


**Appendix A - Proposal Cover Sheet**

<b>Cover Sheet for Proposals</b> <i>(All sections must be completed)</i>			
<b>Name of Initiative:</b>		<b>Institutional innovation projects in lifelong learning and workforce development</b>	
<b>Name of Lead Institution:</b>		<b>University of Wolverhampton</b>	
<b>Name of Proposed Project:</b>		<b>An e-Portfolio based Pedagogy for SMEs</b>	
<b>Name(s) of Project Partner(s):</b>			
<b>Full Contact Details for Primary Contact:</b>			
Name: Prof. Glynis Cousin			
Position: Director of Learning and Teaching			
Email: G.Cousin@wlv.ac.uk			
Address: ILE, MI005, City Campus, University of Wolverhampton, Wulfruna Street, Wolverhampton,			
Tel: 01902 322361			
Fax:			
<b>Length of Project:</b>		<b>18 months</b>	
<b>Project Start Date:</b>		March, 2009	<b>Project End Date:</b> August, 2010
<b>Total Funding Requested from JISC:</b>			
<b>Funding Broken Down over Financial Years (April-March):</b>			
<b>Mar 09</b>	<b>Apr 09 – Mar 10</b>	<b>Apr 10 – Mar 11</b>	
7911.42	94937.00	39557.08	
<b>Total Institutional Contributions:</b>			
<b>Outline Project Description</b>			
This project will provide the HE sector with reusable models and resources for an e-portfolio based pedagogy for SMEs. Such a pedagogy will take account of the particular conditions of SME employers and learners, namely: shortage of time, prior informal learning, need to match individual learning with needs of the enterprise, need for flexible delivery, quality assured, opportunities to record and build achievement, need for confidentiality and for ease of access to e-learning and feedback.			
<b>I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)</b>		<b>YES</b>	
<b>I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)</b>		<b>YES</b>	

## 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.

<b>Section / Paragraph No.</b>	<b>Relevant exemption from disclosure under FOI</b>	<b>Justification</b>
None	None	None

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

## **Title: An e-Portfolio based Pedagogy for SMEs**

### **1. Fit with programme**

This proposal centres on employer responsive, e-portfolio curriculum design and delivery with SMEs; it offers a particularly strong fit with paragraphs 15,16, 19, 21, 23, 24 of the vision for lifelong learning and workforce development. Key innovative features concern the identification of processes and resources for translating a negotiated curriculum with SMEs into e-portfolio supported modules; such negotiation will take account of the particular conditions of SME employers and learners, namely: shortage of time; prior informal learning, need to match individual learning with performance needs of SME; need for flexible delivery, distance learning; reflexive learning; opportunities to record achievement; and the need for easily accessible e-learning and feedback.

This project also aims to explore and report on the processes that enable a smooth and timely passage from curriculum negotiation to quality assured, flexible delivery. The project will also address the development needs of academics involved in the negotiation and delivery of SME learning. Finally, it will address relevant security, ethical and technical issues associated with SME provision.

Central to the aim of developing an e-portfolio based pedagogy for SMEs will be a strong engagement with the low level of formal qualifications but informal learning experiences that characterise West Midlands' SME workers (and indeed SME workers in Europe generally). The project methodology will bring together a range of experts to action research with employers/employees for production of the following anticipated outcomes and outputs:

- a) **A process for** addressing the specific needs of SME based learners which are directly linked to the performance needs of the enterprise, as well as individual learners.
- b) **A process for** enabling academic teachers to develop responsive, context sensitive, bespoke e-portfolio based curricula.
- c) **A process for** the negotiation of e-portfolio based learning experiences which have regard for: prior learning (informal and formal), recording achievement, flexible delivery, alignment of individual and organisational learning/performance needs; confidentiality and ethical frameworks for work based inquiry.
- d) **A process for** the speedy passage from learner and workplace performance needs' analysis to deliverable, quality assured curricula.
- e) **A process for** generating a range of work based learning undergraduate modules within a flexible accreditation framework.
- f) **A project website** (this project will be hosted and maintained by the University beyond the period of the project cycle) containing documents which describe necessary sequences and the challenges each of the above processes presented above, namely:
  - i. Models of a negotiated approach for performance and learning needs analysis in an SME with supporting training materials for learning consultants
  - ii. Teacher development materials for making sense of needs/performance analysis information to support work based learning supported by e-portfolio.
  - iii. Templates for light touch, speedy Quality Assurance which builds a flexible, marketable set of learning units.

iv. Resources relating to e-portfolio pedagogic techniques applicable to SMEs specifically, profiling tools, critical incident gathering, blogs, learner created webfolios, learning journals, and uses of scaffolded templates.

v. Work based inquiry (ways of uniting the interests of the workplace with that of the individual learner)

vi. Accrediting informal learning (APEL, ways of valuing and harnessing informal learning to formal learning)

g) **Establishment of a Special Interest Group**, which we would lead and the hosting of associated workshops on e-portfolio based SME pedagogy. It is anticipated that this SIG would work closely with the Higher Education Academy.

## **2. Business case for the project and alignment with relevant institutional strategies**

Time, expertise, strategic fit and senior management commitment support this proposal. The expansion of employer engaged provision is a strategic aim of the University. This priority both responds to the anticipated reduction of undergraduate applicants (due to a decline in the target population) and to the socio-economic needs of the region.

The West Midlands Higher Education Association reported (*The demand for higher level skills from businesses in the West Midlands, October, 2008*) that the region has 7,550 private sector employers many within small and medium enterprises. Between them these enterprises employ about 73% of the regional private sector workforce (of 1,131,634 employees). This report notes that 'more than 77,000 more people need to attain qualifications at level 4 or above and more than 6,7000 more 'knowledge workers' qualified to level 4 or above need to be recruited into the regions private sector. The project assumes that such needs extend over many other parts of the country. In particular this project dovetails neatly with three major institutional strategies:

i. Work-based Learning strategy: the Strategic Plan of the University of Wolverhampton (2006-2012) outlines the continuing curriculum direction towards enterprise and employability with a particular emphasis on work-related learning. The university is developing a process for fast track validation of new programmes and modules to meet the needs of learners who are in employment. The Flexible Learning Opportunities at Wolverhampton (FLOW) framework will provide a range of qualifications from single modules to up to 60 credit awards at all levels as well as a process for swift validation to meet employer and learner needs. The framework will also enable prompt accreditation of employers' in-house training.

ii. The University has established a company (i-CD) to build links to employers and to gather intelligence on learning needs and demands.

iii Blended Learning Strategy. The University has approved a new Blended Learning Strategy which has at its core five learner centred entitlements to supplemental, e-based, learning opportunities. One of these five centres on the opportunity to engage with e-Portfolio-based Personal Development Planning. Given the nationally recognised<sup>1</sup> and extensive pool of expertise in personal development planning and in the use of ePortfolio which the University has, the fit of this knowledge to the development of an SME based pedagogy harmonises with both University strategic objectives and fits the central purpose of this project.

---

<sup>1</sup> <http://www.jisc.ac.uk/media/documents/publications/effectivepracticeportfolios.pdf>

### **3. Project's fit to existing strengths and institutional commitment to employer engagement and workforce development**

The University of Wolverhampton has a long term commitment to employer engagement and a significant business in delivering CPD to local, regional national and international markets. Currently the University's annual income from the delivery of CPD to local businesses is approximately £3 million. In addition, the university is 'top provider of Knowledge Transfer Partnerships (KTPs) in the West Midlands'<sup>2</sup> In 2007 the university received two Lord Stafford Awards for its innovative work with businesses.

The University has also appointed a work based learning specialist to work in the Institute for Learning Enhancement and to collaborate closely with i-CD, the Blended Learning Unit and with a 'work-based learning network' of colleagues representing each of the ten academic Schools. The Blended Learning Unit has considerable experience of e-portfolio within the undergraduate and postgraduate curriculum. This has been demonstrated through the successful HEA Pathfinders project<sup>3</sup>, which implemented the use of e-Portfolios across the Level 1 curriculum, and through the nationally recognised pool of ePortfolio expertise in the University<sup>4</sup>.

In creating space for responding to employer needs, the PVC (Academic) is directing a review of undergraduate provision both to strengthen its blended learning dimension and to refine the modular offerings.

Schools already have strong employer engaged links, particularly those with direct vocational links such as the School of Health. The project will work with the 'work based learning network' and with Technology Supported Learning Coordinators in Schools to develop appropriate curriculum based on e-portfolio supported learning. Use of e-portfolio in the undergraduate and postgraduate curriculum is already widespread in all our Schools, and systematically across the Level 1 curriculum. A central outcome of this project will concern both its adaptation for SMEs and the development needs of academic staff this adaptation requires.

### **4. Previous experience/quality of team**

As the appended brief cvs show, our project team encompasses strong experiences in adult and community education, higher education curriculum design, action-research, work-based learning, blended learning, creative e-portfolio usage and the management of diversity/widening provision.

The University already has a strong reputation in the field of handling widening participation and diversity issues in the curriculum. Notably, the project will draw upon the findings and developments from its project Learning and Teaching for social diversity and difference funded by the ESRC Teaching and Learning Programme project [www.wlv.ac.uk/teaching4diversity](http://www.wlv.ac.uk/teaching4diversity)) particularly in terms of engaging with learners from diverse social, cultural and educational backgrounds and experiences.

The University also successfully delivered one of JISC's first e-Portfolio projects, ePistle<sup>5</sup>, and the expertise and understandings from this project remain in the institution and can be harnessed to this project. These are an in-depth understanding of: how academics can be developed to understand the optimal ways in which ePortfolio can be embedded into the curriculum; how ePortfolios can be used for accreditation for entry into Higher Education; how they enable learners' transition or progression to other institutions of education; and, the factors affecting use and non-use of eportfolios by learners.

In addition the University successfully implemented the use of ePortfolio-based electronic Personal Development Planning at Level 1 across all 10 of its Schools through the Higher Education

---

<sup>2</sup> <http://wlv.ac.uk/PDF/mac-ar-2007.pdf>

<sup>3</sup> <http://eportfolio.wlv.ac.uk/viewasset.aspx?oid=294048&type=blog>

<sup>4</sup> <http://www.jisc.ac.uk/media/documents/publications/effectivepracticeeportfolios.pdf>

<sup>5</sup> <http://asp2.wlv.ac.uk/ePISTLE/index.html>

Academy's Pathfinder Programme<sup>6</sup> and has proven experience in the design and delivery of a prescribed programme for the travel industry through its e-Portfolio platform. The expertise gained in ePortfolio curriculum design and pedagogical techniques will feed into and professionally enrich this project.

## **5. Project methodology**

This project will deploy an action research process over eighteen months. Three retreats will be organised for each critical stage of the development cycle: the first critical stage will be to develop an instrument that can be used to negotiate SME learner needs; this instrument will be used as the basis for developing a dialogue with SME employers/employees both about the performance needs of their organisation and that of individual learners. The next critical aim will be to use the performance needs analysis to devise reflexive, transformative work based learning by which we mean: a) 'a learning process of 'becoming critically aware of one's own tacit assumptions and expectations and those of others' (Mezirow, 2000:4); and b) learning that is rooted in forms of work based inquiry that are transformative for the organisation as well as for the learner.

The e-portfolio will be an important tool for the reflexivity and transformative learning required firstly because we expect much of the learning to be flexibly delivered, affordable, e-learning and second, because e-portfolio enables learners to articulate record and reflect on formal and informal learning experiences, providing a safe and supportive environment for learners to stitch together episodes of learning to better enable them to make sense of their learning from a holistic viewpoint. Eportfolio is especially able to support learners through transitions.

The final critical aim of the project will be to evaluate the negotiation and delivery processes having particular regard for: QA processes, technical/infrastructural/resourcing issues, administrative burdens, ethical and privacy issues, design challenges, accreditation frameworks, progression pathways (through foundation degrees to higher qualifications, including masters), learner and employer experiences. The following provides an outline of key action research activities and phases.

1. Reconnaissance: review of existing practice, establishing a SIG; liaising with the team and outputs of the Comparative study of e-Portfolio<sup>7</sup> implementation in WBL, which is a current JISC project.
2. Planning: setting up a Steering Group, chaired by PVC Academic, establishing work streams, devising a performance needs analysis methodology
3. Acting: implementing the needs analysis; negotiating the curriculum and generating descriptions of these processes; critical incidents, and the associated light touch Quality Assurance processes.
4. Reflection: evaluating the above processes, making changes in the light of evidence discussion and feedback;
5. Ongoing activities will concern the production of reports on processes, technical issues, web-based resources and open workshops.

## **6. Engagement with community**

Nationally, the University will set up a Special Interest Group on 'an e-portfolio based pedagogy for SMEs'; the SIG will devise a programme of associated workshops and relevant web pages, working closely with the Higher Education Academy, York and the Subject Network. The University will host a conference towards the end of the project to disseminate its work and to strengthen strategies for sustainability. It will also present papers / workshops to recognised fora for employer engagement activities e.g. UVAC Annual Conference and the annual Work Based Learning Futures Conference.

Regionally, the University has extensive partnerships with regional colleges and other learning providers. The University is a member of two Lifelong Learning Networks: Birmingham, Black

---

<sup>6</sup> <http://www.wlv.ac.uk/Default.aspx?page=14399>

<sup>7</sup> <http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/heinfe/comport.aspx>

Country and Solihull (BBC&S) LLN and Staffordshire, Stoke-on-Trent, Shropshire and Telford and Wrekin (SST&W) LLN and is able to access these fora to enable dissemination of this project's outcomes within these two communities.

Internally, a steering group will be established to include employer/employee and HEA representation will be established for the project. The project team comprises and works with a range of internal stakeholders from IT Services to individual academics in the Schools.

## 7. Workplan

Phase	When	Activity	Outputs / Deliverables	Who	Milestones
1	March 2009 to May, 2009	<p>Advisory group set up (chaired by PVC (Academic) [will meet every six months])</p> <p>Project team established – ILE members, i-CD, QA member, academics</p> <p>Recruit SME employers and learners</p> <p>Plan first the retreat</p> <p>Conduct review of baseline information</p>	<p>Project steering group formed</p> <p>Publication on website of distillation of baseline review</p>	<p>Project manager</p> <p>Project Steering group</p>	<p>Project Steering group has met</p> <p>Website created</p> <p>Named SME learners and employers briefed</p> <p>Retreat planned</p>
2	May 2009 – October, 2009	Hold the first retreat.	<p>The first retreat would generate pilot questions to prompt dialogue and processes of negotiation and recording to support needs analysis in SMEs</p> <ol style="list-style-type: none"> <li>1. Develop learning consultants' capacity to use pilot questions</li> <li>2. Development workshops for academic teachers to enable them to respond to needs analysis to develop learning experiences</li> <li>3. QA processes and issues identified (6 months)</li> <li>4. Delivery and ongoing evaluation of the SME of learning opportunities with e-portfolio (ongoing)</li> </ol>	All project team	<p>Retreat run.</p> <p>Responsibilities for each work stream agreed</p>

Phase	When	Activity	Outputs / Deliverables	Who	Milestones
		<p>Responsibilities for each, work streams agreed. These work streams relate to:</p> <p>i. Development and training materials (learning consultants and academic teachers)</p> <p>ii. QA processes</p> <p>iii. Curriculum design based on e-portfolio</p>	<p>Form the work streams and responsibilities for each, namely:</p> <p>i. Development and training materials (learning consultants and academic teachers)</p> <p>ii. QA processes</p> <p>iii. Curriculum design based on e-portfolio</p>		
3	November 2009 – April, 2010	<p>On going work streams as above</p> <p>SIG formation activities, namely publicity, communication with interested parties, liaison with HEA, venue, agenda and dates set.</p>	<p>Establishment of a SIG on e-portfolio based SME pedagogy, inaugural meeting</p> <p>Ethical framework for e-portfolio work based learning produced</p>	Project team	SIG publicised, web site developed and SIG held inaugural meeting
4	April, 2010 – August 2010	<p>Hold 2<sup>nd</sup> retreat: evaluate and explore results of trialling processes and work stream outcomes</p> <p>Confirm outputs of each work stream</p> <p>Confirm deliverables and responsibilities for final phase</p> <p>Continuation strategy,</p>	<p>Best practice guide on uses of e-Portfolio in SME pedagogy sent for evaluation</p> <p>SIG meeting No. 2 held</p>	Project manager	<p>Second retreat run</p> <p>Confirmed deliverables published on project website</p> <p>i. Models of a negotiated approach for performance and learning needs analysis in an SME with supporting training materials for learning consultants</p> <p>ii. teacher development materials for making sense of needs/performance analysis information to support work</p>

Phase	When	Activity	Outputs / Deliverables	Who	Milestones
		<p>embedding and dissemination</p> <p>Completion of deliverables and publication of these on the website</p>			<p>based learning supported by e-portfolio</p> <p>iii. templates for light touch, speedy Quality Assurance which builds a flexible, marketable set of learning units.</p> <p>iv. best practice in use of e-portfolio pedagogic techniques applicable to SMEs specifically, profiling tools, critical incident gathering, blogs, learner created webfolios, learning journals, and uses of scaffolded templates.</p> <p>v. work based inquiry (ways of uniting the interests of the workplace with that of the individual learner)</p> <p>vi. accrediting informal learning (APEL, ways of valuing and harnessing informal learning to formal learning)</p>
5	September 2010 – December 2010	<p>Hold 3<sup>rd</sup> retreat: evaluation of activities and outputs in phase 4, agreement of future dissemination and developments</p> <p>Reporting and dissemination</p> <p>Organisation and hosting of free conference for the sector</p>	<p>SIG Meeting No. 3 held</p> <p>Final meeting of advisory group</p> <p>Publication in appropriate media</p> <p>Delivery of a successful conference</p>	Project team	<p>Third retreat run</p> <p>Advisory Group meet</p> <p>Conference organised</p> <p>Project evaluation report completed (deadline March 2011)</p>

Phase	When	Activity	Outputs / Deliverables	Who	Milestones
		to disseminate project activities, outcomes and deliverables			

## 8. Communications and Dissemination strategy

A draft communication plan will be finalised at the first retreat of the project. Communication and dissemination strategies will include:

1. All relevant materials and required reports from the project will be available on the project website. This will include an executive summary for Senior Management.
2. Case study reports, referencing samples of modules developed using the procedures and documents.
3. An end of project conference for interested parties to explore the use and application of the processes and an SME-based pedagogy.
4. A project Blog, with RSS feed, written by the project manager to tell the story of the project and its progress, 'warts and all'.

## 9. Intellectual property rights

IPR generated by the project will be considered a community resource and will be distributed to the learning community in the most effective means on advisement from the JISC.

## 10. Sustainability

The University is committed to the on-going application of the procedures, documents and approaches developed by the project. The project website will be maintained by the University (and specifically within the Institute for Learning Enhancement) as part of its work based learning and employer engagement commitments. The HEA will be asked to continue modest support for the SIG within its own employer engagement programme of work. Plans are already underway to consolidate the University's reputation as a leader in the field of e-portfolio through the creation of an R&D Centre for e-portfolio. The issues, further research questions and outputs relating to this project's elaboration of an e-portfolio based pedagogy for SMEs will be an important dimension of this Centre.

## 11. Risks

The risks associated with the project are as follows:

<b>Risk</b>	<b>Level</b>	<b>Impact</b>	<b>Contingency</b>
Key staff leave	3	High	Deputies have already been identified
Schools reluctant to engage	3	High	Project already has full Executive approval
SME's unwilling to engage	2	Medium	Use existing employer networks
Learner engagement with e-Portfolio minimal	3	High	We have e-mentoring support which will be put in place to assist
External suppliers	1	Low	ePortfolio software is currently being used and is a brand leader
Legal issues with employer documents	1	Medium	Use University legal support and JISC Legal



Professor Glynis Cousin,

Director of Learning and Teaching, Institute for Learning Enhancement, University of Wolverhampton

### **Recent employment**

June 98 – January 2003 *Senior Research Fellow, Associate Director, ESRC/TLRP project led by Edinburgh University, Coventry University*

January, 2003 to Oct 2004 *Academic Development Adviser, University of Warwick*

October 2004 to April 2008, *Senior Advisor Higher Education Academy, York*

April to date, *Director, Institute of Learning Enhancement, University of Wolverhampton*

### **Qualifications (B.A. PGCE, MA, PhD, F/SEDA)**

1978 Sussex University B.A (Hons) Sociology with Italian

1980 Institute of Education, London University, P.G.C.E.(school and further education) *distinction*

1983 Kings College, London University M.A. *distinction* (urban education)

1995 Warwick University, PhD - Continuing Education 'Theorising Equality of Opportunity'

2002 Staff and Education Development Association – SEDA Fellowship

### **Recent Publications**

Cousin G (2009) *Researching learning in higher Education*, Routledge, New York

Cousin G (2008) *Threshold concepts: old wine in new bottles*, Land, Meyer and Smith (eds) *Threshold concepts in the disciplines*, RoutledgeFalmer

Cousin G (2007) *Thinking with data*, *Educational Developments*, March 2007

Cousin G (2006) *Threshold concepts, troublesome knowledge and emotional capital: an exploration into learning about others in* (Eds) Meyer J H F and Land R *Overcoming Barriers to Student Understanding: Threshold Concepts and Troublesome Knowledge* Oxford: RoutledgeFalmer.

Land, R., Cousin, G., Meyer, J.H.F. & Davies, P. (2005). *Threshold concepts and troublesome knowledge (3): implications for course design and evaluation*. In C. Rust (Ed.), *Improving Student Learning 12 - Diversity and Inclusivity*. Oxford Brookes University, Oxford (pp. 53-64)

Cousin G (2005) *Case Study Research in Journal of Geography Higher Education*, Vol.29 (3) November

Cousin G and Deepwell F (2005) 'Designs for network learning: a communities of practice perspective', *Higher Education Studies* Vol 3, 1 February

Cousin G and Cousin J and Deepwell F (2004) *Discovery through Dialogue and Appreciative Inquiry: A participative Evaluation Framework for Project Development in* Hollingsworth C (ed) *The Politics of Evaluation*, The Policy Press, Bristol

Cousin G, Deepwell F, Land R and Ponti M (2004) *Theorising Implementation: Variation And Commonality In European Approaches To E-Learning in* Banks, S., Goodyear, P., Hodgson, V., Jones, C., Lally, V., McConnell, D and Steeples, C. (Eds) *Networked Learning 2004: Proceedings of the Fourth International Conference on Networked Learning 2004*. Lancaster: Lancaster University and University of Sheffield pp 22 - 27.

Cousin G (in 2004) 'Reframing Equal Opportunity Training' in Harley, P. Pill M and Woods A (eds) *Learning about Learning*, Kogan Page

Cousin G (2004) 'Learning from Cyberia' in Land R and Bayne S (eds) *Education in Cyberspace*, Routledge-Falmer

Cousin G (with Blackmore P) (2003) *Linking Teaching and Research through Research Based Learning*, *Educational Developments*, 4-4

Beaty L and Cousin G in Macdonald R and Eggins (eds) (2002) *An Action Research Approach to Strategic Development. The Scholarship of Academic Development*, SRHE/Open University Press

Cousin G (2002) (Walker R (ed)) It's the way they tell it..."the RAE explained in the light of Rhetorical Criticism, *The Future of Higher Education*, Rodolphi Press

Cousin, G., Healey, M., Jenkins, A. and Bradbeer, J. (2003) Raising Educational Research Capacity: a discipline-based approach., *Improving Student Learning*, OCSLD

Cousin G (2002) Counting Diversity in *Journal of Further and Higher Education* 26 (1)

Deepwell F and Cousin G (2002) A Developmental Framework for Evaluating Institutional Change, *Educational Developments*, March, 2.5

Cousin G and Deepwell F (2002) Research and Evaluating Online Learning *Improving Student Learning Using Learning Technologies*, OCSLD

Orsini-Jones and Cousin, G. (2001) "Focus Group Research in Modern Languages: creating a 'powerful learning environment' for students, with students", in Coleman, Jim (et. al.) (eds.) *Language-Learning Futures: Issues and Strategies for Modern Languages provision in Higher Education*. London: CILT

Cousin G (2000) Strengthening Action-Research for Educational Development, *Educational Developments*, 1.3 August, 5-7

Cousin G (with Jenkins D and Bhanot R) (2000) The Literal and the Metaphorical: some recent factual and figural accounts of Educational Development Units in British Universities, *Educational Developments*, Issue 1-4, December

Dr. Paul Brett  
Head of Blended Learning, Institute for Learning Enhancement, University of  
Wolverhampton

**Qualifications** 1999 - PhD in Use of technology for language learning , University of  
Wolverhampton  
1992 - MA in Teaching English as Foreign Language, University of Birmingham  
1996 - PGCE/FAHE, University of Wolverhampton  
1982 - RSA Diploma in TEFL, International House, London  
1981 - Post Graduate Teaching Certificate, Weymouth College, Dorset  
1980 - BSc Behavioural Science, University of Aston

**Occupational  
experience** 2007- April 2008 Acting Associate Dean, Learning and Teaching, CELT  
2000-2007 Principal Lecturer - e-Learning Coordinator (current post)  
1992 -2000 Senior Lecturer in EFL

**Current  
responsibilities**

- Implementing University Blended Learning strategy
- Leading School TSL Co-ordinators
- Providing strategic advice regarding institutional directions for various aspects of e-Learning
- Leading multimedia development team
- Providing academic leadership and staff development for e-Learning
- Developing bids for research funding
- Conducting research into the impact of e-Learning on student achievement
- Chair of UK Heads of e-Learning Forum

**Project  
Management  
externally  
funded projects**

**ePistle** – JISC funded project examining the use of ePortfolios in transition –  
2004-2006

**HEA Benchmarking exercise** – internal e-Learning Benchmarking exercise –  
2006-7

**HEA Pathfinders Project** – Using ePortfolios at Level 1 2007-8

**MeLAS** – use of SMS in HE – 2006 – 2008 – JISC funded project

## Publications

Brett, P. A. (2000) Integrating multimedia into the Business English Curriculum - a case study.  
*ESP Journal*,19, pp. 269-290 ISSN 0889-4906

BRETT, P. A. and MOTTERAM G. (2000) (Eds) *A Special Interest in Teaching and Learning  
with Computers* IATEFL ISBN 1 901095 85 1

BRETT, P. A. (2000) Using computer-based video in language teaching. In BRETT, P. and  
MOTTERAM, G. *A Special Interest in Teaching and Learning with Computers* IATEFL ISBN 1  
901095 85 1

BRETT, P. A. (2000) The Citizen of the World multimedia series of CD-ROMs, why and how.  
In Strottman, B. (Ed) *Moving forward: Applying Technology to EFL Instruction*. Proceedings of  
the International Congress on Technology in Teaching. Madrid; CD-ROM

BRETT, P. A. (2000) Developing cross-cultural competence in business through multimedia courseware. *ReCALL* 12 (2), 196-208

Brett, P. A.(Ed.) (2000) CALL in the 21<sup>st</sup> century: Proceedings of the ESADE / IATEFL conference. ISBN 1-901095-95-9

Brett, P. A. (2001) Too many media in my multimedia? A study of the effects of combinations of media on a recall task. in Brett, P. A.(Ed.) (2000) CALL in the 21<sup>st</sup> century: Proceedings of the ESADE / IATEFL conference. ISBN 1-901095-95-9

Brett, P. A. (2004) An investigation into students' use of a computer-based social learning space: lessons for facilitating collaborative approaches to learning. *British Journal of Educational Technology*, 36. 2, pp 281-292 ISSN 0007-1013

Brett, P. A. (2006) Staff Using an Institution-Wide VLE for Blended E-Learning: Implications of Student Views. *Technology Supported Learning and Teaching: A Staff Perspective*, edited by O'Donoghue, J. Hershey, PA: Information Science Publishing.

Alison Felce:  
Co-ordinator of Work-based Learning, Institute for Learning Enhancement  
Aug 2008 - date

**Qualifications:**

PGCert in Higher Education	2006
Fellow of the Higher Education Academy	2002 - date
Incorporate Member of the Chartered Institute of Building	1999 - date
MSc Degree in Construction Management	1998
BSc (Hons) in Building	1985
Graduate Member of the Chartered Institute of Building	1985 – 1999

**Occupational Experience:**

Senior Learning and Teaching Fellow, Centre of Excellence in Learning and Teaching	Mar '07 – Jul '08
Principal Lecturer, Learning and Teaching Co-ordinator, School of Engineering and the Built Environment	Sept '02 – Feb '07
Senior Lecturer, School of Engineering and the Built Environment	Sept '97 – Aug '02
Award Leader, undergraduate awards	Nov '95 – Sept '04
Lecturer, School of Construction and Engineering Technology	Sept '93 - Aug '96

**Current Responsibilities:**

- Development of the work-based learning strategy of the university
- Working with curriculum teams across the university and in their collaboration with employers, to develop work-based learning programme models and delivery skills
- Lead of the Work-Based and Placement Learning Forum
- To develop and lead the university work-based learning network

**Research Papers/Conferences:**

Felce, A. E., Mahdjoubi, L. M. and Ahmed, V. A. (2002 ) Decision support systems for injury prediction on construction sites. *Construction Conference, April 2002, Hong Kong*, pp 92-95.

Felce, A. E. and Williams, D. C. (2006) Improving the welcome week experience for students. *In University of Teesside (2007) First European First Year Experience Conference, April 2006, Middlesbrough*, edited by Nutt, D. and Tidd, J. Middlesbrough: University of Teesside, pp.8-13.

Felce, A. E. and Williams, D. C. (2008) Working in collaboration: a review of an overseas programme and development. *In CIB W89 (2008) CIB W89: International Conference in Building Education and Research, February 2008, Sri Lanka*, edited by Amaratunga, D. and Haigh, R. Salford, pp.340-341.

Lawton, M. J. and Felce, A. E. (2008) Personal Development Planning (PDP) using e-portfolio for CPD. *In CIB W89 (2008) CIB W89: International Conference in Building Education and Research, February 2008, Sri Lanka*, edited by Amaratunga, D. and Haigh, R. Salford, pp.346-347.

Member of the organising committee for the International Conference on Innovation, Good Practice and Research in Engineering Education, Wolverhampton 2004.

Megan Lawton:

Assistant Director CETL: Critical Interventions for Enhanced Learning. The Institute for Learning Enhancement.

**Qualifications:**

Masters in Business Administration (1994).

Dissertation title: "Is computer based conferencing (CBC) a viable tool for use in a part time MBA?" University of Wolverhampton

Postgraduate Certificate in Education for Further Education (1985) Wolverhampton Polytechnic

BA Visual Communication Studies (1983) West Midlands College of Higher Education

Registered Practitioner of the Higher Education Academy (2005)

Currently taking a part time Doctorate in Professional Studies (Learning and Teaching) at Middlesex University

**Publications (2007/8)**

Lawton, M. J. and Felce, A. E. (2008) Personal Development Planning (PDP) using e-portfolio for CPD. In CIB W89 (2008) *CIB W89: International Conference in Building Education and Research, February 2008*, Sri Lanka, edited by Dilanthi Amaratunga and Richard Haigh. Salford, pp.346-347.

Lawton, M & Nicholls E "Tell me the rules of the game so I can play too!" *1st European First Year Conference* April 2006 published in September 2007 ISBN: 0-9548734-8-3 Editors Nutt, D & Tidd J University of Teesside pages 82-87

Lawton, M & Purnell, E (2008) *Briefing Paper 4: What do we mean by PDP? ePortfolio? and ePDP?* Higher Education Academy Pathfinder Phase 1 project Embedding ePortfolio at level 1 <http://www.wlv.ac.uk/pathfinder>

Lawton, M & Purnell, E (2008) *Briefing Paper 3: A Mixed model of staff development* Higher Education Academy Pathfinder Phase 1 project Embedding ePortfolio at level 1 <http://www.wlv.ac.uk/pathfinder>

Lawton, M & Purnell, E (2008) *The Pathfinder Journey Higher Education Academy Pathfinder Phase 1 project Embedding ePortfolio at level 1* <http://www.wlv.ac.uk/pathfinder>

Kim White BA (Hons), MBA, MSC, FCIPD, FCMI, DipTM

Education:

BA (Hons) 2i, The Open University 1980-1984 – major in Psychology

MBA, Warwick University Business School, 1986-1989

MSc. Birkbeck College, University of London, 1996-2000 – Occupational Psychology

Current Post: Chief Executive, i-CD Ltd (Intelligent Career Development Limited), since October 2008. i-CD Ltd is a wholly-owned subsidiary of the University of Wolverhampton. Its aim is to develop continuing personal and professional development provision by the University.

1.1 Creating a process for developing work-based undergraduate level learning opportunities that:

- Address specific learning needs of particular groups of employers, both private and public sector
- Specifically match the requirements of SME's in specific sub-sectors
- Can be studied at a time and place of the student's choosing
- Use appropriate technologies to facilitate collaborative learning
- Can be collated into larger blocks and assessed within the FHEQ to provide awards from Certificates of Credit up to BA/BSc Hons

Previous Post:

Head of Training and Development, West Mercia Constabulary, March 2000 to October 2008. Whilst at West Mercia Constabulary I was seconded to the Home Office for 18 months to develop policy and strategy. During this time I was instrumental in the design of the QA process for delivery of Foundation Degrees in Policing. More recently I was seconded to Her Majesty's Inspector of Constabulary to inspect police training provisions.

In a thirty year training and education career I have worked for Peugeot, English China Clays, Barclays Bank and Balfour Beatty. I have also been a Principal Lecturer at the University of Northampton and a training advisor to small firms for the Engineering Employers West Midlands Association.

I am a Chartered Fellow of the Chartered Institute of Personnel and Development, a Fellow of the Chartered Management Institute and an Associate Fellow of Warwick Business School, for whom I have tutored on their blended learning MBA for 19 years and co-wrote the study skills guide for students on the distance learning MBA. I have also tutored on the MSc programme for Birkbeck College.

Cathy Shaw  
Deputy Head of Quality & Academic Standards Division

**Responsibilities of current position:**

- Management of the Quality & Academic Standards Division, with line management of 13 members of staff.
- Member of the UQEC management group with oversight of the integration of quality assurance and learning and teaching.
- In collaboration with the Institute for Learning Enhancement (ILE) develop and deliver training in curriculum development and review and validation procedures to University and partner college staff.
- Maintain oversight of the University links with the Quality Assurance Agency (QAA).
- Responsibility for preparing quality related policy documents and handbooks and, where applicable, management of the implemented of new policies and procedures.

**Qualifications:**

BSc (Hons) Business Information Systems – awarded 2003  
Postgraduate Certificate Learning & Teaching in Higher Education – enrolled 2007/08 not yet completed.

**Current Projects and Working Groups:**

- 1) UoW Project Manager for a JISC e-APEL project – lead by the University of Derby with the University of Wolverhampton in partnership in development and testing stages.
- 2) Member of the University's Work-based and Placement Learning Forum.
- 3) Member of the University's Continuing Professional Development/Work-based Learning implementation Group.
- 4) Member of the quality assurance group linked with the development of a Regional Foundation Degree involving a number of HEIs and Foundation Degree Forward.

Emma Purnell  
Researcher/ePortfolio Development Advisor, Institute for Learning Enhancement.

**Current Responsibilities:**

- Research and evaluate the development and use of the University ePortfolio system
- Conduct research and report current findings to the International Coalition of ePortfolio research
- Support and evaluate University research projects

**Qualifications:**

May 06                      **University of Wolverhampton**  
Post Graduate Certificate in Education-Post Compulsory  
Education

May 05                      **Newman College of Higher Education**  
First Class Joint Honours Degree in Information and  
Communications Technology and History

**Papers and Publications:**

- 'The Learners Voice' JISC video case study and publication
- Blogging for beginners? Using blogs and eportfolios in Teacher Education. Julie Hughes<sup>1</sup> and Emma Purnell<sup>2</sup> Networked Learning conference 2008-conference proceedings
- LATHE journal-Book review of 'The Educational Use of Eportfolios' Stefani et al (2007) Due out Feb 2008
- PDP-UK July 2007 Newsletter-'Pass it on...cascade mentoring'

**Invited Guest speaker:**

- JISC National Conference 2007
- JISC Regional Support Centre, North and Scotland
- University of Greenwich ePortfolio and PDP staff development
- Sheffield Hallam staff development
- University of Gloucester-Digital Storytelling

**Research Groups:**

- International Coalition for ePortfolio Research Cohort III & IV
- University of Wolverhampton ePortfolio research mini cluster

Professor Christine Hockings Learning and Teaching Research Coordinator  
University of Wolverhampton – Institute for Learning Enhancement

1.2

### **Qualifications:**

2003 - PhD in Education on changing approaches to teaching and learning in HE. (Birmingham)  
1998 - MEd in Mathematics Education, University of Birmingham (Distinction)  
1996 - PGCE/FAHE, University of Wolverhampton  
1993 - Diploma in Management Studies, Wolverhampton Polytechnic  
1982 - Institute of Linguists (PQ) (Spanish, Intermediate) Portsmouth Polytechnic  
1982 - BA Hons Spanish studies, Portsmouth Polytechnic

### **Occupational experience:**

2003- Principal Lecturer - Learning and Teaching Research Coordinator (current post)  
2002-03 Senior Lecturer Human Resourcing  
1994-02 Senior Lecturer Information Management  
1990-94 ISIS Software Solutions (Housing systems) - Systems consultant  
1988-90 Shape Housing Association – Housing Services and Development Manager  
1986-88 Self Employed (Owner & co-director of a micro brewery & public house)  
1983-86 London Borough of Brent – Housing Officer  
1982-83 London Borough of Camden – Housing Officer

### **Grants and Awards (externally funded only)**

#### Current grants and awards

- 2007 National Teaching Fellowship (NTFS) (£10,000)
- 2006 - 2008 Principal Investigator for ESRC Teaching and Learning Research Programme project 'Learning and Teaching for Social Diversity and Difference' [RES-139-25-0222, [www.wlv.ac.uk/teaching4diversity](http://www.wlv.ac.uk/teaching4diversity)] (£300,000)

#### Current grant applications

- 2008 - Principal Investigator for HEA National Teaching Fellowship Project, 'Equitable assessment for a diverse student population'. 1<sup>st</sup> phase submitted September 2008 (c£150,000)

### **Collaborative research, capacity building and consultancy**

- Member of Advisory Group for the Paul Hamlyn Foundation/ HEFCE funded Retention in Higher Education Programme 2008-current.
- 2008 –2010 'Satellite' collaborator in UKIERI funded project on widening participation led by Professors Mary Thornton (University of Hertfordshire) G. Wankehede (Tata Institute of Social Sciences, Mumbai, India) 'Widening Participation: Diversity, isolation or integration in Higher Education?'
- 2006-2007 Participant in ESRC/TLRP funded project into the TLRP research teams' use of the Virtual Research Environment (SAKAI), led by Drs. Patrick Carmichael and Richard Proctor (University of Cambridge)
- 2005-2006 Organiser of and contributor to the 'Social diversity and difference in HE' seminar series funded by University of Wolverhampton in collaboration with the Universities of Birmingham and Keele (see [www.wlv.ac.uk/social\\_diversity](http://www.wlv.ac.uk/social_diversity)).

- 2003- 2006 Institutional representative and active member of FDTL 5 project 'E-Evolve' steering group led by University of Central Lancashire (UCLAN) in collaboration with Derby, Hertfordshire and Wolverhampton.
- 2002-2004 Consultancy for the development of a problem-based undergraduate curriculum in Business Studies at Bath Spa University College.

#### Other external work and peer esteem indicators:

- Invited as 'Topic adviser' and 'Session leader' on **Diversity and HE Practices** at the ESRC/TLRP Public Impact Conference 2008, London 24<sup>th</sup> and 25<sup>th</sup> November 2008.
- ESRC Research Grants Proposal Reviewer 2008
- TLRP representative at UK-India Education and Research Initiative (UKIERI) seminar on Widening Access & Social Inclusion in HE, Kolkata India, 26-28<sup>th</sup> March 2007)
- Invited member of College of British Educational Research Journal (BERJ) reviewers 2008
- Reviewer for the International Journal for T&L in HE; Cambridge Journal of Education and Higher Education
- Awarded Wolverhampton Business School Teacher of the Year 2003, CELT L&T awards.

#### Publications & conference papers

Bowl, M., Cooke, S and Hockings, C. (2008) Researching across boundaries and borders: the challenges for research. *Educational Action Research*, 16 (1) 85-95

Bowl, M., Cooke, S. and Hockings, C. (2008) Home and Away? Issues of student 'choice', living arrangements and what it means to be a student. *Widening participation and lifelong learning*, 10 (1):4 -13.

Francis, B., Hockings, C, James, D and Rafael Reed, L. (2008) Review symposium of Reconceptualising lifelong learning. Feminist interventions, by P. Burke and S. Jackson, in *British Journal of Sociology of Education*, 29 (3): 339–348

Hockings. C (2009) Reaching the students that student-centred learning cannot reach. *British Educational Research Journal*. 35:1 DOI: 10.1080/01411920802041640

Hockings, C., Cooke, S., Yamashita, H. McGinty, S. and Bowl, M. (forthcoming 2009) Learning and teaching in two different universities within *the context of increasing student diversity – complexity, contradiction and challenge* in David, M. *Improving Learning by Widening Participation to Higher Education*, Routledge.

Hockings, C., Cooke, S., Yamashita, H. McGinty, S. and Bowl, M. (forthcoming 2009) 'I'm neither entertaining nor charismatic...' Negotiating university teacher identity within diverse student groups. *Teaching in Higher Education Special Issue on purpose, knowledge and identities*

- Hockings, C., Cooke, S. and Bowl, M. (2008) End of Award Report to ESRC on TLRP project Learning and Teaching for Social Diversity and Difference. Soc Today Website and URL?
- Hockings, C., Cooke, S., Yamashita, H. ,McGinty, S. and Bowl, M. (2008) Switched off? A study of academic dis/engagement in university classrooms. *Research Papers in Education*, 23 (2): 191-202.
- Hockings, C. Cooke, S., Bowl, M. ( 2007) 'Academic engagement' within a widening participation context - a 3D analysis. *Teaching in Higher Education, Special Issue: Diversity and commonality in higher education*. 12(5-6):721-734
- Hockings, C (2005). Removing the Barriers? A study of the conditions affecting teaching innovation. *Teaching in Higher Education*, 10, 3.
- Hockings, C. (2004). Practising what we preach? Contradictions between pedagogy and practice in the move to problem-based learning *in* Savin-Baden, M & Wilkie, K. *Challenging Research into Problem-based learning*. Buckingham, SHRE & Open University Press.
- Hockings, C & Moore, I. (eds.) (2001) *Innovations in teaching business & management*. Birmingham SEDA.
- Mills, P. & Hockings, C. (2001). Building confidence interest, understanding and independent learning through experience: a student-centred approach *in* Hockings & Moore (2001) *Innovations in Teaching Business & Management*. Birmingham SEDA

7 January 2009

JISC  
Northavon House  
Coldharbour Lane  
BRISTOL  
BS16 1QD

Executive Suite  
University of Wolverhampton  
Wulfruna Street  
Wolverhampton  
WV1 1LY  
United Kingdom

Telephone Codes  
UK: 01902      Abroad: +44 1902

Direct Line:      322399  
Switchboard:     321000

Fax:                322632

E-mail:             s.glen@wlv.ac.uk

**JISC E-Learning Programme  
An e-portfolio based Pedagogy for SMEs  
Letter of Support**

**To JISC re Grant Funding Call 11/08**

**From: Professor Sally Glen, PVC Academic, University of Wolverhampton**

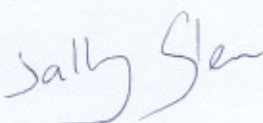
As PVC Academic responsible for work-based learning and employer engagement initiatives, I am extremely enthusiastic about this bid which promises to provide the sector with a re-useable model for SME-based workforce development.

This project articulates clearly with the University Strategic Plan, which states the University's commitment to development of the curriculum towards enterprise and employability, with a particular emphasis on work-related learning.

In addition, the bid articulates a pedagogy for SMEs which is focused around the use of e-Portfolio, and aligns it with the University's Blended Learning Strategy and our aim to 'become a nationally-recognised centre of excellence in technology supported learning'.

We are confident that this project will offer significant benefits to the sector- wide need to design and develop models for curriculum delivery that meet the government agenda for increasing employer engagement and the local business case for upskilling the workforce in SMEs. It will also support dynamic and innovative links between work-based curriculum design and delivery and its quality assurance and quality enhancement.

Should you have any further queries about institutional support, please do not hesitate to contact me.



Professor Sally Glen  
Pro Vice-Chancellor Academic