


## HELLO Bid Proposal Cover Sheet

Cover Sheet for Proposals (All sections must be completed)			
Name of Initiative:		Institutional innovation projects in lifelong learning and workforce development	
Name of Lead Institution:		Leicester College	
Name of Proposed Project:		HELLO (Higher Education Lifelong Learning Opportunities)	
Name(s) of Project Partner(s):		Leicester College	
<b>Full Contact Details for Primary Contact:</b>			
Name:		Paul Chapman	
Position:		Head of E-Strategy and Libraries	
Address:		Leicester College Aylestone Road Leicester LE2 7LW	
Tel:		0116 2242000	
Fax:		0116 2242190	
Email:		pchapman@lec.ac.uk	
Length of Project:		18 months	
Project Start Date:		1 <sup>st</sup> April 2009	Project End Date: 30 <sup>th</sup> September 2010
<b>Total Funding Requested from JISC: £162,127.00</b>			
<b>Funding Broken Down over Financial Years (April-March):</b>			
<b>Apr 09 – Mar 10</b>		<b>Apr 10 – Mar 11</b>	
£106,793.00		£55,334.00	
Total Institutional Contributions: £69,484.00			
<b>Outline Project Description</b>			
The HELLO Project has two key elements:			
<ol style="list-style-type: none"> <li>1. To develop existing resources and assessment materials across 40% of the HE provision in the College in light of the success of the Moodle developments made during the WoLF Project.</li> <li>2. To introduce an institutional social network site to encourage: <ul style="list-style-type: none"> <li>• HE students across the organisation to build their own networks and groups and to encourage communication between courses.</li> <li>• To provide links with other HE Institutions for students contemplating continuing their HE studies.</li> <li>• To allow employers to access the social network to enable them to promote their organisations, join relevant groups and advertise work placements.</li> <li>• To allow Industry Experts to access the social network to enable them to offer advice and guidance and to participate in Forums and FAQs.</li> </ul> </li> </ol>			
I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)		✓	NO
I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)		✓	NO

**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>
N/A	N/A	N/A

## Higher Education Lifelong Learning Opportunities (HELLO) – Bid Development Document

### C. Fit to programme objectives and overall value to the JISC community

#### Introduction

The HELLO Project addresses a issues that were raised during the WoLF Project but also considers taking the use of technology in the curriculum to another level by opening up a network of communications between learners, employers, other HE Institutions and Industry Experts.

Leicester College currently has 68 HE Courses delivered in 8 different Curriculum Areas. Of these courses the breakdown is: HNCs = 16, HNDs = 25, FDs = 20, PGCEs and Level 5's = 7. 32 courses are full time and 36 part time, delivering to a total of 486 learners.

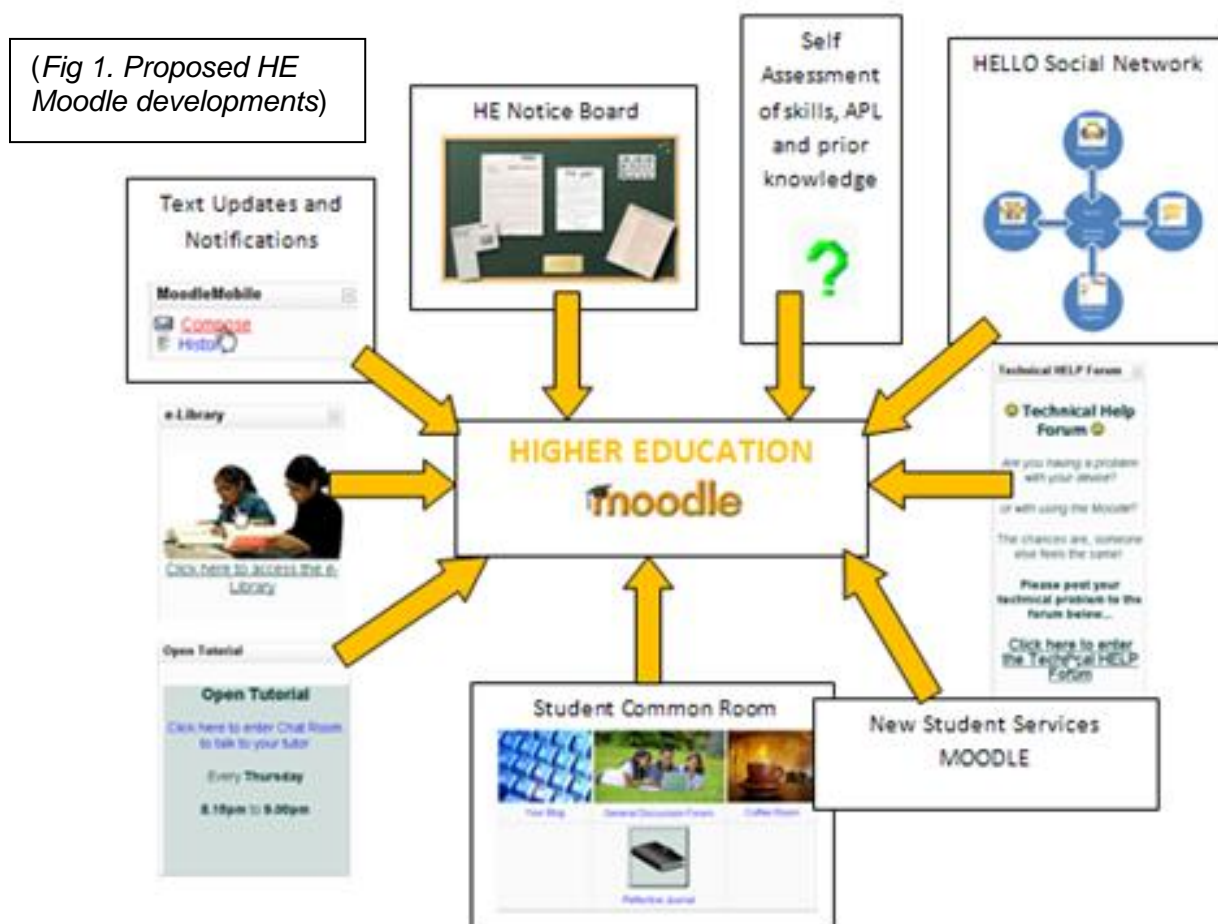
The 40% of courses to be initially developed as part of the HELLO Project will be: HND and HNC Business, HND Travel and Tourism, Foundation Degree in Families, Parenting and Communities, Foundation Degree and HND Footwear, Foundation Degree Fashion and Costume, Foundation Degree in Educational Studies, Foundation Degree Artistic Makeup and Special Effects, HNC Photography.

Approximately 200 HE in FE Learners will be involved in the project with 9 Course Managers involved.

#### Learning and teaching practice

14.  
Evidence from the WoLF Project showed that learners' needs were only identified as the project progressed. These were the need to: Access resources, participate in tutorials outside college time, reflect on practice through an on-line journal, access self-assessment of study skills and ICT skills, be able to communicate effectively with tutors and peers at a time that suited them.

The above were addressed by the development of a Technology Enhanced Learning (TEL) space using Moodle. In addition learners were able to: use forums to raise issues and questions, upload their course work online and receive formative and summative feedback from their tutor.



Evidence showed that regular contact with their tutor motivates and supports. The WoLF project demonstrated that flexibility is key to engaging lifelong and work-based learners as it enables them to have easy access to educational resources outside their other commitments. The WoLF project exemplified the notion that by providing flexibility and control of learning pace active learning was able to prosper.

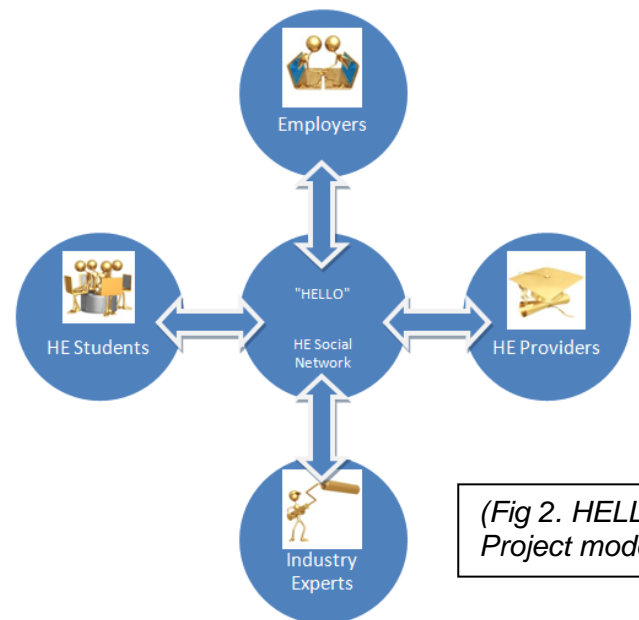
The first element of the HELLO Project would duplicate the TEL used for the WoLF Project across 40% of the HE Provision in the College. The developed features create a virtual Common Room space enabling access to learners with work and family commitments. The TEL would allow learners to build a collection of formal and informal evidence of their achievements for the duration of the course.

15.

The second element of the HELLO Project is to create a social network site that will be eventually used across the College HE provision. Learners will be able to record and reflect on their personal and professional achievements and can choose to share individual learning experiences with friends, peers and others.

Access to the social network site would be given to external stakeholders enabling learners to interact with employers, industry experts and HE institutions.

Employers – will be able to join relevant groups that have been created by learners within the social network site. Opportunities will be given for the employers to advertise work experience/placements, and jobs as well as promoting their organisations. Employers have a means of input to course development ensuring sectoral relevance. Industry Experts - will be encouraged to join relevant groups to offer advice and guidance on industry standards, changes in the nature of the industry and to answer questions directly. HE Institutions – links will be made with other HE Institutions for learners to access future course advice and guidance.



16.

The TEL site provides learners with a means of support other than traditional face-to-face contact with tutors and peers. A Technical Forum administered by the Learning Technologist will support the learners with the use of Moodle and the Social Networking site through FAQs, handouts and onscreen tutorials.

Usability and accessibility issues raised by Techdis (available online at <http://www.techdis.ac.uk>) will be addressed by the HELLO project, in particular the design or integration of additional modules or materials in the TEL site.

Learners will undertake self assessment prior to their course, via the site, to benchmark their study skills, ICT skills and utilise links to literacy and numeracy diagnostics. These results will inform pastoral and on course support ensuring each learner receives specific support catered to their needs.

Tutors are able to communicate with their learners via various mediums: Forums; Chat rooms; SMS Texting; Latest News updates; formative and summative feedback through on-line assignments and the on-line journal.

HELLO opens up new opportunities for learners to communicate with Peers, Employers, Tutors and Industry Experts. Learners can choose the extent to which they take up the opportunities to participate in peers' networks and forum discussions. Learners can blog about reflections on their practice. Sharing of information can lead to learners making informed decisions and staying up to date with developments externally.

17.

The HELLO social network opens channels between HE learners within the institution, other colleges and universities, employers and representatives from industry. Engagement of employers in the project, the network will gradually expand to include more and more service industries.

The HELLO project encourages employers to identify how training and CPD of staff can help meet organisational needs by publicising training and involving employers in course development.

In the initial stages face to face meetings can be arranged between College Business Development Managers (BDM) and employers. Business Development Managers are Curriculum based with a primary focus on creating external links with industry. The majority of the Curriculum Managers chosen to pilot this project have existing links with their specialist industry. Some continue to run their own businesses alongside their academic commitments. This will aid industry buy in and ensures that the flexibility to respond to employers needs is built in from the onset of the project.

### **Technology and Standards**

18.

Leicester College currently supports Moodle across all curriculum areas. This is accessible from all locations. The social software is yet to be decided and will be agreed after an evaluation of a number of packages. It is essential to the success of the project that the social software will integrate with Moodle.

HELLO will enable learners to interact through online chat and discussion groups; open and closed conversations can be created, edited and viewed accordingly. Tutors will be able to monitor the nature of questions and adapt their teaching style according to the volume and types of questions which are posted. Industry experts will provide a deeper understanding through questions and links to online media content to those who require it. Scope for integrating popular social networking sites is also being considered which will potentially motivate learners to engage with systems.

19.

Records of learners' achievements will be available via Moodle Grade Book. This maps learners' progress and identifies areas of strength and weakness. Tutors can create additional learning materials, or support groups for those who are not progressing as planned. Learners who excel in certain areas may offer to share expertise with others. The privacy of learners is protected as they have the option to select which information on their personal profile they wish to share.

20.

Every time the HELLO social network is used, interaction is captured. Tutors can then analyse the relationships between units of learning, learning outcomes and employer needs. Online questionnaires and feedback opportunities including course evaluation will gauge course relevance and demand. This evaluative data can feed into the departmental self assessment report promoting further adjustments if necessary.

### **Strategy and policy**

23.

The WoLF project clearly demonstrated that Leicester College has the systems and processes in place to manage the information flow effectively. From the onset through meeting with BDMs and Course Managers, business needs will be identified. HELLO aims to provide businesses with a platform to express possible future developments in their sector and Leicester College can proactively respond to emerging needs.

The Vision of the Leicester College E-Strategy (2007 – 2010) states *“ICT Services & E-Learning aim to deliver universally outstanding services, resources and an infrastructure that reflects core business and customer needs. We will strive to innovate best practice and not imitate mediocrity.”*

Specific to E-Learning, the Strategy aims to: *To personalise the online learning and assessment experience through the deployment of customisable electronic learning systems and tools [and] To develop teachers' capacity to engage with active e-learning techniques.*

Leicester College will build upon existing employer relationships (currently in excess of 700 as well as engaging with new ones). It is also submitting the new Training Quality Standard in January 2009. At its last inspection Ofsted stated that *"links with employers are very strong and they perceive the college as highly responsive to their needs"*.

24.

HELLO encourages the industry experts in the community to actively participate and provide a further dimension to the project, with the scope to add further relevant organisations the learner experience will be enhanced. Leicester College will manage the types of institutions that access HELLO as irrelevant organisations can dilute the benefits to the learner.

25.

The HELLO social network offers a clear technology-supported learning opportunity for both the employer and the learner. This "hubbed" use of technology helps create a network which is accessible and relevant to the individuals involved. Employers are able to demonstrate their services and advertise and inform on future developments within their field. This information is invaluable for learners as they able to track up to date developments and potentially express an interest as part of their learning portfolio.

26.

In future Leicester College would like to extend the HELLO project to the mainstream learning provision within the college. This would enable young and old to utilise the hub, exercise proactive learning and take ownership of their development.

#### 27. Deliverables and Outcomes

Deliverables	Outcomes
1. Baseline report on institutional processes and practice; review of prior work and key lessons relevant to the focus of the project.	Clearly establish the support needs of the work based and HE learners/external stakeholders and course teams.
2. A transferable model for effective use of technology enhanced learning to support, assess, motivate and encourage learners	Enhanced curriculum delivery to support work based and other HE learners meeting their diverse needs and changing requirements. Improved understanding by staff and employers of effective ways to communicate, support, motivate and encourage learners.
3. Case Studies to engage curriculum areas, internal and external stakeholders.	Improved understanding of research findings and impact of project on the learners and staff involved.
4. Models of the key processes tackled by the project.	Enhanced understanding of how to implement a similar project highlighting key lessons learnt.
5. Guidelines for design of flexible, learner centred support networks.	An approach to support and effective use of technology enhanced learning.
6. Quarterly update, interim, final and evaluation project reports as required by the funder.	Dissemination to stakeholders of the changes, innovations and developments that have occurred.
7. Externally facing project site.	Sector-wide dissemination of project.

Table 1: The HELLO project deliverables and outcomes

## D. Work Plan

The project will be carried out from April 2009 to September 2010 delivering 6 Work packages.

<b>Workpackage 1:</b>	Detailed project management plan (April 2009 – May 2009)
<b>Workpackage 2:</b>	Baseline activity, review of current processes and practices (May 2009 to October 2009) Engagement of external partners.
<b>Workpackage 3:</b>	Technological implementation (July 2009 – Sept 2010)
<b>Workpackage 4:</b>	Researching the use of technology in supporting learners (April 2009 – July 2010)
<b>Workpackage 5:</b>	Development of the pedagogical model (September 2009 – September 2010)
<b>Workpackage 6:</b>	Dissemination and sustainability (April 2009 – September 2012)

### Workpackage Summary

Months → Workpackage ↓	04/09	05/09	06/09	07/09	08/09	09/09	10/09	11/09	12/09	01/10	02/10	03/10	04/10	05/10	06/10	07/10	08/10	09/10	
<b>WP1 – Detailed project management plan</b>																			
Project plan completed	■																		
Project Management team meetings		■		■		■		■		■		■		■		■		■	
Steering Group Meetings			■				■						■						■
Create externally facing Project site/internal project management site	■	■																	
Create links with Business Development Managers/CMs/Curriculum Managers	■	■																	
JISC Programme level activity and reporting to funder	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
<b>WP2 – Baseline activity, review of current processes and practices</b>																			
Carry out baseline surveys/focus groups and interviews and review current processes & practices		■	■	■															
Review findings					■														
Consult course teams						■	■												
Engagement of external partners		■	■	■															
<b>WP3 – Technological implementation</b>																			
Create Moodle features as identified during WoLF Project across 40% of HE provision				■	■	■													
Review and evaluate social software				■	■	■													
Implement social software							■												
Carry out staff development					■	■													
Carry out learner inductions							■												
Set up technical support				■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Review and develop TEL environment							■	■	■	■	■	■	■	■	■	■	■	■	■
Train and support external partners							■	■	■	■	■	■	■	■	■	■	■	■	■
<b>WP4 – Researching the use of technology in supporting learners</b>																			
Review literature	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Develop and test research tools		■	■	■															
Technology implemented: conduct studies on the use of the technology							■	■	■	■	■	■	■	■	■	■	■	■	■
<b>WP5 – Development of the pedagogical model</b>																			
Data analysis; present findings to Steering Group							■	■	■	■	■	■	■	■	■	■	■	■	■



## Risk Analysis

No	Risk	P x S	Impact	Mitigation
1	Staffing not in place at project start	1 x 2	2 Low	<ul style="list-style-type: none"> <li>Majority of key staff already in place</li> <li>Reserve of 41 alternative HE courses</li> </ul>
2	Absence, illness or loss of key staff during the project	1 x 1	1 Low	<ul style="list-style-type: none"> <li>Other staff available to cover should replacement staff need to be recruited</li> </ul>
3	Scope of project over-ambitious	1 x 2	2 Low	<ul style="list-style-type: none"> <li>Strong Steering Group involvement to provide realistic and pragmatic project guidance</li> <li>Early refinement of work packages in consultation with JISC as the project evolves</li> </ul>
4	Lack of commitment from external stakeholders (learners, businesses and industry experts)	2 x 2	4 Medium	<ul style="list-style-type: none"> <li>Close liaison with Business Development Managers to engage Businesses</li> <li>Close liaison with Course Managers to engage learners and business link opportunities</li> </ul>
5	Lack of commitment from internal stakeholders	1 x 2	2 Low	<ul style="list-style-type: none"> <li>Commitment from College Principal</li> <li>Driven by E-Learning Strategy 07/10</li> </ul>
6	Technology-related failures	1 x 2	2 Low	<ul style="list-style-type: none"> <li>Dedicated in-house support team</li> <li>ILT Services actively involved in project</li> </ul>
7	Low learner recruitment impacts continuation and limits evaluation	1 x 1	1 Low	<ul style="list-style-type: none"> <li>Established courses with stable numbers</li> <li>Tried and tested induction proved to engage learners during WoLF Project</li> </ul>
8	Failure to enable wider adoption of the technology and pedagogical models developed	2 x 2	4 Medium	<ul style="list-style-type: none"> <li>Dissemination across the institution</li> <li>Early engagement with the relevant HE Communities (including JISC and HE Academy)</li> <li>Project championed at the highest level (College Principal)</li> <li>Any inertia or resistance to be addressed by internal events and project dissemination</li> </ul>

Table 3: HELLO Project Risks and their mitigation (P = Probability; S = Severity; on scale of 1 low to 5 high)

## Project Management and Governance

The **Project Management Team** (Table 4 below) will work under the direction of Paul Chapman (Head of Libraries and E-Strategy), and will include a Project Manager, a Course Manager in each Curriculum Area involved in the project, an ILT (Information Learning Technologist) specialist and Professor Harry Tolley who will be carrying out research and evaluation of the Project. An Industry Expert, Judith McCarren will be involved in testing systems, participating in Forums and advising on Industry needs whilst other links are made with external stakeholders. Regular reviews will be undertaken of progress, action research, deliverables and plans with reports to the Steering Group and Interim Reports for JISC. The team will meet monthly in addition to online communications via the project Moodle site including the Project Manger's Journal, Blogs and Wikis.

Team members	Time	Experience and contribution to project
<b>Paul Chapman</b> Head of Libraries and E-Strategy	40 days	Project Lead Strategic responsibility for E-Learning at Leicester College
<b>Lucy Stone</b>	80%	Successfully managed the WoLF Project

Project Manager	FTE	Project management and administration of project including budgetary control and project reporting
<b>Professor Harry Tolley</b>	50 days	Carried out previous research projects relevant to work based learners Key researcher and evaluator of the project
<b>Judith McCarren</b> Foot Candy Designs	30 days	Industry knowledge and expertise Will carry out evaluation of technology as a “non-IT” person Will participate in the social network aspect, forums and FAQs
<b>Dan Vaughan</b> Information Learning Technologist	90 days	Learning Technologist to support Moodle developments and to carry out evaluation and research into social networking software Links with other e-learning projects in the College
<b>Simon Heaton</b> Course Manager – Business	40 days	Link to a possible 63 learners to participate in project Links with Businesses and industry experts
<b>Denise Bergman</b> Course Manager – Caring Professions	40 days	Link to possible 40 learners to participate in Project Links with Employers Experienced in use of Moodle and studying online
<b>Kirsty Lewis</b> Course Manager – Caring Professions	40 days	Previous involvement in WoLF Project Link to possible 13 learners Links with Employers
<b>John Spooner</b> Course Manager – Footwear	40 days	Link to possible 16 learners Links with Employers
<b>Helen Lamble</b> Course Manager – Fashion	40 days	Link to possible 27 learners Links to Businesses and industry experts
<b>Carmen Miles</b> Course Manager – Travel and Tourism	40 days	Links to possible 18 learners Established communication with Businesses
<b>Marisol Martinez-Lees</b> Course Manager – Artistic Makeup	40 days	Links to possible 12 learners Already works collaboratively with HE Photography learners Links to businesses and industry experts Strong links with Coventry University
<b>Matthew Pell</b> Programme Leader – Video	40 days	Links to possible 16 learners Links to Businesses and industry experts
<b>Paul O’Leary</b> Course Manager – Photography	40 days	Links to possible 15 learners Already works collaboratively with HE Artistic Makeup learners Links to Businesses and industry experts

Table 4: Key Members of the HELLO Project Management Team

The **Steering Group** (Table 5 below) will include institutional, learner and independent members and will meet on a half-yearly basis ahead of project reporting to JISC.

Name and positions	Remit and contribution
<b>Maggie Galliers</b> Principal Leicester College	Chair of Steering Group Overall institutional direction and engagement Previous Chair of WoLF Project Institutional Strategy and Vision
<b>Ian Lindsay</b> Academic Advisor, HE in FE, HEA	Critical friend Dissemination across other HE Institutions
<b>Learner Members x 2</b>	Learner representatives One learner representative from WoLF Project

<b>Employer Member</b>	Employer representative
<b>Marco Salotti</b> HE Coordinator Leicester College	Overview of HE provision at Leicester College Dissemination across HE provision Critical to project sustainability
<b>Elain Crewe</b> CULN	Project dissemination across the CULN network
<b>Tracey Kinsley</b> Assistant Director – Work Based Learning Leicester College	Overview of work based learning provision at Leicester College Engagement of Employers Dissemination across WBL course teams

Table 5: HELLO Project Steering Group

Table 4 and 5 above show that HELLO will obtain buy-in and participation from a wide range of functions within and outside of the institution including learning and teaching, E-Learning, business and community engagement and IT Services.

### E. Engagement with the Community

This project will assess the benefits of using a Moodle TEL environment and Social Network to support workbased and full-time HE learners in their learning experience to aid with the personalisation of their studies. The final report, case studies and pedagogical and technical models will be applicable across a wide range of courses and institutions in the JISC community, in particular, those that have an interest in improving the learning experience and provision in the context where a significant amount of learning occurs in the learners' homes or workplaces. HELLO engages increasingly with employers throughout the project as they contribute to and utilise the network and reap the benefits of direct interaction with learners and course development.

See **Evaluation** above.

### Dissemination

The public-facing, HELLO Project Moodle site, Project Manager's Journal, wiki, discussion forums and technical blogs will play a major role from the first month of the project. Project outcomes will be disseminated through networks including CULN, RSC East-Midlands and other regions, HEA, internal College events, external Colleges/Universities and industry stakeholders. Professor Tolley's keynote speeches and papers for conferences is part of the dissemination strategy as is attendance at JISC event including workshops and online discussions. Dates have already been highlighted for the East Midlands E-Fair for 2009.

### F. HELLO Project Budget

Directly Incurred Staff	Apr 09– Mar 10	Apr 10 – Sep 10	TOTAL £
Project Leader – Paul Chapman (40 days)	£5,718.00	£2,859.00	£8,577.00
Project Manager – Lucy Stone 0.8 FTE	£34,270.00	£17,135.00	£8,577.00
ILT – Dan Vaughan (90 days)	£6,264.00	£3,132.00	£9,396.00
CM – Simon Heaton (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – Denise Bergman (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – John Spooner (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – Helen Lamble (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – Carmen Miles (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – Kirsty Lewis (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – Marisol Martinez-Lees (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – Matthew Pell (40 days)	£3,533.00	£1,766.00	£5,299.00
CM – Paul O'Leary (40 days)	£3,533.00	£1,766.00	£5,299.00
Industry Specialist – Judith McCarren (30 days)	£4,500.00	£2,250.00	£6,750.00
Evaluator – Professor Harry Tolley (50 days)	£10,000.00	£5,000.00	£15,000.00
<b>Total Directly Incurred Staff (A)</b>	<b>£92,549.00</b>	<b>£46,270.00</b>	<b>£138,819.00</b>

<b>Non-Staff</b>	<b>Apr 09–Mar 10</b>	<b>Apr 10–Sep 10</b>	<b>TOTAL £</b>
Travel and expenses	£2,000.00	£1,000.00	£3,000.00
Dissemination events	£400.00	£1,000.00	£1,400.00
Evaluation/Reports	£100.00	£200.00	£300.00
Hospitality	£150.00	£90.00	£240.00
Consumables (stationery, printing and postage)	£150.00	£85.00	£235.00
<b>Total Directly Incurred Non-Staff (B)</b>	<b>£2,800.00</b>	<b>£2,375.00</b>	<b>£5,175.00</b>
<b>Directly Incurred Total (C) (A+B=C)</b>	<b>£95,349.00</b>	<b>£48,645.00</b>	<b>£143,994.00</b>
<b>Directly Allocated</b>	<b>Apr 09– Mar 10</b>	<b>Apr 10 – Sep 10</b>	<b>TOTAL £</b>
Staff	£N/A	£N/A	£N/A
Estates	£11,919.00	£6,079.00	£17,998.00
Other (Equipment purchases necessary for some learners to participate in project, e.g. Laptops)	£2,500.00	£2,500.00	£5,000.00
<b>Directly Allocated Total (D)</b>	<b>£14,419.00</b>	<b>£8,579.00</b>	<b>£22,998.00</b>
<b>Indirect Costs (E)</b>	<b>£42,794.00</b>	<b>£21,825.00</b>	<b>£64,619.00</b>
<b>Total Project Cost (C+D+E)</b>	<b>£152,562.00</b>	<b>£79,049.00</b>	<b>£231,611.00</b>
<b>Amount Requested from JISC (70% of project)</b>	<b>£106,793</b>	<b>£55,334.00</b>	<b>£162,127.00</b>
<b>Institutional Contributions (30% of project)</b>	<b>£45,769.00</b>	<b>£23,715.00</b>	<b>£69,484.00</b>
<b>Percentage Contributions over the life of the project</b>	<b>N/A</b>		
<b>No. FTEs used to calculate indirect and estates charges, and staff included</b>	Leicester College FTEs = 1112 Project FTEs = 3.2 Estates calculated at 0.29% x Budget allocation 08/09 Indirect costs calculated at 0.29% x Budget allocation 08/09 Costings include 2% inflation for 09-10		

## G. Previous experience of the project team

**Paul Chapman - Head of Libraries and E-Strategy:** Paul is Head of Libraries and e-Strategy with strategic responsibility for information management and technologies. Formerly Learning Resources and ILT Manager at Cambridge Regional College (1994-2003) where innovative e-practice was highlighted by, BECTA, the British Library, CILIP, NILTA and the Scottish Further Education Unit. An early adopter of the Moodle open source course management system. Paul is the elected Chair of Libraries and Information East Midlands and a Board member of Museums, Libraries and Archives, East Midlands

**Lucy Stone - Project Manager:** Lucy recently completed Managing the WoLF Project. She joined Leicester College in 1993 in a secretarial capacity progressing to teach part-time evening and day classes. In Computing she studied a Certificate in HE in Computer Science at De Montfort University. Qualifications include; CGLI 7307 Stage I and Stage II Teaching Certificates, PGCE (PCET) Achieved through distance learning with Greenwich University, TDLB D32, D33 and D34 and A & V Unit Assessor Awards. She continued to teach until 2000 when she developed a programme of supporting staff with their individual IT needs - particularly focusing on teaching staff and the use of technology in Teaching and Learning. In 2004 she became the Key Skills Coordinator for ICT across the College - supporting 40 staff in the delivery of this subject. She also developed a number of Moodle sites for staff and learner use. Lucy has been an "Advanced Practitioner" since they were first introduced to the College. This involved mentoring and supporting fellow lecturers with their teaching and learning.

**Professor Harry Tolley PhD, MA, BA, PGCE:** Harry was formerly Senior Lecturer in Education at the University of Nottingham where he was Director of Initial Teacher Training. In recent years he has worked as a Consultant to a variety of organisations including the Commission for Racial Equality, the Council of Europe, the Cabinet Office, Civil Service Departments and Agencies and the police service. During that time he has continued to work in the University of Nottingham on research projects concerned with the assessment and accreditation of work-based and prior learning, the validity and transferability of National Vocational Qualifications (NVQs), and curriculum innovation in Further and Higher Education. His recent research includes a study of the leadership role of head teachers, and literature surveys on class size and the quality of education, and effective teaching. His on-going interest in the professional development of teachers is reflected in the publication of a series of books on beginning teaching. In 2000 Dr Tolley was appointed as a Special Professor in the School of Education in recognition of his previous work.

**Judith McCarren – Industry Expert:** Judith is a freelance footwear designer, trading as Foot Candy Designs. She returned to education in 2003 and attained an HND in Footwear Design and Technology through Leicester College and De Montfort University in 2005. In 2004, she won first prize in the *Clark's Shoes* learner competition to design and make an out of school shoe for 5-7 year old girls. Judith is well placed to help with the design and evaluation of learning materials and activities from a non-technical perspective. She will also bring a wealth of design and materials technology experience to the social networking element of this project.

**Dan Vaughan – Information Learning Technologist:** Dan has worked at Leicester College in the ILT team for 2 years, his responsibilities include instructing staff in the use of technology to enhance learning and development of the Leicester Colleges TEL Moodle. Dan is currently involved in three closely linked pilot projects, working with staff and learners to test existing and proposed systems and decide on their effectiveness, suitability feasibility for use within Leicester College: *E portfolios:* Investigating, evaluating and researching an appropriate system to allow learners to collate and present personal information, achievements, academic learning and show collaborative working. *Moodle Gradebook:* Rolling out the use of the Gradebook function to record assessment evidence and learner achievements, including the FD in Educational Studies used for the WoLF Project. *Electronic ILPs:* Development of an electronic version of the colleges tutorial system to build up a picture of learner progress and targets, informing both staff and learners in a more efficient and effective way.

**Simon Heaton - Course Manager in Business:** Simon has been responsible for overall management of the part-time HNC/D in Business at Leicester College since 1999. He is also personal tutor to all three years of the HNC/D programme and delivers two units of the programme. He holds an AMBA accredited MBA, a BA (Hons) in Business, the CIM Postgraduate Diploma and a PGCE. He manages the CoVE (Centre of Vocational Excellence in Enterprise) within the college.

**Denise Bergman - Course Manager in Caring Professions:** Denise has been teaching in FE since 1980 and HE for the last 10 years. She has experience of being an adult learner, studying for her MED with work and family commitments.

**Kirsty Lewis - Course Manager in Caring Professions:** Kirsty joined Leicester College in 2001, before this she spent several years teaching key stage one children in schools. Kisty has a degree in linguistics. She was a key member of the WoLF Project Team and as a result has transformed her methods of assessment and feedback to include the Moodle TEL site. She participates in WoLF Project dissemination across the organisation, illustrating how her administration load has been reduced as a result of the project.

**John Spooner - Course Manager in Footwear:** John has responsibility for the delivery of Footwear Buying, Supply and Management Skills and Style Prediction and Market Strategies. His qualifications include City and Guilds Advanced Footwear Manufacture and Advanced Footwear Materials, Diploma in Footwear Design and City & Guilds 7407. He is Managing Director of his own footwear company.

**Helen Lamble - Course Manager in Fashion:** Helen's specialist subjects taught are History of Fashion, Design & Illustration, Marketing, Research, Textiles, Historical Studies, and Research. Her include BA (Hons) Contour Fashion, Diploma General Art and Design and a Certificate of Adult Education. Her industrial experience includes; Freelance underwear swimwear designer, and in-house Designer for Courtaulds Textiles.

**Carmen Miles - Course Manager in Travel and Tourism:** Carmen has lectured travel and tourism for over 14 years. She has a Vocational fellowship at the National Space Centre. Carmen is a consultant for the National Learning Network as a content reviewer for BECTA. She has experience as an online tutor for RDI on behalf of a range of universities. She has set up the HND in travel and tourism and maintains close links with local employers. She has recently completed an Msc in Tourism Management and completed a dissertation in the development of higher education to meet local employer needs.

**Marisol Martinez-Lees - Course Manager in Artistic Makeup and Special Effects:** Marisol has lectured for ten years within three FE institutions. She is responsible for the development of the Foundation Degree in Artistic Makeup and Special Effects. Marisol's learners work collaboratively with the Foundation Degree in Photography, relying on email and text messaging. She will be a key member of the HELLO Project with her learners piloting the collaborative tools. Marisol has strong links with industry and with Coventry University.

**Matthew Pell - Course Manager in Video:** In 1997 Matthew gained an MA Cinema Studies from Nottingham Trent University and been a Lecturer in Video Production and Film & Television Studies at Leicester College since 1998. Since 2000 Matthew has been a freelance Video Artist producing both personal and commissioned projects which have been shown throughout the UK and abroad. Matthew has produced commissioned work for Broadway Nottingham and The Nottingham Playhouse.

**Paul O'Leary – Course Manager in Photography:** Paul has been a lecturer in Photography at Leicester College since 1999. In 2006 he gained a Masters in Photography at De Montfort University. Since 1994 Paul has actively produced and exhibited his work nationally and internationally. Currently Paul is working on two projects; Blood, Sweat and Lycra – a touring exhibition on British amateur Wrestling and 'Plastic Paddy' a look at belonging, identity and difference amongst second-generation people living in Britain.

**H. Letter of support - Following pages.**

Please reply to:

Freemen's Park Campus

Extension 2018 or 2009  
Reference 11-08/MG/LoS

6<sup>th</sup> January 2009

JISC  
Northavon House  
Coldharbour Lane  
Bristol, BS16 1QD

Dear Sir/Madam



**Re: JISC Grant Funding Call 11/08: Institutional innovation project in lifelong learning and workforce development**

On behalf of Leicester College, I have pleasure in providing a letter of support for the proposed project known as "HELLO" for consideration under JISC's call for a project in the area of lifelong learning and workforce development.

The Higher Education Lifelong Learning Opportunities (HELLO) project at Leicester College is based on two elements.

The first is a continuation of developments made during the WoLF Project; offering work based learners a number of tools to aid, support and motivate them during their studies. Successful tools and facilities developed during the WoLF project include: formative and summative assessment and feedback online; alternative possibilities to communicate using a chat room for tutorials; facilities to reflect on practice via an online journal and access to technical help and support through a number of methods to suit the individuals. This provision will be offered across 40% of our HE courses, impacting on 200 students or more throughout a range of curriculum areas. If successful, this model will be replicated over the other 60% of courses, giving HE students at Leicester College a "Virtual Common Room" and a uniform look and feel to their technology enhanced learning.

The second element is the development of a social network. Working closely with the College's Business Development Team, Course teams and Curriculum Managers it is hoped that the HELLO project can build links with industry experts and employers to engage them in a social network utilised by students. Employers can use the social network to participate in frequently asked questions, forums and to publicise their business and work placement opportunities. Students will be able to build their own subsidiary networks and form groups and communicate with other HE students outside their normal course class. It is hoped that the network will link students across other HE Institutions and be a vehicle for advice and guidance re future studies. If successful, the network will provide the students with a portal to each other, employers, industry experts and Universities.

We know from the WoLF Project that our students need more than class contact. We adapted the delivery and approach for one group and evidence shows that the students felt "motivated" and "supported" throughout the process. With work and family commitments, and depleted meeting areas and no Student Union facilities at Leicester College, we seek alternative ways to enable students to meet each other and build their friendship, support and course groups. I see that the HELLO project will facilitate this need.

I fully support this application and I hope that you will be able to fund it.

Yours faithfully



**MAGGIE GALLIERS**  
**PRINCIPAL**

Abbey Park Campus  
Painter Street  
Leicester  
LE1 3WA

St Margaret's Campus  
St John Street  
Leicester  
LE1 3WL

Freemen's Park Campus  
Aylestone Road  
Leicester  
LE2 7LW

[www.leicestercollege.ac.uk](http://www.leicestercollege.ac.uk)



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JISC,  
Northavon House,  
Coldharbour Lane,  
Bristol,  
BS16 1QD

Direct Line: 01509 227176  
Fax: 01509 227172  
E-mail: [ian@engsc.ac.uk](mailto:ian@engsc.ac.uk)

05 January 2009

**Letter of Support for Leicester College's 11/08 Funding Application for "Higher Education Lifelong Learning Opportunities" (HELLO).**

Please read this letter of support along with Leicester College's application for the JISC Funding call 11/08 "Lifelong Learning and Workforce Development".

The Higher Education Academy's HE in FE Enhancement Programme is very interested in the issues around employer, business and community engagement and the integration of technology to facilitate this, particularly in situations where the lessons learned in one environment can be readily applied to others.

Having read the initial draft proposal and noted their choice of a particularly well-respected and experienced evaluator (Professor Tolley), we have already agreed to assist in the steering and dissemination processes should the bid be successful, as we are pleased to be associated with something which, if funded, will undoubtedly be of great value to many other FECs (and HEIs).

The proposed project is unique in its scope as far as we in the Higher Education Academy's HE in FE Enhance Programme are aware, and as we know Leicester college to be a particularly supportive organisation (demonstrated by the project leader's success with the WoLF Project), we are extremely confident that HELLO will provide solutions to some of the current problems facing lifelong learning and workforce development.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Ian Lindsay', written over a faint, light blue circular watermark.

Ian Lindsay  
Academic Advisor, HE in FE

Loughborough University Leicestershire LE11 3TU  
Tel 01509 227170 Fax 01509 227172  
Email [enquiries@engsc.ac.uk](mailto:enquiries@engsc.ac.uk) Web [www.engsc.ac.uk](http://www.engsc.ac.uk)