etc	Archived via Co-genT webpages posted on UoG website

Project Outputs	Why Sustainable	Scenarios for taking forward	Issues to Address
Vocabulary for aligning academic and professional standards	Vocabulary will be transferable to all relevant disciplines; processes for mapping will be transferable generally	Available vocabulary and processes to be available on project web site which will be maintained after the project. Conference presentations and articles will also promote.	Continued maintenance of the project web site.
Tool for developing individual profiles	Tool that can potentially be used for supporting students	<p>Embedding use in project partners through staff development and publicising use more widely through dissemination activity.</p> <p>Potential adoption as a tool in Pebblepad which has widespread use in UK HE.</p> <p>Tool to be freely available to HE Sector.</p>	<p>Sustainability will be dependent on the success of the tool.</p> <p>Mechanism for sharing of tool.</p>

Project Outputs	Why Sustainable	Scenarios for taking forward	Issues to Address
Tool for creating Explain and Share presentations	Tool that can potentially be used for supporting students	<p>Embedding use in project partners through staff development and publicising use more widely through dissemination activity.</p> <p>Potential adoption as a tool in Pebblepad which has widespread use in UK HE.</p> <p>Tool to be freely available to HE Sector.</p>	<p>Sustainability will be dependent on the success of the tool.</p> <p>Mechanism for sharing of tool.</p>
Processes for curriculum design and delivery	<p>Will support project partners plans for expanding BCE activity.</p> <p>Processes will inform other institutions involved in co-generation of curricula.</p>	<p>Project is expected to influence practice in project partners.</p> <p>Dissemination activities. Processes to be available on project web site.</p>	
Database of modules to access Shell Framework			

Appendices

Appendix A. Project Budget

Directly Incurred Staff	Apr09– Mar10	Apr10– Mar11	TOTAL £
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Total Directly Incurred Staff (A)	£68,747	£66,429	£135,176
Non-Staff			
	Apr09– Mar10	Apr10– Mar11	TOTAL £
Travel and expenses	£2,460	£3,060	£5,520
Hardware/software			
Dissemination	£750	£2,250	£3,000
Evaluation	£400	£500	£900
Other	£300	£200	£500
Total Directly Incurred Non-Staff (B)	£3,910	£6,010	£9,920
Directly Incurred Total (C) (A+B=C)	£72,657	£72,439	£145,096
Directly Allocated			
	Apr09– Mar10	Apr10– Mar11	TOTAL £
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, LC, NC	

Appendix B. Workpackages

WORKPACKAGES	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
		A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
1: Review of current processes and practice																									
2: Development and planning																									
3: Vocabulary																									
4: Learner Profile																									
5: Explain and Share presentation tool																									
6: ELLI and PebblePad integration																									
7: Processes for Curriculum Design and Delivery																									
8: Dissemination																									
9: Final evaluation																									

Project start date: *1st April 2009*

Project completion date: *31st March 2011*

Duration: *24* months

				Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: Review of current processes and practice	April 2009	August 2009			
<u>Objective:</u>					
1. Establish project team and contacts. Ensure staff and contacts in place to deliver project.	April 2009	June 2009	Establishment of project team		SH
2. Baseline activity: review of current processes and procedures	May 2009	June 2009	Baseline report	1	MH
3. Review of project plan	May 2009	June 2009	Updated project plan		MH
4. User needs analysis	May 2009	August 2009	User needs analysis		Project Team
WORKPACKAGE 2: Development and planning	May 2009	March 2010			
<u>Objective:</u>					
5. Integrated planning activity	May 2009	November 2009	Initial plan for each workstream identifying linkages between the different outputs.		Project Team
WORKPACKAGE 3: Vocabulary	June 2009	November 2010			
<u>Objective:</u>					
6. Map and align professional and academic standards	June 2009	November 2009	Published guidance on vocabulary for aligning academic and professional standards.		SH, AH, MH
7. Initial testing and implementation	October 2009	March 2010	Evaluation report feeding into milestone 2 (Technical report).	2	Project Team
8. Second level implementation	April 2010	November 2010	Evaluation report		Project Team

WORKPACKAGE 4: Learner Profiles	October 2009	December 2010			
<u>Objective:</u>					
9. Development and initial testing	October 2009	February 2010	Evaluation report feeding into milestone 2 (Technical report). Workable tool.	2	Project Team, Pebble Learning
10. Initial implementation	February 2010	May 2010	Evaluation report	4	Project Team and partners
11. Second level implementation	September 2010	December 2010	Evaluation report. Deliverable tool.		Project Team and partners
WORKPACKAGE 5: Explain and Share Presentation Tool	October 2009	December 2010			
<u>Objective:</u>					
12. Development and initial testing	October 2009	February 2010	Evaluation report feeding into milestone 2 (Technical report). Workable tool.	2	Project Team, Pebble Learning
13. Initial implementation	February 2010	May 2010	Evaluation report	4	Project Team and partners
14. Second level implementation	September 2010	December 2010	Evaluation report. Deliverable tool.		Project Team and partners
WORKPACKAGE 6: ELLI and PebblePad integration	June 2009	March 2010			
<u>Objective:</u>					
15. Scoping	June 2009	September 2009	Integration map.		SH, PG, MH, Pebble Learning
16. Development and testing	October	February	Evaluation and integration report, feeding	2	Project Team,

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Date: 05 May 2009

	2009	2010	into milestone 2 (Technical report).		Pebble Learning
WORKPACKAGE 7: Processes for Curriculum Design and Delivery	October 2009	December 2010			
Objective:					
17. Articulation of processes for curriculum design and delivery	October 2009	February 2010	Report outlining processes.	3	SH, PG, MJ
18. Establish database of modules available through Gloucestershire Shell Framework	April 2010	March 2011	Database of modules available for use by project partners.		MH
19. Adapt institutional processes	March 2010	December 2010	Report on embedding and sustainability	5	Project Team and partners
WORKPACKAGE 8: Dissemination	June 2009	March 2011			
Objective:					
20. Establish project web site		June 2009	Web site available to HE community		MH
21. Conference presentations, articles and reports	December 2009	March 2011	Conference papers and articles accepted for dissemination		Project team
WORKPACKAGE 9: Final evaluation	January 2011	March 2011			
Objective:					
22. Final evaluation report		March 2011	Final evaluation report	6	Project Team

Members of Project Team:

Development Team: Stephen Hill (SH), Michele Hills (MH), Phil Gravestock (PG), Martin Jenkins (MJ)
Specialist Advisers: Alan Howe (AH), Bill Lawrence (BL), Shane Sutherland (SS), Laura Crabb (LC), Nicki Castello (NC)
Trialling and implementation: Yaz El-Hakim (YEH), Steve Dear (SD)