



JISC Project Plan

Project Information			
Project Acronym	TELSTAR		
Project Title	TELSTAR: Technology Enabled Learning Support for Training and Accreditation Recognition		
Start Date	1 st April 2009	End Date	31 st March 2011
Lead Institution	University of Central Lancashire		
Project Director	Beverly Leeds		
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Partner Institutions	Tba		
Project Web URL	Telstarproject.ning.com		
Programme Name (and number)	Institutional Innovation Programme: Lifelong Learning and Workforce Development		
Programme Manager	Ruth Drysdale		

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Date: 21st May 2009

Overview of Project

1. Background

The TELSTAR Project will provide a technology enabled Learning Framework accessible via a web portal which addresses the needs of work-based learners and their employers. The project will be developed in partnership with the Call and Contact Centre Industry in the North West of England. This industry sector is significant for the North West Region with over 650 contact centres and 149,000 employees as well as for the whole UK with an estimated worth of almost £30bn to the UK's economy, employing in excess of 1,150,000 people¹. By offering a range of learning opportunities from different providers and accrediting individual learners the Learning Framework will support organisations in the achievement of their objectives and build sustainable capability in the contact centre sector. As a result of working with Contact Centre Employers and learning providers UCLan will develop institutional processes that not only enable it to respond rapidly to demand from the sector but also to stimulate demand with relevant and practical learning prospects. Contact centre employees engaging with the Learning Framework will be provided with learning opportunities which are accredited by academic institutions and recognised as useful by their employers and prospective employers. Although the Learning Framework and web portal will be developed for the North West Contact Centre Industry the underlying framework and support processes will act as a template for other industry sectors and/or for other Contact Centres and institutions in other regions e.g. CallNorthEast. The technology enhanced expert systems and tools will be implemented across the institution for other employer groups and subject disciplines, particularly those key to the region e.g. Tourism.

TELSTAR aims to assist the Contact Centre Sector in addressing skills gaps and its intention to professionalise the industry through offering a Learning Framework whereby employers can identify training and continuing professional development of employees which also meet organisational needs. Management ability is the major skill issue facing Contact Centres with 28%² of Contact Centres in the North West reporting Management skills gaps. This indicates that Contact Centres are still not attracting or developing the quality of management capable of driving the industry forward. The North West Pathfinder project³ identified that Higher Level Skills and technical skills will come to the fore as productivity will need to be maintained. These skills gaps can result in organisations operating below the desired performance level, which in turn creates risk for Contact Centre employment as businesses may consider strategic intervention through outsourcing or off-shoring to more cost effective business models. The report also identifies that the shift to high value-added activity and roles will be accompanied, by a shift to higher levels of qualifications attainment. In financial services, the focus of attainment will shift from NQF level 3 to level 4 with the fastest growth in demand for level 5 offerings, including Master's Degrees. Through its flexible approach the project will encourage a culture in Contact Centres that focuses on employee retention through personal and professional development of employees. The technology supported learning opportunities offered by the Learning Framework will also be particularly relevant and affordable for small contact centres that make up over half of North West contact centres. CallNorthWest⁴, a UCLAN based business support project, will represent and steer the development of the cost-effective technology-supported learning opportunities for SMEs and their employees as well as representing the larger contact

¹ This is Money 2 April 2007 http://www.thisismoney.co.uk/news/article.html?in_article_id=409128in_page_id=2

² The UK Contact Centre Operational Review. 6th Edition, ContactBabel www.contactbabel.com

³ See http://www.nwua.ac.uk/HLSP/docs/Financial_Services_Call_Centre_paper_Jan08.pdf

⁴ A 'not for profit' organisation providing a range of benefits to its members <http://www.callnorthwest.org.uk>

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centres. Larger contact centres will assist in the design and development of the framework and web portal content

2. Aims and Objectives

The overall aim is to provide contact centre employers, employees and learning providers in the region with a learning framework and web portal including technology enabled systems and processes to assess, accredit and support business focused learning opportunities. The specific objectives of TELSTAR are to:

- Design and develop an online Learning Framework which provides learners and their employers with a range of opportunities to gain credit for units of learning towards an HE level qualification whilst also addressing the organisational needs.
- Design and develop a Knowledge, Skills and Competencies Audit tool to assess learners and provide opportunities to progress to target awards or other learning opportunities.
- Design and develop an Accreditation of Prior Learning Expert System to accredit learners certified and/or experiential prior learning.
- Implement an ePortfolio, reflective learning journal and CV builder for learners to gather evidence for personal development and accreditation of learning or further assessment.
- Supply online learning support materials including study skills and materials to enhance employability
- Provide a learning community that offers an online social network with opportunities for peer mentoring and sharing of professional practice as well as access to academic and work-based staff and mentors.
- Design and develop a Credit Recognition expert system to accredit courses and learning opportunities offered by non-HEI learning providers
- Implement a web portal providing access to the expert systems, audit tool, ePortfolio, learning framework and learner community and support systems.

3. Overall Approach

3.1. Strategy and/or methodology

The project has been carefully planned with both JISC requirements and the institution's processes and procedures in mind. The project will be split into four main phases: Planning and Research, Design and Development, Implementation, and Evaluation and Dissemination. Activities have been aligned with institutional deadlines. The learning framework and expert systems will be piloted with a small group of students using a paper-based version in September 2009. The web portal will be developed and piloted in two stages. The first phase will provide access to personal development and study skills materials, the social network and the e-portfolio and CV builder. To ensure some modules and qualifications are available to students from September 2009 the team has started the validation processes for a new foundation degree in Management and Leadership. The project team have also identified a range of UCLan modules and learning units from professional bodies that would be suitable for the learning framework.

The project intends to use an Appreciative Inquiry approach to design and develop the learning framework. Appreciative Inquiry (AI) is an organizational development process that will engage individuals within the project in establishing the framework and necessary change processes accompanying the project. AI utilises is a particular way of asking questions and envisioning the future that fosters positive relationships and builds on the basic goodness in a person, a situation, or an organization. Using an AI approach will

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enhance the project's capacity for collaboration and change. It will use the four step approach focusing on:

1. DISCOVER: The identification of UCLAN and Contact Centre processes that work well.
2. DREAM: The envisioning of UCLAN and Contact Centre processes related to the learning framework that would work well in the future.
3. DESIGN: Planning and prioritizing UCLAN and Contact Centre processes that would work well.
4. DESTINY (or DELIVER): The implementation (execution) of the proposed design for the learning framework

The aim of this approach is to enable the project to build on what works, rather than trying to fix what doesn't. This approach acknowledges the contribution of individuals, in order to increase trust and inter-organizational alignment. The method aims to create meaning by drawing from stories of successes and promote the use of the learning framework amongst employees and other contact centre employers. This approach will involve bringing a large diverse group of people together to study and build upon the best practice in UCLAN and the contact centre industry.

Coupled with the AI methodology the project will also use a positive deviance approach. The approach will complement AI methodology as it focuses on what works well within the contact centre community. The 6 D approach will be used:

- DEFINE Details of the project will be communicated to members of the contact centre community together with the desired outcomes based on the AI activities.
- DETERMINE The project will identify individuals (positive deviants) and their organisations that have successfully implemented learning frameworks that promote personal development whilst also addressing organisational needs.
- DISCOVER. The project will then interview individuals to identify unique practices or behaviours that enable positive deviants to find better solutions.
- DESIGN These individuals and their behaviours will then be used in the design of the overall learning framework, thus providing access to new behaviours and the opportunity to practice them.
- DISCERN. The effectiveness of the learning framework will be assessed by ongoing monitoring and evaluation.
- DISSEMINATE The learning framework and its processes will be applied on a wider scale by encouraging its use at other HEIs or with other industry sectors.

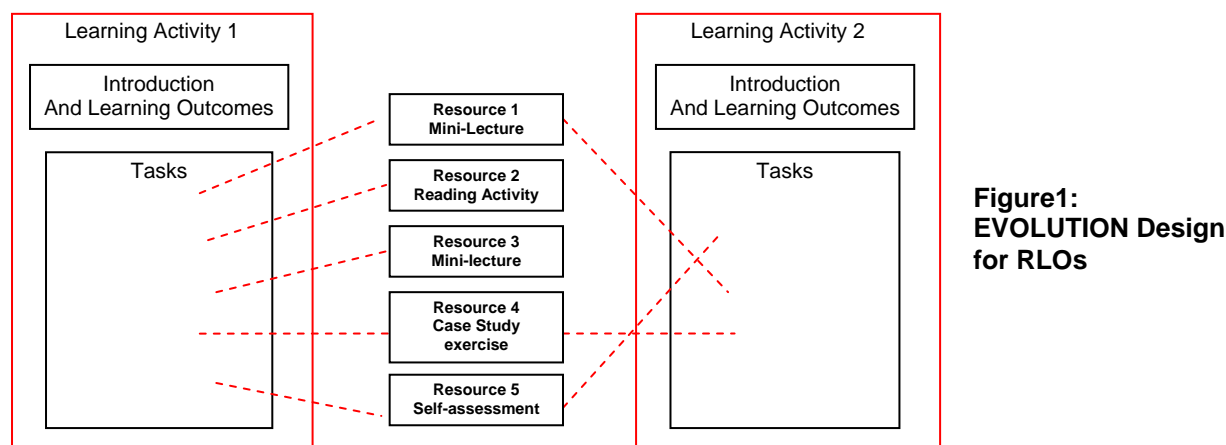
3.2. Materials Development Methodology

The project will develop online materials to support professional development and academic study. These resources will be made available to employees to support their studies and career development. These resources will be linked to a range of UCLAN modules so students can gain academic credit for engaging with the materials. The packages of materials will be available as one hour blocks and will contain a variety of media formats that may include an audio-visual mini-lecture, video-clips, reading text and audio podcasts. Each package will also contain a number of associated tasks for students to complete. The multi-media materials and specified tasks will be packaged together as re-usable learning objects (RLOs). Where possible external study skills materials, such as those produced by the Open

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University and the JISC funded Learning to learn project⁵ will be re-used to complement new materials produced by the project.

For the design and development of the materials the project will make use of the EVOLUTION methodology designed by the HEFCE funded E-Evolve project⁶ and enhanced by the JISC funded REVOLVE project⁷. This will enable the rapid production of content packages of e-learning materials as it will use tools and technologies already familiar to academics. The EVOLUTION method for designing and developing RLOs ensures resources are kept separate from tasks as shown in Figure 1 overleaf. This method enables individual resources to be re-used or re-purposed as well as the whole packaged RLO being re-used in another module or at another institution. Therefore as well as a whole package on one topic, individual resources such as a mini-lecture with audio created from external source material can be re-used in another module at UCLan or another institution. This also allows the resources to be used for different pedagogical approaches by changing the order of the resources within the package. This is illustrated in Figure 1 above where activity 1 takes a directive approach and activity 2 a diagnostic approach. All content materials produced by the project will therefore be fully re-usable and may also re-purposed for different pedagogical approaches. The materials will be packaged using Wimba Create (formerly Course Genie) and a standard template will be used to ensure module consistency. Mini-lectures will be created from external and internal materials and audio added using Adobe Presenter. Adobe Presenter will also be used to for self assessment quizzes.



**Figure1:
EVOLUTION Design
for RLOs**

3.3. Scope and Boundaries

The project will create a learning framework that is transferable to other industry sectors. In particular the learning materials, expert systems and associated processes will be generic. The content of the qualifications database and competencies audit tool will be specific to the Contact Centre Industry. The project will not be developing subject specific course materials but will be revalidating existing frameworks as well as new modules.

3.4. Critical Success Factors

Engagement and active participation with Contact Centre Employers is key to the success of the project. Therefore, promotion of the development of this project will be vital. It is

⁵ See www.open.ac.uk/skillsforstudy and <http://www.palgrave.com/skills4study>

⁶ See www.clan.ac.uk/evolve

⁷ See www.revolveproject.org

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important that members of the Contact Centre community participate in the development of the learning framework and promote it to their employees..

Institutional support will be also be a critical factor to the successes if the project. Should the project meet obstacles that prevent the progress we need to ensure that the Senior Management Team (SMT) will support the project and try to dissolve these barriers. The project is supported by senior managers including the Head of Quality . The project progress will also be presented to other Faculties and support services to ensure full implications of the framework have been considered.

The success or value of the project will also depend on positive outcomes in relation to critical success factors. Critical success factors identified are:

- Usability and interoperability of the learning materials
- Usability and effectiveness of expert systems
- Successful learner achievements

4. Project Outputs

4.1. Deliverables

The following tangible outputs will be produced by the project:

- Institutional demonstrations of a Learning Framework which is transferable to other industry sectors or HEIs
- Learning framework and web portal specific to the Contact Centre Industry
- Online resources for study skills and personal development appropriate to work-based learners.
- Institutional guides to the technology enhanced frameworks and expert systems for credit recognition, accredited prior learning and negotiated learning.
- A case study outlining the issues faced in designing and developing an e-framework to accredit non-HEI courses and work-based learners prior learning.
- A 'personal space' for learners to gather and capture their learning episodes, experience and evidence.
- A project website with an RSS feed and a weblog updated in the form of a reflective diary.
- Conference, journal papers and reports detailing the development of the learning framework, credit recognition, accreditation of learning and negotiated learning.
- Documentation required by JISC including a baseline report on institutional processes and practice and final evaluation report.
- A guide for other institutions to develop learning frameworks.

To support capacity building within the institution and in the wider sector, the project is expected to share knowledge gained and the project experience through workshops, seminars and visits. The project is being supported by the HEA BMAF subject centre that will assist with the promotion, administration and costs of workshops for dissemination amongst UK Business Schools and related departments.

4.2. Tools and Other Outputs

TELSTAR will develop or implement a number of tools. These are:

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- A web portal that will provide access to: the expert systems, the e-portfolio, the study skills and personal development support materials, the social network, the learning framework including details of UCLan and other training provider learning units and courses.
- An expert system to access a student's current level and provide options for further development
- An expert system to assist student's with the accreditation of prior learning including experiential learning as well as credited learning.
- An expert system to assist employers and other training providers with the mapping and accreditation of in-house courses against UCLAN credit bearing modules
- A learning contract system that will assist learners to draw up a learning contract for their personal development
- A database of UCLan modules and Professional bodies learning units that will form part of the learning framework
- An e-portfolio that includes a CV builder

To complement these tools TELSTAR will provide the following outputs:

- A guide to the learning framework
- Packages of study skills learning materials in the form of re-usable learning objects
- Packages of personal development materials in the form of re-usable learning objects
- Student guide to the use of e-portfolios
- Institutional guides for accreditation
- Validated programmes of study that provide flexibility for learners and their employers

5. Project Outcomes

The project will provide specific outcomes that will inform the e-learning and lifelong learning communities. Through this project those involved in the delivery of e-learning and lifelong learning (including HR managers, academic practitioners, support staff and institutional managers in HE and FE) will be provided with:

- A guide to the learning framework and associated processes
- Packages of study skills learning materials in the form of re-usable learning objects
- Packages of personal development materials in the form of re-usable learning objects
- Student guide to the use of e-portfolios
- Institutional guides for accreditation
- Validated programmes of study that provide flexibility for learners and their employers
- Detailed experiences of the project processes and outputs through conference papers journal articles and case studies.
- Opportunities to share and evaluate different approaches to the workforce development.
- Clearly articulated and evaluated benefits of the use of a learning framework with workbased learners

Through involvement in this project learners will:

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- be provided with the opportunity to experience learning in an online environment as part of a community of learners
- experience teaching learning and assessment methods commensurate with the needs of their employers as well as their own personal development.
- The opportunity to record and reflect on their personal achievements in the process of personal development through the use of an e-portfolio
- The opportunity to gain an HE qualification through experiential learning as well as more conventional courses.

6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Vice chancellor & Senior Management	Development of learning framework and systems to support employer engagement	High
Contact Centre Employers	Improve organisational capacity and develop workforce. Accreditation of in-house courses	High
Employees/Learners in Contact Centres	Recipients of HE qualifications	High
Training Associations	Accreditation or recognition of courses and or units of learning	Low
Contact Centre Industry	Opportunity to raise professional standards of industry	Medium
CallNorth West	Increased membership. Improved membership offering	High
Professional Bodies	Accreditation or recognition of courses or units of learning	Low
Teaching staff	Opportunity to address needs of workbased learners and use their experiences to inform teaching	Low
Quality Assurance staff	Expert systems to support APEL, APCL and Accrediation and reconition of courses. Enhanced quality systems and procedures for work based learning	High
Learning technologists/technicians	Experience of developing systems and procedures to support workbased learning	Medium
Other Learners	Enhanced learning	Low

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	framework providing further opportunities for work-related learning	
Other Funding bodies	Model for other learning framework initiatives	Low
Other institutions	E-learning materials for study skills and academic development Learning framework and guide to expert systems	Medium
Other JISC projects or programmes	Evaluation Shared experiences	Medium
JISC	Project Sponsor	High

7. Risk Analysis

Potential risk areas have been identified and addressed as part of this bidding process. A detailed risk register is shown below. A further risk assessment will be undertaken as part of the project planning process to produce a risk management and assessment strategy.

<u>Risks</u>	<u>Probability</u>	<u>Impact</u>	<u>Score(PxI)</u>	<u>Mitigation</u>
<u>Key Personnel</u>	<u>1</u>	<u>5</u>	<u>5</u>	Further refine project plan to allocate individuals to activities and identify critical path. Develop contingency plan with partners to identify key people who can step in to support critical activities. <u>Posts advertised in February 2009.</u> <u>Multi-skilled project team which mitigates risk.</u>
<u>Resource Issues</u>	<u>2</u>	<u>2</u>	<u>4</u>	Time, resources, staffing and quality have been factored in. Existing staff identified for project team with specific roles and responsibilities. All have experience of funded project work and will be included in project plan with relevant agreements, where necessary, in place. Project plan to identify critical paths. Contingency in the budget for unforeseen expenses support and/or replacements. As well as some slack in the project plan in case of delays
<u>Software / technical issues</u>	<u>1</u>	<u>4</u>	<u>4</u>	Project purpose to solve complexity: it has been planned for in the outline of this proposal. Working within an established systems environment and known technical support staff mitigates risk. Identify with partners, the technical requirements needed for creating, developing and authoring and/or piloting systems at an early stage. Provide technical support and make guidelines and templates and FAQs available from Project website. Set up discussion lists and forums to support project partners. <u>Working with established software packages, supported by a range of existing technical support staff.</u>
<u>Legal Issues</u>				<u>Ensure project team is fully briefed and supplied with guidelines on</u>

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	<u>1</u>	<u>4</u>	<u>4</u>	<u>copyright and IPR before resource collection begins.</u> Clearly defined partnership agreements from the start. Ensure coordination team are fully up-to-date on IPR issues. Ensure partners are fully briefed on IPR issues and supplied with guidelines before resource collection begins <u>Budget allows for expert advice.</u>
<u>Organisational Issues</u>	<u>2</u>	<u>3</u>	<u>6</u>	Clearly define roles and responsibilities with partners from the start and agree upon a clear set of objectives. Provide strong project management to ensure milestones are reached on time. Analyse risk in greater detail for critical activities and ensure contingency is in place. Senior management commitment and buy in to the project and its outcomes. Project Team roles and responsibilities clearly defined in line with project objectives. Effective communication strategy and active steering group, established.
<u>Evaluation difficulties</u>	<u>1</u>	<u>3</u>	<u>6</u>	<u>Evaluation plan drawn up identifying internal and external evaluation scope, rationale, roles and responsibilities.</u> The synthesis and analysis stages following each iteration will work to map the evidence to appropriate and relevant thematic categories.
<u>Development issues</u>	<u>2</u>	<u>4</u>	<u>8</u>	<u>Detailed project plan to be drawn up including contingency planning for delays and to provide additional development support from experienced developers as required.</u>
<u>Quality issues</u>	<u>2</u>	<u>3</u>	<u>6</u>	<u>Quality plan establishing quality processes will be set up to ensure adherence to the external and internal quality standards.</u>

8. Standards

Where possible the project will adhere to open standards, although some parts of the framework will be UCLan specific to meet the aim of the project. However guides and best practice will be developed to support other projects. The project will seek advice from JISC CETIS on meeting open standards as necessary. The project also intends to use commercially available software and the standards that apply to that software will be used. These are expected to be:

Name of standard or specification	Version	Notes
Accessibility - SENDA, W3C WAI and Section 508,		Course Genie standard feature
SCORM	1.2 or 2004	Course Genie standard feature Adobe Presenter standard feature
IMS and IMS QTI		Course Genie standard feature
Metadata IEEE LOM		This may change depending on other JISC project standards
PDF	Latest version ISO 32000	

9. Technical Development

This section is to be updated

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10. Intellectual Property Rights

The team will build upon experience in IPR issues gained through the other similar projects and will undergo further training as deemed necessary. This will be both via the UCLan personal staff development structure and the JISC Legal Project. The Project Director will ensure that deliverables do not in any way infringe copyright or other intellectual property rights of any third party and that any rights will be cleared for networked delivery and depositing of these resources in learning, teaching and research into JORUM. As we will be creating learning materials, necessary releases from staff will be secured, and UCLan would sign the licence agreement to make them available to JORUM.

Where any external resources and materials are sourced we will address the issue of IPR and copyright by drawing up a simple contract between all collaborators where we all agree to assign a non-exclusive licence for the materials to be used freely by all for the duration of the project and consequential use by JISC and the JORUM. The materials and resources developed are destined for educational use only. We will reference any concerns against the HEFCE "Intellectual property rights in eLearning programmes"⁸ a Report of the Working Group and the JISC Legal Team⁹

Issues to be considered and addressed by UCLan and/ or JISC

- We will establish the ownership and IPR of materials to be considered and developed at the start of the project (background IPR) which can be used by the others during the project.
- We will monitor the ownership and the IPR created during the project (foreground IPR). Clarification and consultation will be sought from JISC Legal¹⁰ for help and advice where necessary.
- Where specific IPR is created by staff, owned by them or the institution, releases will be secured for wider open educational dissemination.

Attendance at the proposed team meeting with successful bidders (mentioned in the call) will enable specific questions to be raised and addressed. This will also be an opportunity for the team to consider what support JISC Collections, the JISC IPR Consultants and JISC Collections legal counsel will provide.

Once the project are up and running key members of the team will attend the envisaged JISC Collections training day. This is will include working through specific examples, and known resources using the IPR risk assessment checklist¹¹ and the JISC Collections Online Copyright Tool.

⁸ This is a good practice guide for higher education institutions on intellectual property rights in eLearning programmes and includes model clauses that may be included in contracts.

⁹ <http://www.jisclegal.ac.uk/ipr/IntellectualProperty.htm>. Accessed 6th February, 2008.

¹⁰ <http://www.jisc.ac.uk/whatwedo/services/jisclegal.aspx>. Accessed 6th February, 2008.

¹¹ IPR Risk Assessments, Rights Clearances and Rights Management: Practical guidelines for content creators within FE and HE, Prepared by Naomi Korn and Professor Charles Oppenheim.

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Project Resources

11. Project Partners

The project is essentially a single institution project supported by a membership organisation (CallNorthWest) and its members (North West based Call Centres). Full details of the project partners and details of the consortium agreement will be provided here within three months of the project start date.

12. Project Management

12.1. Project Planning

The project has been carefully planned with both JISC requirements and the institutions processes and procedures in mind. The project team have purposefully selected the contact centre industry as the pilot for what it hopes will be a learning framework for employer engagement in a variety of industry sectors. The contact centre industry spans both public and private sectors and includes both large and small organisations. To realise the project aims the project team and steering group have been carefully selected and the full support of the institutions senior management team has been secured. The members of both the project team and steering group have a track record of working in successful partnerships in JISC, FDTL and NTFLL funded projects both regionally and nationally. The project team have specific project experience in quality assurance and e-learning projects both internally and externally that will ensure the project meets its aims and objectives. UCLan also has a track record of leading or collaborating with large externally funded projects to develop learning and teaching including a number of HEFCE and JISC funded projects that focussed on e-learning (eg REVOLVE, JISC project, SONIC, FDTL4 project and E-EVOLVE, FDTL5 project).

12.2. Project Director

The project will be managed by Beverly Leeds, the Project Director. She has considerable project management experience including the management of the FDTL5 E-Evolve Project, which has developed over 70 RLOs and JISC funded REVOLVE project. The Project Director will:

- Prepare the project plan
- Coordinate and manage project work
- Monitor project progress and performance
- Ensure that project outputs are delivered on time
- Identify risks, problems, and issues, and escalate them as appropriate
- Manage communication within the project and with the programme manager
- Prepare progress, final, and other reports
- Arrange meetings (e.g. management committee)
- Manage project resources, including the budget
- Coordinate work on any legal agreements, e.g. consortium, vendor, or license agreements
- Ensure the project web site and blog are maintained
- Maintain project documentation
- Ensure that the project abides by the letter of grant, the JISC Terms and Conditions, and the JISC Project Management Guidelines.

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12.3. Project Team

The project team will be responsible for carrying out the project and the day-to-day running of the project will be the responsibility of the Project Director. The project team will meet formally at least four times per year and will report to the Management Committee. However the team will meet informally on a regular basis to ensure the smooth running of the project and achievement of the project objectives and outcomes. Details of the project team including contact details are shown overleaf.

12.4. Training

The project will use qualified staff competent to undertake the project work. If a need for training is identified the project will use UCLan resources to support it.

12.5. Project Champions

Institutional buy-in is important for this project and therefore a champion has been identified as the Dean of the Faculty of Management. This individual will work with the team, make sure they deliver and act as a champion for the project. This individual will also be a member of the management committee.

12.6. Management Committee

A management committee, known as the steering group, will be established to provide a forum for discussion and decision making, and a management framework above the level of Project Director. The committee will meet on a quarterly basis during the project.

This committee will:

- Steer and guide the project
- Provide support for the Project Director and advise on future tasks.
- Ensure that the project costs are controlled and that it provides value for money
- Review progress and outputs
- Review outcomes and their impact on the community
- Advise the project team
- Agree important decisions and changes to plan
- Discuss risks, problems, and issues, explore solutions, and identify any that should be escalated to the programme manager
- Formative evaluation – reflect on how things are going and what could be improved.

This group, is to be chaired by Dharma Kovvuri, Dean of the Faculty of Management, and remaining membership is made up of representatives of all stakeholders in the project. The group includes; Beverly Leeds, Project Director; John O'Donoghue, UCLan's Professor of Learning Technology; Peter Betts, the Business School Commercial Director whose responsibilities include Employer Engagement, Tom Kirby, CallNorthWest Project Director; Alison Blackburn, the Head of UCLan's Academic Quality and Standards Unit. The appointed external evaluator will also join the group. All call centres that are members of CallNorthWest will be represented by Tom Kirby and at least four representatives from Contact Centre Employers will join the steering group:

PROJECT TEAM MEMBERSHIP		
Project Director and Module Leader	Beverly Leeds bleeds@uclan.ac.uk Tel: 01772 894698 Fax: 01772 892510	Lancashire Business School UCLAN Preston PR1 2HE
Project Development	TBA	Lancashire Business School

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Officer	Tel: 01772 tba Fax: 01772 892510	UCLAN Preston PR1 2HE
Web and tools Developer	Garry Watkins Tel: 01772 89 Fax: 01772 89	UCLAN Preston PR1 2HE
APL Adviser	Bernadette Rimmer Tel: 01772 89 Fax: 01772 89	UCLAN Preston PR1 2HE
Academic Advisor	Alison Holinrake Tel: 01772 89 Fax: 01772 89	Lancashire Business School UCLAN Preston PR1 2HE
CallNorthWest Business Support	Martin Stacey Tel: 01772 Fax: 01772	CallNorthWest UCLAN Preston PR1 2HE
E-Learning Facilitator	Barrie Roberts Tel: 01772 89 Fax: 01772 89	LBS Office UCLAN Preston PR1 2HE
Technician	As required from Faculty office	
Project Administrator	As required from Faculty office	
LDU Advisors as required. This may include: James Gotaas - Course Genie, Kevan Williams – Adobe Connect/Presenter, Paul Mahoney – Senior E-learning Developer/ WebCT	Tel: 01772 892370 Fax: 01772 892931	Learning Development Unit UCLAN Preston PR1 2HE

13. Programme Support

The project has identified that it needs support in the following areas:

- To be advised

14. Budget

The budget for the project is envisaged to be as defined in the original proposal. Details of this are outlined in Appendix A

Detailed Project Planning

15. Workpackages

See Appendix B

16. Evaluation Plan

Progression through the milestones and achievement of the project aims will be monitored and evaluated as a part of the ongoing management of the project. Evaluation will be built into each stage of the project through the development of a concurrent process - learning from each stage will be integrated into the decision-making processes throughout the remainder of the project. There will be ongoing reflection and monitoring, submission of regular reports to the Management Committee and a final report evaluating the deliverables and the processes. The strategy will continue one month after the project ends, allowing for a detailed analysis of final outcomes. The Evaluator will also act as an advisor to the project and will confirm the appropriate quantitative and qualitative methodology adopted for evaluation.

16.1. Evaluation Methods

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Monthly	Progress against plan	Is project on target? Have milestones been met?	Formative review by project team	Project report accepted
Quarterly	Progress against plan and budget	Is project on target? Is budget over/under spent?	Review by steering group	Project and budget review accepted by steering group
October 2009	Validated courses	Do courses meet UCLAN quality standards	Validation panel	Validated and approved courses
September 2009	Appropriate courses	Do proposed courses meet employers' needs?	Review of course structure by employers	Review accepted by employers
May 2010	APL expert system	Does system meet needs of learners and academics?	Review of system by learners and academics	Review accepted by learners and academics
May 2010	Negotiated Learning expert system	Does system meet needs of learners and academics?	Review of system by learners and academics	Review accepted by learners and academics
May 2010	Diagnostic tool expert system	Does system meet needs of employers, learners and academics?	Review of system by employers, learners and academics	Review accepted by employers, learners and academics
May 2010	Accreditation expert system	Does system meet needs of employers and academics?	Review of system by employers and academics	Review accepted by employers and academics
Ongoing	Course materials	Are materials appropriate for learners ? Are	Learner feedback. Review by	Feedback acted upon, Favourable review by

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		materials re-useable? Are materials appropriate for module?	external evaluator, review by internal academic team	academics and evaluator.
March 2010	Project Progress in year 1	Has project met aims and objectives for year 1?	Evaluation report from external evaluator	Positive report from external evaluator.
Ongoing	Workshops and or presentations	Has workshop or presentation met needs of audience?	Workshop or presentation evaluation sheet	Positive feedback from audience
April 2010	Project Progress and deliverables In year 1	Has project met aims for year 1?	JISC Progress Report	Report accepted by JISC
April 2011	Project progress	Has project met aims and objectives?	Evaluation report from external evaluator	Positive report from external evaluator.
April 2011	Project Progress and deliverables	Has project met aims and stakeholders needs?	JISC Final Report and Completion Report	Reports accepted by JISC

Evaluation will measure success in a systematic way and both formative and summative evaluation will be undertaken. Formative evaluation will be undertaken during the project to inform and improve the work in progress. The main aims of the formative evaluation will be to:

- Assess progress towards meeting the project's aims and objectives
- Gather and disseminate best practice
- Identify gaps and issues
- Raise awareness of the programme and stimulate discussion within the community
- Ensure programme outputs are meeting stakeholder needs
- Ensure the programme can respond flexibly to changes in the technical and political environment

Summative evaluation will be undertaken near the end of the project to provide evidence of achievements and success. The aims of the summative evaluation will be to:

- Assess whether the project achieved its aims and objectives
- Assess the impacts, benefits, and value of the project in the broader context
- Identify achievements and stimulate discussion with the community
- Synthesise knowledge from the project and lessons learned
- Identify areas for future development work.

17. Quality Plan

17.1. UCLan Quality Assurance Processes

The project will be subject to UCLan's Quality Assurance (QA) Processes and Procedures. The University's Academic Board supported in this by a sub-committee, the Academic

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Standards and Quality Committee (ASQAC) is ultimately responsible for the quality of all University programmes. However QA of courses and modules is devolved to the faculty who are responsible for validation and annual monitoring procedures. The Faculty will be responsible for the administration and validation of the new modules for academic study skills and personal development. This validation will take place via the university's minor change process to ensure the module is appropriate and comment on content, learning outcomes and assessment is received from both internal and external examiners. This stage will be completed by 31st October 2009. Following validation the modules become part of the annual monitoring process, which takes place in three stages; review, report, and evaluation, and produces and regularly monitors action schedules which, when implemented, improve the quality of provision / resources available. The modules will be continually reviewed by the module leader / team. This continuous review focuses on learning and teaching on the module. The module leader will to complete a module leader's report which is submitted to the Division Leader and circulated to Programme Leaders who use the modules within their provision. The report is considered and the outcomes of the evaluation may include revision to the modules (via the Minor Change Process) and the dissemination of innovative learning and teaching practices which have a wider application than the department. Monitoring is undertaken through Module Evaluation Questionnaires, Module Results, External Examiner Comments and Staff / Student Liaison Committees. Feedback is given to students via Module Information Packs and Staff / Student Liaison Committees. The modules will be subject to a continuous monitoring and feedback process during first delivery using student feedback on materials and online focus groups to discuss learning and teaching undertaken. The project will produce a quality plan detailing how it will achieve the quality expected and the quality assurance processes it will put in place. The project will build on UCLan's quality assurance practices by developing quality planning process to improve and assure the quality of project outputs. Compliance testing tools will be used wherever appropriate, such as the toolkit of UKOLN¹²

17.2. Project Quality Assurance

Output	A case study			
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
End of Project	Best Practice	Review	Peer and evaluator review	Project Director and Evaluators
Output	Weblog			
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
On-going	Best Practice	Review	JISC and Management Committee Review	Project Team
Output	Packaged re-usable learning objects			
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
Dev. Phase	Effective RLO content	Peer review	Feedback on questionnaire	Content author
Del. phase	Effective content	Student review	Feedback on questionnaire	Project Team
Dev. phase	Re-usable material	Peer and evaluator review	Quality Checklist	Project Team
Output	Final Evaluation Report			

¹² Details at <http://www.ukoln.ac.uk/qa-focus/>

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Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
End of Project	Best Practice	Review	JISC and Management Committee Review	Project Team
Output	Guide to the learning framework			
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
End of project	Best Practice	Review	Peer and evaluator Review	Project Team
On-going	Effective workshops	Well established and tested framework for workshops	Workshop evaluation questionnaires	Project team
	Usable and effective learning design	Evaluator review	Report and Questionnaires	Project team
Output	RLOS available to HEIs in UK			
Timing	Quality criteria	QA method(s)	Evidence of compliance	Quality responsibilities
End of Project	Re-usable materials	Review	JORUM	Project Team with JORUM team

18. Dissemination Plan

The dissemination strategy has three main aims, each with its own target. These are:

- **Awareness:** Achieving awareness through engagement with existing and emerging networks, through briefings, articles, a website and appropriate online communities, publications and presentations at relevant conferences.
- **Understanding:** This will assist in embedding the project alongside other JISC initiatives and projects funded by other agencies such as HEFCE and HEA. It will ensure the various communities develop an understanding of what 'TELSTAR' is aiming to achieve. It will make clear the research methodology and provide opportunity for reflection on the responses.
- **Involvement:** Ensuring that 'TELSTAR' contributes in a meaningful way to the body of evidence produced by previous and current projects focussing on lifelong learning and workforce development with the JISC and with the wider educational community. This stage will also ensure its outcomes are embedded and therefore ensure its continuation beyond the life of the project.

The outcomes of the research project to be disseminated are expected to be:

- A publication for practitioners that presents summary findings including the collective case study.
- A series of workshops held collaboratively with other agencies, including the HEA BMAF subject centre. These will cascade the findings to academics, quality support staff and employers.
- The final report and other appropriate summaries will be circulated via the project website as well as the JISC and HEA websites.
- A consultancy toolkit created to transfer learning from TELSTAR project to other industry sectors and other HEIs.

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- Academic articles and the presentation of conference papers at national events such as ALT-C and the HEA Conference.

Timing	Dissemination Activity	Audience	Purpose	Key Message
Monthly	Monthly Updates	Internal Stakeholders	Maintaining profile of project Ensuring commitment	Awareness and Understanding
Ongoing	Liaise with other projects	Other JISC projects	Share knowledge	Avoid duplication
Ongoing	Project website, including video or podcasts	HE (UK and worldwide)	Report project progress, publish reports and outputs	Awareness and Understanding
Ongoing	Email list and Blog	JISC and UK HE/FE Community Interoperability, and other communities	Awareness and contribution by others	Understanding and Involvement to ensure project is relevant to community and seeks its input
As requested	Project reports	JISC	Satisfying terms of funding	Project being properly and successfully conducted
As requested	JISC Dissemination event	Reproduce projects, UK HEIs	Share findings	Project overview and findings
After 6 months	Write articles for newsletters (Academy, Subject centres etc)	UK HEIs	Disseminate qualitative findings	Awareness
As opportunities arise	Demonstration/presentation at events	RSCs BMAF HEA JISC Programmes Other conferences	Awareness and contribution by others Ensuring widest possible audience for deliverables	Awareness and involvement by relevant communities
As opportunities arise	Submit papers to conferences & journals	Relevant National and International communities	Seeking scholarly feedback and disseminate findings	Awareness and involvement by relevant communities

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19. Exit and Sustainability Plans

The Exit and Sustainability strategy will ensure tangible outputs and other outcomes are accessible to others and actions are put in place to ensure sustainability after funding ceases. The learning framework systems and processes will be embedded at institutional level and will inform and guide development of learning frameworks in other faculties with other industry sectors. The web portal and the contents of the learning framework will be operated by CallNorthWest and its members for the benefit of the Contact Centre sector and its employees. The framework design and including the design templates for learning contracts, will be made available as an exemplar for the development of other employer frameworks. The online study materials created for the project will be placed in JORUM and the EVOLUTION¹³ repositories and other outputs will be published on the project website for the wider community. Further assessment will be undertaken prior to the end of the project to determine which other project outputs should be sustained after the project ends. Measures will be undertaken to ensure that both awareness and involvement of the outcomes continue beyond the life of the project. The repository and project website will be maintained by UCLan to enable continued dissemination of the learning points gained from the project.

To ensure the learning framework is transferable to other sectors and other institutions it will be based on the National Qualifications Framework¹⁴ for England and Wales. the framework will also be mapped against the European Qualifications Framework¹⁵ for Lifelong Learning. The project will also make extensive use of the National Database of Accredited Qualifications to identify existing modules offered by professional bodies. In order to ensure scalability within the Contact Centre Industry in the North West, CallNorthWest are bidding for funding from the North West development Agency to create a learning framework and associated systems and processes for pre level 4 qualifications and learning opportunities. This combined with TELSTAR's level 4 to level 8 framework would ensure all employees within the contact centres would be provided with access to learning opportunities, creation of learning contracts, a means of recording learning development, credit recognition and skills assessment.

The Project team will work closely with the Business Centre based at UCLan to identify other industrial sectors that could adopt the learning framework and associated systems. The team have already identified Early Years Childcare Provision as a sector that would benefit from such a framework. UCLan have experience in this sector and have already accredited trainers to deliver accredited modules to employees in this sector. UCLan are also working closely with the Nuclear Industry and are currently delivering a management development programme to managers in this sector. The learning framework and associated systems could also be developed in this area. The project has members of the institutional Academic and Quality Standards Unit on both the project team and steering group. This will ensure that the tools and other project outcomes are embedded into the institutional processes and practices. Qualifications created for the learning framework will be available for other subject disciplines to use with a range of industry and public sector organisations.

19.1. Exit Plan

Project Outputs	Action for Take-up & Embedding	Action for Exit
Learning Framework Guide	Wider use in UCLAN and other HEIs	Disseminate through ABS, HE Academy and BMAF

¹³ Located at www.employability.org.uk

¹⁴ For details see www.qca.org

¹⁵ See http://ec.europa.eu/education/policies/educ/eqf/eqf08_en.pdf for details

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	Wider use in FE	subject centre
Case Study	Wider use in UCLAN and other HEIs Wider use in FE	Disseminate through ABS, HE Academy and BMAF subject centre
Web Site and blog if appropriate	Inform HEI community	Preserved at UCLan. Archived by JISC?
Project reports	Inform HEI community	Made available via JISC and partner web-sites
RLOs	Wider use in UCLAN and other HEIs Wider use in FE	Made available via EVOLUTION Repository and JORUM
Web Portal	Wider use at UCLAN and contact centres	Preserved at UCLAN and promoted by CallNorthWest to contact centre community

19.2. Sustainability Plan

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Learning framework Guide /Exemplar	Engaging, effective, shareable	HE Academy dissemination BMAF dissemination ABS dissemination	Effective communication Durability
Publications & reports	Accessible, useful, informative	HE Academy dissemination BMAF dissemination ABS dissemination	Effective communication
RLOs	Accessible, high quality, effective, shareable, re-useable	HE Academy dissemination BMAF dissemination ABS dissemination	Effective communication Durability
Web Portal	Generic format	Promoted at UCLAN to other subject disciplines eg Early Years Chidcare Provision.	Durability, effective communication

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Appendixes

Appendix A. Project Budget

Directly Incurred Staff	Mar 09	Apr 09–Mar 10	Apr 10–Mar 11	TOTAL £
Total Directly Incurred Staff (A)		£84,744	£92,831	£177,575
Non-Staff	Mar 09	Apr 09–Mar 10	Apr 10–Mar 11	TOTAL £
Travel and expenses		£5,000	£5,000	£10,000
Hardware/software		£35,000	£25,000	£60,000
Dissemination		£3,000	£7,000	£10,000
Evaluation		£1,500	£3,000	£4,500
Total Directly Incurred Non-Staff (B)		£44,500	£40,000	£84,500
Directly Incurred Total (C) (A+B=C)	£	£128,730	£121,502	£250,232
Directly Allocated	Mar 09	Apr 09–Mar 10	Apr 10–Mar 11	TOTAL £
Staff	£	£69,646	£76,653	£146,299
Estates	£	£7,783	£7,783	£15,565
Directly Allocated Total (D)	£	£74,919	£81,925	£156,844
Indirect Costs (E)	£	£43,155	£43,155	£86,310
Total Project Cost (C+D+E)	£	£249,314	£249,092	£498,406
Amount Requested from JISC	£	£133,500	£133,500	£267,000
Institutional Contributions	£	£115,814	£115,592	£231,406
Percentage Contributions over the life of the project	JISC 54 %	UCLAN 46%		TOTAL 100%
No. FTEs used to calculate indirect and estates charges, and staff included	No FTEs 4.79	Which Staff BR,GW,LDU,BL,AH,TK,MS,AB,JO 4 managers, web designer & project officer.		

Appendix B. Workpackages

WORKPACKAGES	1 A	2 M	3 J	4 J	5 A	6 S	7 O	8 N	9 D	10 J	11 F	12 M	13 A	14 M	15 J	16 J	17 A	18 S	19 O	20 N	21 D	22 J	23 F	24 M	25 A
1: Setup and planning,																									
2: Design and develop learning framework																									
3: Specify, select and install e-portfolio tool																									
4: Design and Develop study skills materials																									
5. Validate modules /degree programmes																									
6: Design and develop APL expert system																									
7: Design & Develop accreditation system																									
8:Design &Develop negotiated learning modules																									
9: Design and develop diagnostic/audit tool																									
10: Implementation of learning framework																									
11. Review of framework and other systems																									
11: Evaluation& Dissemination¹⁶																									

Project start date: 01-04-2009

¹⁶ The evaluation will continue beyond the end of the project

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Project completion date: 31-03-2011

Duration: [24] months

Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1					
WORKPACKAGE 1: Setup and planning <i>Objective: To establish project team, management committee, project reporting/dissemination via website and blog, select design and development tools and quality process established</i>	1 st April 2009	31 st May 2009		31st May 2009	
1. Develop and agree Project Plan including Quality, Evaluation, Dissemination and Sustainability plans.			Project Plan		Project Director
2. Establish project team and management committee			Team and management meetings		Project and Management team
3. Recruit Project Development Officer			PDO employed on fixed contract		
4. Set-up project blog			Project Blog		Project Director
5. Establish Project Website			Project web site and links on UCLAN JISC pages		Project Director with web developer
6. Select project methodology			Methodology agreed with Project and steering group		Project Director
7. Establish development and quality procedures			Procedures communicated to project team and web development team		Project Director

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Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1 and 2					
WORKPACKAGE 2: Learning Framework and Web Portal <i>Objective: To design and implement a web portal with links to learning framework component parts including e-portfolio, expert systems, competencies tool, qualifications database</i>	1 st June 2009	1 st March 2010			
1. Establish development team			Team and responsibilities outlined	15 th June	Project Director
2. Specify and design web portal including access requirements			Portal Specification agreed		Web developer with Project Director
3. Establish development tools required			Tools selected	30 th June	Project Director with web development team
4. Identify host server and purchase relevant hosting as required			Host and Purchases made		Project team
5. Create portal pages and upload relevant copy			Web Portal with login and links	September 2009	
6. Test links and update			Test results published		web development team
7. Implement test version			Learners accessing test version	November 2009	Project team with web developer
8. Evaluate and review			Project Team		Project Team
9. Implement final version			Final version of web portal	March 2010	Project team with web developer

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Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1 and 2					
WORKPACKAGE 3: Specify, select and install e-portfolio tool <i>Objective: To specify the required features of the e-portfolio tool, shortlist, select and then install with web portal access</i>	1 st June 2009	January 2010			
1. Minimum Specification for e-portfolio			Specification and features report		Project Director and web developer
2. Shortlist suppliers and select e-portfolio			Selected supplier contacted		Project team
3. Install and test e-portfolio and web portal link			Web portal with login links for portfolio		Web development team
4. Pilot with small group of students			Test plan and evaluation results		Project team
5. Review			Evaluation report		Project team
6. Implement with larger group			Implementation plan and evaluation E-Portfolio live	January 2010	Project team

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Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1 and 2					
WORKPACKAGE 4: Design and Develop personal development and study skills materials <i>Objective: To design and develop materials to be used for new online learning modules</i>	1 st June 2009	May 2010			
1. Design learning packages for each module			Content and level design for curriculum RLO template		Project Director
2. Set up WebCT area and create activities			WebCT module area		Project Officer
3. Design Review			Interim report		Project Team
4. Development and Packaging of learning content			RLO packages for modules		Project Team
5. Evaluation / Quality check			Evaluation Report		Project Team
6. Implementation of module with pilot group of learners			Module completion	February 2010	Project team
7. Module review			Module Report	May 2010	Project Director

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Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1					
WORKPACKAGE 5: Validate/revalidate modules and degree programmes <i>Objective: To ensure there is enough flexibility in the Workplace degree to accommodate work-based learning and to validate new modules for personal development and study skills</i>	1 st May 2009	December 2009			
1. Review existing BA Workplace Learning degree			Course review		Project Team
2. Review other relevant modules and courses			Module and course review report	1 st August 2009	Project team
3. Meetings with employers to develop new version of course			Employers feedback Report	1 st September 2009	Project team
4. Revise degree framework and obtain validation			Validation documentation and validated course	October 2009	Project Director & officer
5. Design study skills and personal development modules at various levels and obtain validation			Validation documentation and validated course	October 2009	Project Director & officer

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<i>Workpackage and activity</i>	<i>Earliest start date</i>	<i>Latest completion date</i>	Outputs	Milestone	Responsibility
YEAR 1					
WORKPACKAGE 6: Design and develop APL expert system <i>Objective: To streamline APL process and allow application and approval to be undertaken online.</i>	June 2009	January 2010			
1. Review existing academic regulations and processes for credit bearing APL			Review report		
2. Review existing academic regulations and processes for experiential APL			Review report	August 2009	Project team
3. Specify APL system features			Specification report	September 2009	Project team
4. Design APL expert system			System designed and approved	October 2009	Development team
5. Develop APL system			Completed system for review	November 2009	Development team
6. Test APL system			Review and evaluation		Project team
7. Pilot with small group of learners			Evaluation report	December 2010	Project team
8. Implementation			Launch APL system on portal	January 2010	Project team

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Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1 and 2					
WORKPACKAGE 7: Design & Develop accreditation system	<i>May 2009</i>	<i>May 2010</i>			
Objective:					
1. Review existing Accreditation processes and regulations			Review report		Project team
2. Review existing exemptions processes and procedures			Review report	August 2009	Project team
3. Specify accreditation/exemption system features			Specification report	September 2009	Project team
4. Design accreditation/exemption expert system			System designed and approved	October 2009	Development team
5. Develop accreditation/exemption system			Completed system for review	November 2009	Development team
6. Test accreditation/exemption system			Review and evaluation		Project team
7. Pilot with small group of employers			Evaluation report	December 2010	Project team
8. Implementation			Launch accreditation/exemption system on portal	January 2010	Project team

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Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
YEAR 1 and 2					
WORKPACKAGE 8: Design and Develop negotiated learning modules <i>Objective: to identify key learning requirements for a range of modules. To specify learning outcomes and develop system to manage module delivery</i>	September 2009	March 2010			
1. Identify learning requirements			Specification of requirements	October 2009	Project team with employers
2. Define learning outcomes for each module			Module descriptors completed	October 2009	Project team
3. Specify negotiated learning system			System Specification	September 2009	Project team
4. Design negotiated learning expert system			System designed and approved	November 2009	Development team
5. Develop negotiated learning system			Completed system for review	December 2009	Development team
6. Test negotiated learning system			Review and evaluation	January 2010	Project team
7. Pilot with small group of learners			Evaluation report	February 2010	Project team
8. Implementation			Launch accreditation/exemption system on portal	March 2010	Project team

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<i>Workpackage and activity</i>	<i>Earliest start date</i>	<i>Latest completion date</i>	Outputs	Milestone	Responsibility
YEAR 1 and 2					
WORKPACKAGE 9: Design and develop diagnostic/audit tool <i>Objective:</i>	September 2009	March 2010			
1. Identify skills requirements			Specification of requirements	October 2009	Project team with employers
2. Specify diagnostic tool system			System Specification	September 2009	Project team
3. Design diagnostic tool system			System designed and approved	November 2009	Development team
4. Develop diagnostic tool system			Completed system for review	December 2009	Development team
5. Test diagnostic tool system			Review and evaluation	January 2010	Project team
6. Pilot with small group of learners			Evaluation report	February 2010	Project team
7. Implementation			Launch accreditation/exemption system on portal	March 2010	Project team

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<i>Workpackage and activity</i>	<i>Earliest start date</i>	<i>Latest completion date</i>	Outputs	Milestone	Responsibility
<i>YEAR 1 and 2</i>					
WORKPACKAGE 10: : Implementation of learning framework <i>Objective: To Implement and use framework with learners for at least one academic year</i>	December 2009	May 2011			
1. Students assess skills using diagnostic tool			Skills diagnosed	December 2009	Learners
2. Recruit students for first delivery			Students enrolled	January 2010	Project team
3. Employees select options			Options confirmed	January 2010	Learners
4. Study skills and Personal development modules			Study skills and Personal development modules completed	May 2010	Project team with learners
5. Negotiated Learning			Negotiated learning agreed and completed	August 2010	Project team with learners
6. Accredited prior learning modules completed			Accredited prior learning modules completed	August 2010	Project team with learners
7. Accreditation of in house courses			Accreditation	December 2010	Employers and project team
8. Review of learning framework			Framework review report	January 2011	Project team

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Workpackage and activity	Earliest start date	Latest completion date	Outputs	Milestone	Responsibility
WORKPACKAGE11: Evaluation and Dissemination Objective: disseminate research and findings to internal and external communities,	1 st April 2009	30 th April 2011		31st March 2009	
1. Blog updates			Weblog		Project Manager.
2. Case Study			Case Study		Project Manager.
3. Framework Guide			Guidelines		Project team
4. Conference/journal paper			Conference Paper		Project team
5. Uploading RLOs etc to repositories			JORUM entries		Project team/other JISC projects
6. Workshops			At least one workshop covering materials, systems and processes		
7. Formative Evaluation			360 degree feedback, evaluation from learners, employers and key stakeholders		Project team
8. Summative Evaluation			Evaluation report from external evaluator Workshop evaluation 360 degree feedback including stakeholders		Project Manager./ External Evaluator
9. Workshops and other external dissemination			2 Workshops		Project team
10. Newsletters and other internal dissemination			Newsletter		Project team
11. Progress Reports,			Report		Project Manager.
12. Completion Report			Report		Project Manager.

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