



## JISC Project Plan – The HELLO Project

### Overview of Project

#### 1. Background

The project idea was bought about to address a number of issues, some of which were identified during the WoLF Project (Work based learners in Further Education).

The profile of learners who attend Foundation Degrees at Leicester College is diverse and reflective of today's current social and workplace demands. The students can be full-time, part-time, work based and distance learning. During the WoLF Project, Moodle was used as a technology enhanced learning space (TEL) as an additional "tool" to enable the tutor to communicate and support the year groups during the week between lessons. Developments on the TEL included: the use of block texting, a reflective journal and an e-tutorial using a chat room. These tools enabled the students to have contact with each other and their tutor in addition to the four hours weekly class time. One student commented *"The online tutorial was a new experience but is reassuring to know support with instant feedback is available half way through the week. I do think it motivates you because of the set up and makes you want to learn."* These curriculum support tools are going to be replicated across 40% of the HE course provision at Leicester College.

Across the four campuses at Leicester College there has been a reduction of physical social spaces for students. Prior to the recent Accommodation Project there was a total of 414.47 sqm of pure student social space. The College has downsized and sold one campus as part of receiving the LSC grant for the Accommodation Project, losing a total of 10,916 sqm of space overall. Post new-build students now have a pure social space of 268.51 sqm (broken down across the three campuses as Abbey Park 68.30, St Margaret's 59.25 and Freeman's Park 140.96); this includes 30sqm of Student Union Office space on all three campuses. Other seating areas are provided for students in atriums and outside, however, these are not always conducive to working collaboratively or meeting with peers for mentoring purposes. Alternative methods of meeting peers needs to be addressed. During the WoLF Project a "virtual common room" was offered to all students on the Foundation Degree in Educational Studies, and a "virtual common room" was set up on each individual year site. This will be replicated across 40% of the provision at course level. However, it has been recognised as a need to develop an "HE virtual common room", which will have all of the HE courses feeding into it. This college Moodle site will be accessible to students in and out of the college and will be monitored by College staff – tutors and ILT developers.

In addition to the HE and course level common rooms a new "social network" will be developed using appropriate, open source software. It is hoped that this network will be owned and driven by the students and be taken by the students to their next destination, be it employment or further Higher Education. Through this network there will be opportunities for students to build "friendships" across the whole HE provision rather than just within a course. The Foundation Degree in Artistic Make-up and Special Effects currently do a third year, collaborative project with the Foundation Degree in Photography students. The two

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groups study at different campuses and they organise their collaboration using SMS on their own mobile phones. Students will be able to use the network to organise these events.

There is a diverse profile of students on the Foundation Degree courses at Leicester College. In particular, the Foundation Degree in Footwear Manufacture has students from 16 different countries. A number of students return to their home countries to participate in religious festivals. Often for up to six weeks. During the WoLF project the TEL was developed to enable the students to upload course work and additional evidence using their mobile phones, including still images, video clips and sound files. The tutor was able to offer the students formative and summative feedback giving the students an individual profile of their progress in the Moodle Grade book. This practice will continue as part of the HELLO project, enabling students to participate in their studies and giving them the tools with which to share information with their peers about practice in their home countries. This sharing of files can be done either formally through the College Moodle site – leading to some formative or summative feedback, or informally over the HELLO network.

It has been identified through discussion with the HE Coordinator that access to the network needs to be available to students post application and prior to enrolment. It is believed that if they can forge friendships and seek advice with regards to becoming a “Leicester College student”, they are more likely to enrol on their course at the start of term. It is hoped through the process of research that some data will be collected with regards to students being “kept warm” prior to enrolment.

The transition from College to the work place or another HEI can be made smoother if sources of advice and guidance are offered. These sources may be employers, or industry experts. Giving information, real life experiences and knowledge of what is happening in industry. This added source of information and advice can aid students in making informed decisions about career and educational paths they wish to take. We hope that the HELLO network will enable these channels and links to be opened, to be used for advertising work placements, offering guidance and updates on industry standards, or informing students about degree courses on offer.

The outcomes of the project will affect some 200 to 250 learners and 9 Course Managers. The courses involved will be: Business, Travel and Tourism, Families, Parenting and Communities, Footwear, Fashion and Costume, Educational Studies, Artistic Makeup and Special Effects, Photography and Video.

## **2. Aims and Objectives**

**2.1 The Aim:** of the project is to enable students to build networks of communication, support and mentoring with peers, tutors, businesses and other HE institutions

### **2.2 The Objectives:**

- 2.2.1 Building a network of support, advice and guidance to the HELLO community for social and educational purposes
- 2.2.2 Provide students and tutors with Moodle course sites and HE Community Site to support the learning process and carry out pastoral support and processes online
- 2.2.3 Provide the HELLO community (students, staff, businesses, industry experts and HEIs) with appropriate training to enable them to use the technology provided

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- 2.2.4 Provide the HELLO community with the tools to network, communicate in a Web 2.0 environment
- 2.2.5 Facilitate interactions to meet the needs of the HELLO community
- 2.2.6 Provide technical support to ensure participation in the network and on the Moodle platform
- 2.2.7 Provide the wider audience information on running a project, including key lesson learnt, research findings and models of implementation.

### 3. Overall Approach

#### 3.1 Strategy and/or methodology and how the work will be structured

The project will work according to the work packages in Appendix B. A baseline report will enable to the project team to realise the issues as highlighted in the *Background* above. Baseline surveys will take place for each student involved and each course involved. Giving a profile of students, their mode of study, their current personal use of ICT in their learning and social life and what e-learning is taking place on their course.

A public facing website (<http://hello.lec.ac.uk>) will be made available to the public. Information about the project management journey will be logged through the Project Manager's blogs and Wikis, and using a Twitter feed. This information can be of use to people contemplating managing a similar project. In depth information will be made available to the public including profiles of the students, stats and data generated through the baseline surveys and report, minutes of meetings, induction programme and much more.

A separate Project Management site will be available to help with collaboration between the Project Manager, ILT Trainer/Developer and Evaluator, Professor Harry Tolley.

Development of curriculum based TEL will take place whilst a thorough evaluation is carried out for appropriate software for the HELLO network. Technical implementation of the HELLO network and pilot trials with selected groups will take place prior to roll out across 40% of the HE provision.

A student induction will take place prior to September with as many students and tutors possible. The hour long induction will raise awareness of the project and get the students participating in the curriculum base Moodle sites and the HE Community sites.

Staff development and technical help will be provided throughout the duration of the project on both the Moodle platform and the new HELLO network. This will be done through one to one meetings between the ILT Trainer/Developer and or the Project Manager with staff, through a Technical Help Forum available on all the Moodle sites, email and telephone calls. Where needed supporting worksheets or handouts will be developed and distributed to the project participants and made available on line.

A number of students and staff will be involved in Case Studies throughout the duration of the project. Their journey experience and evaluation of the technology developed will be recorded and shared with the JISC and wider community.

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### **3.2 Important issues to be addressed**

During the WoLF Project a key lesson learnt was the importance of a thorough, face to face induction to engage both staff and students with the use of technology. An induction programme will be rolled out and will be done for all 9 tutors and 250 students, where possible.

Through gathering the baseline data, individual access to technology will be surveyed. Should issues be identified with any particular group or student, these will be addressed.

A clear and detailed timetable of events, including student inductions and staff development will be outlined at the on set of the project to ensure release of staff.

Project risks and threats will be monitored fortnightly in particular to ensure that participation by tutors and students is happening. There are alternative course groups and tutors who are on a waiting list to participate in the project should non-participation occur. This will be recorded and fed into the research process.

Recognition of the differing needs of first and second year students will be reflected in the design and delivery of support over the Moodle TEL and the HELLO network.

### **3.3 Critical success factors**

- 3.3.1 Impact on learner experience
- 3.3.2 Impact on tutor's methodology and approach to curriculum design and delivery
- 3.3.3 The learner voice – Case studies
- 3.3.4 Engagement of business and industry experts
- 3.3.5 Links with other HEIs

## **4. Project Outputs**

- 4.1 Baseline Report
- 4.2 Project progress reports – interim and final
- 4.3 Student course sites with interactive and participative Blogs, Wikis, Forums and formative and summative assessment
- 4.4 Student HE Community site with interactive and participative Blogs, Wikis and Forums
- 4.5 Student, employer, industry expert and HEIs network with the ability to collaborate and participate in discussions, build communities and forge friendships and groups outside normal course group
- 4.6 Public facing website on which to share detailed project information and the Project Manager's journey through blogs and Wikis
- 4.7 Project website that uses collaborative Wikis for Journal, Agenda Setting and brainstorming activities
- 4.8 Set of scenarios which 'hear the learner's voice' in the form of surveys, videos, sound files and interviews
- 4.9 Presentations and dissemination events
- 4.10 Technical Issues Wiki highlighting issues as they arise with the use of Moodle and the software chosen for the HELLO network

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- 4.11 Technical Help Forums on all course sites and the HE Community site
- 4.12 Evaluation report
- 4.13 Case studies drawn from the project to inform further projects working and the wider community
- 4.14 At least one research paper prepared for publication
- 4.15 Several Conference presentations/workshops
- 4.16 A set of worksheets and supporting resources will be developed for the students and staff on how to use Moodle and the HELLO network
- 4.17 A tried and tested induction programme to engage staff and students with the technology
- 4.18 A Pedagogic Model and 'proof of concept' that can be reused and retried in different learning environments. The model will be presented in highly accessible diagrammatic form with examples and user cases, available to practitioners to use with feedback, and distributed from project website and through supported workshops.
- 4.19 Exemplars and user cases developed from students' learning experience, highlighting both positive and negative instances of student learning.
- 4.20 Systematic review of literature

## **5. Project Outcomes**

### **5.1 Learners**

- 5.1.1 Learners will be able to communicate with a range of people for a range of purposes
- 5.1.2 Be able to share information and receive feedback from peers, tutors and, in some cases meet some assessment requirements
- 5.1.3 Access to course materials and resources at College, home or in the work place
- 5.1.4 Extension to the learners course, allowing them to communicate and collaborate with their peers and tutors outside the classroom

### **5.2 Tutors**

- 5.2.1 Extending the range of media available to teachers when designing formative and summative assessment activities
- 5.2.2 Tutors can communicate synchronously or asynchronously with their learners
- 5.2.3 Tutors will be able to provide pastoral and academic support through alternative means
- 5.2.4 Tutors will be encouraged to be more creative when designing participative activities taking into account the available of Web2.0 tools

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### 5.3 Employers

- 5.3.1 Be able to participate and add value to curriculum delivery
- 5.3.2 Learners will be acquiring transferable ICT and e-communication skills that are potentially of added value to employers

### 5.4 Universities

- 5.4.1 Be able to participate and add value to the decision making process of students
- 5.4.2 To enable students and tutors to see a clear course progression route and links between institutions
- 5.4.3 To provide accurate and useful information to aid the decision making process

## 6. Stakeholder Analysis

External Stakeholders	Interest / stake	Importance
JISC	Project funder	High
AOC NILTA JISC RSCs ALT BECTA LSN Foundation Degree Forward TechDis	Contribution to the debate and policy formulation on personalised e-learning	High
Learners	Improved learning and achievement experience	High
DfES	Promotion of Specialised Diplomas as new pathway into HE	Medium
Awarding bodies	Project will raise issues over the acceptability of non-traditional assessment delivery media	Medium
Learning & Skills Council	To inform recommendations on the ICT entitlement of peripatetic work-based learners	High
Teachers and Assessors in different learning environments	To inform the planning and delivery of teaching, learning and assessment	High
Software developers	To demonstrate varied and effective use of the software and to share changes and new widgets to the open source community	Low
Other JISC projects	Identify synergies and commonalities that can progress the e-learning agenda in FE and HE	Medium

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Internal Stakeholders	Interest / stake	Importance
Senior managers	Developing the College's E-Strategy to become more learner-focussed. Informing ICT capital procurement and learners' ICT entitlement	High
Curriculum Managers	Informing curriculum planning, operational objectives, action plans and the self-assessment process	High
Quality Mangers	Evidencing the contribution of ICT to teaching, learning and achievement. Informing the effectiveness of lesson observation and peer review quality improvement policies	High
Teachers	Informing the management, planning and delivery of teaching, learning and assessment. Informing the design, delivery and evaluation of passive/participative e-learning content	High
Learning Technologists	Informing the ICT training and development needs of teachers. Informing technical standards required to maintain the quality and accessibility of learning materials.	Medium
ICT Technologists	Capacity building; enabling more flexible remote access; engaging with emerging TCP/IP / Network technologies	Low

## 7. Risk Analysis

No	Risk	P x S	Impact	Action to Prevent/Manage Risk
1	Staffing not in place at project start	1 x 2	2 Low	<ul style="list-style-type: none"><li>• All key staff 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>

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No	Risk	P x S	Impact	Action to Prevent/Manage Risk
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>

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## 8. Standards

Name of standard or specification	Version	Notes
W3C – XHTML	1.0	For project website and Moodle Course shells / themes
SCORM	1.2	Reusable learning objects

## 9. Technical Development

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.

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.

Technology developments include:

- Evaluating, developing and implementing a social network called HELLO for use by students, employers, industry experts and other HEIs – software will include Mahara and Pebble Pad
- Developing a number of Moodle course sites (TELS) to enable students and tutors to collaborate, communicate and provide pastoral and academic support more effectively
- Developing appropriate training and development materials for use by staff and students.

## 10. Intellectual Property Rights

Leicester College agrees to abide by JISC's understanding of IPR as explained in paragraphs 63 and 64 of JISC Funding Call 11/08, October 2008. The IPR of content created and technology developed as part of the project will remain with the project institutions and will support repurposing under the JORUM agreement. Development work carried out will be reusable and based on open standard. Technical development will be licensed as Open Source where appropriate and will be made available to JISC and the wider educational community. Project documentation, with the exception of potentially sensitive commercial, budgetary and personnel information, will be made available in the public domain via the project Moodle site and via regular reports to JISC.

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## **Project Resources**

### **11. Project Partners**

This is a single institution project and there are no project partners.

### **12. Project Management**

The **Project Management Team** 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.

<b>Team members</b>	<b>Time</b>	<b>Experience and contribution to project</b>
<b>Paul Chapman</b> Head of Libraries and E-Strategy <a href="mailto:pchapman@lec.ac.uk">pchapman@lec.ac.uk</a>	40 days	Project Lead Strategic responsibility for E-Learning at Leicester College
<b>Lucy Stone</b> Project Manager <a href="mailto:lstone@lec.ac.uk">lstone@lec.ac.uk</a> 07966324612	80% FTE	Successfully managed the WoLF Project Project management and administration of project including budgetary control and project reporting
<b>Professor Harry Tolley</b> <a href="mailto:Harry.tolley@nottingham.ac.uk">Harry.tolley@nottingham.ac.uk</a>	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 <a href="mailto:judithmccarren@yahoo.co.uk">judithmccarren@yahoo.co.uk</a>	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 <a href="mailto:dvaughan@lec.ac.uk">dvaughan@lec.ac.uk</a>	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

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<b>Team members</b>	<b>Time</b>	<b>Experience and contribution to project</b>
<b>Simon Heaton</b> Course Manager – Business <a href="mailto:sheaton@lec.ac.uk">sheaton@lec.ac.uk</a>	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 <a href="mailto:dbergman@lec.ac.uk">dbergman@lec.ac.uk</a>	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 <a href="mailto:klewis@lec.ac.uk">klewis@lec.ac.uk</a>	40 days	Previous involvement in WoLF Project Link to possible 13 learners Links with Employers
<b>John Spooner</b> Course Manager – Footwear <a href="mailto:jspooner@lec.ac.uk">jspooner@lec.ac.uk</a>	40 days	Link to possible 16 learners Links with Employers
<b>Helen Lamble</b> Course Manager – Fashion <a href="mailto:hlamble@lec.ac.uk">hlamble@lec.ac.uk</a>	40 days	Link to possible 27 learners Links to Businesses and industry experts
<b>Carmen Miles</b> Course Manager – Travel and Tourism <a href="mailto:cmiles@lec.ac.uk">cmiles@lec.ac.uk</a>	40 days	Links to possible 18 learners Established communication with Businesses
<b>Marisol Martinez-Lees</b> Course Manager – Artistic Makeup and Special Effects <a href="mailto:Mmartinez-lees@lec.ac.uk">Mmartinez-lees@lec.ac.uk</a>	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 <a href="mailto:mpell@lec.ac.uk">mpell@lec.ac.uk</a>	40 days	Links to possible 16 learners Links to Businesses and industry experts
<b>Paul O’Leary</b> Course Manager – Photography <a href="mailto:poleary@lec.ac.uk">poleary@lec.ac.uk</a>	40 days	Links to possible 15 learners Already works collaboratively with HE Artistic Makeup learners Links to Businesses and industry experts

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The **Steering Group** 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 <a href="mailto:mgalliers@lec.ac.uk">mgalliers@lec.ac.uk</a>	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 <a href="mailto:ian@engsc.ac.uk">ian@engsc.ac.uk</a>	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 <a href="mailto:msalotti@lec.ac.uk">msalotti@lec.ac.uk</a>	Overview of HE provision at Leicester College Dissemination across HE provision Critical to project sustainability
<b>Tracey Kinsley</b> Assistant Director – Work Based Learning Leicester College <a href="mailto:tkinsley@lec.ac.uk">tkinsley@lec.ac.uk</a>	Overview of work based learning provision at Leicester College Engagement of Employers Dissemination across WBL course teams

### 13. Programme Support

- 13.1 Attendance at regular programme meetings
- 13.2 Networking opportunities with similar projects
- 13.3 Visits from Programme Manager and relevant members of JISC

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## 14. Budget

See Appendix A.

JISC Contribution		Institutional Contribution		
YR1	YR2	YR1	YR2	Total
£106,793	£55,334	£45,769	£23,715	£231,611

### *Detailed Project Planning*

## 15. Workpackages

See Appendix B.

## 16. Evaluation Plan

### **Purposes of evaluation**

16.1 In planning an evaluation it is always helpful to begin by thinking about the **purposes** it is intended to serve. The three main purposes of evaluation identified by Chelimsky (1997) and Saunders (2000) summarised below have provide the project with a useful starting point in this respect:

- Evaluation for purposes of **accountability** (e.g. measuring outcomes, effectiveness, efficiency and success; reporting back to the funding body (JISC).
- Evaluation for furthering **development** or affecting **improvement** by providing formative feedback on the design and delivery of development activities within the project (i.e. using evaluation to increase the effectiveness of the project during its lifetime).
- Evaluation for furthering **knowledge** by collecting and analysing data which leads to enhanced understanding in relation to specific developmental activities, aspects of policy or planned change in order to make informed recommendations for the future actions and contribute to the literature.

### **Evaluation for accountability**

16.2 It is anticipated that for the purposes of accountability the evaluation of the HELLO Project will seek to address the needs of the following **audiences**: the funding body (JISC); other JISC-funded projects; Project Steering Group; Project Management Committee/Team; Leicester College stakeholders including its staff and students; external stakeholders including employers; and, others to be identified. In addressing the needs of these different audiences the evaluation will seek to provide evidence of the following:

- That a sound framework has been established for the implementation of the project in the form of a management structure, which includes a Project Management Committee (PMC) and a Project Steering Group (PSG).

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- That the funding provided by JISC is being prudently managed in accordance with the agreed financial plan/project budget.
- That the goals of the project (as evidenced in its Strategic Plan) are aligned with the aims of JISC's Lifelong Learning and Workforce Development Programme.
- That key stakeholders (i.e. college staff and students and employers) are being actively engaged in the developmental activities of the project in accordance with the Operational Plan.
- That the project is responding positively to feedback the feedback it is receiving in accordance with the Evaluation Plan.
- That the outcomes/impacts of the project – both the expected and unanticipated – are being captured and disseminated both internally within the college and beyond.

### **Evaluation for furthering development**

- 16.3 Evaluation with the aim of furthering **development** reflects the project's commitment to diagnosis and to continuous improvement and to continuing professional development (CPD). It will involve the adoption of inclusive collaborative ways of working between the different stakeholders within the framework of an open, self-critical process. It will be underpinned by the adoption of an 'action research' approach to development in which the first cycle of an activity (or set of activities) will be evaluated in order to inform future decision-making/actions. The expectation is that there will be opportunities for the HELLO Project to share what is being learned from these on-going evaluation activities with other JISC Projects.

### **Evaluation for furthering knowledge and understanding**

- 16.4 In general terms, evaluation for furthering **knowledge and understanding** is closely aligned to educational research – and in practice often grows out of work undertaken for the purposes of furthering development. It is anticipated therefore that the systematic collection and analysis of evaluation data and the linking of the findings to constructs derived from the literature will facilitate the production of a variety of published outcomes including reports, development case studies and journal articles.

### **Developing the evaluation plan**

- 16.5 In developing the project's evaluation plan we will respond to the questions listed below and in so doing work systematically through an iterative process, which will address the issues raised in the accompanying diagram.

- How will we demonstrate the impact, effectiveness and efficiency of what we have done to those to whom we are accountable?
- How will we evaluate the project for development and improvement as it goes progresses?
- How will we learn from the Project so as to make recommendations for the future?
- How are we evaluating each of the activities within the project as well as the project as a whole?
- Who are the different audiences for each of the evaluation activities?
- Who needs to know what and when?
- What information and evidence do we readily have to hand?
- What are the requirements of funding body and College Senior Management in terms of quality measures and final report data?

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- What sorts of information do we need to start collecting now in order to answer the longer-term questions we will be interested in answering later?
- Who will be responsible for different aspects of the evaluation and what is involved in conducting it?

## References

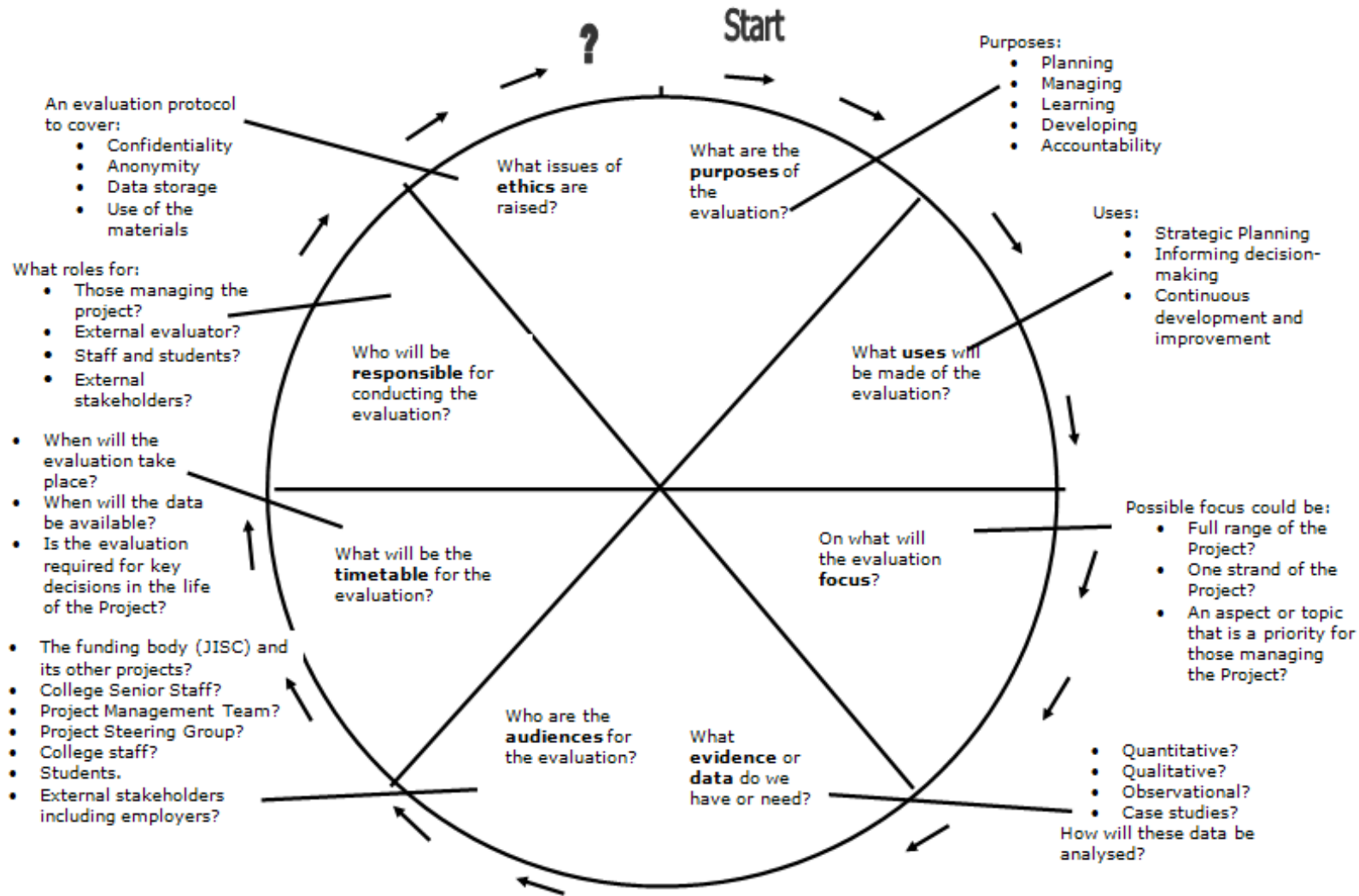
Chelimsky, E. (1997) Thoughts for a new Evaluation Society; *Evaluation*, 3, 1, 97-109.

Saunders, M. (2000) Beginning an evaluation with RUFDATA: theorising a practical approach to evaluation planning; *Evaluation*, 6, 1, pp 7-21

## Notes

1. This document draws on work by Professor Harry Tolley and Peter Lewis of CDELL for an NHS Evaluation Project in 2004-5 which is written up at:  
<http://www.nottingham.ac.uk/education/centres/cdell/pdti/pdf%20reports/Evaluation%20Strategies.pdf>
2. Peter Lewis devised the diagram given below for use in connection with the evaluation of the Robert's Project at the University of Nottingham.

**DEVELOPING A STRATEGIC PLAN FOR EVALUATION**



## 17. Quality Plan

Output	Timing	Quality criteria	QA method(s)/ Evidence of compliance	Quality responsibilities
Project website	Ongoing	Usability/accessibility	W3C Compliance checking  User feedback	Project Manager
Teaching Plan and Pedagogic Model	Ongoing	Fitness for purpose  Flexibility to take account of different learning styles	Review of learner feedback  Review of teacher feedback	Project Manager  Evaluator
Consultation and dissemination events	As appropriate	Meeting agreed objectives	Participant feedback	Project Manager
Conference Presentations	As appropriate	Range of questions asked  Quality of ensuing debate	Resultant communication and interest in the project	Project Manager  Evaluator
Case Studies	April 2009 – April 2010	Reflecting project outcomes	Resultant communication and interest in the project	Project Manager  Evaluator
Technical advice and documentation	April 2009 – September 2010	Clarity of advice	User feedback	Project Manager
Final Report	September 2010	Validity of the research  Clarity of lessons learnt  Validity of recommendations	Peer review and feedback	Project Lead  Project Manager  Evaluator
Peer reviewed published article	As appropriate	Validity of the research  Clarity of lessons learnt  Validity of recommendations	Peer review and feedback	Evaluator

Project Acronym:  
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Date:

## 18. Dissemination Plan

Dissemination of the project will occur via the public-facing, HELLO Project Moodle site (<http://hello.lec.ac.uk>) The Project Manger will maintain a regular Journal blog, technical issues wiki, and discussion forums. 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 events including workshops, online discussions and annual conference.

Timing	Dissemination Activity	Audience	Purpose	Key Message
June 09	RSC East Midlands E-Fair	Other HE and FE institutions across the East Midlands	Stand and 20 minute presentation on project	What the project is about and hoping to making connections with other institutions to join the network
November 09	RSC East Midlands ILT Forum	Other FE Colleges in East Midlands	Presentation and Q&A about the project	What the project is about and hoping to making connections with other institutions to join the network
Various	HE Away Day Quality Away Day College Leadership Team meeting	Internal staff from Leicester College	Presentation of project	Raise awareness of project and dissemination outcomes
Monthly	CULN (Colleges and Universities Learning Network) HE/FE and ALS Research Group	Staff from HE/FE and ALS	Member of group Presentation of project	Raise of awareness of project and making connections with other institutions How the project can fit in with other funded e-learning developments

Project Acronym:

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Date:

Timing	Dissemination Activity	Audience	Purpose	Key Message
June 09	CULN conference	Staff from HE/FE and ALS	Presentation about project Facilitator for activity	
Ongoing	Ad hoc participation in appropriate regional and national events (e.g. Regional Moodle User Groups)	Wider Community	Raise awareness  Communication	Communicate project progress and outcomes  Share knowledge gained and lessons learnt
TBA	Keynote Conference Presentations	Wider Community	Raise awareness  Communication	Formalise the research findings  Communicate project outcomes  Share knowledge gained and lessons learnt
June 10	RSC East Midlands E-Fair	Other HE and FE institutions across the East Midlands	Stand and 20 minute presentation on project	What the project is about and hoping to making connections with other institutions to join the network

## 19. Exit and Sustainability Plans

### Exit

Project Outputs	Action for Take-up & Embedding	Action for Exit
Project website	To be maintained until at least September 2013	Project Manager to ensure arrangements are put in place
Technical Wikis	To be published on Project Website and inform future projects and research	Project Manager to ensure arrangements are put in place
Pedagogic model	To be published on Project Website and inform future projects and research	Project Manager to ensure arrangements are put in place
Project reports	To be published on Project Website	Project Manager to ensure arrangements are put in place

### Sustainability

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Regional networks	Mutually beneficial collaboration to promote and grow the HELLO network	To be taken up by the work of CULN and the JISC RSC, HEIs and Employers	Maintenance and monitoring of the network.