

Cover Sheet for Proposals <i>(All sections must be completed)</i>		JISC Institutional Innovation Programme	
Name of Initiative:		Institutional innovation projects in lifelong learning and workforce development	
Name of Lead Institution: University of Westminster			
Name of Proposed Project:		Interactive Work-based Learning Environments (i-WoBLE)	
Name(s) of Project Partner(s): None			
Full Contact Details for Primary Contact: Name: Eleanor Bueza Position: Business Opportunities Manager Email: E.Bueza02@westminster.ac.uk Address: Business Experience and International Unit, University of Westminster 35 Marylebone Road London, NW1 5LS Tel: 0207 915 5448 Fax: 0207 911 5015			
Length of Project: 24 months			
Project Start Date: 1 April 2009		Project End Date: 31 March 2011	
Total Funding Requested from JISC:		£100,000	
Funding Broken Down over Financial Years (April-March):			
Mar 09	Apr 09 – Mar 10	Apr 10 – Mar 11	
	£50,000	£50,000	
Total Institutional Contributions: £46,898			
Outline Project Description This project will enhance workforce development through the design of an innovative model of using virtual learning environments to support work-based learning. The VLE will create online communities where participants can capture reflections, communicate ideas and feedback on learning, which will meaningfully underpin face-to-face interactions when they occur. Irrespective of the length, location and format of the various types of WBL, stakeholders will be assured of consistent support that uses an appropriate mix of face to face and online approaches to ensure the quality of their experience. This project will create effective communities for learning and exchange where all stakeholders can contribute to the development of the work-based and lifelong learning activities of the University.			
I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)		YES X	NO
I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)		YES X	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.

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
There is nothing which we wish to withhold		

1.1 Institutional Background

The University of Westminster has a longstanding history of educating for professional life across the full range of subject areas. This was recognised in 2005 through the successful application for a Centre for Excellence in Teaching and Learning (CETL) in Professional Learning from the Workplace (CEPLW). In addition to this the Westminster Business School (WBS) has extensive experience of employability and work-based learning, having established its Business Experience & International Unit (BEIU) over 40 years ago. The University's Learning Teaching and Development strategy requires all courses to focus on employability, enterprise and work-related learning by:

- Providing a visible menu of embedded transferable employability skills development and opportunities for work-related learning for all students
- Creating high levels of staff external engagement with employers, professional bodies and community partners.
- Positioning itself as a choice provider of learning and design and profession specific CPD in specialist areas.

Westminster has a single virtual learning environment (VLE) used by all academic Schools. The VLE has components integrated with the student records, finance and user authentication systems indicative of the long term information strategy to develop an effective managed learning environment. However, at present it is not developed extensively for use by students on placement and their employers. The University has supported projects in Property & Construction and Integrated Health to adapt a generic PDP tool to support their students' development of an e-portfolio geared to the framework and expectations of the professions they will enter.

At present the VLE and the PDP e-portfolio tools are not used in the systems for managing and supporting students on placement or their employers, even though many courses include work placements as part of the student experience.

1.2 The Issue/Challenge to be Addressed

1.2.1 The variety of WBL formats and the need for common standards of support and experience

In 2006/7 the CEPLW conducted a survey across the University of Westminster that identified and recorded examples of work-based learning (WBL) activities in each of the 10 schools and central service units. This survey identified 8 different categories of WBL including industry based professional learning, sandwich/part-time courses, formal placements, informal placements, specific taught modules, project activity, professional interaction and enterprise. The survey highlighted the challenge the institution has in finding the best way to support and link together existing WBL approaches.

Common to all WBL categories is the need to engage employers in meaningful and cost effective ways. Based on the survey findings it appears that most employer interaction with university stakeholders is either via minimal face to face interaction or formal paper based progress reports. The main activities which are difficult to manage and co-ordinate (for both employer and university) include:

- Visits on site
- Returning of key paper based forms
- Informing WBL supervisors of expectations
- Negotiating project outcomes
- Seeking advice and queries on employer/learner problems

- Personal development /skills development support
- Capturing employers and developing meaningful relationships that can be transferred into wider University engagement
- Identifying core/essential criteria for promoting a University standard in WBL and a VLE to support this for learners, employers and academics.

We anticipate that by transferring some of the existing interactions and interventions involved in our current work-based programmes into a virtual space, and using technology to meaningfully underpin face to face interactions when they occur, we will be able to demonstrate a richer engagement with employers and external partners. This project will create forums for learning and exchange where all stakeholders can contribute to the development of the work-based and lifelong learning activities of the University.

Initially this challenge will be addressed by the BEIU in WBS which provides links between employers, students and academics through its work-based learning programmes which include: 12 month Undergraduate internships; 6-12 week Undergraduate internships; 12 week postgraduate internships; international exchanges; Study abroad/work abroad programmes and a postgraduate mentoring service that matches students with industry mentors.

Although the BEIU is unique in scope of service support within the university, all other Schools at Westminster offer one or more of the above work-based learning programmes as part of their course offerings. In all schools, learners and employers are currently mainly supported through face to face interaction with a secondary focus on interaction via email or telephone. The experience and lead to be taken by the BEIU on integrating their employer engagement activities with the University's online systems will be of immense value to WBL activity across Westminster as a whole. Similarly other institutions could readily adopt the model developed and benefit from the learning.

1.2.2 Support for the WBL of employer participants and their organizational learning

The engagement of employer representatives in the virtual community will provide learning opportunities for them in terms of their own professional development, as support for first-time participants. At present there are very few mechanisms for supporting the workplace contacts, and no provision for transferring the learning and teaching principles that underpin WBL into the organizational practices for supporting workplace learning. It is anticipated that the employer forum and the potential for greater interaction with University staff will enhance the learning culture of participating companies, and that the experience gained will be transferable as higher level personal management skills to support the growth of a lifelong learning culture in participating organisations.

1.3 How the work proposed will address aspects of all 3 themes of the vision for curriculum delivery.

Learning and teaching practice

The work proposed here will create an environment at Westminster that will promote the opportunity for ongoing reflective engagement by all three parties i.e. employer, student and University staff. It will enable the evidencing of the reflective learning process of the student, and for this to feed into e-portfolio development as appropriate. It will also enable a learning community to develop amongst the employer representatives and with staff / the university curriculum, thus enhancing their own lifelong learning.

Irrespective of the length, location and format of the various types of WBL, a Westminster student will be assured of consistent support that uses an appropriate mix of face to face and online approaches to ensure the quality of student experience. This environment will provide employers with alternative options for undertaking their mentoring, supervisory or tutoring roles as well as easing the administrative burden associated with helping students to

learn within the workplace. There will be greater scope for employer involvement in all aspects of the learning processes, ranging from the formulation of ideas through to the assessment of work undertaken, with anytime, anywhere opportunities for learners to reflect and share their progress with others. Using this model allows the resources to be flexible and change according to the learners' and employers' developing needs.

Technology and standards

The project will build on existing technologies that are used University-wide. Specifically the VLE coupled to the University's social networking system will be exploited. All Westminster's students use the VLE and are familiar with many of the tools it offers for collaboration, as are the majority of academic staff. The extension of the use of the VLE for placement management and tutoring will create a virtual learning community of staff across the business school. This will address the difficult issues of stakeholder engagement in a shared learning development and support the workplace learning of all participants. The project will look at ways of using technology to improve the monitoring and evaluation of different experiences of work-based learning, in a range of contexts.

Building on existing technology we will develop new functions to facilitate a WBL online community, to link up learners, workplace mentors, experts and academic staff. Developing this technology will enable improved relationship management between employers, institutions and the learner by readily capturing information as it occurs, allowing us to evaluate, revise and improve the processes in successive years.

Strategy and Policy

The University's technology enhanced learning strategy is centred around its VLE. It is now compulsory for all taught modules to have a defined minimum set of resources available within the VLE and a growing number of staff are engaging students in online learning activities. This project will support achievement of the institutional target to increase student and staff engagement in online learning activities to over 40% within the next 3 years (currently estimated at 5%). This project, in making employers an integral part of the developing managed learning environment, will entirely support these strategic objectives, enabling Westminster to meet the needs of a diverse range of students including those learning from and within the workplace.

The VLE has the capacity to enable the University to respond to the changing needs of industry sectors. This will be achieved by creating a community of employers that can network with other employers and industries, as well as the educational institution. The flexible nature of the VLE creates a cost effective tool that allows the institution to capture information as it arises. It requires less coordination than formal meetings and consultations with external communities and therefore increases the capacity for timely exchange of information. The development of this model demonstrates the viability of using technology to support and develop WBL communities and environments irrespective of location.

1.4 Contribution to the Outcomes

Successful outcomes from this project will be:

- A model evidencing the benefits of supporting a range of WBL models through a VLE, which can be reused both within the University of Westminster and externally.
- Enhanced employer engagement through online means with WBL development and activities - in support of students and for their own professional development of mentoring and supervision – i.e. key management of soft skills.
- Standardised and efficient processes for the development and administration of a range of WBL contexts.
- More mature institutional integration of systems facilitating the inclusion of a broad range of externals with differing levels of online access.

- Stakeholders across the university will, through the dissemination activities, understand how the online methods for engaging employers in WBL can impact positively on student performance, and have a core of staff to draw on for advice and support in adapting methods to their own context.
- Effective dissemination will also support the deliverables from the project to be transferred from BEIU and WBS to other subject areas.
- The evaluation of this project will enable greater flexibility in the provision of short courses, CPD and workforce development, in line with the University's Employability and Lifelong Learning Strategy.

1.5 Value to the wider HE and FE Community

A key value to be realised by the wider community will be the 'know how' derived from developing online approaches to the management and delivery of a number of forms of WBL that works and successfully engages employers in effective and efficient work-based learning that blends virtual interaction and administrative function with face to face meeting(s). Key will be the use of established university online systems to include employers seamlessly and readily into the virtual activities of a higher education institution. The wider HE and FE communities will be able to readily adopt this reusable model and adapt the processes and practices to support their own agendas for lifelong learning and workforce development.

2. Workplan

2.1 Current Employer Engagement

Employer engagement is formalised within WBS through the BEIU and its coordination of the course-linked programmes identified in section 1.2.

WBS, through BEIU, engages with employers on several fronts: its students/graduates who perform work according to an agreed contract; its academic staff who perform visits to their allocated students' workplaces and advise on and mark projects; and its support staff who source, develop and maintain relationships with industries. Generally, interactions with employers are purely face-to-face, with few records held in paper form. In all programmes involving visits there is only a limited understanding by the School (WBS) of how the employer has observed/recorded growth in the students' skills or the contributions made to the department/organization. Therefore there is little scope for intervention by staff during the WBL programme.

2.2 Outline Workplan

Stage One – Pilot Phase (April 2009 – August 2010)

Use of the VLE will be developed in the following ways:

1. Employers/mentors will input regular feedback on the students' performance, skills development, etc. via the comments feature in either/or the e-portfolio or blogging tool in the VLE and meet with their students on a one-to-one basis afterwards.
2. Employers/mentors will use the information that students provide through the VLE to guide their discussions.
3. Students take regular feedback, reflect on it, and incorporate it into their own personal development portfolio. Learners will be able to record and reflect on their personal and professional development achievements on an ongoing basis, for up to 18 months after graduation.
4. The BEIU Coordinator (and Tutor) track usage and engagement levels of both employers and students and provide support, as necessary.
5. Timely feedback will be immediately viewable by the student, tutor and staff which will help all those involved to optimise the experience.
6. Employer, student and tutor will be able to access resources and communication tools from work and home.

7. The VLE will host online communities to provide forums for discussion, support and knowledge exchange.

Use of the VLE will be piloted through the following programmes with the frequencies listed:

- Compulsory and optional, year-long placements for undergraduate students. Timing: from June 2009 for Year 1 activity; from June 2010 for Year 2 activity.
- Optional semester-long mentoring programmes for international, postgraduate students. Timing: from November 2009 for Year 1 activity; from March and November 2010 for Year 2 activity.
- Optional month-long internships for postgraduate students. Timing: from July 2009 for Year 1 activity; from July 2010 for Year 2 activity.

Stage Two – Sharing Good Practice across all Schools (August 2010 – March 2011)

The second stage of the workplan will start adapting and refining the programme for WBS based on the feedback from stage one. The BEIU will run a second cycle of use of the VLE. Any suggestions for improvements to the process from all stakeholders would be taken into account through the evaluation conducted at the end of stage one.

Concurrent to this activity the VLE driven processes developed in stage one will be rolled out across Schools. The Project Team will meet with Heads of Departments across all Schools, as well as administrators with employability-related portfolios, to run workshops on the existing WBL VLE project.

The project team will disseminate the project findings and domain knowledge externally.

Activity Schedule

Activity	Owner	Outcome / Deliverable	Time Frame
Baseline survey of existing system	Eleanor Bueza	Report on project rationale and scope; current status and needs	April/May 2009
Agree the criteria for monitoring and evaluating the project	Project Steering Group	Set of criteria and targets to evaluate project against	April/May 2009
Creation of the system	Eleanor Bueza, Bonita Danso, Federica Oradini, Jacqueline Steinmetz	Creation of the first version of the WBL VLE driven process	May/August 2009
Transition of paper-based documents and learning guides / resources to the new system	Bonita Danso, Jacqueline Steinmetz	Migration of resources to the VLE	August 2009
Preview / Testing by students and employers as WBLs	Bonita Danso, Jacqueline Steinmetz	Collection of feedback from students and employers and implementation	August 2009
Creation of user accounts, system navigation guides and resources for users	Eleanor Bueza, Bonita Danso, Federica Oradini, Jacqueline Steinmetz	Training resources for users	From July 2009
Face-to-face and virtual demonstrations and training sessions	Bonita Danso, Federica Oradini, Jacqueline Steinmetz	Trained employers, students and staff on VLE applications and requirements	From July 2009; depending on start dates of

			each WBL programme
Monitoring and tracking of usage; evaluating effectiveness of the VLE as "fit for purpose"	A researcher	Report to the Project Steering Group	Ongoing
Interim Evaluation Report	Eleanor Bueza, Sibyl Coldham, a researcher	Report evaluating a full year of activity on the VLE, taking recommendations from users for modifications	August 2010
Revise WBL VLWE process	Eleanor Bueza, Bonita Danso, Federica Oradini, Jacqueline Steinmetz	Communication of changes proposed to wider audience for feedback	August-September 2010
Internal Dissemination Activities	Amanda Powell Eleanor Bueza, Federica Oradini Sibyl Coldham	Internal dissemination via teaching and learning forums; Learning and Teaching, Employability and Lifelong Learning strategy groups	August 2010 –end March 2011
Roll out across other Schools	Amanda Powell Eleanor Bueza Federica Oradini	Meet with Heads of Departments & administrators across Schools.	August 2010
Model adoption by School	Amanda Powell Eleanor Bueza Federica Oradini	Mentor key staff in the modification, development and implementation of the model within their Schools	Sep 2010- March 2011
External Dissemination Activities	Amanda Powell Eleanor Bueza, Federica Oradini	Linked institutions; publications. Project blog, JISC meetings, WBL conferences & wider dissemination activities	Dec 2010 - March 2011
Final Evaluation	A Researcher, Eleanor Bueza	Report evaluation full project activities	Dec 2010 - March 2011

The impact:

Although the aforementioned programmes differ in timing, duration, audience and content, it is expected that the impact on the WBL offerings will be similar.

- Increased efficiencies; enhancement of learner, staff and employer experience in WBL forums.
- Improved support and resources offered to learners and employers.
- Wider availability and greater flexibility managing work-based learning irrespective of location and working hours, i.e. overseas placements or interns wishing to work part time.
- Increased understanding of the management of confidential information whilst still creating an open environment that encourages the exchange of information, ideas and learning to employers, learners and staff.
- Knowledge of how to balance the needs of technology, ethical and legal data considerations and the pedagogical approaches to learning.

- The supported experience of employers will enable transfer of learning strategies for supporting work-based learners into the organizational cultures of smaller businesses that may not have the capacity to run large HR and training departments.

Over the two-years of this project approximately, 220+ students, 200+ employers, 60 academic staff and 3 support staff will participate in using the VLE to underpin work-based learning programmes within WBS.

Project Milestones:

Date	Milestone	Deliverable
May 2009	Completion of baseline survey	Report on current status and needs
June 2009	Creation of the VLE	Operational VLE
August 2010	Evaluation of Year 1 activity	Interim Evaluation Report with recommendations
August 2010	Presentation to Heads of Department (or Deputies) and Employability Officers	Dissemination of a toolkit that suggests a few processes that would help other Schools to engage employers via the VLE
December 2010	Starting to collect data on usage and comments from Year 1 and Year 2	Report on usage and feedback from all stakeholders
March 2011	End of Year 2 presentation of results at internal and external conferences	Full 24-month project audit; conference publications and wider dissemination

2.3 Project Management

The project will be overseen by the Project Steering Group, chaired by Myzka Guzkowska (Pro-Vice Chancellor with responsibility for Employability and Work-based learning), meeting at least every three months. Members will include employers, students and key staff and will monitor progress and oversee: revision of targets; risk analysis, monitoring and evaluation; budget and expenditure.

The core Project Team includes: Project Manager: Eleanor Bueza, Business Opportunities Manager (mentored by WBS Dean and School Finance Manager); Online Developer: Federica Oradini, Online Learning Support Officer; WBL Consultant: Amanda Powell, Employer Liaison and Communications Manager; Administrative Support Assistant; Researcher (to be appointed) Teaching and Learning Adviser: Sibyl Coldham, Director, CEPLW; Technology Consultant: Gunter Saunders, University's Director of Online Learning Development.

2.4 Risk Analysis

Risk	P	I	Score	Mitigation
1. Loss of / difficulty in retaining core staff	1	4	4 – low	Staff will be seconded from university staff, whose responsibilities include managing the current paper-based systems, and so are committed to this work. Large pool of staff to draw on.
2. loss of / difficulty in recruiting employers to a new system	2	4	8 - medium	The BEIU has extensive contacts for placements as programmes are already in existence. Careful planning of and promotion of the online processes to meet participants' needs, just-in-time support from project staff re: technical issues. Project includes provision of additional capacity to support employer recruitment and induction.
3. Reluctance of academic staff to	2	4	8 - medium	High-level recognition of staff of the issues. Use of staff development days and virtual demonstrations from July

engage with a new system				2009 for induction into the use of tools and processes and review of module information. Just-in-time support from project staff.	
4. Reluctance of some students to fully engage in the process	1	4	4 – low	Learning support for the technical aspects is already in place; lack of engagement by individual students will be apparent to tutors for early intervention.	
5. Use of institutional VLE by externals	2	5	10 – high	Dedicated helpline support will be provided by central services to resolve any individual issues as they arise	
6. Online security and confidentiality of issues of all participants	2	5	10 – high	System builds on existing security features in the VLE and forums for registered users; provide guidance on ethical working and confidentiality.	
7. Failure of University IT system at critical points	2	5	10	Secure back-up arrangements are already in place. Ensure training includes risk analysis related to system failure/downtime.	
7. Impact of the current economic climate on employer participation rates	3	3	6 – medium	The on-line system with networking and lifelong learning possibilities for employer participants will make their participation easier and more personally and professionally rewarding. University staff are working with AGR to articulate the need for employers to continue with student engagement (AGR paper)	
8. Dissemination strategies / channels not effective in reaching / engaging target audiences	2	3	6 – medium	Project team members are linked to a range of external networks such as Placement, AGR, CRA, ASET, SEEC, HEA and CETL networks and will disseminate through these channels as well as through in-house symposia and staff development workshops managed by the ULTD Centre.	
9. Activities do not run to schedule –project management issues	3	4	12 – high	Rigorous planning and monitoring of progress, with Steering Group meeting quarterly; the university has a strong track record in educational development project management.	
Scoring	1	2	3	4	5
Probability	Rare (Up to 14%)	Unlikely (15%-39%)	Moderate (40%- 59%)	Likely (60%-89%)	Almost certain (90%)
Impact	Insignificant	Minor	Moderate	Major	Catastrophic

2.5 Budget template

Directly Incurred Staff	Mar 09	Apr 09– Mar 10	Apr 10 – Mar 11	TOTAL £
Non-Staff	Mar			
Directly Incurred Total (C) (A+B=C)	£			

Directly Allocated	Mar 09	Apr 09– Mar 10	Apr 10 – Mar 11	TOTAL £
Indirect Costs (E)				
Total Project Cost (C+D+E)	£3,372	£71,610	£71,916	£146,898
Amount Requested from JISC	£	£50,000	£50,000	£100,000
Institutional Contributions	£3,372	£21,610	£21,916	£46,898
Percentage Contributions over the life of the project	JISC 68.1 %	Partners 31.9 %		Total 100%
No. FTEs used to calculate indirect and estates charges, and staff included	No FTEs 0.8	Which Staff (as above under directly allocated)		

3. Engagement with the community

3.1 Stakeholder analysis

Stakeholder	Needs/contributions	Engagement
Employers	Input to project; debate on WBL needs; evaluation and assessment of WBL VLE tool/process. Champions of University adoption process	Focus groups; feedback questionnaires; course committees; Employers on Steering Group. Attendance at dissemination events; personal learning.
Academic staff in WBS	Input to initial scoping; support of the WBL process; training in use of VLE.	Focus groups/seminars and discussion at School meetings; lunch and learn events. Internal project blog.
Academic staff from other Schools	Information about WBL process & evaluation; requiring support for scoping own context.	Focus groups; internal blog; L&T forums and newsletters; invitations to lunch and learn sessions and other workshops.
Central services	Input to project; understanding longer term support for the VLE.	Participation in project management activities; internal blog;
University and School Committees	Information on progress and implications for strategic planning of systems (e.g. VLE development) and processes.	Reporting to committees by members of the management group; specific formal agenda items when appropriate.
Dean of WBS	Input to project; inclusion in School plans; evaluation; review of resource to ensure sustainability.	Member of the project steering group; attendance at internal and external dissemination events.
Students	Input to project; debate on WBL needs; evaluation and assessment of WBL VLE tool/process.	Focus groups; WBL programme feedback questionnaires; course committees; Students on Steering Group. Discussion at Student Forum.

PVC External Affairs	Input to project; championing of adoption of process across the University.	Chair of steering group & Employability Strategy. Sponsor of CPD and Short Course Scoping Group; updating senior team.
Director CEPLW	Input to project; championing of adoption of process across the University.	Member of steering group. Steer the contribution to L&T of project; updating senior L&T staff and CETL networks.
JISC	Sharing of developing practices, information and benchmarking with developments elsewhere.	Input to JISC support and synthesis project; regular reports to JISC; project blog; dissemination events.
Wider academic community	Information on project and evaluation; access to successful approaches and support.	Project blog (updated beyond life of project); JISC meetings; project conference; wider dissemination activities.

3.2 Evaluation Strategy

Evaluation will be continuous throughout the project (see also 2.2); major stages are indicated in the table below. The Project steering group will assess actual against planned deliverables and project outputs as a regular part of their project management role.

A report on the evaluation of the project and its results will be published as a model to put forward to the wider community outlining its pros and cons.

Timing	Subject of Evaluation	Key questions	Methodology	Success measures
May 2009	Report on project rationale and scope	Are the reviews of current practice, understanding of the challenge and planning complete and realistic?	Delphi method	Reviewers consider scope is valid and comprehensive.
August 2010	Main outcomes of the pilot	Is the process manageable/useful for students/employers/staff?	Collection of data from staff and students.	Data indicates that staff and students benefit.
Aug/Sept 2010	Revised WBL VLE process	What are the implications of the changes for Employers/staff/students	Presentation of changes proposed to wider audience for feedback	General agreement that changes made will address feedback from pilot
Dec2010	Evaluations feed in to detailed end of first year report			
Dec 2010-Feb 2011	Report on progress of the wider implementation of WBL VLE	Has wider use of the WBL VLE revealed any new/additional issues either for employers, students or staff?	Delphi method & Nominal Group Technique.	Employers, students and staff reporting favourably on the application and value of the WBL VLE
March 2011	Evaluations feed in to detailed end of project report			

3.3 Dissemination activities and plan

Internal dissemination will include existing newsletters, seminars, workshops, planned Departmental “away days” and internal symposia. The project team’s own reflection on the project processes and outcomes will be presented to the wider HE community, with advice from the Higher Education Academy and JISC. External mechanisms for dissemination will include: Newsletter, website (ULTDC/CEPLW), ‘How to guides’ contributions to specialist groups and presentation of materials to linked institutions, e.g. Placenet (a UK placement network), Association of Graduate Recruiters (AGR), CETL networks, South East England Consortium (SEEC), Centre for Recording Achievement, London First, London Higher,

Council for Industry and Higher Education. Internationally CEPLW is a member of international networks which can be used to disseminate information to the World Association for Cooperative Education (WACE) and Australian Collaborative Education Network (ACEN). A blog established to promote the project and its work, presentations at conferences, national and international; publications in academic and industry specific journals; liaison with JISC; staff CPD courses on VLEs for workforce development. Additionally to stimulate and promote change across the University we will feed into and support the Teaching, Learning and Development Strategy, the formation of the future Employability Strategy and disseminate project work to the University's Continuing Professional Development Working Group which will help enrich the design of new short courses and CPD offering associated with workforce development within London and nationally.

3.4 Embedding and Sustainability Plan

The project will output methods for the generation and use of feedback by students and staff. The project team will develop a practical implementation handbook for use by other subject areas across the University which will be used in conjunction with dissemination activities (e.g. workshops for other Schools) towards the end of the project. Post project completion the handbook will be maintained by the University Learning Teaching and Development Centre (ULTDC). The handbook will be made available to the wider community via the project blog which will be maintained beyond the life of the project by the EIC.

The fit of the project aims to institutional objectives in the area of WBL, coupled to use of existing online tools and the anticipated benefits to all stakeholders will ensure longevity for the methods and processes developed.

4. Previous experience of the core project team

Eleanor Bueza

Business Opportunities Manager of the BEIU considerable experience of providing personal development advice and support with both a national and international context. Oversees WBS' work-based learning programmes. Former Careers Consultant and Student Employment Manager who provided one-to-one advice and guidance to students from all Schools and e-guidance to part-time WBS undergraduate and postgraduate students. Recently researched, presented and published on a Blended Learning Project entitled, "Using Multimedia to Enhance Employability." Taught on the University of British Columbia's Global Career Development Programme for international students.

Amanda Powell

Employer Liaison and Communications Manager, ULTDC, has extensive experience of developing and negotiating relationships with employers -nationally and internationally - for work-based and work-related learning programmes at HE Institutions. Has a central university role to play in the development and coordination of the University's CPD strategy, liaising across Schools to identify existing and future workforce development programmes. An active member of the Employability Strategy group. Experienced marketer is tasked with dissemination of best of WBL practices across the academic schools. She has strong relationships with local, national and European networks of HE partners and local and national employer graduate recruitment networks.

Sibyl Coldham

Director of the University's Centre for Excellence, which supports the curriculum development of work integrated learning, employer engagement and entrepreneurial / experiential learning across the University. Prior to this she was a Principal Lecturer in Learning and Teaching with responsibility for Employability and Professional Learning, and has considerable experience in design and delivery of professional development for

reflective practice and staff development in for experiential learning. She has collaborative relationships with national and international Work Integrated Learning networks.

Federica Oradini

An Online Learning Support Office with extensive experience of the development of online learning communities and web 2.0 technologies. Focused on the promotion and support of learning technologies and flexible modes of learning and involved in identifying and providing appropriate staff development opportunities. Has a leading role in the development of the University's VLE based PDP system, which comprises a set of web-based materials and an online means of recording progress in the form of an e-portfolio.

Gunter Saunders

University's Director of Online Learning Development, ULTDC, with extensive direct experience of using technology to enhance learning. Has led the development of the use of the institutional virtual learning environment to support and deliver courses. Has published widely on the use of technology in teaching and learning. Has led and managed many research projects funded by national and international grant awarding bodies including UK research councils, European Community, charities and UK and European Industries.

UNIVERSITY OF WESTMINSTER



JISC
Northavon House
Coldharbour Lane
Bristol
BS16 1QD

5th January 2008

To Whom it May Concern

On behalf of the University of Westminster I am very pleased to write in support of the application being made to the call for Institutional innovation projects in lifelong learning and workforce development. The subject of the proposal is very much in line with institutional objectives and our newly developed vision for learning and teaching.

This application for work, to be led by the Business Experience & International Unit (BEIU) within the Westminster Business School is one which is significant both for Westminster and the sector as a whole. I believe that BEIU, with JISC support, will develop an approach to the use of technology with employers that will markedly improve the experience of students learning from and in the workplace. I also have no doubt, based on past experience, that the best practice developed will be adopted and adapted for use in other academic areas within the University and outside.

The key learning and teaching support areas of the University are represented in the bid and they are committed to working with all stakeholders to achieve the objectives of the project.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Rikki Morgan-Tamosunas'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Professor Rikki Morgan-Tamosunas
Pro-Vice Chancellor Learning and Teaching

Cavendish Campus, 115 New Cavendish Street, London W1W 6UW

Telephone 0207 911 5026

Appendix A Sibyl Coldham CV

CVs of Consultants and Project Manager.

Current Appointment

2005 – 2010 Director – Centre for Excellence in Professional Learning from the Workplace, University of Westminster

Academic and Professional Qualifications

- 1969 – 1972 BA - Monash University, Melbourne, Australia;
- 1972 – 1973 Postgraduate Diploma in Education – Monash University
- 1998-2001 MA Continuing Professional Education, University of Westminster;
- Member Higher Education Academy

Other Relevant Current Activities

- Contract lead – DIUS Gateways to the Professions funded curriculum development project for practice-based learning for Architecture.
- Steering Group member – Centre for Stakeholder Learning Partnerships
- External Advisor – Open University – CPD for Professional Practice (P/G Cert)

Recent Appointments and responsibilities at University of Westminster

2000 – 2005

- Principal lecturer with responsibility for employability & widening participation
- Teaching and Learning Co-ordinator for the School of Integrated Health and Curriculum development leader – Practitioner Development
- Member of the School of Integrated Health Management Team
- Professional tutor for the PGCHE – Education Initiative Centre
- Member Campus Academic Standards Group

Continuing Professional Development

- 2002 - Registered for PhD with Faculty of Education , Leeds University (suspended following appointment as CETL Director)
- 2008 – Leadership Foundation for Higher Education – Preparing for senior strategic leadership
- Staff development workshops for developing experiential learning and integrating work into the curriculum (facilitator)

Relevant conference presentations and publications

'Reflections on the concept of Community of Practice as a tool for cultural shift in the development of a practice-based learning model for Architecture education – HEA Conference, July 2008.

'How would you be able to tell if teaching and learning were going on – as opposed to what we always normally do?: Developing practice-based learning for Architecture in the UK' – ACEN Conference, Australia October 2008.

07/2007, Panel member – Work Integrated Learning Educators panel – WACE, China.

07/2006, Conference paper 'Developing Ethical Awareness in an interprofessional undergraduate programme' – Reflective Practice conference, Cambridge, UK.

07/2004 Conference paper 'Use of reflection in CPD' – ILTHE Conference, York UK
Coldham, S (2004) Using Reflective Practice in an Interprofessional Complementary Therapies Programme, chapter in S Tate and M Sills, The development of Critical Reflection in the Health Professions, London, LTSN

Coldham, S (2003) 'Educating the Reflective Practitioner: Graduates in Practice', Journal of Alternative and Complementary Medicine, 9(5)795-798.

Professor Gunter Saunders
University of Westminster

Current Post

Director of Online Learning Development. A member of the Vice-Chancellor's Senior management Team with responsibility for policy development in the use of technology in teaching and learning. Also Head of the unit with responsibility for providing support to academic staff in the development of e-learning approaches. Responsible for 5 full-time members of staff providing learning technology support to both staff and students. Institutional business owner of the virtual learning environment (Blackboard) used by over 1200 staff and 17,000 students.

Experience of project leadership

- Wide experience of the management of projects internal to the University (ranging from the production of interactive teaching CDs through to development of the University's Intranet for teaching and the implementation of an institution wide VLE)
- In 2006 led the University of Westminster team sector wide benchmarking of e-learning activity
- Currently project manager for the JISC funded project Making Assessment Count

Publications

Saunders, G. (2002) Integrating technology into the activities of a traditional university: Facing up to the problems. The new educational benefits of ICT in higher education; Proceedings, Eds. A.J.Kallenberg and M.J.J.M. van de Ven, pp 159-165, Erasmus Plus.

Saunders, G. and Klemmif, F. (2003) Integrating technology into a traditional learning environment; Reasons for and risks of success. *Active learning in higher education*, 4(1),74-86.

Saunders, G. and A. Pincas (2003) *Learning On-line on Campus*, Learning Partners, ISBN 1 899692 16 9

Pincas and G. Saunders (2003) Getting started with ICT blended learning. *Academic Exchange Quarterly*, 7, issue 4 pp 225-228.

Saunders, G. and F.Oradini (2008) Technology enhanced learning in the 21st Century – supporting the attainment of an old paradigm or developing a new one? *Journal of Leadership and Management in Higher Education*, 1, (1) 29-46.

Saunders, G. and Oradini, F. (2008) Social networking: connect-ing students and staff [ALT-N Newsletter, July 2008](#)

Saunders, G. and Oradini, F. (2008) An embarrassment of riches: how to choose, use and present learning materials to students. [The Publishers Association Academic and Professional Conference](#).

Oradini, F. and Saunders, G. (2008) The use of social networking by students and staff in higher education, [iLearning Forum, Paris](#).

Amanda Powell

University of Westminster, London

08-10 Communications and Employer Liaison Manager

Member of a University CPD and short course scoping group. Project manages a number of WBL projects across the University. Liaises with employers to promote innovative WBL projects (designed to enhance teaching and learning practices) and when ready act as the facilitator between academics in schools and the employers. Creates collaborative relationships with the Association for Graduate Recruiters (AGR) PlaceNet, and other Universities to identify opportunities for income generation, partnerships and knowledge sharing.

04-08 Business Opportunities Manager, Business Experience and International Unit

- Managed department offering WBL programmes for UG and PG business students. Established internal procedures and documents to help measure performance and encourage transparency of its services to internal and external bodies. Received commendations from AMBA and validation boards.
- Created a business development plan, to increase the number external relationships clients. Increased the number of advertise opportunities by 350% over three years.
- Set up a student enterprise club to promote entrepreneurship and freelance activities amongst students. Worked with London regional partners.
- Compiled a comprehensive report for a QAA review, regarding Westminster Business School employability activities. Worked with Academics across the school.
- Produced guides for students, employers and academics related to WBL processes.
- Renegotiated service contracts with internship client. Revised service levels with this client and have met 100% of targets ahead of schedule for 5 consecutive intakes.
- Prepared a bid for £1m project for a UK/China placement programme in 2006. Awarded funding to launch a postgraduate WBL programme in 2007.

Manchester Business School, Manchester

01-04 Career Advisor, Career Management Service – MBA

- Managed corporate relationships for both short and long term recruitment needs. Identified recruitment and project in the UK, EU and India
- Coached MBAs to create and implement their career development strategies.
- Wrote and presented a strategic proposal to department director to support global business development initiative.
- Introduced a weekly newsletter, group feedback and mind-map meetings. Acted as school contact for specialist MBA student clubs.
- Re-branded and re-launched corporate careers activities. Increased corporate attendance at events by 90% over 3 years. Introduced first knowledge sharing initiative. Created wrote and launched the first Guide for Recruiters.

00-01 Administrator, Director and Dean's Office

- Member of a team of 4 -delivered a topical business speaker series. Co-ordinated 5 events, each hosting 250 senior North West business contacts.

99-0 International Exchange Co-ordinator, MBA Admissions

Managed exchange partnerships with 52 MBA schools globally. Negotiated 100 places annually with exchange directors of partner schools.

97-99 Administrator, MBA Admissions

- Promoted MBA programme globally both independently and in conjunction with the British Council. Visited UK, China, Italy and Germany.

Education

02-03 CIM Advanced Certificate in Marketing: Marketing Management (Managing People), Marketing Customer Interface (Managing customer relations), Marketing Operations (Core marketing activities).

94-97 University of Liverpool BA Theology and History, 2:1

Eleanor Bueza

Summary

Employability practitioner and manager with experience in employer liaison, careers guidance, working one-to-one with undergraduate and postgraduate students, and leading group workshops. Particular interest in business operations and systems development and the application of technology to facilitate careers and work-based learning.

Skills

Team working, research (qualitative and quantitative), project and events management, administration and reporting

Work Experience

2008-present	Business Opportunities Manager Westminster Business School, University of Westminster
2005-2008	Student Employment Manager and Careers Consultant Careers and Student Employment, University of Westminster
2004-2005	Instructor / Facilitator (Global Career Development Programme) Centre for Intercultural Studies, University of British Columbia
2002-2003	Employment Assistance Programme Assistant Progressive Intercultural Community Services Society

Education

2003-2004	Master of Arts, University of Westminster
1996-2000	Bachelor of Arts, University of British Columbia

Additional Information

Oct/2007	Published "What Students Want" in The Phoenix' winter issue.
Jul/2007	Developed and completed a Blended Learning project entitled, "Using Multimedia to Enhance Student Employability."