



JISC Project Plan

Overview of Project

1. Background

In the UK, Accredited Prior Learning (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.

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.

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.

Awareness Issues. There is a lack of awareness about APL, particularly among students & employers.

Implementation Issues. Members of staff face a number of problems implementing APL, including:

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¹ Merrill, B. (2001). *Social Inclusion through APEL: The learner's perspective*. <http://crll.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.

- 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.
- APL can demand a lot of administration which can also accrue costs.

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.

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.

2. Aims and Objectives

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).

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.

⁴ www.uspace.org.uk

⁵ www.help-cetl.ac.uk

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

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

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.

The HELP CETL and UPC have identified that information related to Awareness, Implementation and Information and Data Issues (outlined in section 2) 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.

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.

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

⁷ www.web2rights.org.uk
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- 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.

3. Overall Approach

The **Pineapple** project is divided into 8 work packages (WP)

- WP1 Project Management
- WP2 Review of current practice and baseline study
- WP3 Understanding, description and advocacy of the Pineapple model
- WP4 System Development
- WP5 Piloting
- WP6 Pedagogic, Accessibility and Usability Evaluation
- WP7 Review, Redesign and Embedding
- WP8 Dissemination

WP1 Project Management

Please see Section 12.

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

WP2 will also:

- Review and repurpose of HELP CETL⁸ 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.

WP3 Understanding, description and advocacy of the Pineapple model. This WP will undertake a User needs analysis will based on:

- existing data from user needs analyses from the HELP CETL
- focus groups of all stakeholders.

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

⁸ <http://www.help-cetl.ac.uk>

stakeholders 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**.

A survey of all UPC staff activity and understanding about APEL will be carried out.

An evaluation plan will be developed showing how outcomes will be evaluated against the identified aim and the initial review (WP2). This evaluation plan will be delivered by WP6.

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

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

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.

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.

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.

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.

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.

4. Project Outputs

- A baseline report on cross-institutional processes and practice in APL; and a review of prior work and key lessons relevant to the focus of the project
- Regularly updated project website with blog and wiki, with an RSS feed.
- Activities to support capacity building within the institution and wider sector, including establishment and support of communities of interest, workshops, seminars and visits as part of the APL Advocacy
- 6 pilots demonstrating the use of **Pineapple** to support stakeholder in their engagement with the APL process. A case study and use cases will be produced for each pilot. Each case study will include an outline of the technologies used; outline of any materials which have been adapted or accessed; outline of any new policies, support processes or other institutional changes implemented. Materials to illustrate and exemplify the practices

- Cross-institutional demonstrations of the **Pineapple** systems, policies, processes and practice to support lifelong learning and workforce development via the application of APL
- An evaluation report, reflecting on the issue encountered and articulating what has been learnt through carrying out the project and what future questions need to be explored
- Evaluation of stakeholders' experiences of **Pineapple** technologies, and its influence on practice
- Outcomes of this project will also be written up as a briefing document for UPC and partner colleges
- Dissemination and active engagement with the wider community to communicate key messages from the project and promote take-up of the approach;
- Materials and support to facilitate the take-up of the **Pineapple** approaches in other organisations and Guidance for other institutions when carrying out similar innovations;
- All **Pineapple** tools will be made freely available to the community via the project website and Sourceforge
- Quarterly updates, Six-monthly interim reports, and a final report
- Data and findings that could be used as the basis for ongoing APL research
- An evaluation report, reflecting on the issues encountered, articulating what has been learnt through carrying out the project, descriptions of the key processes tackled by the project and what future questions need to be explored

5. Project Outcomes

UPC Partnership Outcomes

- increased awareness of APL
- increased awareness of APL support materials
- encourage sharing of APL materials and experiences across the partnership
- collation and tracking of APL activity
- awareness of learners experience and staff needs

University of Plymouth Outcomes

- collation and tracking of APL activity
- create an exemplar of a possible way forward for the university.

Sector Outcomes

- increased awareness of APL in an FE and HE context
- increased awareness of APL support materials
- access to Pineapple outputs and deliverables

6. Stakeholder Analysis

Key stakeholders identified so far are professional bodies, employers, college institutions, staff and students. Work package 2 will be looking for additional stakeholders and identifying the different roles within stakeholder groups. A variety of measures will be used to engage with groups e.g. professional bodies will be approached directly, employers through UPC Employer Forums, staff and students via focus groups. Wireframing is a technique to engage users that we have found successful in the past. Usability and pedagogic evaluations with stakeholder groups will also be carried out and Work Package 6 will matrix the exact nature of these investigations.

Stakeholder	Interest / stake	Importance
Student	Awareness of APL, Engagement with APL, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
FEC Admissions Tutor	Awareness of APL, Engagement with APL, Impact on policy, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
FEC Admissions Admin	Awareness of APL, Engagement with APL, Impact on policy, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
FEC External Examiner	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	Low
FEC CPD Provider	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	Low
HE Admissions Tutor	Awareness of APL, Engagement with APL, Impact on policy, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
HE Admissions Admin	Awareness of APL, Engagement with APL, Impact on policy, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
HE External Examiner	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
HECPD Provider	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	Low
UoP External Examiner	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	Low
Professional Body	Awareness of APL, Community of practice building, Perceptions, experiences & effectiveness of Pineapple	Low
Partnerships Faculty Office	Awareness of APL, Engagement with APL, Impact on policy, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of	High

	Pineapple	
UoP Student Records	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
Employer	Awareness of APL, Engagement with APL, Impact on policy, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
SWLLLN	Awareness of APL, Impact on policy, Community of practice building, Perceptions, experiences & effectiveness of Pineapple	Low
FDF	Awareness of APL, Community of practice building, Perceptions, experiences & effectiveness of Pineapple	Low
HEA Subject Centres	Awareness of APL, Community of practice building, Perceptions, experiences & effectiveness of Pineapple	Low
Managers FEC & HE	Awareness of APL, Impact on policy, Community of practice building, Perceptions, experiences & effectiveness of Pineapple	High
IT staff FEC & HE	Awareness of APL, Awareness of open source / SOA, Community of practice building, Perceptions, experiences & effectiveness of Pineapple	Low
Staff developers	Awareness of APL, Awareness of open source / SOA, Community of practice building, Perceptions, experiences & effectiveness of Pineapple	Low
Other FECs (non-native)	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	Medium
Other HEIs (non-native)	Awareness of APL, Engagement with APL, Impact on policy, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	Medium
JISC community	Awareness of APL, Engagement with APL, Perceptions, experiences & effectiveness of Pineapple	High
Other LL & WFD Projects	Awareness of APL, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	Medium
Self identifying critical friends	Awareness of APL, Impact on policy, Community of practice building, Creation & use of APL resources and tools, Perceptions, experiences & effectiveness of Pineapple	High
General Public	Awareness of APL	Low

7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing	2	3	6	Staff are identified and are in post. Key staff are experienced and can take over each other's role if required
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

8. Standards

Name of standard or specification	Version	Notes
XHTML	1.1	
CSS	2	
XML		
JavaScript		
WCAG	2.0	
PhP	5	
MySQL	5	

9. Technical Development

The development processes are defined in WP4. The project will adopt all relevant standards and will use published APIs to interface with any proprietary software. The intention is to use Open Source products to underpin the services. The project will adopt a Web Services approach with a view to supporting easy integration into other systems.

10. Intellectual Property Rights

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 within the JISC quality plan framework.

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.

Project Resources

11. Project Partners

Name	Institution	Role in PineAPPLE	Relevant experience
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
Nick Wiseman	SWLLLN	SWLLN Link	Interface with the SWLLN

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. The partnership consists of City of Bristol Plymouth, City College Plymouth, Weymouth College, the Higher Education Learning Partnerships CETL and University of Plymouth Colleges (UPC) Faculty. Part of the South West LLN is also run through UPC thus allowing them to participate in this project. If the UsPaCe project is funded all partners have agreed to implement a Consortium Agreement based on the JISC template⁹ 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.

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⁹ http://www.jisc.ac.uk/media/documents/funding/project_management/consortium_agreements.pdf
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The APL and APEL 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.

12. Project Management

Project Management will be undertaken by Dr Neil Witt and Dr Anne McDermott who have successfully managed a number of JISC funded projects.

Project Management is a defined Work Package – WP1 led by the Project Coordinators. 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.

There will be representatives from each of the project Partner institutions on the Project Steering Group (City College Plymouth, City of Bristol College and Weymouth College). Additionally a representative from a UPC partner institution that is not a project partner is being sought. It is likely that this will be from South Devon College.

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	SWLLN Link	Interface with the SWLLN	

13. Programme Support

Advice and guidance will be sought from the programme manager, as required. Members of the project team will attend programme meetings and other JISC events.

14. Budget

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Detailed Project Planning

15. Workpackages

See Appendix B

16. Evaluation Plan

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
At regular project management meetings	Project progress	Is project on track	discussion	Compliance with project plan
At the end of each work package	Work package progress	Has the output been achieved	Detailed in project plan	Quality test laid out in project plan
Before pilots	System production	Functionality	Expert walkthrough	Signed off for piloting
Ongoing as new materials are completed	Support materials	Relevance of material	Focus groups and community feedback	Data to contribute to dissemination outputs
At end of each pilot	Pedagogic, Usability and Accessibility	Derived from user needs analysis	Focus groups	Data to contribute to dissemination outputs
At end of each pilot	Ease of use	Derived from user needs analysis	usability testing	Data to contribute to dissemination outputs

17. Quality Plan

Output Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities	Quality tools (if applicable)
As appropriate, as information will be gathered throughout this process	Pilots demonstrating the use of APEL in a partnership context where the pilots will involve a number of a staff in different partner colleges	User feedback, tracking, confidence	Case studies Use cases	Project manager	None
Ongoing and culminating	Evaluation which will analyse areas in which the	Analysis of project	Evaluation report	Project manager	None

in the final report	project has been more and less successful, highlighting the implications and challenges.				
Ongoing, with data obtained from focus groups and usage analysis	An evaluation of users' experiences	Analysis of experience	Document	Project manager	None
When appropriate	Reports for publication	Peer review	Publication	Project manager	None
On deployment of tools	System tools	User feedback	Technical standards and usability	Project manager	Standards compliance
As appropriate	System related documentation	Project team	Document	Project Manger	None

See also Appendix D for the quality tests used for each work package

18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
05-05-2009	Page on JISC website	JISC community	Project Dissemination	Our perspective
as opportunities present	Present papers and case studies	Wider education community	Share experiences	What we did, what we found
01-06-2009 and subsequent editions	HELP CETL newsletter	UPC community	Awareness raising	How we are progressing
01-06-2009	University newsletter	University community	Awareness raising	HE in FE are doing this – so could you
09-05-2009	Website including BLOG	General public and HE and FE community	Awareness raising and report on progress	Pass on lessons as we learn them
01-06-2009	Community in UPC knowledge management system	UPC community	Awareness raising and to keep partner colleges up to date	How we are progressing

See also Appendix D.

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.

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.

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.

Pineapple will be disseminating to the wider JISC community from the beginning of the project via its website, BLOG and video diaries. A launch newsletter will also be prepared.

As the project progresses and outputs and outcomes become available the team will be searching for ways of directly engaging with the JISC community. On previous projects this has included presenting at the JISC conference, JISC symposia and JISC RSC events. If deemed appropriate, workshops aimed at a national audience will be undertaken.

19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Pineapple community on the HELP CETL Knowledge Exchange Network	Over 320 UPC staff are KEN members and will be able to view and join this community	This will continue for at least the life of the CETL – sustainability of KEN is being addressed elsewhere
Training and support materials; workflows	Promotion to Faculty, Joint Boards of Study, KEN communities etc.	Place in the JORUM and UPlaCe repository
Resources and materials	Promotion to Faculty, Joint Boards of Study, KEN communities etc.	Place in the JORUM and UPlaCe repository
Website	Maintain for 3 years beyond project	PM to ensure all deliverables are listed and directed to
Project Reports	Promotion through conferences etc	Archived on website and placed in repositories
Embedding strategy	Promotion to Faculty, Joint Boards of Study, KEN communities etc.	Archived on website and placed in repositories

It is envisaged that Pineapple will be used in an HE in FE context by the partner colleges 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 UPC once the funding period is over.

Work package 3 (advocacy) and Work Package 7 (embedding) will be specifically tasked to look at rolling out Pineapple across the University of Plymouth, UPC and its partner institutions.

Factors that we feel will be crucial to widespread take up of Pineapple will be dependent on a number of factors:

- A review of existing policies amongst these institutions
- A review of national APL drivers and policies
- use the findings to inform institutional decision makers of the pertinent issues and to suggest adaptation of current and future institutional strategies
 - staff development (e.g. workshops) – particularly embedding this within the role of the UPC staff development
 - dissemination for awareness and understanding using established UPC routes, e.g. Joint Boards of Study, UPC Conferences, UPC Subject Fora
 - 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
 - support materials

There may be adjustments and additions arising out of the work of WP7 but it is felt that the above measures will be suitable for embedding and sustaining an intervention of the size and scale of Pineapple.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Resources and materials	Useful beyond life of project and must be maintained for at least 1 year	Place in JORUM and UPLaCe repository. Maintained by UPC	Assignment of role to promote and support deposition of material, cataloguing etc.
Website	Supported to 2012	Maintained by UPC	none
Tools and associated code	Useful beyond life of project and must be maintained for at least 1 year	Code to be made publicly available	Place on website

Appendixes

Appendix A. Project Budget



JISC Project Project Plan Budget Template

Directly Incurred Staff	Mar 09	Apr 09– Mar 10	Apr 10 – Mar 11	TOTAL £
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Total Directly Incurred Staff (A)	£0	£93,438	£86,114	£179,552
Non-Staff	Mar 09	Apr 09– Mar 10	Apr 10 – Mar 11	TOTAL £
Travel and expenses	£0	£6,868	£6,868	£13,736
Hardware/software	£0	£0	£0	£0
Dissemination	£0	£1,200	£1,345	£2,545
Evaluation	£0	£2,100	£3,669	£5,769
Other	£0	£0	£0	£0
Total Directly Incurred Non-Staff (B)	£0	£10,168	£11,882	£22,050
Directly Incurred Total (C) (A+B=C)	£0	£103,606	£97,996	£201,602
Directly Allocated	Mar 09	Apr 09– Mar 10	Apr 10 – Mar 11	TOTAL £
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Estates	£0	£9,739	£9,740	£19,479
Other	£0	£	£	£0
Directly Allocated Total (D)	£0	£31,972	£31,974	£63,946

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 Date: 6th May 2009

Indirect Costs (E)	£0	£54,726	£54,726	£109,452
Total Project Cost (C+D+E)	£0	£190,304	£184,696	£375,000
Amount Requested from JISC	£0	£152,243	£147,757	£300,000
Institutional Contributions	£0	£38,061	£36,939	£75,000
Percentage Contributions over the life of the project	JISC 80 %	Partners 20 %		Total 100%

Appendix B. Workpackages



JISC WORK PACKAGE

<i>WORKPACKAGES</i>	Mon th	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
1: Project Management																									
2: WP2 Current Practice & Baseline Study																									
3: WP3 Understanding, Description & Advocacy																									
4: WP4 System Development																									
5: WP5 Piloting																									
6: WP6 Pedagogic, Accessibility & Usability Evaluation																									
7: WP7 Review, Redesign & Embed																									
8: WP8 Dissemination																									

Project start date: 01/04/2009
 Project completion date: 31/03/2011

Project Acronym: Pineapple
Version: 1.0
Contact: Dr Neil Witt
Date: 6th May 2009

Duration: 24 months

WORKPACKAGE 1: Project Management					
Objective: To ensure the project meets its objectives					
1. WP1.1 Regular project meetings	01.04.2009	31.03.2011			NW
2. WP1.2 Produce Project plan	01.04.2009	05.05.2009	Project Plan	X	NW
3. WP1.3 Produce Interim Report			Interim Report		NW
4. WP1.4 Produce Interim Report			Interim Report		NW
5. WP1.5 Produce Final Report	01.01.2011	31-03-2011	Final Report	X	NW
WORKPACKAGE 2: Current Practice+Baseline Study					
Objective: To undertake a detailed analysis of APEL practices and policy at local and national levels to ensure developments meet requirements of all users					
6. WP2.1 Practice and Policy within UPC	07.04.2009	12.06.2009	Identification of practice and policy		NW APM HD
7. WP2.2 Practice and Policy at UoP	07.04.2009	12.06.2009	Identification of practice and policy		NW APM HD
8. WP2.3 Students' Union	18.06.2009	12.06.2009	Identification of practice and policy		NW APM HD
9. WP2.4 Professional Bodies	18.06.2009	12.06.2009	Identification of practice and policy		NW APM HD
10. WP2.5 Employers' perspective	07.04.2009	30.06.2009	Identification of practice and policy		NW APM HD
11. WP2.6 CETL Materials	07.04.2009	30.06.2009	Identification of practice and policy		NW APM HD
12. WP2.7 HEI Materials	07.04.2009	30.06.2009	Identification of practice and policy		NW APM HD
13. WP2.8 Collation of above + write baseline report	01.04.2009	30.06.2009	Baseline Report	X	NW APM HD

WORKPACKAGE 3: Understanding, Description & Advocacy <i>Objective: To identify and work with, in a variety of ways, a community of APEL stakeholders to inform development & to ensure suitable content.</i>					
14. WP3.1 Identification & inclusion of stakeholders	01.04.2009	31.03.2011	Community members		NW APM
15. WP3.2 Stakeholder Community of Practice (CoP)	01.04.2009	31.03.2011	Functioning Support Community		ALL
16. WP3.3 Work with Stakeholders	01.04.2009	31.03.2011	Information flow in and out of PINEAPPLE		ALL
17. WP3.4 Stakeholder Focus Groups	01.10.2009	31.05.2009	Groups inform development		NW APM
18. WP3.5 Support Material Development	01.07.2009	01.11.2009	Materials for PINEAPPLE tool	X	ALL
19. W P3.6 Additional HELP CETL Outputs	01.01.2010	28.02.2010	Suitable content		APM HD
20. W P3.7 Survey Across UPC	01.06.2009	30.09.2009	Report to inform Version 1.0	X	NW APM HD
WORKPACKAGE 4: WP4 SYSTEM DEVELOPMENT Objective: Develop a suitable system to meet the needs identified by Work Packages 2, 3 and 5.					
21. WP4.1 System Specification	01.07.2009	31.07.2009	Feature Set, Specification Document		NW RS
22. WP4.2 Version 0 Prototype Design	01.08.2009	31.09.2009	Version 0		NW RS
23. WP4.3 Version 0 Prototype Presentations	01.10.2009	30.11.2009	Issues Log from Version 0		NW RS
24. WP4.4 Version 1.0 Production	01.11.2009	31.01.2010	Version 1.0	X	NW RS
25. WP4.5 Version 1.0 Revisions	01.02.2010	30.06.2010	Issues Log from Version 1.0 use		NW RS
26. WP4.6 Data Exchange UoP CRM & Record System	01.02.2010	31.08.2010	XML feed		NW RS
27. WP4.7 Version 1.x Production	01.07.2010	31.09.2010	Version 1.x	X	NW RS
28. WP4.8 Version 1.x Revisions	01.10.2010	31.12.2010	Issues Log from Version 1.x use		NW RS
29. WP4.9 Version 2.0 Production version	01.01.2011	28.02.2011	Production version	X	NW RS

WORKPACKAGE 5: WP5 PILOTING					
<i>Objective: To trial PINEAPPLE with 6 different sets of users to enable continuous feedback and summative evaluation of Beta version.</i>					
30. WP5.1 Support and Feedback processes	01.11.2009	31.12.2010	Defined Processes and materials		NW APM RS
31. WP5.2 Pilot 1 City College Plymouth	01.02.2010	30.06.2010	Use case and feedback		NW APM RS
32. WP5.3 Pilot 2 City of Bristol College	01.02.2010	30.06.2010	Use case and feedback		NW APM RS
33. WP5.4 Pilot 3 Weymouth College	01.02.2010	30.06.2010	Use case and feedback		NW APM RS
34. WP5.5 Pilot 5 Employers	01.10.2010	31.12.2010	Use case and feedback		NW APM RS
35. WP5.6 Pilot 4 UPC Systems	01.10.2010	31.12.2010	Use case and feedback		NW APM RS
36. WP5.7 Pilot 6 UoP Systems	01.10.2010	31.12.2010	Use case and feedback		NW APM RS
WORKPACKAGE 6: WP6 PEDAGOGIC, ACCESSIBILITY & USABILITY EVALUATION					
<i>Objective: To obtain feedback on Alpha and Beta versions of PINEAPPLE and carry out an evaluation to inform the Production version.</i>					
37. WP6.1 Feedback on Version 0	01.07.2009	31.09.2009	Feedback process		APM NW
38. WP6.2 Feedback on Version 1.0	01.11.2009	28.02.2010	Feedback process		APM NW
39. WP6.3 Evaluation of Version 1.0, 1.x: Criteria & Measures	01.08.2009	31.10.2009	Evaluation criteria and measures		APM NW
40. WP6.4 Evaluation of Versions 0, 1.0, 1.x	01.05.2010	31.01.2011	Evaluation Report of user experience	X	APM NW
WORKPACKAGE 7: WP7 REVIEW, REDESIGN & EMBED					

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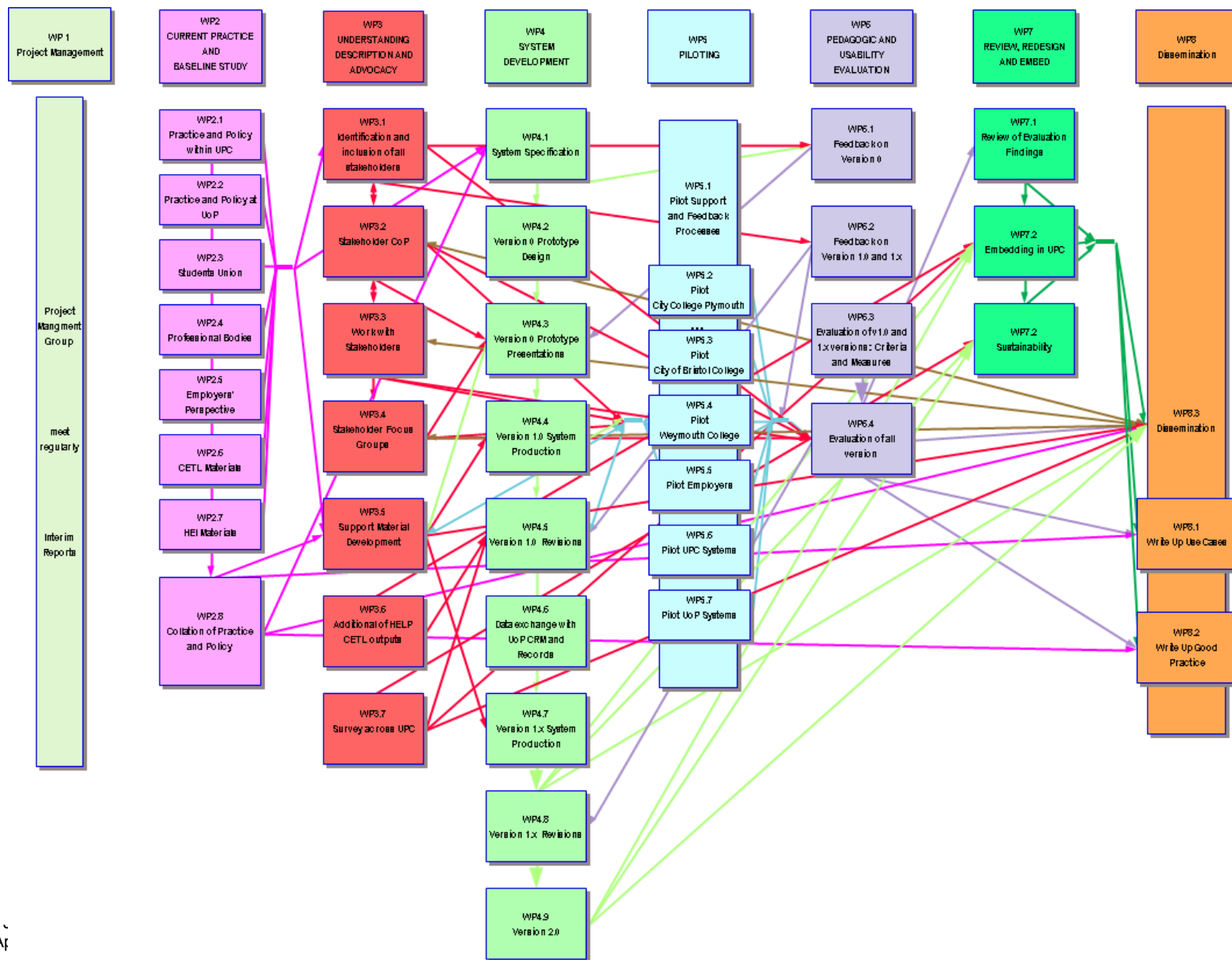
<i>Objective:</i> Review of findings and recommendations to inform and guide embedding and sustainability.					
41. WP7.1 Review of evaluation findings:	01.06.2010	28.02.2011	Recommendations for 2.0		APM NW RS
42. WP7.2 Embedding in UPC	01.09.2010	31.03.2011	Presentation at UPC faculty board		APM NW MS
43. WP7.3 Sustainability	01.09.2010	31.03.2011	Sustainability Plan		APM NW MS
WORKPACKAGE 8: WP8 DISSEMINATION					
<i>Objective:</i> Dissemination for awareness; understanding and action.					
44. WP8.1 Write up use cases	01.06.2010	28.02.2011	Use Cases	X	NW APM
45. WP8.2 Write up good practice	01.06.2010	28.02.2011	A Guide to Good Practice	X	NW APM
46. WP8.3 Dissemination	01.01.2009	31.03.2011	Demonstrations of PINEAPPLE tool and supporting material Academic papers Conferences Workshops Project website - BLOG - WIKI - RSS feed		ALL

Members of Project Team:

NW = Neil Witt, APM = Anne McDermott, RS = Robert Stillwell, HD = Harriet Dismore, MS = Mark Stone

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Date: 6th May 2009

Appendix C. Relationships between Workpackages



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Date: 6th May 2009

Appendix D. Workpackage Descriptions, Outputs and Quality Tests

WP2 CURRENT PRACTICE & BASELINE STUDY	WP3 UNDERSTANDING, DESCRIPTION & ADVOCACY	WP4 SYSTEM DEVELOPMENT	WP5 PILOTING	WP6 PEDAGOGIC, ACCESSIBILITY & USABILITY EVALUATION	WP7 REVIEW, REDESIGN & EMBED	WP8 DISSEMINATION
<p>WP2.1 Practice and Policy within UPC How Create tool and collect data to investigate policy and practice on selected HE Programmes at partner FECs; Invite CoP participation Output Methodology and Data for embedding in to baseline study and workflows; CoP invitations Quality test Project team/Steering Group Inputs to WP2.8 WP3.1 WP3.5 WP4.1</p>	<p>WP3.1 Identification and inclusion of (further) stakeholders How Outputs from WP2.1, WP2.2, WP2.3, WP2.4, WP2.5, and ongoing Identification of further stakeholders. Output Potential members of CoP and focus group(s) Quality test Project team Inputs to WP3.2 WP3.3 WP3.4 WP6.1 WP6.3 WP6.4</p>	<p>WP4.1 System Specification How Outputs from all of WP2 Output Definitions and recommendations of scope, structure and materials for inclusion in system; Quality test Elements necessary and sufficient for prototype design Inputs to WP4.2 WP6.1</p>	<p>WP5.1 Support and Feedback processes How WP3 and WP4 outputs to create ongoing support and immediate feedback from WP6.2 mechanisms between Pilot participants and project team; generate issue logs & feedback Output Support, feedback mechanisms; collection of data Quality test Amendments etc for 1.0 and 1.x Inputs to WP3.5 WP5.2 WP5.3 WP5.4 WP5.5 WP5.6 WP5.7 WP6.4</p>	<p>WP6.1 Feedback on Version 0 How ETHICS CLEARANCE on entire project; Output from WP4.2 to produce structure for 1.0 design feedback from focus group(s) Output Feedback to produce beta version Quality test Input into working specification Inputs to WP4.3</p>	<p>WP7.1 Review of evaluation findings: How Use of PINEAPPLE by learners, staff and mentors Output Recommendations for 2.0 Quality test Evaluation Inputs to WP4.9 WP7.2 WP7.2 WP8.1 WP8.2 WP8.3</p>	<p>WP8.1 Write up use cases How Take outputs from WP2.8 WP5 and WP6.3 Output Examples of where APEL is appropriate and how to assess it Quality test Project team/Steering Group Inputs to WP8.3</p>
<p>WP2.2 Practice and Policy at UoP How Set up a community of practice to discuss and make visible, existing practice within UoP; Invite CoP participation Output Methodology and Data for embedding in to baseline study and workflows; CoP invitations Quality test Project team/Steering Group Inputs to WP2.8 WP3.1 WP3.5 WP4.1</p>	<p>WP3.2 Stakeholder Community of Practice (CoP) How Define aims and objectives of group, define composition of group, identify participants and supporter Output Community to inform and comment on development Quality test Feedback on PINEAPPLE Inputs to WP4.3 WP5 WP6.4 WP8.1 WP8.2 WP8.3</p>	<p>WP4.2 Version 0 Prototype Design How Output from WP4.1 Output Wire framing of design; work flow processes; format definition for all materials Quality test Production of version 1 design Inputs to WP4.3 WP6.1</p>	<p>WP5.2 Pilot 1 City College Plymouth How Evaluation of the student, admissions tutor & administrator aspects, Output Feedback Recommendations for revision Use Case Quality test See Output Inputs to WP3.5 WP4.5 WP5.1 WP6.4</p>	<p>WP6.2 Feedback on Version 1.0 and 1.x How Create mechanism to facilitate WP5.1 ie continuous feedback on version 1.0 of PINEAPPLE; Output Recommendations and issues Quality test See Output Inputs to WP5.1</p>	<p>WP7.2 Embedding in UPC How Recommendations from WP7.1 Output Strategy UPC Faculty Board Inputs to WP8.1 WP8.2 WP8.3</p>	<p>WP8.2 Write up good practice How Take outputs from WP2.8 WP3 WP5 WP6 WP7 to capture - best practice collated from a range of depts, faculties, FECs - case studies of use & implementation of best practice - implementation strategies and staff development resources. Output A guide to good practice to UPC network and all HEIs and FECs Quality test Project team/Steering Group Inputs to WP8.4</p>
<p>WP2.3 Students' Union How Investigate perspective of students' union at national and local level; Invite CoP participation Output Methodology and Data for embedding in to baseline study and workflows; CoP invitations Quality test Project team/Steering Group Inputs to WP2.8 WP3.1 WP3.5 WP4.1</p>	<p>WP3.3 Work with Stakeholders How Ongoing advocacy with CoP and other stakeholders. Output Information flow in and out of the project Quality test Culture change shown by increased awareness and use Inputs to WP5 WP6.4 WP8.1 WP8.2 WP8.3</p>	<p>WP4.3 Version 0 Prototype Presentations How Outputs of WP3.2 WP3.3 WP3.4 WP4.2 and WP6.1 presented to obtain revision of Version 0 design. Rapid prototyping methodology with focus groups. Output Version 1.0 design Quality test Working Specification for system Inputs to WP4.4</p>	<p>WP5.3 Pilot 2 City of Bristol College How Evaluation of the student, admissions tutor & administrator aspects, Output Feedback Recommendations for revision Use Case Quality test See Output Inputs to WP3.5 WP4.5 WP5.1 WP6.4</p>	<p>WP6.3 Evaluation of Versions 1.0, 1.x: Criteria and Measures How Identify stakeholders Define any pedagogic questions Define usability measures - testing with predefined tasks - accessibility testing Assess - accuracy, value, relevance, appropriateness of tool - impact (issues, challenges, benefits, changes at institutional and individual level) Determine appropriate tools (focus groups, usability testing, confidence logs, questionnaires, interviews) to answer evaluation</p>	<p>WP7.3 Sustainability How Outputs from WP7.1 and WP7.2 to identify measures needed to sustain APEL in UPC Output May include policy changes, further development, supporting CoP etc; Sustainability plan. Quality test UPC Faculty Board Inputs to WP8.1 WP8.2 WP8.3</p>	<p>WP8.3 Dissemination How Outputs from WP7.1 WP7.2 WP7.3 Output target - community development - academic papers - conferences - workshops - website - community of practice - Awareness raising material e.g. 2 pager Quality test Achievement of outputs Inputs to WP3.2 WP3.3 and wider APEL community</p>

<p>WP2.4 Professional Bodies How Formulate methodology to gather perspective of selected professional bodies; Invite CoP participation Output Methodology and Data for embedding in to baseline study and workflows; CoP invitations Quality test Project team/Steering Group Inputs to WP2.8 WP3.1 WP3.5 WP4.1</p>	<p>WP3.4 Stakeholder Focus Groups How Drawn from WP3.2 and WP3.3 Output Group(s) to evaluate and inform development Quality test Usable feedback Inputs to WP4.3 WP5 WP6.5 WP8.1 WP8.2 WP8.3</p>	<p>WP4.4 Version 1.0 System Production How Output of WP4.3; Installation of server and testing; Installation and commissioning of PINEAPPLE functionality; Output Functioning Version 1.0 on desktop Quality test Standards based model implementing PHP, MySQL, AJAX and XML; W3C Priority WAI Level II; Expert walkthrough Inputs to WP4.5 WP5</p>	<p>WP5.4 Pilot 3 Weymouth College How Evaluation of the student, admissions tutor & administrator aspects, Output Feedback Recommendations for revision Use Case Quality test See Output Inputs to WP3.5 WP4.5 WP5.1 WP6.4</p>	<p>questions Output Evaluation questions and methodology Quality test Agreement with project team Inputs to WP6.4</p>		
<p>WP2.5 Employers' perspective How Formulate methodology to gather perspective from a range of local employers; Invite CoP participation Output Methodology and Data for embedding in to baseline study and workflows; CoP invitations Quality test Project team/Steering Group Inputs to WP2.8 WP3.1 WP3.5 WP4.1</p>	<p>WP3.5 Support Material Development How Planning and creation of support materials for all users using outputs from all of WP2 WP4.3 WP5 Output Online materials, workshops and resources Quality test See Output Inputs to WP4.4 WP4.7 WP5 WP7 WP8.3</p>	<p>WP4.5 Version 1.0 System Revisions How Output of WP5.1 Output Pilots 1, 2 & 3 creating revisions of Version 1.0 leading to Version 1.x and notification to users/community Quality test Project team/Steering Group Inputs to WP4.6 WP4.7 WP5 WP6</p>	<p>WP5.5 Pilot 5 Employers How To evaluate the workforce development/employer aspects of the diagnostic Output Feedback Recommendations for revision Use Cases Quality test See Output Inputs to WP3.5 WP4.9 WP5.1 WP6.4</p>	<p>WP6.4 Evaluation of Versions 0, 1.0 and 1.x How Output of WP3 WP5 WP 6.4 and to carry out and write up evaluation Output Report on evaluation (issues arising, recommendations etc. Quality test See Output Inputs to WP7.1 WP7.2 WP7.3 WP8.1 WP8.2 WP8.3</p>		
<p>WP2.6 CETL Materials How Review and repurpose of HELP CETL and other CETLs material for APL; Invite CoP participation Output Data for baseline study and workflows Quality test Project team/Steering Group Inputs to WP2.8 WP3.5 WP4.1</p>	<p>WP3.6 Additional HELP CETL Outputs How Review outputs from existing HELP CETL APEL projects as they become available Output Understanding and material to be embedded into revised work flows Quality test See Output Inputs to WP4.5 WP7.2 WP7.3</p>	<p>WP4.6 Data Exchange with UoP CRM and Record Systems How Investigation + implementation plan for data exchange with UoP CRM and Record Systems Output XML feed for each Quality test W3C XML specification Inputs to WP4.7 WP5.6 WP5.7</p>	<p>WP5.6 Pilot 4 UPC Systems How To evaluate admissions coordination and external examiner aspects Output Feedback Recommendations for revision Use Cases Quality test See Output Inputs to WP3.5 WP4.9 WP5.1 WP6.4 WP7.1 WP7.2 WP7.3</p>			
<p>WP2.7 HEI Materials How Review of all institutions APL strategies Output Data for baseline study and workflows Quality test Project team/Steering Group Inputs to WP2.8 WP3.5 WP4.1</p>	<p>WP3.7 Survey Across UPC How Survey of all UPC staff activity and understanding about APEL Output Understanding and material to be embedded into revised work flows. Report to inform Version 1.0 Quality test See Output</p>	<p>WP4.7 Version 1.x System Production How Output of WP4.6 WP5.1 Output Pilots 4, 5 & 6 creating revisions of Version 1.x and notification to users/community Quality test Project team/Steering Group Inputs to WP4.8 WP4.9 WP5</p>	<p>WP5.7 Pilot 6 UoP Systems How to evaluate the CRM, CPD and data recording aspects Output Feedback Recommendations for revision Use Cases Quality test See Output Inputs to</p>			

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	Inputs to WP4.4 WP7.2 WP7.3		WP3.5 WP4.9 WP5.1 WP6.4 WP7.1 WP7.2 WP7.3			
<p>WP2.8 Collation of practice and policy data and writing baseline report How Collation of outputs from 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 Output Baseline report showing practice and perspectives at local level Quality test Project team/Steering Group Inputs to WP3.5 WP4.1 WP8.1 WP8.2 WP8.3</p>		<p>WP4.8 Version 1.x System Revisions How Outputs of WP4.6 WP5.1 Output Revisions of Version 1.x to create Version 2.0 and notification to users/community Quality test Project team/Steering Group Inputs to WP4.9 WP5 WP6</p>				
		<p>WP4.9 Version 2.0 of PINEAPPLE How Output from WP4.5 WP4.6 and WP6.5 Output Production version Quality test As for WP4.5 and compliance with WP6.5 Inputs to WP7.2 WP7.3 WP8.3</p>				