


Cover Sheet for Proposals <i>(All sections must be completed)</i>			
Name of Initiative:		Institutional innovation projects in lifelong learning and workforce development	
Name of Lead Institution:		University of Plymouth	
Name of Proposed Project:		Partnership <u>I</u>nvestigations into <u>A</u>ccredited <u>P</u>rior/<u>P</u>revious <u>L</u>earning (Pineapple)	
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Length of Project:	24 months		
Project Start Date:	01/04/2009	Project End Date:	31/03/2011
Total Funding Requested from JISC:			
Funding Broken Down over Financial Years (April-March):			
Mar 09	Apr 09 – Mar 10	Apr 10 – Mar 11	
£0	£152,243	£147,757	
Total Institutional Contributions:			
Outline Project Description			
<p>The aim of pineAPPLe is to bring clarity and apply structure to current APL work, policies and practice carried out in the UPC regional partnership of FECs. Gaps will then be identified and, where possible, filled. Methodologies will be developed to create APL processes pertinent to multiple stakeholders and record such activities and their outcomes. This data will be stored and accessible by the individuals concerned to create their own APL portfolio and a meta-analysis will enable this information to become a community resource of processes and their associated outcomes. Around this, a programme of community development and advocacy will be developed. Technologically, the key development will be the creation of an APL diagnostic tool and tracker using PHP, MySQL and AJAX. Existing software and resources will be used to provide for other functionality. The resulting tools, resources and processes will be relevant, beneficial and transferable to other HE and FE settings.</p>			
I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)	YES ✓	NO	
I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)	YES ✓	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

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

1. Introduction

1.1. Rationale

1. **PIneAPPLE** will support the range of stakeholders that Accredited Prior Learning (APL) issues impact upon. Access to tools and processes will increase understanding of APL, be accessible, and facilitate the joining-up of other relevant processes. **PIneAPPLE** will support workforce development by enabling a consistent approach to the use of APL and inform the sector of pertinent issues surrounding its role in both the education and professional development contexts. The project will provide access to relevant diagnostic tools, track the use of APL within the application process, collate lessons learned and provide output data on the take-up and effectiveness of APL. Amongst other things, it will seek to build on the emerging AP(EL) work of the SWLLN. The project name, **PIneAPPLE**, has been chosen to reflect our aim of working collaboratively with partner FECs to develop a shared understanding of APL issues and to develop a shared solution that can be embedded across a regional partnership.

1.2. The challenge addressed by PIneAPPLE

2. In the UK, APL is a process that has resulted in many policies and guidelines but surprisingly few applicants¹. The exact reasons for this are unclear, despite the fact that APL appears to address a number of national issues. There is reported to be widespread concern about the lack of basic skills among a large proportion of the UK workforce in comparison to other EU countries. There has also been expected (although no evidence to date) to be an increase in the number of students seeking to access further training and qualifications via part time routes. In addition, institutions are increasingly looking to strengthen their employer engagement and increase work based learning.
3. The University of Plymouth, similarly grappling with all of these agendas, has in the University of Plymouth Colleges (UPC) Faculty, a partnership that could benefit a great deal from addressing the complexities of APL. It already has in place:
 - A University policy on APL outlining permitted credit; timing of and responsibility for a claim; evidence required; administration fee and assessment of claim;
 - 19 partner institutions delivering HE in FE, but with great scope to increase their provision via APL;
 - At least one college has its own policy on APL including information on responsibilities; support for claimants; the timing, application process and charges for making a claim and evaluation of claim;
 - A number of colleges that have experience of implementing APL, albeit on a very small scale which have almost always involved certified rather than experiential learning. APL tends to be used with tutors who are comfortable with the process. One college employed APL for a student who transferred from another college.
4. Anecdotal evidence suggests that there are a range of issues that have influenced the rate of APL applicants within UPC. For example, several comments referred to a lack of data kept about APL. Indeed, Garnett and colleagues attributed the surprisingly low numbers of APL applicants to 'identification and tracking difficulties'². The general issue of awareness was also raised repeatedly, such as by one member of UPC who stated that 'awareness needs to be raised among frontline programme managers'. This would seem to support the general impression recorded by across the country, that APL is not used widely across institutions, but appears in 'isolated pockets'³.
5. **Awareness Issues.** There is a lack of awareness about APL, particularly among students & employers.
6. **Implementation Issues.** Members of staff face a number of problems implementing APL, including:
 - Time, because applications for APL have to be made 6 months before enrolling on a course and because the application itself can take a considerable amount of staff time.
 - Responsibility for implementing APL is not always clear.
 - If there are no college guidelines on APL, then it may be difficult to get consensus on the correct and approved protocol.
 - There is often confusion about the cost of APL.
 - Certified APL is often more straightforward compared to Experiential APL, which can dissuade staff from tackling an application based purely upon experience.

¹ Merrill, B. (2001). *Social Inclusion through APEL: The learner's perspective*. <http://crl.gcal.ac.uk/SOCRATESite/NRENGLAND.pdf> (accessed 30th Sept 2008)

² Garnett, J., Portwood, D. and Costley, C. (2004) Bridging Rhetoric and Reality: accreditation of prior experiential learning (APEL) in the UK. Bolton: UVAC.

³ SEEC (2002) Models of APEL and Quality Assurance. London: SEEC.

- APL can demand a lot of *administration* which can also accrue costs.
7. **Information and Data Issues.** UPC has a lack of information on APL. This information is essential to build an accurate picture of policy and practice across the partnership. These issues include:
 - Details of HEinFE students who APL e.g. course and module and whether it is certified or experiential. This could be especially useful for students who progress to Honours.
 - Reliable evidence about why APL is not being used more widely. Views of staff, students and employers will be required.
 - Existing guidelines and procedures available in UPC and nationally for stakeholders who do use APL. Target audiences for these guidelines and procedures include Professional Bodies, employers, college institutions, staff and students.
 8. The project aims to investigate, implement and evaluate methods, technologies and associated interventions and policies that will assist in the embedding and widespread acceptance of APL. This will be further enhanced by supporting learners and employers in the learning journey between APL and a progression route to an HE programme. Methods of managing stakeholder expectations will also be investigated. For entry and progression to be as smooth as possible it will be necessary to develop mechanisms for blurring the institutional boundaries (as perceived by the learner).
 9. Building on the experiences of JISC funded UsPaCe project⁴ and the Higher Education Learning Partnership (HELP) CETL⁵ work into Communities and Communities of Practice⁶ **PIneAPPLE** will develop cross-institutional, sustainable and scalable communities of stakeholders, linked to suitable support materials and resources. For example, currently a network of HE Administrators (consisting of staff from FECs and the University) is already in place to discuss and disseminate salient issues. **PIneAPPLE** will specifically seek to make available support materials, such as those developed by HELP CETL, partner colleges and the University and make them easily discoverable by learners, employers and staff in multiple institutions and building social networks, communities and communities of practice, to support stakeholders engaging with the APL processes.
 10. In order to address the identified issues of implementation and access to information and building on the experience of some of the project team's involvement with the JISC funded Web2Rights projects⁷, **PIneAPPLE** will develop an APL diagnostic toolkit and advice system with multiple entry points for the range of stakeholders. The diagnostic tool approach allows users to be guided through complex and/or resource intensive processes quickly and easily whilst informing them of progress through the process. The APL diagnostic tool will also allow record the user's progress through the APL process
 11. The issue of data related to the APL process has been identified as another priority. In addition to developing an APL diagnostic toolkit and advice system PIneAPPLE will develop an APL Tracker for recording allowing access to successful / non-successful applications based on APL whilst providing a bank of data for further APL research.

1.3. Institutional Value

12. One of the largest and longest established HEinFE partnerships in the country, and identified as an area of good practice by the QAA⁸, UPC brings together the strengths of an increasingly research-informed University with the local and vocational focus provided by FE colleges across the South West. The UPC partnership currently has some 9,500 students undertaking 290 HE programmes at 19 partner and associate institutions and over the last fifteen years it has developed a genuinely collaborative approach to ensuring high quality learning for all HE students. In 2007/8 42% of potential students progressed to the University of Plymouth.
13. The University of Plymouth (UoP) has recently revised its Teaching and Learning Strategy (TLS)⁹ and it aspires to be *the* enterprise university and, in partnership with business and the public sector will play a distinctive role in the development, application and exchange of knowledge in the city, the region and beyond. Lifelong learning and workforce development are intrinsic elements within the UoP strategy. The Key themes in the UoP TLS include that fact the university *will be responsive and opportunist*,

⁴ www.uspace.org.uk

⁵ www.help-cetl.ac.uk

⁶ www.help-cetl.ac.uk/resources/files/whatistheUPCKnowledgeExchange-finalproof.pdf

⁷ www.web2rights.org.uk

⁸ Quality Assurance Agency, University of Plymouth Collaborative provision audit, May 2006

www.qaa.ac.uk/reviews/reports/institutional/UniPlymouthCPA06/RG283UniversityPlymouth.pdf date accessed 9 July 2008.

⁹ University of Plymouth Teaching and Learning Strategy 2009 - 2012

reflecting the changing needs of individual, professional bodies and the workforce. This is reinforced by the commitment to extend its provision to better support employers and those currently in employment and to harness and exploit new technologies to enhance the teaching and learning experience.

14. Advances in ICT will be one of the key drivers underpinning the TLS. **PineAPPLE** will address aspects of many of the Strategy's aims as it will investigate issues associated with APL from multiple perspectives including the students, academic and professional support staff, employers, and professional bodies. Additionally, it will embed APL within institutional policy and provide an additional means of employer engagement and workforce development. By its very nature **PineAPPLE** is flexible and innovative; it will build lifelong education pathways and will facilitate widening participation. **PineAPPLE** will maximise and develop new technologies to ease entry into HE and maximise the benefits realisation of a student's previous experience whilst identifying suitable education and training to assist employers with workforce development
15. City College Plymouth (CCP) is committed to using ILT to enhance the learning experience and the increasing use of eLearning has been highlighted as a key strength. Its Strategic Plan 2006/07-2008/09 aims to further improve the quality of teaching and learning through an increased use of eLearning. This project will support its collaborative work with the University of Plymouth, in particular supporting developments in online delivery and support through eLearning technologies.
16. City of Bristol College (CBC) is the largest FE college in South West England, with an annual turnover of £55 million. It was recently awarded Learning and Skills Beacon status for excellence and innovation within the sector. Over 1,000 courses are offered in a variety of modes of learning and include provision in all subject sector areas and at all levels from pre-entry to higher education. There are currently around 2,000 university level (HE) students studying at four centres. The majority of courses offered are Foundation Degrees, but other qualifications include HND/Cs, Degrees, Foundation Years and other professional courses. These are either full or part time
17. Weymouth College has around 200 students studying HE out of 7000 students from across Dorset and the south west of England. The college offers a range of HE courses, most of which are NVQ. The number of Foundation Degrees offered has increased to include video production, music technology, forensic science and architectural stonework and conservation. With the development of a new Foundation Degree in sustainable construction and the finalisation of a new bespoke construction centre in Poundbury (Dorchester), a clear opportunity to explore the potential of APL has been presented. Employer need and engagement is supported by new legislation requiring all building works to comply with a rigorous sustainable code from 2016 onwards.
18. The South West Lifelong Learning Network (SWLLN) is a Partnership which aims to create a greater quality of choice in HE for work-based, vocational learners in the region. The SWLLN is uniting with universities and colleges, employers and other organisations across the region. Uniquely there are already areas of collaboration between SWLLN/HELP CETL, and this has been commended by HEFCE.
19. The **PineAPPLE** project will identify what it believes to be core functionality for transforming APL agenda and simplifying the associated complexities. It aims to embed APL within institutional frameworks and to allow APL to be used as a mechanism to enhance employer engagement and workforce development. The lessons learned in delivering and using the tools, findings and associated methodologies developed by **PineAPPLE** across a network of colleges would be easily transferable to other partnerships within the HE and the HEinFE sector.

1.4. Contribution to the programme, vision and JISC community

20. **PineAPPLE** will contribute to vision by:

- In terms of Learning and Teaching Practice:
 - Lifelong and work-based learners, including adult returners and those making a career change, have easy access to appropriate information via resource discovery in an APL Diagnostic tool
 - Defining, piloting and evaluating well-managed, well-understood and affordable processes, supported by technology, for assessing evidence of prior experience and learning and offering places across a partnership of institutions
 - Engaging employers, professional bodies and a Lifelong Learning Network (including legacy structures / frameworks e.g. credit frameworks) in the APL process
 - Helping to develop a culture of APL via an APL advocacy programme
 - Providing Resource Discovery for support materials for all stakeholders in the APL process

- APL will involve multiple stakeholders at multiple institutions.
- Help employers identify how training and continuing professional development of staff can help meet organisational needs.
- In terms of Technology and Standards:
 - All resources will be accessible, and easily retrieved by stakeholders
 - Using a virtual Unix server within a Microsoft dominant institution will enable the evaluation of a more flexible technical infrastructure
 - Investigating a SOA approach and will allow easier access to resources and processes whilst providing a seamless experience
 - Evaluation of SOA will inform institutional strategies (both the University & its partner colleges)
 - Resource Discovery will provide stakeholders with information on learning opportunities and will be available in a structured format, enabling efficient data collection and searching. Structured data from the APL Tracker linked to the UoP Customer Relationship Management(CRM) system will facilitate relationships between units of learning, learning outcomes and employer needs, enabling the efficient recombination of units of learning into course offerings in line with demand
 - Accessible, documented processes will be provided for processes, institutional technical services and information flows for employer engagement and supporting work-based learners.
- In terms of Strategy and Policy:
 - The methodologies and findings from **PIneAPPLE** are applicable to other areas of Institutional development, e.g. support for CPD and Internationalisation, and will help the institution to meet the aims of its new Teaching and Learning Strategy
 - Findings of this project will help inform future strategy developments.
 - Coordination of workforce development services will be taking place across a consortium
 - The partner institutions will have the systems and processes in place to effectively manage their portfolio of knowledge exchange and workforce development services
 - Learning provided or accredited by institutions is recognised as useful by employers and prospective employers, including short courses, informal or self-directed learning, and tailored or flexible opportunities.

21. In addition, **PIneAPPLE** will contribute to the Programme by:

- Creating and evaluating Technology Enhanced Learning methodologies which can improve the quality of learning for students involved in lifelong learning
- Exploring the use of communities for use across multiple institutions
- Using and embedding resources suitable the range of stakeholders
- Facilitating the further uptake of technological solutions across several institutions, who are part of UPC, to support widening participation and lifelong learning.

22. **PIneAPPLE** links to a number of the JISC domains: Learning Resources & Activities and Technology Enhanced Learning Environments. The DfES's¹⁰ and HEFCE's¹¹ emphasis on widening participation is also served as Fd learners tend to have travelled non-traditional routes to HE. The functionality provided will assist the JISC community in the development of the eLearning framework. It actively promotes links between colleges, universities, employers and professional bodies and supports learning across different organisations. **PIneAPPLE** aims to identify effective approaches to APL practice in order to develop examples of best practice.

2. Project Description

2.1. **PIneAPPLE** aim

23. The HELP CETL and UPC have identified that information outlined in paragraphs 5-7 is needed if any progress is to be made in raising awareness and encouraging the use of APL. Thus the aim for the **PIneAPPLE** project is to explore the ways in which APL operates within HE in FE and to develop a suitable toolkit and associated processes and procedures to embed APL within a regional partnership.

24. The project aims to ensure the transparency of the tools developed will enable all parties to access them, whilst ensuring accurate data gathering as continuously recording details of APL cases, suitable 'profiles' can then be created to help to speed up APL processes and inform future advice and support.

¹⁰ Department for Education and Skills (2003) *The Future of Higher Education(White Paper)*. London, HMSO.

¹¹ HEFCE (2008) *Strategic Plan 2006-11; Updated May 2008*. http://www.hefce.ac.uk/pubs/hefce/2008/08_15/08_15.pdf accessed 11 Dec, 2008.

2.2. PineAPPLE overview

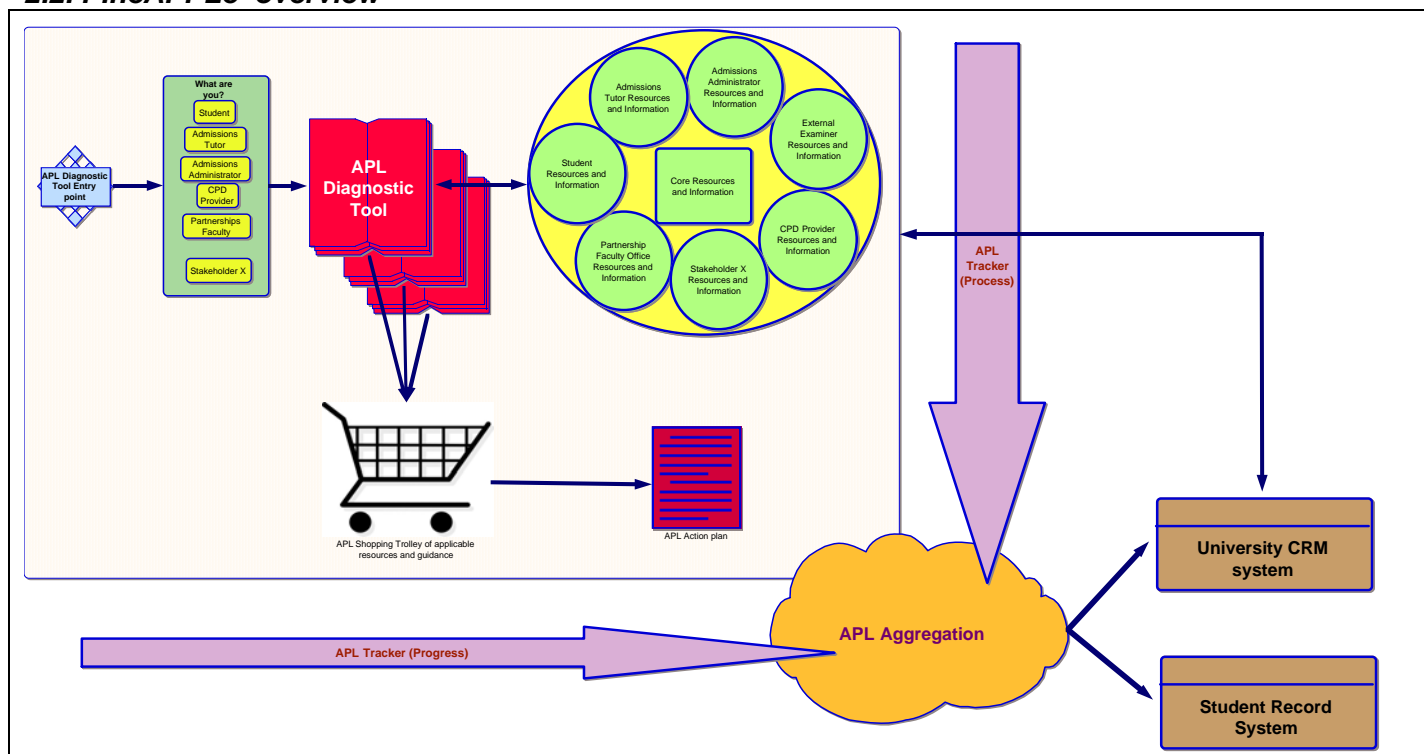


Figure 1. PineAPPLE Overview

2.3. PineAPPLE objectives

25. The objectives of **PineAPPLE** are to:

- review existing APL resources and identification of any information gaps;
- review the current situation within the partnership; to include:
 - investigations and resulting case studies from individual Courses at a number of partner colleges (course level investigation)
 - investigations and resulting case studies across all HE programmes at a number of partner colleges (institutional level investigation)
 - investigations and resulting case studies from the perspective of Professional Bodies;
 - investigations and resulting case studies from the perspective of Employers;
 - collation of above to show APL at course, institution, Professional Bodies and Employer level
 - review work supported through the SWLLN network
- identify possible barriers and mechanisms to implement the APL procedures; by:
 - discovering how these barriers and mechanisms are viewed by the different stakeholders
 - investigating how this might differ according to course and institution within the partnership
- investigate SOA to support diversity both inter-institutional and intra-institutional, to allow stakeholders to access and share open content
- investigate the role of the institution as a service provider, allowing stakeholders to interact with, relevant resources that are easily discovered and reusable
- use the findings to inform institutional decision makers of the pertinent issues and to suggest adaptation of current and future institutional strategies
- develop processes to allow the collation and sharing of APL data
 - data analysis to allow the sharing of APL information between members of the partnership
 - development of suitable processes to facilitate the sharing of APL information
- develop, implement and evaluate an APL toolkit/diagnostic for stakeholders to explain APL process and for the user to record/register APL
- develop an APL tracker to record and monitor APL applications (successful and unsuccessful) with a view to building up cases that can be referred to as and when needed
- develop central support and training for staff and external examiners
- dissemination of the above, appropriate support and well-targeted marketing for employers and Professional Bodies.

2.3. Project Plan and Activities

26. The **PIneAPPLE** project is divided into 8 work packages (WP) listed below.

27. **WP1 Project Management.** Led by the Project Coordinator. Work Package Leaders (WPLs) will be assigned; the Project Coordinator will interface between the WPLs. A Project Management Group (PMG) consisting of the WPLs and relevant project staff will be responsible for overseeing strategy, operation and monitoring. The PMG will meet at least every eight weeks and will be chaired by the Dean of the UPC Faculty. The HELP CETL's regional videoconferencing infrastructure will be used when applicable. A Project Steering Group (PSG) consisting of the Vice Chancellor, University's Policy Advisor, Dean of UPC, Head of ICT, Project Coordinator and other key staff within the University. The PSG will meet termly and be chaired by the Vice Chancellor or designate. The Project Coordinator will coordinate key staff members' involvement in Programme activity and links with the support activities.
28. **WP2 Review of current practice and baseline study.** Establish a baseline of APL activity / issues by:
- Investigations into APL related to individual Courses at number of partner colleges
 - investigations into APL across all HE programmes at a number of partner colleges
 - investigations into APL from the perspective of Professional Bodies;
 - investigations into APL from the perspective of Employers;
 - collation of the above to show APL at course, institution, Professional Bodies and Employer level
29. WP2 will also:
- Review and repurpose of HELP CETL¹² and other CETLs material for APL
 - Review and repurpose of existing University and FEC provided APL material
 - Review of all institutions APL strategies
 - Planning of **PIneAPPLE** support materials for all users
 - Further identification of stakeholders.
30. **WP3 Understanding, description and advocacy of the PIneAPPLE model.** This WP will undertake a User needs analysis will based on:
- a. existing data from user needs analyses from the HELP CETL
 - b. focus groups of all stakeholders.
31. For this project to succeed it will be necessary that the use of the **PIneAPPLE** becomes embedded into practice, its importance is recognised by academic and professional support staff and by management. An advocacy approach will be adopted and buy-in from key stakeholders (defined in Table 4 and confirmed in WP2) is essential in realising an important asset. Existing networks and communities will be approached as the starting point of a programme of advocacy to achieve stakeholder buy-in and to disseminate the positive attributes of **PIneAPPLE**.
32. An evaluation plan will be developed showing how outcomes will be evaluated against the identified aim (section 2.1) and the initial review (WP2). This evaluation plan will be delivered by WP6.
33. **WP4 System Development.**
- A System Design process will be undertaken consisting of:
 - Wire framing based on focus groups to form the **PIneAPPLE** design
 - Installation of virtual server
 - Server testing
 - Installation and commissioning of **PIneAPPLE** functionality
 - Format definition for all materials.
 - Investigations and implementation plan for data exchange with UoP CRM and Record Systems
 - System Production, roll-out of **PIneAPPLE**, expert walkthrough.
 - User Testing to include testing with focus groups based on predefined tasks, usability testing, accessibility, testing, desktop and mobile device testing – this links with WP6 for evaluation.
 - Appropriate development based on user needs. User and device testing.
 - Suitable XML feed to the UoP CRM system
 - Suitable XML feed to University Record Systems
 - Testing, evaluation and production of guidance for other partner colleges.
 - All systems developed using a standards based model implementing PHP, MySQL, AJAX and XML

¹² <http://www.help-cetl.ac.uk>

34. WP5 Piloting. A User Group will be established.

- The project will obtain appropriate University of Plymouth ethical clearance
- Whilst the development will take place at UoP pilots will take place as follows
 - Pilot 1 will take place at CCP to evaluate the student, admissions tutor & administrator aspects
 - Pilot 2 will take place at CBC to evaluate the student, admissions tutor & administrator aspects
 - Pilot 3 will take place at Weymouth to evaluate student, admissions tutor & administrator aspects
 - Pilot 4 will take place at UPC to evaluate admissions coordination and external examiner aspects
 - Pilot 5 will take place at with identified employers to evaluate the workforce development/employer aspects of the diagnostic
 - Pilot 6 will take place at UoP to evaluate the CRM, CPD and data recording aspects
 - All pilots will contribute to the APL Tracker development and evaluation

35. WP6 Pedagogic, Accessibility and Usability Evaluation

- Pedagogic value will be evaluated by academic and professional support staff, learners and any other stake holders in relation to, amongst other issues, **PIneAPPLE's** role in achieving outcomes related to APL support and the impact on stakeholders' experiences of the APL process.
- This WP will link to the pilots to evaluate usability and pedagogic usefulness. The usability testing will look at practical issues such as navigation, page structure and logical progression through tasks. Accessibility testing will investigate Web2.0 technology (developed to WCAG2).
- The pedagogic evaluation will employ a number of methods to capture this data, including confidence logs, questionnaires, interviews and focus groups. The findings will be used to support the iterative development of **PIneAPPLE**.
- Evaluation of the value and appropriateness of **PIneAPPLE** innovations.
- Evaluation what has been learnt about APL developments and issues, and implications for other institutional processes and provision.
- Evaluation of what changes have occurred in the institution.
- Evaluation of any tangible benefits that have been realised.

36. WP7 Review, Redesign and Embedding

- Review of **PIneAPPLE** findings, recommendations and issues.
- Recommendations and strategy for embedding within the University and Partner Colleges
- Development of a Sustainability plan.

37. WP8 Dissemination. A range of dissemination activities will occur with the main targets being: dissemination for awareness; dissemination for understanding; dissemination for action. The key principles which will drive the dissemination activity include:

- starting the dissemination process early by involving users in the design and testing of **PIneAPPLE**
- using a variety of methods to reach end users, including a recognition that time spent with end users is crucial to effective embedding.

38. The outcomes of the project will be available to institutions within the UPC network and all HEIs and FECs. Institutions will be encouraged to take up the project outcomes because the best practice will be 'packaged' to include:

- best practice collated from a range of departments, faculties and colleges
- case studies of the use and implementation of this best practice
- implementation strategies and staff development resources.

39. Dissemination processes will also endeavour to include:

- the publication of academic papers
- the development of **PIneAPPLE** communities
- dissemination to the national HEinFE consortia that the HELP CETL is working with
- workshops at learning and teaching conferences.

2.5 . Project Timetable.

WP	Work package title	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
WP1	Project management																								
WP2	Review of current practice, Innovation planning & mapping to & repurposing																								

Timing of study limits stakeholder participation	3	3	9	Involvement of Module staff will be critical to ensure embedding
Low s stakeholder engagement	3	4	12	Close monitoring and support; Running multiple pilots spreads the risk
Project slippage	2	4	8	The team are experienced project managers and will be reporting to a steering group and project board
Failure of obtain staff buy-in	3	3	9	PIneAPPLE combines bottom up and top down approaches and has senior management buy-in
Institution not responding to embedding recommendations	3	3	9	Senior management involved and supporting PIneAPPLE. Project aligns with institutional strategy
Barriers to technology deployment prevent progress	2	4	8	Senior management involved and supporting PIneAPPLE. Project aligns with institutional strategy

Table 3. Risk Analysis

2.9. Intellectual Property

43. Project outputs will be made available, free at the point of use, to the UK HE and FE communities in perpetuity, and they will be disseminated widely by the project in partnership with JISC, and through other eLearning network organisations. The project team have experience of working with the JISC quality plan framework.

44. Software components of the deliverables will be released under appropriate open source licences to ensure that they be freely shared with organisations and communities with which JISC has close working arrangements. All software that is developed will be made available free of charge to the education community in perpetuity and all code developed will be made available through open source models. Outputs will be licensed under an Open Source agreement that promotes their reuse.

2.10. Sustainability Issues

45. It is envisaged that **PIneAPPLE** will be used in an HEinFE and HE contexts by all partners after the piloting process is complete. An embedding strategy will be developed after the piloting process and presented to both UPC and the University of Plymouth. Project outcomes will be sustained for the use of the sector for at least 12 months after the end date of funding by the use of JORUM for suitable outputs and the project website will be managed by UoP once the funding period is over.

2.11. JISC Community Engagement and engagement with the support and synthesis project

46. **PIneAPPLE** has identified a range of stakeholders (see Table 4 for stakeholder mapping) and WP2 will undertake to identify further stakeholders. The **PIneAPPLE** team recognise the importance of working with any support activities project and other funded projects and will work with the community, make all outputs accessible and actively engage with community development associated with this and similar strands of the Programme. A number of **PIneAPPLE** team members will be engaged with programme activities (identified in Table 5). Those identified range from Learning Technologists to the University's Policy Advisor thus ensuring the correct institutional conduit attends the activities.

3. Dissemination and Evaluation

40. This project will provide a valuable insight into understanding and use of APL. The information gained will be able to inform practice across the sector and ensure that APL is used to meet the needs of the workforce. The implications for institutions raised from the case studies will help develop recommendations for policy, practice and further research and the project will contribute to building shared understanding related to APL issues.

41. Dissemination is a fundamental component of this project in order that the outcomes will have a significant impact on the HE in FE and HE communities. Dissemination will commence from the initial stages in order to raise the sector's awareness of the aims and objectives of the project. The Principal Investigators of the project also working with the HELP CETL, and as such are able to access a number of regional partnerships.

42. Appropriate dissemination routes will be identified throughout the lifespan of the project and will include:

- Project website for awareness raising

- Relevant conferences such as ALT-C to reach the academic research community
- HE subject centre events to reach subject practitioners
- Internal UPC conferences to reach the institutional decision makers
- Foundation Degree Forward and HELP CETL events to reach HEinFE practitioners & policy makers
- Events with other suitable CETLs (such as Foundation Direct)
- Collaboration with the HEA for the dissemination of workshops and briefing papers
- Peer reviewed papers related to the project findings and the methodology employed.
- Attend relevant JISC-CETIS special interest groups and other appropriate meetings.

43. Evaluation is embedded throughout and the project will be reviewed and monitored by the PMG.

3.1. Success factors

measure of success stakeholder	Engage-ment with APL	Impact on policy	Awareness of open source / SOA	Awareness of APL	Comm-unity of practice building	Creation & use of APL resources and tools	Perceptions, experiences & effectiveness of PineAPPLE
Student	x			x		x	x
FEC Admissions Tutor	x	x		x	x	x	x
FEC Admissions Admin	x	x		x	x	x	x
FEC External Examiner	x	x		x		x	x
FEC CPD Provider	x	x		x		x	x
HE Admissions Tutor	x	x		x	x	x	x
HE Admissions Admin	x	x		x	x	x	x
HE External Examiner	x	x		x		x	x
HECPD Provider	x	x		x		x	x
UoP External Examiner	x	x				x	x
Professional Body				x	x		
Partnerships Faculty Office	x	x		x	x	x	x
UoP Student Records	x	x		x		x	x
Employer	x	x		x	x	x	x
SWLLLN		x		x	x		x
FDF				x	x		x
HEA Subject Centres				x	x		x
Managers FEC & HE		x		x	x		x
IT staff FEC & HE			x	x	x		x
Staff developers			x	x	x		x

Table 4. Success factors and Stakeholders

4. Key Personnel and Project Management

4.1 Project Management

The project management arrangements are outlined in *WP 1 Project Management* using a model successfully employed in the Shellfish, UsPaCe and UPlaCe JISC projects.

4.2 Collaborative working and governance

All academic partners involved in the **PineAPPLE** project are part of University of Plymouth Colleges and as such have entered into an Academic Co-operation Agreement. If the **PineAPPLE** project is funded all partners have agreed to implement a Consortium Agreement based on the JISC template¹³ in addition to the UPC Academic Co-operation Agreement.

PineAPPLE will be informed by current partnership strategies and can inform the further development or implementation of these strategies via routes such as the established Subject Forums, Communities of Practice supported by the HELP CETL and Joint Boards of Study.

The support of WBL learners and investigations into APL are themes identified both locally and across the region and is also an area being investigated by Development Activities within the HELP CETL and **PineAPPLE** will complement with work being undertaken by the CETL.

¹³ http://www.jisc.ac.uk/media/documents/funding/project_management/consortium_agreements.pdf

4.3 Key personnel (CVs in appendix)

Name	Institution	Role in PIneAPPLe	Relevant experience	Programme activities participation
Dr Neil Witt	UPC/HELP CETL	Project Director	Technical Director HELP CETL, Project Director Shell-fish 1 and 2, UsPaCe, UPLaCe, JISC Emerge project member, SPAT Project Academic Director. University Teaching Fellow Successfully run over 35 funded IT and education research projects.	✓
Dr Anne McDermott	UPC/HELP CETL	Project Director	Research Fellow HELP CETL, University Teaching Fellow, Project Management Shell-fish 1 and 2. Project Director UsPaCe and UPLaCe, JISC Emerge project member,	✓
Mark Stone	UPC/HELP CETL	CETL embedding Link,	CETL Director, Successfully run over 35 funded IT and education research projects. University Teaching Fellow	✓
Prof Wendy Purcell		University of Plymouth	VC/ academic leadership	
Caroline Chipperfield	University of Plymouth	Member Project Steering Group, link to Chancellery	UoP Policy Advisor	✓
Geoff Bouch	University of Plymouth	UoP ILS Link, Member Project Steering Group	Head of Computing Service.	✓
Prof Stephen Gomez	University of Plymouth	Member Project Steering Group	Head of Work-based and Placement Learning	✓
Dr Colin Williams	UPC	Chair Project Steering Group	Dean of UPC	
Rob Stillwell	HELP CETL	Technical Developer	Senior Learning Technologist	✓
TBA	HELP CETL	Technical Developer	Learning Technologist, , to be appointed.	
Dr Harriet Dismore	HELP CETL	APL Research coordinator	Research Fellow HELP CETL	✓
TBA	HELP CETL	Research Assistant	Research Assistant, to be appointed.	
Claire Gray	UPC	Staff Development Liaison	Staff Development Coordinator for UPC	✓
Alison Banks	City College Plymouth	College Admissions Tutor	Programme Leader	
Katherine Graham	City College Plymouth	College Admissions Administrator	HE Coordinator	
Dr Ross Kay	Weymouth College	College Admissions Tutor	HE Coordinator	
Roz Osborne	Weymouth College	College Admissions Administrator	Senior HE Administrator	
Julian Cox	City of Bristol College	University Admissions Tutor	Employer Liaison Manager	
Elaine Logan	City of Bristol College	Uni. Admissions Administrator	HE Quality Manager	
To be confirmed	UPC	Partnerships Faculty Office	Student Records Link. The contact person to be confirmed once the project is funded	
To be confirmed	University of Plymouth	University Student Records	Partnerships Faculty Link. Contact person to be confirmed once the project is funded	
Julian Beer	University of Plymouth	University CPD provider	Head of Research and Innovation, will link to industry and CPD issues	✓
Nick Wiseman	SWLLLN	SWLLLN Link	Interface with the SWLLN	

Table 5. Key Personnel

Appendix A. Staff CVs

Dr Neil Witt BSc(Hons), PhD, FRIN, FHEA

EMPLOYMENT HISTORY

- 2006-date** **Technical Director**, HELP CETL (80% secondment). Responsible for the delivery of a Knowledge Management System to support Communities of Practice; establishing a regional videoconferencing network; investigating a regional elearning repository.
- 1995-date** **Principal Lecturer in Navigation Systems, Marine Communications and Telematics**, School of Earth, Ocean and Environmental Sciences, University of Plymouth.
- 2001-date** **Director ICO³ Ltd.** ICO³ is a University of Plymouth spin-out company and provides Internet solutions for SMEs, Microcompanies and the Academic sector (www.ico3.com)

RESEARCH DETAILS

Research roles

- Technical Director of the HELP CETL
- National TechDis Associate funded through JISC, advising HE and FE on Web accessibility issues.
- Project manager on the JISC funded Shell-fish projects
- Member Advisory Board – SPACE Project.
- Project Evaluation – Minerva Project
- Coordinator of the Communications and Learning Technologies Research Group (<http://www.colt.org.uk>)

Publications:75 publications.

Research funding and projects: 45 funded projects.

Teaching Activity

Recent teaching and learning activities span all three years of the undergraduate and taught MSc programmes, giving a teaching load of approximately 14 hours per week.

Selected examples of Publications

1. WITT N.A.J. (2007), Using a Knowledge Management System for the Support of Communities of Practice, *LINK 17- Blended Learning*, <http://www.hlst.heacademy.ac.uk/resources/publications.html>
2. WITT N.A.J AND BREMNER E., (2007), THE CVRDA: A Community of Practice, Proceedings of the Royal Institute of Naval Architects Conference on Historic Ships, 22-22 February.
3. MCDERMOTT, A.P., WITT, N.A.J. AND CHUDLEY, J. (2006) A managed learning environment for Marine Engineers: the implications of learning styles. *British Journal of Engineering Education*, 5, 1, pp 43-47.
4. MCDERMOTT A.P. AND WITT N.A.J. (2006) Experiences of developing and evaluating SHELL-FISH, a web-based marking and feedback tool. Australian Computers in Education Conference - ACEC 2006: October 2-4 Cairns, Queensland, Australia.
5. MCDERMOTT, A.P. AND WITT, N.A.J. (2006) Issues involved in setting up a regional eLearning Digital Repository. Australian Computers in Education Conference - ACEC 2006: October 2-4 Cairns, Queensland, Australia.
6. HSU H-Z, WITT, N.A.J, AND HOOPER, J, (2005), AIS: a New Era or Implementation Error? A Point of View from Mariners. *Proceedings NAV 05, Pushing the boundaries*, London 1-3 November, Paper 59
7. SLOAN, D. AND WITT N.A.J. (2005), Web Accessibility for National Education initiatives, *Proceedings TechDis Higher Education conference 2005*, Leeds, UK, October 27-26
8. PHIPPS L., WITT N.A.J. AND KELLY B., (2005), Towards a pragmatic framework for accessible eLearning, *Ariadne*, Issue 44, <http://www.ariadne.ac.uk/issue44/hipps/intro.html>
9. BALL, S., DRAFFAN, E.A., HARRISON, S., MCDERMOTT, A., MCNAUGHT, A., PHIPPS, L., RAINGER, P., SEWELL, J., SLOAN, D., SUTHERLAND, A., WHITE, J., WILES, K., AND WITT, N. (2005) *TechDis Staff Packs: Supporting Staff Development Activities from TechDis*. York, TechDis.
10. WITT, N.A.J AND MCDERMOTT, A.P. (2004) Web site accessibility- what logo will we use today? *British Journal of Educational Technology*. 35,1 pp 45-56.
11. WITT, N.A.J AND SLOAN, D. (2004), Access as the norm, not an as add-on, *Times Higher Education Supplement, ICT in Higher Education*, April 30, pp14-15.
12. WITT, N.A.J. AND MCDERMOTT, A.P. (2002) Achieving SENDA compliance for an academic website: An art or a science? *Alt J: Special Edition 'Access All Areas*. University of Wales Press, pp42-49.

Selected examples of Research funding and project management

1. Korn, N., **Witt N**, Oppenheim C, Stephens, D., and Waelde C, *Web2Rights - Developing IP pedagogical resources to support Web2.0 engagement Phase 2*. Awarded by the JISC (Joint Information Services Committee) Users and Innovation Programme. **£47,233.07**, 2008
2. Korn, N. Oppenheim C, Stephens, D., Waelde C, **Witt N**, E Giavarra *Web2Rights - Developing IP pedagogical resources to support Web2.0 engagement*. Awarded by the JISC (Joint Information Services Committee) Users and Innovation Programme. **£49,731.87**, 2008.
3. **Witt, N.A.J.**, McDermott, A.P. *UPLaCe*. A regional repository for University of Plymouth Colleges. Awarded by the JISC (Joint Information Services Committee) Repositories and Preservation Programme: Repository Start-up and Enhancement projects. **£60,000**, 2007.
4. **Witt, N.A.J.**, McDermott, A.P. *UsPaCe* The use of Web 2.0 technologies to support work based foundation degree students and their mentors. Awarded by the JISC (Joint Information Services Committee) eLearning Capital Programme: Cross Institutional Support of Lifelong Learning (phase 2), **£199,788**, 2007.
5. **Witt, N.A.J.**, McDermott, A.P. and Peters, M. *The impact of Web 2.0 Tools on reflection*, JISC Users and Innovation: Personalising Technologies, **£5,000**, 2007
6. **Witt, N.A.J.**, Crust, G., McDermott, A.P. and Croot, D. *SHELL-FISH 2: an online feedback management system for electronically submitted coursework*. Awarded by the Joint Information Services Committee (JISC) ELearning Tools for Learners and Teachers Distributed ELearning Programme, **£58,500**, 2005.
7. **Witt N.A.J.**, *TechDis Associate award*, Joint Information Services Committee (JISC) through the Technology and Disabilities Information Service (TechDis), **£2000**.
8. **STONE M.A.H** et al. *Higher Education Learning Partnerships Centre of Excellence in Teaching and Learning*, HEFCE. Author of Technical Annex and Technical Director with project budget of **£388,000** of the £4,500,000 awarded, 2005.
9. **Witt, N.A.J.**, Crust, G., McDermott, A.P. and Croot, D. *SHELL-FISH: an online feedback management system for electronically submitted coursework*. Awarded by the Joint Information Services Committee (JISC) ELearning Tools for Learners and Teachers Distributed ELearning Programme, **£98,053**, 2004.
10. **Witt, N.A.J.** *Evaluation of software tools to produce SENDA compliance*, Joint Information Services Committee (JISC) through the Technology and Disabilities Information Service (TechDis), **£5000**, 2002.
11. **Witt, N.A.J.** and Stone, M. "*TAMAR 2 – Targeted Modules for the Marine Sector*", European funded project sub-contracted from WEGEMT, **€48,000**, 2001.
12. Stone, M., Jelling, A., and **Witt, N.A.J.** "*SPAT - Promoting Effective Student Transfer and Progression through Partnership*", HEFCE, **£239,000**, 2000.

Dr Anne McDermott BSc(Hons), PhD, RMN (Qualified)

Present Employment

HELP CETL: Research Fellow responsible for supporting Knowledge Management / Communities of Practice activities; guidance and support of dissemination of research and development outputs. Research Fellow on UPlaCe and UsPaCe projects (see below) Member of the Communications and Learning Technologies Research Group.

Sample of Previous Professional Experience

- *SHELL-FISH: an online feedback management system for electronically submitted coursework.* (JISC funded) Project Academic Director /Research Fellow
- *LearnerAid: An investigation into student needs and staff perceptions of the necessary skills of learning.* (University of Plymouth Teaching Fellowship Award funded project).
- *MINERVA - Promotion of Open and Distance Learning - Information and Communication Technologies in the field of education.* (EU funded project).
- *Auditing of online materials to achieve compliance with SENDA* (University of Plymouth Learning and Teaching Fund project).
- *Using Outlook shared folders for student reflection (e-reflection)* (University of Plymouth Learning and Teaching Fund project).
- *An illustrative guide to demonstrate the concepts and processes in bringing web-based materials in line with SENDA legislation,* (GEES funded project).
- *Student Progression and Transfer Project (SPAT)* (HEFCE funded project under the FDTL initiative).

Sample Research Funding Awarded

- Witt, N.A.J., McDermott, A.P. (2007) *UsPaCe* The use of Web 2.0 technologies to support work based foundation degree students and their mentors. Awarded by the JISC (Joint Information Services Committee) eLearning Capital Programme: Cross Institutional Support of Lifelong Learning (phase 2), **£199,788**.
- Witt, N.A.J., McDermott, A.P. (2007) *UPlaCe*. A regional repository for University of Plymouth Colleges. Awarded by the JISC (Joint Information Services Committee) Repositories and Preservation Programme: Repository Start-up and Enhancement projects. **£30,000**.
- Witt, N.A.J., Crust, G., McDermott, A.P. and Croot, D. *SHELL-FISH 2: beta code development and piloting.* Awarded by the Joint Information Services Committee (JISC) ELearning Tools for Learners and Teachers Distributed ELearning Programme, **£59,000** 2005.
- Witt, N.A.J., Crust, G., McDermott, A.P. and Croot, D. *SHELL-FISH: an online feedback management system for electronically submitted coursework.* Awarded by the Joint Information Services Committee (JISC) ELearning Tools for Learners and Teachers Distributed ELearning Programme, **£98,053** 2004.

Sample of Publications

- Witt, N., McDermott A., & Stillwell, R. (2008) Web2.0 for Work Based Learning Support, the UsPaCe and UPlaCe JISC funded projects (refereed). *Plymouth e-Learning Conference: Digital Learning: Repurposing Education*. 4 April, Plymouth, Devon.
- McDermott, A. & Witt, N. (2007) A Multi Functional Regional Digital Repository For Teaching Higher Education in Further Education Colleges. In R.J. Atkinson, C. McBeath, S. K. A. Soong, and C. Cheers (Eds) *ICT: Providing choices for learners and learning. Proceedings ascilite Singapore 2007*. Centre for Educational Development, Nanyang Technological University, Singapore, 2-5 December, pp662-663. ISBN 978-981-05-9578-4.
- McDermott, A. and Witt, N. (2006) Experiences of developing and evaluating SHELL-FISH, a web-based marking and feedback tool. *Australian Computers in Education Conference 2006*, Cairns, Australia. 2-4 October.
- Witt, N. and McDermott A. (2006) Creating a regional digital repository for use in a learning object economy. *Australian Computers in Education Conference 2006*, Cairns, Australia. 2-4 October.
- McDermott, A.P., Witt, N.A.J. and Chudley, J. (2006) A managed learning environment for Marine Engineers: the implications of learning styles. *British Journal of Engineering Education*, 5, 1, pp 43-47.
- Witt, N.A.J. and McDermott, A.P. (2004) Web site accessibility - what logo will we use today? *British Journal of Educational Technology*. 35,1, pp 45-56.

MARK A. H. STONE ~ Curriculum Vitae ~ e-mail: m2stone@plymouth.ac.uk

Employment

- 03/01 - date Non Executive Director of ICO³ Limited. A University of Plymouth spin-out company providing web technology to businesses and the academic community; specialists in accessible web technology.
- 12/04 - date Director, Higher education Learning Partnerships [HELP] Centre for Excellence in Teaching & Learning [CETL]
- 11/98 - date University Teaching Fellow & Principal Lecturer, University of Plymouth Business School.
- 03/01 - 02/04 Project Director, HEFCE FDTL 3: Student Progression And Transfer [SPAT]
- 09/92 - 11/98 Senior Lecturer, Seale-Hayne Faculty, University of Plymouth.
- 1992 - Member of the Chartered Institute of Personnel & Development (CIPD) by examination

Sample Research Awards, Grants & Contracts

- 2005 Stone M., Burkill S., Tunbridge I. & Witt N., et al. Higher Education Learning Partnerships [HELP] HEFCE Centre for Excellence in Teaching & Learning [CETL], £4,500,000. + 2006 Enhanced Capital Programme £350,000.
- Soffe R. & Stone M., Postgraduate leadership education research [Leading Across Generations within UK Military and Public Services], UK Defence Academy - Defence Leadership Centre, £15,000.
- 2002 EU Socrates, Minerva Project: Managerial Challenges if IT Based Learning, University of Plymouth, Czech University of Agriculture, and the universities of Thessalonica and Kosice, €116,000
- Stone M., Guyer C., Jellings A. and Witt N., Student Transfer and Progression, HEFCE Fund for the Development of Teaching and Learning (FDTL 3), £250,000. + 2004 Transferability Funding, £25,000.

Sample Publications

- 2005 Stone M., McDermott A., Palmer J. & Williams R., Guiding the Management of Information and Communications Technology supported learning in Higher Education: Results, insights and resources from an EU funded Minerva Project, Proceedings of the 3rd International Conference on Open and Distance Learning: 'Applications of Pedagogy and Technology' - Hellenic Network of Open & Distance Education, Hellenic Open University, Patra, Greece.
- Stone M., McDermott A., Palmer J. & Williams R., Results and Artefacts of an EU funded Minerva Project entitled 'Guiding the Management of ICT supported learning in Higher Education', Proceedings of the 4th European Conference on e-learning - Royal Netherlands Academy of Arts & Sciences, Amsterdam, Netherlands [refereed paper].
 - Stone M. & Soffe R., Generational Leadership: implications for developing and guiding future leaders. *Conference Proceedings*, NICS Command 2005: Preparing and Training Future Captains, University of Plymouth, 14-16 September.
 - Stone, M. Managing People. In Soffe, R. (Ed) *The Countryside Notebook*. Blackwell Science, Oxford. Chapter 21.
- 2004 Stone, M., McDermott, A., Palmer, J., and Williams, R., The management of ICT based or supported learning in Higher Education: 12 x Guides to the stages of embedding & 6 x Role specific guides for staff.
- 2003 Carter, C. & Stone, M. et al, Student Progression and Transfer, Universities of Plymouth & Ulster, ISBN: 1-84102-113-X.

Sample Conference & Event Papers

- 2006 Stone M., [Keynote paper]: Higher Education Learning Partnerships CETL Pedagogic Research & Development linked to the HLST Context, HEA HLST - Pedagogic Research and Development Day, University College Worcester, 28th April.
- 2005 Stone M. & Soffe R., Generational Leadership: implications for developing and guiding future leaders. NICS Command 2005: Preparing and Training Future Captains, University of Plymouth, 14-16 September.
- Stone M., The HELP CETL an FDF Perspective, FDF National Conference - Foundation Degrees: Working in Practice, Foundation Degree Forward, University of Nottingham 12-13 July.
- 2004 Stone M., Soffe R. & Col. Watters B. Leading Across Generations within UK Military and Public Services. 3rd International Studying Leadership Workshop, Centre for Leadership Studies, University of Exeter, December 15-16.
- Soffe, R. & Stone, M. Leadership education and development: is ambiguity OK for students and business? The 11th EDiNEB International Conference: The Changing Face of Globalization: It's Impact on Educating Future Leaders, Maastricht, the Netherlands, June 16-18.
- 2003 Stone, M. & Gadd, D. The SPAT Project including how to use and customise SPAT materials for new users and how to disseminate and improve use of existing SPAT materials. Peer Assisted Learning and Progressing & Transferring Students Conference, Bournemouth University, 19th November.
- Stone, M. The Experience of Running an FDTL Project. FDTL 5 Briefing for Hospitality, Leisure, Sport & Tourism, Birmingham, 3rd October.
 - Stone, M., Student Progression and Transfer: the SPAT Project as a SoTL case study, 3rd Annual International Conference on the Scholarship of Teaching and Learning (SoTL), City University, London, June 19-20.

2004-5 Associate reviewer for Electronic Markets, Routledge [Taylor & Francis Group], ISSN: 1019-6781 (Paper) 1422-8890 (Online) www.electronicmarkets.org

Caroline CHIPPERFIELD
Policy Advisor to the Vice-Chancellor
University of Plymouth

Biography

I'm currently working as a Policy Advisor to the Vice-Chancellor at the University of Plymouth. My main role is to brief the VC and her senior team on HE policy and strategy. I am also responsible for putting together responses to consultations on behalf of the University and research, assess and present information for internal and external meetings and briefings. I draft speeches and presentations for the VC and her team working with senior members to develop university-wide strategies such as Research and Innovation, Teaching and Learning, International and HR. I support the VC in maintaining the profile of the institution and advancing its mission. Previously I worked at the University of Hertfordshire in a similar role. I worked in the International department of the Royal Society and developed 'e-GAP' an electronic grant applications process enabling researchers to apply online for mobility funding. I have organised both international and national events, run a national science club network, accompanied young people overseas representing the UK at international science competitions and taught physics and science in a secondary school. I have travelled all over the world in my previous roles and enjoy learning about new cultures, technologies and experiences.

Previous roles and experience

July 2007 – May 2008 Assistant Policy Advisor, University of Hertfordshire

- Gathering, assessing and presenting information for internal and external reports and briefings for members of the Office of the Vice-Chancellor (OVC).
- Working with members of the senior management team to develop university-wide strategies such as Research, International and Partnerships strategies.
- Researching and drafting speeches and presentations for members of OVC attending both internal and external events.
- Providing regular updates to the senior management team on current Parliamentary and stakeholder issues.
- Supporting key events and occasions including visits by external parties such as MPs.
- Working with PR agency to lobby MPs and other stakeholders on current issues

Feb 2006 – July 2007 Development Manager, Sea Watch Foundation

- Ensuring the effective management of the charity.
- Staff Supervision and resource management
- Developing a range of projects and initiatives that strengthened the organisation's influence and profile.
- Managing the organisation's financial systems, preparing budgets and reports.
- Overseeing an organisational budget of £200K.
- Working with sponsors and funding agencies.

Oct 2005 – Feb 2006 Career Break

Oct 2002 – Oct 2005 Senior Manager, International, The Royal Society

- Managing bilateral relations with National Science Academies across the world and other stakeholders such as the UK Foreign and Commonwealth Office (FCO) and the UK Office of Science and Technology (OST).
- Managing the profile of the Royal Society internationally and coordinating international activities in the UK.
- Managing the International Section budget of £6 million.
- Managing grant application procedure from UK and overseas scientists.
- Organising and publicising international events.
- Advising on international funding policy.
- Representing the Royal Society abroad.
- General management tasks including business planning and managing 7 staff.

Jan 1998 – Oct 2002 Programme Officer (Science Communication and Education), The British Association for the Advancement of Science

- Organising conferences for schools, considering the social, ethical, environmental and economic implications of scientific developments eg genetics, climate change, energy use.
- Organising the British Youth Science Fair, the national science research fair for 15 – 19 year old students.
- Developing a membership scheme for 14 – 19 year old students to improve scientific literacy.

Sep 1995 – Jan 1998 Science Teacher, Collingwood College

- Form Tutor for students aged 14 – 16 years
- Teaching science to GCSE level
- Teaching Physics to A level students
- Producing teaching resources
- Writing Schemes of Work for non-expert teachers
- Running extra-curricula activities eg Science Club
- Organising 'Science Challenge' for 11 year olds (a 2 day event on forensic science for 220 students).

Current Job Title:

Head of Information and Communication Technology, University of Plymouth

Role Summary:

- Formulation and implementation of University ICT systems strategy;
- Help plan, develop, and deliver institution-wide computing to service current & future needs of the University;
- Represent ICT, and provide senior technical accountability as required.

Qualifications:

B.Sc (Hons) Mathematics, University of London, 1975.

Professional membership:

Member British Computer Society

Roles on External Bodies:

Chair of University & Colleges Information Services Association Infrastructure Group (UCISA-IG).

<http://www.ucisa.ac.uk/groups/ig.aspx>

Member of University & Colleges Information Services Association Software Group (UCISA-SG), 1996-1998, and 2002-2003. I was the group's events co-ordinator, and a member of the UCISA/Microsoft liaison group.

Publications:

Bouch, G (August 2004). Mainstream Wireless Networking Services at the University of Plymouth. Case study for United Kingdom Education and Research Network Association (UKERNA).

<http://webarchive.ja.net/development/wireless/wag/plymouthukernacav2.pdf>

Wilks, S & Bouch, G (September 2003). A system for the distributed enterprise: reaching the students that other systems can't reach? ALT-C annual conference 2003.

Bouch, G (2003). Collaborating via a Student Portal. Microsoft UK case study. Available online at:

<http://download.microsoft.com/documents/uk/education/resources/case-studies/downloads/plymouth-uni-pilgrims-progress.pdf>

Bouch, G (2002). Communicating Across Campus. Civica Software Solutions case study.

Bouch, G & Wilks, S (October 2002). Pilgrim's Progress: The University of Plymouth Student Portal.

EDUCAUSE 2002 Annual Conference, Atlanta, USA. Abstract available online at:

<http://net.educause.edu/ir/library/pdf/EDU0287.pdf>

Professor Stephen Gomez

Current Position

Head of Work Based & Placement Learning, Plymouth University

Education Publications

Some relevant publications

Gomez, S. & Osborne, R. (2007) *Enhancing student appreciation of written feedback on essay assignments*. In *Enhancing Teaching and Learning through Assessment: Deriving an Appropriate Model*. Frankland, Steve (Ed.) The Assessment Resource Centre, The Hong Kong Polytechnic University / The Netherlands: Springer.

Gomez, S. & Lush, D. (2007) *Combining novel pedagogic and IT approaches to align the assessment of workplace learning with criteria for academic credit*.

In *Enhancing Teaching and Learning through Assessment: Deriving an Appropriate Model*. Frankland, Steve (Ed.) The Assessment Resource Centre, The Hong Kong Polytechnic University / The Netherlands: Springer.

Gomez, S. (2007) *Scroll to 'E' for Education*.

The Times Higher Education Supplement. No.1780. February 9, 2007. p13.

Gomez, S. & Lush, D. (2006) *Facilitating Work Based Learning Online*. Chapter 5 in *E-Learning in Nursing*, Glen, S. & Moule, P. (Eds), Palgrave Macmillan.

Gomez, S. & Lush, D. (2006) *An IT solution to a pedagogic problem*. In 'Effective Use of IT: Guidance on Practice in the Biosciences' Edt L Stefani Published by the Centre for Bioscience, The Higher Education Academy, Leeds. ISBN 10:0-9548751-1-7. Part of the Teaching Bioscience: Enhancing Learning Series, Edited by Stephen Maw and Jackie Wilson.

Gomez, S., Lush, D. & Clements, M. (2004) *Work placements enhance the academic performance of bioscience undergraduates*. *Journal of Vocational Education & Training*, 56:3, 373-385.

External Higher Education Activities and Conference Participation

4 Conference papers submitted in 2008 including:

Crocker, K., Gomez, S., Lush, D., Andersson, H. & Lush, C. The development of a novel web-based system to deliver higher level skills training to employees in the workplace. EISTA 2008: 6th International Conference on Education and Information Systems, Technologies and Applications (Orlando, Florida, USA, 2008)

11 Conference papers between 2004 and 2007 including:

Crocker, K., Lush, D. & Gomez, S. (2007) *Giving credit where credit is due. A framework for awarding academic credit for placement learning using an e-portfolio system*. The SEEC Annual Conference, *Credit After Burgess - Emerging Issues*, University of the West of England, Bristol, 22nd June 2007.

Gomez, S. (2007) *Giving students a sound education – the use of digital audio and video files to support learning in the biosciences*. The Higher Education Academy, Annual Conference, *Engaging Students in Higher Education*, Harrogate International Centre, 3–5 July.

Recent staff development and CPD activities:

Mobile learning – not just a technology but a pedagogical approach Faculty of Health and Life Sciences, Faculty Seminar, 13 February 2008.

The development of an intelligent video pod delivery system to support learning at university and training in industry. Higher Education Academy, 22 January 2008. [Invited talk]

Using video pod files to support lectures and practicals. Leeds Metropolitan University 16 January 2008. [Invited talk]

Providing laboratory training using bespoke video pod files. Staff Development Session, School of Life Sciences, Faculty of Health & Life Sciences, Bristol UWE, Friday 11th January 2008

Supporting Learning with Personal Response Systems. Staff Development Session, School of Life Sciences, Faculty of Health & Life Sciences, Bristol UWE, Friday 11th January 2008

Producing e-learning materials to meet students' needs. E-learning: Developments in Bioscience, Islington City Learning Centre, London, 11 December 2007. [Invited talk]

Podcasting to Support Lectures and Practical in Bioscience. 2nd IMPALA 2 Workshop
On December 5, 2007 at the University of Leicester.

Supporting learning with audio and video pod files. Centre for Excellence in Clinical Placement Learning (CEPPL) CETL, Plymouth University, 24 October 2007 [Workshop]

Shock of the New: Innovative approaches to giving feedback. Sharing Good Practice in Assessment Feedback - staff development event, 19 September 2007, Bristol UWE. [Workshop]

Supporting Learning through Podcasts. University-wide Seminar, UWE, Bristol, 30 May 2007.

Dr Colin Williams

Current Position – Dean University of Plymouth Colleges from 1/4/06

Responsible for: maintaining a comprehensive overview of UPC operations and the national developments of HE in FE; development, direction and implementation of Faculty strategy; day to day running of UPC and line management.

University of Plymouth Colleges is a Faculty of the University of Plymouth which is responsible for the majority of the University's partnership provision with some 9,400 students spread across 19 partner institutions.

I have had considerable experience in the creation, development and enhancement of academic partnerships across the region. I played a major part in the planning and creation of UPC, and since its establishment have held the posts of Subject Forum Chair and Associate Dean, Deputy Dean, Acting Dean and finally Dean after the departure of Dr Tunbridge. Over the past three years I have made a major contribution to developing the ethos of the Faculty and its establishment as the leading – and widely recognised national exemplar for the collaborative provision of HE in FE. I have been a prime mover in the design of UPC's operating and quality systems, and continue to be closely engaged with their development, implementation and enhancement. The whole UPC undertaking places a premium on effective leadership, a corporate and collegial approach, and negotiating abilities and skills

I have a wide experience of the University's systems and processes having previously been engaged with a wide variety of tasks and innovations (egs Surf Science and Technology, CPD and work-based developments and programmes with the Royal Navy). One of the most important aspects of UPC's success is the collegiate approach that is taken within the University, locally, regionally and nationally. I have developed an extensive network of contacts and am closely and continuously engaged locally, regionally and at national level. I have experience of, and maintain effective contacts with, a range of key organisations such as HEFCE, QAA, CVU, ACP, FdF, and the RDA. It is a measure of UPC's success and recognition that our views and expertise are regularly sought by such bodies, as well as by other HE in FE partnerships.

The successful CETL, LLN and HLSPB bids have not only provided a platform for the consolidation and enhancement of the rapid development of the last three years, but for the significant enhancement of the student experience, a continued increase in progression, and the widening of opportunities for life-long learning across the peninsula. Such achievement is not possible without significant general and financial management capacity and experience.

I am committed to promoting appropriate research activity within the Faculty. My personal research has been in the fields of geology and education (over twenty refereed publications). My current activities are strongly linked to the HELP CETL research and evaluation strategy across six main areas, all central to the implementation of the University's and the Government's policies for HE in FE.

- Establishing coherent and functioning Communities of Practice over the dispersed area of UPC
- Recognition and reward strategies for staff working in UPC
- The viability of supporting individuals and COPs using video conferencing and KEN – building particularly upon evaluations of the UHIMI project.
- Carrying forward UPC strategic priorities e.g. student retention, progression and transition, Subject Forum activities
- Identifying, providing and enhancing of the infrastructure and facilities necessary to support the delivery of HE in FE.
- Ensuring the further development of employer engagement beyond the traditional pattern – particularly in the development of more “second generation” work-based Foundation degrees, the exploitation of opportunities for blended learning, and the development of innovative mechanisms for CPD attuned to employer and student needs.

Previous Employment

Associate Dean and Subject Forum Chair for Science, Agriculture and Sport UPC 1/8/03 to 31/3/06

Special responsibility for communication and programme development within the Faculty.

Director of Programme Development and Partnerships Manager, Faculty of Science, University of Plymouth 1/7/01 to 31/7/03

Post-Doctoral Research Fellow, Lecturer, Senior Lecturer and Principle Lecturer in Palaeontology University of Plymouth 1/1/95 to 30/6/01

A professional geologist with a proven track record in teaching, research and consultancy with wide experience in a number of fields.

Contract/Consultant Geologist – Director and owner of Tethyan Consultants 1982 to 1994

Mainly operating in the Middle East, South America and North Africa with a wide range of projects that usually involved extensive field work.

Robert Stillwell Bsc (Hons)

Curriculum Vitae

Employment

Nov 2007 – present Senior Learning Technologist – UsPaCe + UPlaCe JISC funded projects (UoP)

- UsPaCe - Working with a range of open-source and web2.0 software technologies including ELGG, Del.icio.us, i-Google, etc to design, develop and pilot a toolkit for FE students.
- UPlaCe – Design and development of a UPC regional repository for storage of research outputs, learning materials, programme documentation and IQER quality documentation.

Dec 2007 – June 2008 Technical Developer – Web2Rights JISC funded project

- Design and print of a branched copyright and IPR flowchart.
- Interactive version of document, development of website, videos, and other resources.

Aug 2005 – Nov 2007 Faculty Learning Technologist – Health and Social Work, University of Plymouth

- Worked alongside lecturers, medical professionals and others to develop learning resources.
- Development of a multi-platform XML driven package shell – used to develop a number of learning packages.
- Various film work, filming, editing, and post production of videos for use in teaching and learning.
- Other work included animations, photography and many other tasks.

August 2003 – August 2004 Multimedia Developer – Peninsula Medical School, Plymouth

- Developer of various learning objects using a range of skills including 3D, animation, etc.
- Worked in group investigating online delivery of lectures through streaming servers.

Software / Technology / other Skills

- Flash, Dreamweaver, Premiere, Photoshop, Audition, Lightroom, CaptivateELGG (Social Network)
- DSpace (Repository), Moodle (Managed Learning Environment), MediaWiki (Wiki Environment), OSCommerce (E-Commerce), PHPBB (Forums), Coppermine (Photogallery)
- HTML, XML, PHP, MySQL, Actionscript, Javascript, photography, video

Papers / Presentations

- STILLWELL, R., A. MCDERMOTT A., WITT N (2008), Designing a system with Work Based Learning Students. *The VC's Teaching and Learning Conference: making connections*. 4th July 2008
- WITT, N., MCDERMOTT A., AND STILLWELL, R. (2008), Web2.0 for Work Based Learning Support, the UsPaCe and UPlaCe JISC funded projects. *Plymouth e-Learning Conference: Digital Learning: Repurposing Education*. 4 April, Plymouth, Devon
- WITT, N., MCDERMOTT A., AND STILLWELL, R. (2008), UsPaCe and Repository developments (JISC), *JISC Regional Support Centre South West Higher Education Conference 2008: Innovation Through Partnership*, 8 April, Bristol
- 27th February 2008 – UsPaCe& UPlaCe (Witt, N., McDermott A., AND Stillwell, R. 2008) UPC Sharepoint Awareness Day, HELP CETL

Funded Projects

- CEPPL 2007 **Manual handling/Taking Care of Your Back** with Aliston James, Martyn Bradbury, Jane Swain, Liz Tipping, Camille Bellamy-Hillyer and Bernhard Haas.
- CEPPL Innovations Fund grant of £7,500 awarded October 2007 for '**The Use of Mobile Technology to Support the Development of Evidence Based Practice Skills in the Clinical Setting**' with Dr Jenny Morris & Dr Veronica Maynard
- CEPPL Innovations Fund: **Non-invasive ventilation Elearning Resource**. With Sarah Dodds, Graham R Williamson, Helen Daggar and Claire Hullett. Aug 2007. £5000.
- CEPPL Fellowship (Innovations Fund): Arterial Blood Gas Sampling Elearning Resource. With Graham R Williamson and Sarah Dodds . Aug 2006. £5000.

Dr Harriet Dismore
Curriculum Vitae

QUALIFICATIONS

2003 - 2007 University of Kent
PhD Education

2001 - 2002 Canterbury Christ Church University
MSc Tourism and Environmental Management

1998 - 2001 University of Kent at Canterbury
BA (Hons) History 2:1

1996 - 1998 Oakland's College, St Albans
'A' Levels History B
English B
Philosophy B

WORK HISTORY

2008 - Educational Researcher and Developer, Higher Education Learning Partnerships CETL, University of Plymouth

Manager of a Research and Development Strand for the Higher Education Learning Partnerships CETL. The strand currently supports work in a number of areas, including curriculum development, lifelong learning, employer engagement, work based learning and progression.

2003 – 2007 Research Fellow, Department of Educational Research, Canterbury Christ Church University

Researcher on a number of different regional, national and international research projects in education, particularly in the areas of primary and secondary schools, transition, physical education and sport.

CURRENT DUTIES

- Manage research and development activities across the University of Plymouth partner college network.
- Support staff in all stages of research, including designing, planning and writing up research findings.
- Lead on and contribute to responses to tender for research projects.
- Liaise with other agencies such as the Higher Education Academy (HEA), the Lifelong Learning Network (LLN) and Foundation Degree Forward (FDF), through interim reports and communicate progress and development.
- Present on projects through reports, seminars and lectures both internally and externally of the University.
- Publish the findings in relevant international and national publications.
- Lecture when required in research methods on various undergraduate and postgraduate courses.
- Contribute to the design and launch of other dissemination material e.g. CD ROM or websites.

PEER REVIEWING

2008 *The Journal of Further and Higher Education*

2006- *The Journal of Adventure Education and Outdoor Learning*

2005 *European Physical Education Review*

RESEARCH TRAINING

2003-7 University Graduate School Research Training Programme

2006 Quantitative methods using resources from the British Birth Cohorts, Institute of Education, ESRC

2006 ESRC Research Methods Festival

2004 ESRC Research Methods Festival

MEMBERSHIP OF PROFESSIONAL INSTITUTIONS

- 2004-** British Educational Research Association (BERA)
2006- 2007 Association for Physical Education (afPE)
2004-2007 Leisure Studies Association (LSA)

SELECTED PUBLISHED PAPERS

- Dismore, H. and Bailey, R. (2008) 'It's been a bit of a rocky start': attitudes towards physical education following transition. Paper accepted by *Physical Education and Sport Pedagogy*.
Bailey, R.P., Morley, D. and Dismore, H. (2007) Talent Development in Physical Education: a national survey of policy and practice in England. Paper accepted by *Physical Education and Sport Pedagogy*.
Dismore, H., Wellard, I. and Bailey, R. (2007) Making Space for Sport and the Arts, in *Urban Transformations: regeneration and renewal through leisure and tourism* (pp. 83-100). Eastbourne: Leisure Studies Association.

Dismore, H., Bailey, R.P., Izaki, T. and Godfrey, R. (2006) Japanese and English School Students' Views of Physical Education: a comparative study. *International Journal of Sport and Health Science*, 4: pp. 74-85.

Dismore, H. and Bailey, R.P. (2005) "If only": Outdoor and Adventurous Activities and Generalised Academic Development, *Journal for Adventure Education and Outdoor Learning (JAEOL)*, 5 (1), pp. 9-20.

SELECTED CONFERENCE PAPERS

Winter, J. and Dismore, H. (2008) The Experiences of Foundation Degree Students Progressing to University. Paper presented at the Society for Research into Higher Education 2008, Liverpool.

- Dismore, H. (2008) Widening participating initiatives: what can we learn from young people? Paper presented at the British Education Research Annual Conference 2008, Heriot-Watt University, Edinburgh.
Dismore, H. and Rogers, R. (2007) Widening Participation: Who Benefits? Paper presented at the British Education Studies Annual Conference 2007, Bath Spa University, Bath.

Curriculum Vitae

Claire Gray - University of Plymouth. Claire.gray@plymouth.ac.uk
University of Plymouth Colleges (UPC) Staff Development Co-ordinator

Qualifications

M.A in Social Policy, 2004, Open University
P.G.C.E (Education and Training), (distinction), 1997, University of Wales
B.A (hons) Politics, 1992, University of Portsmouth

2006 – Present day

Role as UPC Staff development co-ordinator: Responsibilities for the co-ordination and development of academic and support staff in partner colleges of the University of Plymouth. Development of CPD opportunities and resources for staff. Training sessions across partner college sites and liaison with central university staff to develop resources and opportunities for college staff. Work as part of the HELP CETL to integrate and embed work of the CETL into the UPC faculty. Project and research work through the HELP CETL and the appropriate dissemination and embedding of this work.

1998 – 2006

Plymouth College of Further Education. Roles included:
HE Co-ordinator
F.D Public Services Programme Manager
Advanced Teaching Practitioner
Lecturer

1997-1998

A year spent in full-time education for a PGCE (education and training). I had a one-term placement teaching on the B.A (hons) degree in Politics at the University of Portsmouth.

1993 – 1997

British School of Lanzarote (Canary Islands) Teacher of 'A' levels in Politics, Sociology, Business Studies and History.

1992-1993

University of Portsmouth. Part time lecturer, B.A (hons) Politics degree, Module leader (Public Sector) HND Business.

1989 – 1992

Student at the University of Portsmouth - B.A (hons) Politics.

1987 – 1989

S.E Thames Regional Health Authority - Management Services Officer.

Name	Alison Banks
Curriculum/Service/Franchise Team	Hospitality
Qualifications Teaching (Include Key Skills, Basic Skills)	7307 Teaching Certificate Certificate in Education Post Graduate Diploma in Education M ed
Other	OND Hospitality HCIMA parts 1 and 2 A1,A2,V1 Assessor/Verifier Awards Advanced Food Hygiene British Institute of Cleaning Science Assessor Key Skills 3 Communication
Qualifications working towards (e.g. Teaching, Assessing, Verifying) with target date to achieve	
Relevant Experience Industrial/Commercial	Hospitality Manager and Head Housekeeper in hotels and restaurants in UK, Europe and Middle East Contract Manager and Support Services Manager in NHS Hospitals
Years	17 years
Teaching Experience Areas/Subjects	NVQ2 and NVQ3 hospitality and catering BTEC hospitality BICS training programmes Training and assessing in the workplace HE Coordinator hospitality
Years	11 years
Other Professional Activities (e.g. External Verifier, Part-time Inspector, member of National Working Parties etc)	Research projects for HELP CETL and SWLLN. Diploma Advocate for HE progression
Current Teaching/Assessing/Verifying Area(s)	Coordinator and teacher for HNC/FDs in Hospitality and Culinary Arts Teacher and Verifier on BTEC Nat Dip programme for hospitality IV for NVQ Cleaning and Housekeeping and key skills

Attendance at mandatory staff training sessions

Date(s) attended	Training Session	Impact/Outcome/Dissemination
July 08	Equal Opportunities	up to date on legislation
Dec 07	Health and Safety	helps in teaching health and safety
June 06	Child Protection	awareness of this topic

Record of Personal Development/Occupational Updating

Professional Development undertaken during review period	Comments on effectiveness
Portal E-learning and development of H&Cs Moodle site. Visiting other centres	Increase communication links
19.10.07 – Observer Training	Understanding of process
23.11.07 – Specialised Diploma Training, Marjons	Understanding of future plans and opportunity to play a part

7.12.07 – UPC Conference, China Fleet Club	Liaise with colleagues across UPC
11.12.07 – Tutorial training	Meeting of colleagues
18.12.07 – Follow up Moodle training	Increased proficiency
4.1.08 – CETL conference, Plymouth University	Learn about future research opportunities
17.1.08 – Copthorne Hotel, Plymouth. Visit to update knowledge of workplace activities	Liaise with employers and identify their skills needs, IV assessor
18.1.08 – Hotel Barcelona, Exeter. Visit with students to update knowledge of workplace activities	Liaise with employers
24.1.08 – South West Lifelong Learning Network, research(SWLLN) into chef development to management	Apply for funds to carry out research into employers requirements for the skills needs of hospitality workers – starting with Chefs. What needs to be provided to ensure chefs become good managers?
29.1.08 – Green Awareness Training, Tourism and Creative Skills for Success (TCSS)	Background to my teaching of a new module
7.2.08 – Marketing training, (TCSS)	Share good practice with marketing experts that informs teaching of this module
11.2.08 – CETL mentoring session with Rob Barnes (North Devon College)	Share practices with colleagues. Identify further progression routes for level 3 learners.
14.2.08 – SWLLN research	As before
18.2.08 – Preparation for inspection training	Procedures an Inspector checks
26.2.08 – New diploma training, Birmingham	Q and A session for new diploma units
1.3.08 – open day	Future enrolments
7.3.08 – Fairtrade festival	Assist Human Resources lessons
13.3.08 – SWLLN research	As before
22.4.08 – Gidleigh Park, visit	Investigate placement opportunities for learners
24.4.08 – visit by EE, Jerry Hartley to monitor HE assignments and give guidance	Ensure correct procedures are followed
28.4.08 – SWLLN research day	As before
29.4.08 – Hospitality Diploma meeting, David Leah	Progress in Advocate position linking new diplomas from level 3 to HE levels
12.5.08 – Diploma Advocate training, South Devon College	As above
2.6.08 – Weymouth College for chef excellence development	Liaised with head of catering department to identify progression routes for NVQ 3 learners

JULIAN COX

PROFILE

An experienced, versatile and highly qualified professional with lecturing and course management skills built up over several years in **Marketing** and **Business Studies**.

Proven teaching abilities on professional courses (CIM, CAM, MRS Diploma), Foundation Degree, HNC and Applied Business courses in a wide range of business subjects. Taught numeracy key skills at levels 2 and 3 on a variety of courses such as hairdressing, catering and leisure and tourism.

Innovative individual whom is consistently looking to add value by the introduction of new concepts and approaches to learning.

Adopts a customer centered approach to students with a firm belief in student participation and problem solving through activities and exercises.

ACHIEVEMENTS

Planned, designed and implemented a new program for the Chartered Institute of Marketing course to incorporate e-learning methodologies and flexible working to allow for individual tuition and multiple entry points resulting in increased student numbers and income for the college

Successful record of course management for HNC Business Studies course receiving excellent external verifier reports and consistent praise from the students for my teaching ability and willingness to respond to their problems and requests.

Enabled students to gain excellent grades for Quantitative Techniques subject due to my innovative use of IT packages for the practical solving of complex problems

EDUCATION/QUALIFICATIONS

Masters Degree in Business Administration University of the West of England (1994 -1996)

Certificate in Education Garnett College, Roehampton (1984)

Postgraduate Diploma in Marketing Bristol Polytechnic (1979 – 1980)

HND Business Studies Brighton Polytechnic (1977 – 1979)

"A" Level **Pure Maths and Statistics** and 5 "O" Levels including **Maths and English**

TRAINING AND MEMBERSHIP OF PROFESSIONAL INSTITUTIONS

Member of the ASSOCIATION OF MBAs who regularly run seminars and other events to update members in current business thinking and trends

Have received regular IT training and familiar with a range of software packages including EXCEL, ACCESS, and MICROSOFT PROJECT

Received training as an internal assessor

EXPERIENCE

City of Bristol College

2006 - Present

Lecturer

Role: Teaching **Marketing** and **Operations Management** on
Foundation Degree Courses

Teaching of **Marketing** on CIM Professional Postgraduate Diploma and Introductory Certificate Courses

Jan 2008

HE Employer Liaison Manager (0.5)

Role: Responsible for the effective engagement of employers in the design, delivery and evaluation of Foundation Degrees and other higher level CPD opportunities

Wiltshire College, Trowbridge, Wiltshire

1990 – 2007

Role: Teaching of **Marketing, International Marketing, Sales Management,** and **Working with and Leading People** on HNC Business courses
and **International Dimensions of Business, Investigating Promotion** on Applied Business Course

Course Tutor for HNC Business Course which received an excellent report from external verifier after a recent inspection.

Have taught a variety of Business Subjects over an extensive range of levels including:

CIM Certificate, Diploma and Postgraduate Diploma

HNC Business and Finance

Applied Business (GNVQ Advanced) courses

A2/AS level Business Studies

Application of Number Key Skills (Levels 2 and 3)

College for the Distributive Trades

1985 – 1990

Role: Teaching on a variety of Professional Courses

Dr Ross J. Kay

Synopsis

Currently Director of Higher Education at Weymouth College, involved in HE course management and expansion at Weymouth College. A strong background in business and education, with particular knowledge of Higher Education.

Education

Institute of Education **Post-Graduate Certificate in Education**
University of London Taught Walthamstow School for Girls and
2006-07 Ashmole School, Southgate, London

Peninsula Medical School **PhD in Medical Research**
Exeter & Plymouth Universities Research Topic: 'Risk Factors Associated with the
1999-2003 Mucociliary Apparatus in Intensive Care Patients'

University of Plymouth **BSc Honours (2:1) in Ecology**
Studied a range of environmental and conservation topics with a specialist interest in plant biology

Burford School **A levels**
1994-1996 Biology, Chemistry, Economics

Employment Experience

June 2008 – Present **Director of Higher Education** *Weymouth College*
Responsible for the development of Higher education at Weymouth College, developing new curricula, ensuring continued teaching and learning quality, improving the HE student experience and overseeing HE staff development. Other responsibilities including line management of A levels and academic studies including the Access to HE course.

August 2007 – June 2008 **Access to HE Coordinator and FE Lecturer** *Weymouth College*
Coordination of the A2HE course, with additional responsibility for expanding the course for academic year 08/09. Responsible for quality and performance across several subject areas. Lecturing in Biology (GCSE, AS and A2HE), in addition to IT, Maths and Sociology (A2HE).

- **Skills developed:** Teaching experience and management skills

August 2004 – May 2006 **Medical Writer** *Medicus International*
Worked on global accounts for interventional cardiology and rheumatology products as well as being the lead writer on two accounts covering urology and oncology. Responsible for writing and reviewing a range of written marketing materials, including educational booklets.

- **Skills developed:** presentation, ICT, writing and time management skills

June 2003 – July 2004 **Proposal Analyst/Account Manager** *Kendle International*
Central role was creating accurate budgets and costs for proposals and following through projects to ensure that delivery was consistent with costing models.

- **Skills developed:** accounting, ICT and communication skills

Oct. 2002 – June 2003 **Clinical Outsourcing Specialist** *Pharmacia/Pfizer*
Processing and checking invoices related to approximately 100 clinical trials.

- **Skills developed:** keen attention to detail and organisational skills

1999-2002 **PhD Medical Research:** *Peninsula Medical School*
A funded studentship (Wellcome Trust) investigating risk factors associated with reduced mucociliary clearance within critical care and general anaesthesia.

- **Skills developed:** *Teaching undergraduates, organising lectures and running visits for trainee teachers, developed strong understanding of physiology, cell structure and human biology*

Additional Skills

- Advanced ICT skills, effectively using a range of Microsoft Office Software in managing delivery and administration of courses as well as Interactive White Boards and the internet to make lessons varied and engaging
- A proactive approach to work, with the capacity to perform effectively as an individual and as part of a wider team
- Strong presentation skills developed through teaching and presentations at conferences and research meetings
- Strong ethos of attention to detail in all work and ability to effectively utilise financial software

CURRICULUM VITAE

NICHOLAS CHARLES WISEMAN

Employment Record:

March 2007- October 2009

SWLLN Strand Leader for Curriculum (CVPDU) (0.6/0.8)

Feb 2007 – Dec 2007

HE Development Coordinator, Cornwall College St Austell (0.4/0.2)

Jan 2007-date University of Plymouth Colleges' Faculty Coordinator for the p-t programme Cert/Dip Personal and Professional Development (Cornwall College, Penwith College and Truro College); online MBA tutor or the University of Liverpool; HELP-CETL UPC funded project writing learning materials for the Economics of the Voluntary Sector; IQER Pilot trained reviewer (allocated Mid-Kent College, May 2007, Stroud College August 2008, Yorkshire Coast College DE Autumn 2008); external examiner for Business courses at University of Wolverhampton, University of East London and Colchester Institute (Essex University); OCNSWR external moderator and Board Member from Summer 2008.

June 2006 – Dec 2006 HE Development Officer (p-t) Penwith College; online (p-t) tutor for the University of Liverpool (MBA module in Managing Resources plus Dissertation supervisions); consultancy for the University of Plymouth Colleges Faculty (currently supporting 4 colleagues working on staff development projects out of the HELP-CETL, working with University and College staff on developing an HE in FE module for blended delivery within a LTHE masters course for staff, coordinating a cross Cornwall PPD award (see below); preparing Workhigher and Aimhigher projects for funding bids 2006-7; Access to HE lead moderator for Cornwall College and Truro College.

Jan 2005- April 2006 HE Development Officer (f-t) Penwith College: successfully steered approvals for FdSc Sports Performance Analysis and Management, Marine Sports Science (with Falmouth Marine School), FdSc Public Services (Voluntary Sector Management); in process of getting CertHEs in Creative Arts and Combined Arts (English and History), CertHE/DipHE Personal and Professional Development credit accumulation course (with Cornwall College and Truro College), and FdSc Education and Training (Learning Development) approved for September 2006 starts. Now planning for a new FdSc in Salon and Spa Management and a broad CertHE in Combined Studies to commence in 2007.

Jan 2004 – Dec 2004 HE Development Officer (p-t) Penwith College as part of the Objective One CUC project: this entails, inter alia, the development and validation of new HE programmes and support for their running.

Jan 2004 – June 2004
and Business Analysis.

Teaching (p-t) at Somerset College of Arts and Technology – Macroeconomics

July 2003 – date Self employed educational consultant (have worked with the Channel Islands' schools, colleges, and Depts of Education to promote the development of HE on the islands; other work has included overseas quality inspections of Business Studies provision qua-QAA on behalf of the Hussein Fund for Excellence in Jordan (twice) and the United Nations Development Programme/Regional Bureau of Arab States – Algeria and Egypt); and online teaching and dissertation supervision (MBA) for the University of Liverpool via their Laureate Online system. Was also involved with the University of East London in overseas programme approval (Malaysia) and an internal review of Accounting and Finance provision. Participated as an external panel member in the Internal Review of Economics at UEL. Now starting to be an External Examiner for UEL in Business Economics. QA work done recently for the University of Surrey's department of economics, and fulfilled the role of the external panel member on their internal quality review of Economics 10.04.06.

Aug 2002 – July 2003 Director of Student and Quality Services (Plymouth Business School)

Aug 2000 – July 2002 Head of Department: Business Management (Plymouth Business School)

Oct 1998 – July 2000
Business School) Head of Department: Business, Economics and Management (Plymouth

Apr 1995 – Sep 1998 Director of Undergraduate Studies
University of Plymouth Business School

Sept 1990 – Mar 1995 Principal Lecturer in Economics and Combined Honours
Programme Manager, University of Plymouth Business School

Jan 1979 – Aug 1990 Lecturer and Senior Lecturer in Economics
University of Plymouth Business School

Oct 1972 – Dec 1978 Lecturer in Economics, University of Hull, UK

Education: University of Leeds: BA (Econ) Class 1 1970
University of Leeds: MPhil (Economic Statistics) 1974

Recent Relevant Experience :

- QAA Specialist Subject Reviewer (SSR 1068) – Economics (Oct 2000 – Dec 2001). Completed 6 subject reviews : Greenwich, Portsmouth, SOAS, Kingston, Queen Mary and Westfield, and Durham.
- QAA Institutional Auditor – audited London Metropolitan University in 2005
- QAA AVA Reviewer – trained 18.01.06 (OCNNWR to be reviewed May 2008)
- QAA IQER Reviewer – trained on 13.12.06 and 05.01.07 (pilot review of Mid-Kent College in summer 2007, Stroud College delayed pilot SR Summer 2008)); Yorkshire Coast College DE Autumn 2008
- Recruited for 3 mock subject reviews at Universities of Northumbria, Wolverhampton and Surrey.
- External Examiner for Masters in International Business Economics at UWE (2000-2004).
- External examiner for undergraduate and postgraduate Economics subject area and award board external (2002-2006, award boards only 2007) University of Wolverhampton.
- External Examiner for University of East London Business School (2005-9).
- Key and subject moderator for Access to HE courses at 7 FE colleges in the South West (Open College Network South West appointment) (1997 - 2003 and 2004 - date – currently lead moderator at Truro College and Cornwall College).
- Teaching experience of Macroeconomics and Econometrics at all HE levels over the whole of my career; taught HE Research Methods at Penwith College.
- Assisted the recent developments in Business Economics in the departments for which I was Head.
- Regular dissertation supervision of Masters students on MBA and MBM.
- Chair or member of many Approval (Validation) Panels and Internal Review teams at the University of Plymouth.

Research and Consultancy:

1. Articles in Refereed Journals

- 1.1 Education, Training and Economic Performance – British Economists' Views, with Evans EW, Journal of European Economic History, Vol 12, 1983.
- 1.2 The Impact of Industrial Structure on Changes in Unemployment in GB Travel to Work Areas 1989-92, with Gripaos P, Applied Economics, 1996.
- 1.3 Differences in household income per head over the UK trade cycle; a comment, with Gripaos P, Gripaos B, and S Keast, Applied Economics Letters, Volume 6, pp 471-6, 1998.
- 1.4 External ownership and innovation in the UK, with Bishop P, Applied Economics, Volume 31, pp 443, 450, 1999.
- 1.5 Explaining Differences in Unemployment between British TTWAs: The Role of Public Sector Employment and Other Influences, with Gripaos P, The Journal of Interdisciplinary Economics, Vol. 10, pp 51-8, 1999.
- 1.6 The North-South Divide in the UK Defence Section, with Bishop, P, Regional Studies, 1999.

2.0 Articles in Non-refereed Professional or Academic Journals

- 2.1 The Economics of Football, Lloyds Bank Review, January 1977.
- 2.2 Falling Unemployment in the Far South West – South West: The Economic Review, Winter 1989/90.
- 2.3 Property Prices – Analysis and Prospects – The South West Economy Trends and Prospects, Second Edition, 1990.
- 2.4 Unemployment – Analysis and Forecasts – The South West Economy Trends and Prospects, Second Edition, 1990.
- 2.5 Regional Forecasts – The South West Economy Trends and Prospects, Fourth Edition, 1991.
- 2.6 Regional Forecasts – The South West Economy Trends and Prospects, Fourth Edition, 1992.
- 2.7 Regional Forecasts – The South West Economy Trends and Prospects, Fifth Edition, 1993.
- 2.8 Regional Forecasts – The South West Economy Trends and Prospects, Sixth Edition, 1994.
- 2.9 Regional Forecasts – The South West Economy Trends and Prospects, Seventh Edition, 1995.
- 2.10 Regional Forecasts – The South West Economy Trends and Prospects, Eighth Edition, 1996.
- 2.11 Regional Forecasts – The South West Economy Trends and Prospects, Ninth Edition, 1997.
- 2.12 Regional Forecasts – The South West Economy Trends and Prospects, Tenth Edition, 1998.

3.0 Conference Papers

- 3.1 Intergenerational Equity and the Electricity Supply Industry's Pricing Policy, Plymouth – Madrid Economists Conference, Plymouth, July 1982

- 3.2.1 An Audience with Keynes, Plymouth – Madrid Economics Conference, July 1984.
- 3.2.2 Comment on Low Pay in the South West, in the South West Economy, ed. P Gripaios, Plymouth Business School Conference Papers, 1984.
- 3.2.3 Whither Macroeconomics? University of Madrid, May 1985.
- 3.2.4 Walras, Marshall and Keynes: Some Issues in Macroeconomics, Plymouth - Madrid Economics Conference, July 1986.

4. Occasional Papers and Discussion Papers

- 4.1 Pre-Keynesian Economics and the Keynesian Revolution, Plymouth Business School, mimeo, 1981.
- 4.2 Issues in Intergenerational Equity in the Context of the Electricity Supply Industry, with P Pierpoint, D King and D Harvey, Plymouth Business School Discussion Paper, 1983.
- 4.3 An Audience with Keynes, Plymouth Business School, Discussion Paper, 1983.
- 4.4 Walras, Marshall and Keynes: Some Issues in Macroeconomics, Plymouth Business School Discussion Paper, 1986.

5. Thesis

- 5.1 Demand-Quality Relationships: Professional Football as a Quantifiable Case, MPhil, University of Leeds, 1974.

6. Research Supervision

- 6.1 A Mulhern, The Rise and Fall of Monetarism, 1983-84.
- 6.2 C Herbert, Small Businesses and the Growth of the South West Region's Economy, 1985-1990 (PhD awarded 1991).
- 6.3 J Tucker, European Capital Structures and the Macroeconomic, Corporate & Taxation Environments, April 1992 - July 1995 (PhD awarded 1995).
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- 7.2 Bain, K and Howells, P G A, Government and the Economy, British Review of Economic Issues, Spring 1988.
- 7.3 Hadjimatheou, G, Consumer Economics after Keynes, British Review of Economic Issues, Spring 1988.
- 7.4 Vane, H and Caslin, T, Current Controversies in Economics, British Review of Economic Issues, Spring 1988.
- 7.5 Dimand, R M, The Origins of the Keynesian Revolution: the Development of Keynes' Theory of Employment and Output, History of Economic Thought Newsletter, Autumn 1988.
- 7.6 Carabelli, A M, On Keynes' Method, History of Economic Thought Newsletter, Autumn 1989.
- 7.7 Amadeo, E J, Keynes' Principle of Effective Demand, History of Economic Thought Newsletter, Spring 1990.
- 7.8 O'Donnell, R M, Keynes: Philosophy, Economics and Politics, History of Economic Thought Newsletter, Autumn 1990.
- 7.9 Littleboy, B, On Re-interpreting Keynes: A Study in Reconciliation, History of Economic Thought Newsletter, Autumn 1991.

Appendix B. Letters of Support

7 January 2009

JISC/HEFCE
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Professor Wendy Purcell
BSc PhD CBiol MBiol
Vice-Chancellor and Chief Executive

Dear Sir / Madam

Institutional innovation projects in lifelong learning and workforce development

I am writing in support of this Institution's application to JISC for funding of the Partnership Investigations into Accredited Prior/Previous Learning (**PineAPPLE**) project.

The University of Plymouth is committed to supporting learners from non-traditional backgrounds and the outputs and outcomes of **PineAPPLE** will facilitate this process of workforce development.

The University of Plymouth Colleges network is an important aspect of the Plymouth experience and ensures that students have access to quality HE in their local community. The network of partner colleges fuels the local economy and stimulates local opportunities and regeneration, working together to create a brighter future for people living and working in the South West region.

The Partnership is recognised nationally as an outstanding example and major innovator in the development and delivery of Higher Education.

I strongly endorse the JISC and this proposal with its aims to support us to both develop and strengthen our college partnerships and offer our students an excellent overall experience.

Yours faithfully

Professor Wendy Purcell
Vice-Chancellor and Chief Executive

07 January 2009

JISC
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Colleges**

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Dr Colin Williams BSc MSc DUC PhD
Dean University of Plymouth Colleges

Dear Sir / Madam

Institutional innovation projects in lifelong learning and workforce development

On behalf of University of Plymouth Colleges Faculty I would like to confirm our support for the **PineAPPLE** project.

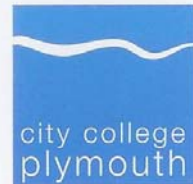
UPC is committed to supporting learners from non-traditional backgrounds and the outputs and outcomes of **PineAPPLE** will facilitate this process.

We would welcome JISC funding to enhance and embed this work.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Colin Williams'.

Dr Colin Williams
Dean of University of Plymouth Colleges



Dr Neil Witt
Technical Director
HELP CETL
3 Endsleigh Place
University of Plymouth
Drake Circus
Plymouth
PL4 8AA

22 December 2008

Dear Dr Witt,

Institutional Innovation Projects

City College Plymouth would like to support the collaborative work with the University of Plymouth on Grant 11/08: Call for Institutional Innovation projects in lifelong learning and workforce development.

Yours sincerely,

A handwritten signature in black ink that reads "Viv Gillespie".

Viv Gillespie
Principal



Dr Neil Witt BSc (Hons) PhD FRIN FHEA
Technical Director
HELP CETL
Higher Education Learning Partnerships Centre for Excellence in Teaching and Learning
3 Endsleigh Place
University of Plymouth
Drake Circus
Plymouth Devon PL4 8AA

5th January 2009

Dear Dr Witt,

HELP CETL APEL BID TO JISC – Institutional innovation projects in lifelong learning and workforce development

I am writing in support of University of Plymouth's proposal to JISC in respect of the Partnership Investigations into Accredited Prior/Previous Learning (Pineapple).

The SWLLN and HELP CETL have a strong record of collaboration in activities that support and develop APEL frameworks, policies and practice for the benefit of vocational learners in the South West, this collaboration has been commended by HEFCE.

The proposal from University of Plymouth would provide a unique opportunity to build upon current local, regional and national best practice to the benefit of lifelong learners through the development of an electronic solution to facilitate diagnostics, tracking, collating and outputs for both learners and providers of APEL practice.

Yours sincerely,

A handwritten signature in black ink that reads "Belinda Payne".

Belinda Payne
SWLLN Director
Melbury House
1-3 Oxford Road
Bournemouth
Dorset BH8 8ES
bpayne@swlln.ac.uk

Our ref: KE/jmw

7 January 2009

Dr Neil Witt BSc (Hons) PhD FRIN FHEA
Technical Director
HELP CETL
Higher Education Learning Partnerships Centre
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Dear Sir

**JISC proposal :
Partnership Investigations into Accredited Prior/Previous Learning**

I would like to confirm City of Bristol College's participation in the proposed project whose aims are outlined in the Project Description.

The role of the City of Bristol College will involve working with University of Plymouth to develop a shared understanding of APL issues and shared solutions.

The project findings will have a range of beneficial outcomes for the City of Bristol College including enhancing a consistent effective use of APL.

The University of Plymouth and the City of Bristol College have established excellent collaborative working strategies and this will enable successful completion of the project within the specified time.

I wish this project every success and I am happy to give my full support to this exciting initiative.

Yours sincerely



Keith Elliott
Principal and Chief Executive

Cc: Judith Stradling, Deputy Principal
Jane Wills, HE



City of Bristol College Main Centres:

Ashley Down Centre	Lawrence Weston Centre
Bedminster Centre	Monarch House
College Green Centre	Parkway Transport Technology Centre
Hartcliffe Centre	Soundwell Centre

SM/CAH

5 January 2009

Dr Neil Witt
Technical Director
Higher Education Learning
Partnerships Centre for Excellence in
Teaching and Learning
3 Endsleigh Place
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Principal: **Sue Moore**

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Fax: (01305) 208892

Direct Dial: (01305) 208800
Fax: (01305) 208915
e-mail: sue_moore@weymouth.ac.uk

Dear Dr Witt

Re: Grant 11/08: Call for Institutional Innovation Projects in Lifelong Learning and Workforce Development

Weymouth College is pleased to support the proposal for Partnership Investigations into Accredited Prior/Previous Learning (Pineapple) and we shall be working collaboratively with the University of Plymouth on the project.

The Pineapple project represents a significant development for partnership with the University, as we are already engaged in developing curricula and resources to meet the needs of non-traditional learners, including those currently in employment. We also recognise that many employed people possess strong skills sets and significant knowledge that should be accredited towards higher level awards and that the current lack of effective accredited prior learning is a significant barrier to increased skill levels in the south west.

Weymouth College is currently undertaking a research project that focuses on developing information and guidelines for the use of APEL in the construction industry, funded through the Higher Education Learning Partnerships Centres for Excellence in Teaching and Learning (HELP CETL) initiative. This new development would enable us to share APL experience with other institutions and provide consistency across the region, providing a central portal and system to ensure best practice.

A consistent policy and approach across the south west, combined with an increased knowledge about APL should have significant positive impact on the numbers of employees undertaking higher level education.

We are totally supportive of this project and will be fully engaged in partnership for its development

Yours sincerely



Sue Moore
Principal