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| <b>Cover Sheet for Proposals</b><br><i>(All sections must be completed)</i>   |       |                                     |
| <b>Name of Initiative:</b>  | <b>Institutional innovation projects in lifelong learning and workforce development</b> |                                     |
| <b>Name of Lead Institution:</b>  | University of Wales Institute, Cardiff (UWIC)   |                                     |
| <b>Name of Proposed Project:</b>  | <b>Technology Enhanced Learning to Support a Welsh Centre for Workforce Development</b> |                                     |
| <b>Name(s) of Project Partner(s):</b>   | Various (as outlined in proposal)   |                                     |
| <b>Name:</b> Dr Colleen Connor<br><b>Position:</b> Dean of Learning & Teaching<br><b>Email:</b> cconnor@uwic.ac.uk<br><b>Address:</b><br>UWIC,<br>Llandaff Campus,<br>Western Avenue,<br>Cardiff<br>CF5 2YB<br>Tel: +44(0)29 2041 6026  |   |                                     |
| <b>Length of Project:</b>   | <b>2 Years</b>  |                                     |
| <b>Project Start Date:</b>  | <b>April 2009</b>   | <b>Project End Date: March 2011</b> |
|   |   |                                     |
| <b>Total Funding Requested from JISC:</b> £177,346  |   |                                     |
| <b>Funding Broken Down over Financial Years (April-March):</b>  |   |                                     |
| <b>Mar 09</b>   | <b>Apr 09 – Mar 10</b>  | <b>Apr 10 – Mar 11</b>              |
| £34,444   | £67,747   | £75,155                             |
|   |   |                                     |
| <b>Total Institutional Contributions:</b> £67,1000  |   |                                     |
| <b>Outline Project Description</b><br>To establish a range of technology enhanced learning practices and guidance material to support an all Wales Centre of Workforce Development as recommended in a recent study by Middlesex University, (Nov 2008), commissioned by UWIC as part of a HEFCW sponsored project on Workforce Development in Wales<br>The Project will consist of <i>four streams</i> : work-based delivery in the Cardiff School of Management, UWIC; Dental Technology in the Centre for Dental Technology, UWIC; Inter-professional Studies (Regulation of Care Services Award) in the Cardiff School of Health Sciences, UWIC; and Learning Coaches in the Department of Professional Development, Cardiff School of Education, UWIC. |   |                                     |
| <b>I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)</b>  | ✓   |                                     |
| <b>I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)</b>   | ✓   |                                     |

## **1. Fit to Programme objectives and overall value to the JISC Community**

1.1 UWIC has made a corporate commitment to working with employers to meet the needs of learners in the workplace. Employability is a central goal of the institution and UWIC's vision statement highlights its aim to be *a premier provider of Higher Education that promotes student employability*. This aim builds on a wealth of history and tradition in professional and vocational education and training.

1.2 This tradition is maintained through actively working with key stakeholders, including employers and ensuring that programmes are business-focussed, flexible and enhance graduate employability. UWIC has formalised its relationship with industry and the professions through a number of initiatives, most recently with an Academic Development Forum which brings together Sector Skills Councils and employers to inform the development of provision.

1.3 A recent feasibility study by Middlesex University (Nov 2008), commissioned by UWIC as part of a HEFCW sponsored project on Workforce Development in Wales (currently led by UWIC on behalf of an HE consortium of 8 Welsh HEIs) has drawn important conclusions for the entire sector, including recommending the creation of an all-Wales Centre for Workforce Development in Higher Education and the creation of an Observatory to collate and disseminate WBL expertise and research appropriate to the needs of Welsh work. The development of particular models of delivery, guidance and a set of illustrative case-studies regarding how technology may be used to meet the needs of both learners and employers is seen as supporting these aims.

1.4 A developing portfolio of market oriented CPD provision capitalises on UWIC's expertise and is supported through a dedicated *Centre for Personal and Professional Development*. The delivery of accredited Continuing Professional Development (CPD) opportunities for local Small and Medium-sized Enterprises and public sector bodies is a growing aspect of UWIC's work which will also benefit from these developments..

1.5 UWIC's Learning, Teaching and Assessment Strategy also emphasises employer networks, a key being the strengthening of employer links and broadening the range of opportunities available for students to gain employability skills. This is being achieved by further strengthening stakeholder networks to both inform and enrich programmes, reviewing the skills required by all UWIC graduates, and developing market focused programmes (Learning, Teaching and Assessment Strategy 2007-2010). In addition, a series of guidance documents have been written to support students in the workplace. Such workplace learning developments are, in turn, supported by UWIC's *Technology Enhanced Learning Plan*.

1.6 Supporting HEFCW's *Technology-Enhanced Learning Strategy for Wales*, UWIC's *Technology Enhanced Learning Plan* builds upon lessons learnt through participation in the JISC/HE Academy's benchmarking project. UWIC's Plan focuses upon the ongoing development of capacity in technology enhanced learning, encouragement for staff to engage in technology enhanced learning and the embedding of learning technology within normal processes in order that it becomes an accepted element of programme construction and evaluation. The Plan highlights the importance of programme design to meet learning needs and, in relation to workplace learning, recognizes the potential for using technology to meet the needs of a variety of learners operating in diverse learning environments.

1.7 The Project consists of four streams and although each stream is separate and self-defining they have been selected because of the potential for cross-fertilisation, allowing the project to explore multifaceted issues and complexities. Thus the proposal addresses all three sections of the vision statement within the call: *learning and teaching practice; technology & Standards; and strategy & policy*. Fuller details are now provided.

### **1.8 . Learning & Teaching Practice**

1.8.1 A central outcome of this proposal is the development and dissemination of pedagogical models that are proven to support the technological-enhanced delivery of lifelong learning and workforce development. In particular, the proposal seeks to address the explicit goals and aspirations of the 'Learning for Life' agenda of *One Wales*. Pedagogical models will be drawn from the developments made in individual streams and from a synthesis of the issues raised across

streams. This synthesis and the dissemination of developments will be aided by the establishment of a project Steering Group. The Steering Group will include the Manager of the LTDU, the Project Manager, the leader of each project stream, two members of the Workforce Development in Wales project (one of which will be from an HEI outside UWIC), a representative of each employer group associated with each stream and will be chaired by the project leader, UWIC's Dean of Learning and Teaching. In addition HEFCW and JISC will be invited to send a representative to Steering Group meetings. The Steering Group will meet once every 2 months.

1.8.2 This development is being co-ordinated by UWIC's *Learning and Teaching Development Unit* (LTDU). It is here that any successful project will be centred. Led by the University's Dean for Learning and Teaching, the Unit has a strategic and operational remit to develop, support and enhance student learning through the promotion of the highest standards in learning and teaching. This is achieved by raising awareness of current issues, promoting the scholarship of learning and teaching and the implementation of UWIC's *Learning, Teaching and Assessment Strategy*. The Unit includes the *Learning Development Team* (which has a particular focus on e-learning), the *Quality Enhancement Centre*, and has responsibility for *Continual Professional Development* in learning and teaching.

1.8.3 There are a number of key aspects of **learning and teaching practice** addressed by this bid:

- a) **Stream one** seeks to develop processes and approaches suitable to workforce development by addressing issues faced by both student and employment-based mentor. It thus addresses the degree to which new technology can support and extend the role and effectiveness of an established *mentoring model*, maintaining links between students (peer support), tutors, mentors and employers. **Stream two** seeks to extend and evaluate the effective delivery of a key skill across Wales (dental technology) through the use of web conferencing software. **Stream three** seeks to investigate the degree to which technology can support and improve review sessions between student, practice assessor, mentor and tutor as part of the Regulation of Care Services Award; and **stream four** addresses the key focus of *Learning Pathways 14-19* by investigating the use of technology to support the *Learning Coach* model. Guidance on how best such interventions can be undertaken in the form of best-practice models, efficiency evaluations of such interventions, and case studies are seen as the critical outputs in this area.
- b) Both the Cooke Report, *On-line Innovation in Higher Education*, and the recent MacArthur Foundation report on Digital Media and Learning, *Living and Learning with New Media* (November, 2008) highlight the power of Web 2.0 innovations to support *peer-to-peer* (collaborative) educational models. Each of the four streams of this proposal have much to gain from such an approach, both in terms of enhancing the student learning experience but also increasing efficiencies and cost-effectiveness within a distributed and highly flexible model of delivery across Wales. This proposal therefore also seeks to understand how such approaches can better support the mentoring within each stream, specifically addressing the degree to which technology-enabled collaborative or peer-to-peer models can enhance the performance and effectiveness of the *mentor* within workforce development.  
This bid therefore proposes to investigate the degree to which Web 2.0 can enhance the student learning experience; can facilitate and extend virtual learning models as applied to work-based and lifelong learning; can better support the mentor within the pedagogical process; and leverage cost efficiencies for both the education deliverer and student. Specific reference to the utilisation of Web 2.0 innovations will be made in the overall report of the project and within the case studies and guidance generated.
- c) Each of the four streams involves a variety of partners, from HEIs and FECs, through to professional bodies, employers and voluntary sector representatives. Ensuring information is shared and communication across relevant inter-organisational systems is critical if the student experience is to be maximised. Thus the capturing of online activity, performance and reflection and the integration into e-portfolio mechanisms and its use across the collaborative partners is also a focus.

- d) Each of the four streams indicates significant potential benefits to be gained through the re-use of educational material. This includes the recording of live sessions delivered through web conferencing software such as Adobe Connect, for instance, that can later be re-examined by either the student/tutor/mentor at a time or/and location suitable to them. The degree to which lectures, seminars and tutorials can be recorded and then reused, becoming part of an established and fully standards compliant *open learning/educational content* centre as indicated in the Cooke Report will be considered.
- e) One of the key findings of UWIC's *E-Assessment in Wales Project* funded under the JISC e-learning Capital Programme was the degree to which collaborative partners (especially in FE) required dedicated support materials and services running alongside e-learning interventions. The Project found a significant requirement for online support material to address the key issues faced by 'non-traditional' students, in this case franchised, part-time and work-based students. This included support on research, essay, dissertation and library skills which could be supplied online through web-based materials, incorporating formative assessment by which the student's performance is monitored and recorded. This bid proposes to take forward and build on the work already undertaken as part of the *E-Assessment in Wales* project across the four streams, specifically by researching the nature of successful models of support and delivery that are transferable across the widening-access and workforce development agenda, ensuring equity of provision across the full student population.
- f) A key aspect of this will be the development and research of what constitutes suitable, flexible and timely e-learning interventions across each of the proposed project's four streams. In particular, the project will focus on the form and structure of *formative assessment* as powerful e-learning interventions (as recognised by *E-Assessment in Wales*), analysing the degree to which they can address the students' aspirations, and the requirements of tutors, mentors and employers, both in terms of addressing timely and appropriate feedback, but also tracking performance.
- g) A further area of investigation across the four streams will be the impact that institutional, and trans-institutional, processes, policies and practices, have on these areas of development. To what extent do existing protocols and practices support 'non-traditional' students, from recruitment, through to enrolment, assessment and successful completion of a programme? Do particular policies militate against particular modes of teaching, peer-to-peer for instance, or a more flexible, distributed form of delivery? If change is necessary, how and where?

## **1.9 Technology & Standards**

1.9.1 The key aspects of technology & standards addressed by the bid are:

- a) The degree to which the various proposed delivery platforms (Adobe Connect, WAG's Videoconferencing Network, Blackboard, and Web 2.0) integrate with existing institutional systems, including record and authentication databases (including ATHENS) both within and across institutions, organisations, and other parties as necessary. This will be aided by the LTDU's central and strategic role within the institution, and also the experience gained through previous projects and developments, both within UWIC and across its franchise partners. For instance, institutionally, there is a commitment to have all CPD/short course enrolment applications submitted through the university's online enrolment system for the coming academic year. This proposal would seek to extend this to those students being taught 'at distance' through the four streams identified here.
- b) The degree to which existing support structures, both online and face-to-face, can be extended to meet the requirement of the 'non-traditional' learner/mentor and distributed and flexible delivery models.
- c) How online content, including dedicated support materials and captured real-time activity, can be reused across the sectors as open learning content.

## 1.10 Strategy & Policy

1.10.1 A key outcome of this proposal will be an understanding of the interplay between the individual student learning experience, and the wider institutional culture and policy. The proposed project will be based in UWIC's LTDU, and the strategic remit of this Unit makes it well-placed to explore issues involved in the institutional-wide embedding of the pilots proposed under each stream. Thus a number of key aspects of strategy and policy will be addressed by the bid

- a) Comprehension of the issues, benefits and drawbacks involved in rolling out such approaches at an institutional and cross-institutional level will be enhanced and the way in which benefits feed into Welsh and UK-wide strategy and approaches explored. This will be aided by LTDU's involvement in those networks and dissemination events organised as part of the pan Wales GWELLA project which is taking forward HEFCW's '*Technology-Enhanced Learning Strategy for Wales*'.
- b) Each of the four streams within the proposal offers a slightly different set of issues and circumstances—the project will be in a position to bring these together, investigate synergies and comparable lessons across them, finally drawing out a set of key principles. Such principles will inform an understanding of the most cost-effective and sustainable models of delivery for work-based learning, and how best can this be supported by strategy and policy. This understanding will be incorporated in the final project report for dissemination across the JISC community.
- c) The lessons learnt will also be incorporated in UWIC's policy and guidance for developing workplace learning, e.g. in quality assurance procedures, and will be used to improve relationships with the business community and address their needs.

## 1.11 Proposed Outcomes

The anticipated outcomes from this proposal include the following:

1.11.1 Transferable models of technology-supported delivery across a variety of related but differing contexts and subject disciplines that can feed into key strategic agendas, including *One Wales* and *Learning Pathways 14-19*. In terms of learning and teaching, the project will address the following questions

- a. What are the best models to be invoked in these situations, and how best can the technology support such approaches?
- b. What is the role of standalone content within student-centred approaches, such as peer-to-peer, and how is it deployed alongside more interactive delivery platforms such as blogs, wikis, and real-time conferencing environments such as Adobe Connect and WAG's VC facilities?
- c. How can such models support the student experience, in particular by maintaining the relationship between tutor, mentor and employer?

1.11.2 An understanding of the strategic and policy issues attendant with such technology-enhanced models of delivery. What needs to change in order to maximise the student experience and to leverage maximum cost and efficiency benefits, both to the learner but also the host institution, employer and others. How best can these feed into the growing national agenda on lifelong learning and widening participation?

1.11.3 The creation of domain knowledge, reusable models of processes and practice, and user requirements across the project's partners (including Welsh HEIs, FECs, the Welsh Assembly Government, various professional bodies across the UK and employer organisations).

1.11.4 A greater understanding of how the learning content generated within the four streams of the project can be used as *open learning content*, across Wales and the rest of the UK.

1.11.5 Technology Enhanced Learning Support in the form of guidance materials and best practice exemplars to inform the establishment of an all Wales Centre for Workforce Development and Observatory

1.11.6 It should be apparent that UWIC is committed to the lifelong learning and workforce development agenda, both as an aspect of learning and teaching, but also institutionally and strategically. The proposal is building on a firm institutional commitment, given over a number of preceding years. This includes the building of links and partnerships with employers and institutions across Wales, and the proposed establishment of an all Wales Centre of Workforce Development; the purchasing of key technological systems to aid the learning experience (including assessment) of its students, including *Adobe Connect*, a streaming media service, Web 2.0 software, podcasting, QuestionMark Perception, and proprietary web-based teaching resources.

## **2. Workplan**

2.1 The bid consists of four individual but related streams, each analysing a distinct but complementary aspect of the lifelong learning and workforce development agenda. The details for each stream are now given.

### **2.2 Stream One: Centre for Work-based Learning, Cardiff School of Management (UWIC) Stream Leader David Lloyd,**

2.2.1 The lifelong learning and workforce development agendas are especially close to the strategic outlook of UWIC and this is recognised in the Cardiff School of Management where a proposal has been made to establish a *Centre for Work-based Learning* in 2009. Stream one of this proposal therefore seeks to extend the work already being undertaken within the School, and can be broken down into two basic areas.

a) *Foundation Degree / MA in Applied Professional Practice within the new Welsh Centre for Work-based Learning.*

The newly validated foundation degree and MA in *Applied Professional Practice* is an exciting development within the Cardiff School of Management seeking to address WAG's employability agenda and the issues raised by the *Leitch Report* (2006) by specifically building links across the public, private and voluntary sectors. A key element of these programmes will be the role of a reflective journal as part of an *e-portfolio*; and the role and support of *employer-based mentors*. Key employers within South East Wales including *Arriva Trains Wales* have already been approached in terms of their active support in the qualification.

b) *Work placements for BA Business Studies students*

Integrating the experience gained from work-placement with higher level learning for a student has become a key topic in Higher Education policy. The key aspect of this area of the project lies in developing working "partnerships" between the Placement Provider, the University and the Student. A new work-placement programme across the Cardiff School of Management UWIC aims to involve up to 500 second year undergraduate students and provides an opportunity to explore the development of support and mentoring utilising technology.

### **2.3 Stream Two, *Dental Technology – a National Model*, The Centre for Dental Technology, Cardiff School of Health Sciences (UWIC) & the Dental Laboratories Association (DLA). Stream Leader Jeff Lewis**

2.3.1. Across Wales, and the UK generally, there is a shortage of qualified dental technicians. The Centre of Dental Technology (UWIC) is a vibrant, built for purpose suite of dental laboratories including state of the art equipment and learning facilities, from where all programmes are delivered. The Centre has direct links with the Cardiff and Vale NHS Trust Dental School from which some of the programmes are delivered. It also has excellent links with Bristol Dental Hospital and School along with local employers. UWIC is the only Higher Education Institution that delivers Dental Technology training and education in Wales and the South/South-West of England.

2.3.2 The Centre has been at the forefront of technology innovation for a number of years. In 2000 the Centre took part in a successful BT-funded 'Dentaltec' project, exploring the use of video, stills and text to augment laboratory demonstrations broadcast to partner institutions

over the internet. Specialist equipment was purchased, including CCTV, screens, and micro cameras, helping to provide the Centre with two state of the art laboratories. In 2006 the Centre won funding from Call 10 of UWIC's Learning and Teaching Funded Project (c.£4,000) to investigate the applicability of web conferencing software (Adobe Connect), involving the national employer association, the *Dental Laboratories Association* (DLA). Two students were mentored at the workplace in laboratories in Exeter and Truro whilst undertaking the UWIC part time FdSc Dental Technology degree instead of travelling to the UWIC laboratories in Cardiff. New methods of formative assessment including the use of live peer sessions through video conferencing facilities and the facilities within the software. Significantly this grant was matched by the DLA to encourage development in this area, something the DLA has been keen to take forward for many years.

2.3.3 In 2008 the Centre won further Learning and Teaching funding to extend this pilot. The DLA lobbied the Department of Health (DoH) for further resources to develop a teaching model drawn up by Jeff Lewis, UWIC, as a developmental scheme. The DoH provided £16k on the basis that the model should involve (or be in collaboration with) an English University. On the basis of this funding, employers were recruited onto the scheme and Bristol University was used as employer, mentor, trainer and training resource facility within the scheme. Bristol University is also responsible for holding all finances. Nine students from five different dental laboratories in Avon, Devon and Cornwall are now involved in the scheme. This regional model has the potential for a national roll-out, involving employers, educational providers, trainees, all working in an innovative relationship assisted by new technologies, changing and developing traditional roles and responsibilities.

2.3.4 The Centre of Dental Technology (UWIC) is therefore well placed to fully support students who may not have the opportunity to attend the university on a regular basis. Links with the local employers have been forged, including Bristol Dental School (Avon), Phoenix Dental Castings (Exeter), European Dental Laboratory (Crediton), Vision Dental Ceramics (Paignton, Devon), City Ceramics (St. Austell), Dental Precision (St. Agnes, Cornwall) and the Dental Laboratory Association.

2.3.5 The Centre for Dental Technology (UWIC) is the only centre in the UK providing both undergraduate and postgraduate qualifications in Dental Technology.. Stream two of the bid will investigate the following:

- a) The degree to which web conferencing software (Adobe Connect) can provide a scalable, cost-effective model for the delivery of dental technology presentations, workshops and seminars at distance to students, partner colleges, HEIs and employees as part of CPD and workforce development (as well as providing a comparator for WAG's Videoconferencing facility used in Stream Three)
- b) The scope and capabilities of partnerships using *postgraduate deaneries* (Wales and South West initially), *Dental Postgraduate Centres* (Cardiff, Aberystwyth, Bangor and Swansea) and *dental hospitals* across Welsh Trusts for other elements of delivery.
- c) How such delivery can enhance the student learning experience, enhancing knowledge, capacity and skills. In particular, reviewing the degree to which *Adobe Connect's* advanced training features support formal and informal records of learners' achievement, formative assessment processes, knowledge exchange, tracking and management of student performance.
- d) The degree to which institutional processes are currently capable of supporting such a model, and how such processes might be improved to maximise the student experience and cost efficiencies.
- e) The development of transferable models of delivery that can be used across the UK.

#### **2.4. Stream Three *Regulation of Care Services Award (RCSA)*, Centre for Applied Social Sciences, Cardiff School of Health Sciences (UWIC). Stream Leaders Heulwen Davies & David Lock,**

2.4.1 The implementation of the Care Standards Act 2000 created a new regulatory framework, covering a wider range of care service sectors than has been subject to registration and inspection hitherto. Through the Care Standards Inspectorate Wales, Inspectors are

responsible for regulating a wider range of health and social care services, coupled with new inspection methodologies that define the inspection process. The quality of services is measured against National Minimum Standards in all areas of service regulation.

2.4.2 Care Standards Inspectorate for Wales (CSIW) was established in April 2002. It identified the need to develop a qualification for its inspection staff that is based upon the National Occupational Standards (NOS) for Regulators of Social and Health Care for Adults and Children. In order to achieve this aim, CSIW formed a partnership with UWIC to deliver a Wales wide programme of training for its staff, leading to a University of Wales qualification in the Regulation of Care Services.

2.4.3 As part of the Wales Assembly Government's regulatory reforms in 2007 CSIW became the Care and Social Services Inspectorate for Wales, with the integration with the former Social Services Inspectorate. This new organisation is expanding its duties to incorporate the oversight of local authority regulation and there will be a new phase in the development of regulatory rationale and methods in Wales.

2.4.4 The RCSA. Programme (Wales) is currently delivered and supported using a decentralised blended approach, F2F augmented by online materials within a VLE. After several successful years of delivery, it is recognised that the programme is entering a new phase of development. Part of the envisaged challenge is to continue to deliver the programme to numbers who may be even more dispersed throughout Wales than previous intakes have been.

2.4.5 The overall purpose of this stream of the bid would be to investigate how this existing model of delivery and support for the RCSA could be enhanced further by the use of technology, providing exemplars and transferable approaches for similar programmes across Wales, and the rest of the UK, especially Scotland and Northern Ireland.

2.4.6 It has been agreed this stream of the bid should include the following.

- a) An investigation of the degree to which review sessions between the student, practice assessor, work-based mentor and UWIC tutor can be facilitated through WAG's existing videoconferencing facility. This facility extends across 36 locations. The proposed project will investigate the extent to which such technology enhances the student experience and whether it can provide a scalable, cost effective model of delivery for Wales.
- b) Piloting of a learning set on WAG's videoconferencing facility and how such meetings can be supported by WAG's established videoconferencing network.
- c) The piloting of Adobe Connect with one learning set to run as a comparator. Does Adobe Connect offer any advantages over WAG's videoconferencing facility? What technical / operational issues are involved in the use of such a system?
- d) The collection of registration, inspection and regulation case studies on UWIC's VLE with additional Web 2.0 and social networking software to support an interactive practical session on each.
- e) The production of an interactive 'Return to Study' DVD specifically addressing the skills issues and concerns of students removed from formal education for a significant time.
- f) The investigation of a 'future proofed' delivery method for the RCSA. As more and more inspectors qualify, there will be less need for large cohorts of candidates each year. However, new recruits will need a qualification route. An electronic delivery system would add to the flexibility of delivery in the event that there were periods when only a small group of candidates were undertaking the Award.
- g) An investigation of issues pertaining to possible collaborative delivery of the qualification, forming closer ties with those charged with delivery in Scotland, Southern and Northern Ireland (for instance, Anglia Ruskin University).

## **2.5 Stream Four *Learning Coaches Project*, Department of Professional Development, Cardiff School of Education (UWIC) Stream Leader Gill Jones**

2.5.1 The Welsh Assembly Government's strategy *Learning Pathways 14-19* is a commitment to the transformation of learning provision for all young people in Wales. Learning Pathways addresses the need for a more flexible and balanced approach to the education of 14-19 year

olds, providing a wider range of experiences which will suit the diverse needs of Wales' young people. The six key elements of this strategy are:

- individual Learning Pathways to meet the needs of each learner;
- wider choice and flexibility of programmes and ways of learning;
- a Learning Core which runs from 14 through to 19 wherever young people are learning;
- Learning Coach support;
- access to personal support; and
- impartial careers advice and guidance.

2.5.2 The *Learning Coaches* initiative was a joint project between UWIC, University of Glamorgan, Cardiff University and the University of Wales, Newport, under the First Campus umbrella funded by the Welsh Assembly Government (WAG). Each of the Higher Education Institutions has responsibility for the design and delivery of their own part of the Learning Coach programme. Cardiff School of Education (UWIC) has enjoyed the involvement of over 400 participants to date who have achieved either Accredited or Recognised status as a Learning Coach. The training of Learning Coaches is now being taken forward in a pan-Wales, devolved model which involves the HEIs and the 14-19 Local Area Networks.

2.5.3 Stream four of the bid will analyse the degree to which technology can enhance the delivery of the legislation component delivered by the Cardiff School of Education (UWIC), providing exemplars and transferable approaches for similar programmes across Wales, and the rest of the UK. In particular the bid will investigate the following.

- a) The degree to which the delivery of learning and assessment materials can be supported by an online learning environment. As the project is an all-Wales initiative, the Cardiff School of Education (UWIC) must ensure those enrolled onto the Learning Coaches programme are not disadvantaged by geographical distance and have access to the support systems (both academic and pastoral) available within the university.
- b) The extent to which real time conferencing software (Adobe Connect) can provide scalable cost-effective models of student support and mentoring that can be transferred across the Learning Coaches Project. This may also provide a model of practice for Learning Coaches in their own practices when supporting learners.

### 3. Evaluation

The project team will take forward the expertise garnered from its two year project *E-Assessment in Wales*. In October 2007 the team attended a workshop on evaluation held in Birmingham. A detailed evaluation plan will be put together using the JISC Capital Programme Evaluation Framework, developed by *Glenaffric*.

A continuous process of evaluation will be .....

### 4. Project Management Arrangements

The Project will be overseen by Dr Colleen Connor, Dean of Learning & Teaching (UWIC). On a day to day basis, management will be overseen by the Project Manager (full time appointment, at senior lecturer level).

One of the strengths of this proposal is that staff are available within the LTDU who can oversee and run the project in its first few months from day one, until the two project appointments (manager and officer) are made. These are Dr Spencer Jordan (currently part time 0.2), Mr Mark Pelling (currently 0.6), and Dr Peter Obee (currently 0.5).

### 5. Project Outputs

- Effective pedagogic models and case studies applicable to work-based & lifelong learning, including students, tutors, mentors and employers
- Effective institutional and strategic models that can best support the learning experience for these students
- Report on possible Welsh models of flexible and distributed learning, supported through technology. To include a report to WAG re. videoconferencing & *Adobe Connect*
- Outcomes in terms of Web 2.0 supporting peer-to-peer and the mentoring process (including podcasting)

- Support of Welsh medium
- Submission of developed content to JISC shared repository
- Report on effective curriculum design issues as pertaining to the four project streams
- Conference presentations as appropriate, including ALT-C 2010 and 2011.

## 6. Previous experience of the project team

### a. **Dr Colleen Connor, BSc (Econ) (Hons) Swansea; MSc (Econ) Cardiff; EdD Cardiff; CQSW; F.H.E.A.**

Dr Colleen Connor has held a number of different roles in UWIC including Manager of the Quality Enhancement Centre and Head of the Centre for Inter-professional Studies. She also has experience of working in the Further Education and local government sector. In her current role as Dean of Learning and Teaching she has led the development and enhancement of learning and teaching in UWIC since 2005.

She has prior teaching experience on a variety of professional programmes which included work placement and has undertaken commissioned research on a number of subjects relevant to the bid, including: employment-based routes to social work qualification and problem-based and collaborative learning in the professions of social work, nursing and occupational therapy. Other research has been in the area of computer-mediated communication and inter-professional practice.

Her role carries responsibility for constructing, managing and monitoring the implementation of UWIC's Technology Enhanced Learning Plan.

### b. **Dr Spencer Jordan (Senior Learning Development Co-ordinator)**

Spencer Jordan has worked in both HE and FE since graduating in 1988. After completing a PhD in history, he taught at both undergraduate and post-graduate level, before completing a PGCE and then teaching in the FE sector. He then became JISC FE Co-ordinator in 2000, before becoming e-learning manager at UWE. In 2003 he became UWIC's Senior Learning Development Co-ordinator. He has completed a diploma in learning technology at Lancaster University (CSALT). He was chair of the Wales e-learning User Group until stepping aside in 2008 and a member of HELF (Heads of E-Learning Forum) and JISC's Pedagogy Experts Group. He is co-manager of the JISC-funded *E-Assessment in Wales* project (2007-9).

### c. **Dr Peter Obee (E-Learning Development Officer)**

Since moving from the field of Microbiology, Dr Peter Obee has worked in Technology Enhanced Learning at UWIC for three years, and is currently working towards a PGC tHE. He is a member of JISC's Learning and Teaching Practice Experts' Group and the Evaluation of Learner Experience Special Interest Group. Particular areas of interest include assessment, where he currently working on the JISC funded *E-assessment in Wales* project and how effective practice with technology-enhanced learning can become self-sustaining within institutions.

### d. **Mr Mark Pelling (Senior Learning Development Co-ordinator)**

Mr Pelling has worked in all sectors of the education system. After graduating he worked in a secondary school and then a primary school developing their MIS and computer systems. Before undertaking his PGCE, he worked on a project to develop a multi-media teaching aid for training nursery nurses, after which he became Head of ICT, overseeing five staff. Afterwards he was appointed Network Development Manager (6 staff) in two large schools where they evaluated and piloted a VLE which was then later developed. He is a member of the British Computer Society, NAACE (formerly ACITT) and has played an active role in various e-learning working groups. He is co-manager of the JISC-funded *E-Assessment in Wales* project (2007-9).

## 7. FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website. We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

| <b>Section</b> | <b>Relevant exemption from Disclosure</b> | <b>Justification</b> |
|----------------|---|----------------------|
| None           | None                                      | None                 |

## 8. Work Plan, April 2009 – March 2011

|  | <b>April -<br/>June<br/>2009</b> | <b>July -<br/>Septem<br/>ber<br/>2009</b>      | <b>September -<br/>June 2010</b>                             | <b>July -<br/>Septem<br/>ber<br/>2010</b> | <b>October -<br/>Jan<br/>2011</b>  | <b>Feb -<br/>March<br/>2011</b>                    |
|--|----------------------------------|--|--|---|--|--|
| <b>Stream One -<br/>School of<br/>Management</b>                             | Baselining<br>Activit<br>y       | Pilot work<br>placem<br>ents -<br>Phase<br>1   | Delivery using<br>Adobe<br>Connect                           | Interim<br>Evaluat<br>ion<br>Report       | Delivery<br>using<br>Adobe<br>Conne<br>ct -<br>Phase<br>2                    | Final<br>Evaluat<br>ion &<br>Report<br>Writin<br>g |
| <b>Stream Two -<br/>Centre<br/>for<br/>Dental<br/>Technology</b>             | Baselining<br>Activit<br>y       | Set up and<br>prepara<br>tion                  | Delivery across<br>programme<br>using Adobe<br>Connect       | Interim<br>Evaluat<br>ion<br>Report       | Delivery<br>using<br>Adobe<br>Conne<br>ct -<br>Phase<br>2                    | Final<br>Evaluat<br>ion &<br>Report<br>Writin<br>g |
| <b>Stream Three<br/>-<br/>Regulatio<br/>n of Care<br/>Services<br/>Award</b> | Baselining<br>Activit<br>y       | Set up and<br>prepara<br>tion                  | Delivery using<br>WAG<br>videoconfere<br>ncing<br>facilities | Interim<br>Evaluat<br>ion<br>Report       | Delivery<br>using<br>Adobe<br>Conne<br>ct -<br>Phase<br>2                    | Final<br>Evaluat<br>ion &<br>Report<br>Writin<br>g |
| <b>Stream Four –<br/>Learning<br/>Coaches</b>                                | Baselining<br>Activit<br>y       | Set up,<br>plannin<br>g and<br>prepara<br>tion | Delivery using<br>Adobe<br>Connect &<br>Web 2.0<br>services  | Interim<br>Evaluat<br>ion<br>Report       | Delivery<br>using<br>Blackb<br>oard,<br>Adobe<br>Conne<br>ct –<br>Phase<br>2 | Final<br>Evaluat<br>ion &<br>Report<br>Writin<br>g |

**Budget template**

| <b>Directly Incurred Staff</b>                               | <b>Mar 09</b>     | <b>Apr 09– Mar 10</b> | <b>Apr 10 – Mar 11</b> | <b>TOTAL £</b>     |
|--|-------------------|-----------------------|------------------------|--------------------|
| ████████████████████   | ██████            | ████████              | ████████               | ██████             |
| ████████████████████   | ██████            | ████████              | ████████               | ██████             |
| <b>Total Directly Incurred Staff (A)</b>                     | <b>£6,189.88</b>  | <b>£74,278.52</b>     | <b>£77,992.45</b>      | <b>£158,460</b>    |
| <b>Non-Staff</b>   |                   |                       |                        |                    |
| <b>Non-Staff</b>   | <b>Mar 09</b>     | <b>Apr 09– Mar 10</b> | <b>Apr 10 – Mar 11</b> | <b>TOTAL £</b>     |
| Travel and expenses  | £600              | £3,400                | £3,000                 | £7,000             |
| Hardware/software  | £24,000           | £600                  | £400                   | £25,000            |
| Dissemination  | £                 | £1,200                | £2,500                 | £3,700             |
| Evaluation   | £                 | £                     | £2,000                 | £2,000             |
| Other  | £5,000            | £2,000                | £2,000                 | £9,000             |
| <b>Total Directly Incurred Non-Staff (B)</b>                 | <b>£29,600</b>    | <b>£7,200</b>         | <b>£9,900</b>          | <b>£46,700</b>     |
| <b>Directly Incurred Total (C)<br/>(A+B=C)</b>               | <b>£35,790</b>    | <b>£81,479</b>        | <b>£87,892</b>         | <b>£205,161</b>    |
| <b>Directly Allocated</b>                                    |                   |                       |                        |                    |
| <b>Directly Allocated</b>                                    | <b>Mar 09</b>     | <b>Apr 09– Mar 10</b> | <b>Apr 10 – Mar 11</b> | <b>TOTAL £</b>     |
| Staff  | £1,337.53         | £16,389.06            | £17,217.16             | £34,943.76         |
| Estates  | £                 | £2,087                | £2,254                 | £4,341             |
| Other  | £                 | £                     | £                      | £                  |
| <b>Directly Allocated Total (D)</b>                          | <b>£1,337.53</b>  | <b>£18,476.06</b>     | <b>£19,471.16</b>      | <b>£39,284.76</b>  |
| <b>Indirect Costs (E)</b>                                    | <b>£</b>          | <b>£</b>              | <b>£</b>               | <b>£</b>           |
| <b>Total Project Cost (C+D+E)</b>                            | <b>£37,127.41</b> | <b>£99,954.58</b>     | <b>£107,363.61</b>     | <b>£244,445.60</b> |
| <b>Amount Requested from JISC</b>                            | <b>£34,443.41</b> | <b>£67,746.58</b>     | <b>£75,155.61</b>      | <b>£177,345.60</b> |
| <b>Institutional Contributions</b>                           | <b>£2,684</b>     | <b>£32,208</b>        | <b>£32,208</b>         | <b>£67,100</b>     |
| <b>Percentage Contributions over the life of the project</b> | <b>JISC 72 %</b>  | <b>Partners 28%</b>   |                        | <b>Total 100%</b>  |

No. FTEs used to calculate indirect and estates charges, and staff included

No FTEs  
0.1  
0.1  
0.1

Which Staff  
Senior LD Officer  
Blended Learning Officer  
Blended Learning Officer

## 9. Risk Analysis

| Risk                                  | Probability (1-5) | Severity (1-5) | Score (P x S) | Action to Prevent/Manage Risk   |
|---------------------------------------|-------------------|----------------|---------------|---|
| <b>Staffing</b>                       |                   |                |               |   |
| - failure to recruit                  | 2                 | 2              | 4             | In house skills and staff, spread the load  |
| - staff resignation                   | 2                 | 2              | 4             | In house skills and staff, spread the load  |
| - inappropriate skills                | 2                 | 3              | 6             | In house training and CPD   |
| - illness                             | 4                 | 4              | 16            | Ensuring all staff of LTDU stay informed of others work so can step in if needed                    |
| <b>Organisational</b>                 |                   |                |               |   |
| - partner withdrawal                  | 2                 | 4              | 8             | Maintain close relationship with partners; establish early warning mechanisms to detect trouble     |
| <b>Technical</b>                      |                   |                |               |   |
| - software/hardware issues            | 2                 | 4              | 8             | Maintain alternative avenues; monitor and evaluate ongoing progress<br>Review & guidance from CETIS |
| - None IMS Compliance                 | 2                 | 3              | 6             |   |
| - Incompatibility between systems     | 2                 | 4              | 8             |   |
| - Software / hardware failure         | 3                 | 5              | 15            |   |
|                                       |                   |                |               | Review what is being used in colleges; seek guidance from CETIS                                     |
| <b>External suppliers</b>             | 2                 | 4              | 8             | Overview ongoing progress in terms of software purchasing   |
| <b>Legal</b>                          | 1                 | 1              | 1             | Annual review of possible legal issues  |
| <b>Procedural &amp; Regulatory</b>    |                   |                |               |   |
| - issue with regulations re. delivery | 2                 | 2              | 4             | Review existing procedures and regulations  |
| -                                     |                   |                |               |   |

|                  |   |   |   |                                  |
|------------------|---|---|---|----------------------------------|
| - student appeal | 3 | 3 | 9 | Evaluation of student experience |
|------------------|---|---|---|----------------------------------|

## **Appendix A - Additional Information (not to be considered part of 12 page limit)**

### **Further Details on UWIC's Involvement with the Work-based Learning Agenda**

The Department for Innovation, Universities and Skills (DIUS) Report on "Higher Education at Work " states that an increase in high level skills will be beneficial to the UK economy. Based on analysis provided for the Leitch Interim Report, labour market projections suggest that 18,000,000 will become vacant between 2004 and 2020 and that over 50% of these jobs will be in occupations linked to graduate employment. The DIUS Report goes on to note that differences in the quality of management practices and access to work based learning accounted for approximately 15% of the productivity gap between US and UK private sector markets. DIUS have launched a new 'University Challenge' to bring the benefits of local higher education provision to bear in a regional wide context across the UK. The DIUS 'University Challenge' indicates the need for a 10% increase in the proportion of any local/regional workforce to be educated to degree level or above. This DIUS Report suggests such an educational increase would lever in an increased business productivity of 13%. Research by Machin, S (DfES, 2003) on "The Economic Effects of Qualifications and Basic Skills" suggested that a 1% increase in the proportion of the workforce with a degree qualification led to an increase in productivity of up to 1.5%. Therefore there is a local economic and educational imperative to this work.

The HEFCE (2007) Report on "Higher Education and Business and Community Interaction" estimated that there will be, by 2010, a £5 billion annual market for higher skills training and development. Research by Wedgwood (2008) "Higher Education for the Workforce" indicates that there is a growing population of potential learners in work with a varied mix of qualifications and experience who seek to gain recognition for their work based learning at level 4 or above. Wedgwood's research indicates that these adult learners do not want traditional academic discipline knowledge and learning opportunities but would rather extend their business skills and experience into accredited small bites of learning. Her research also indicates a growing market for middle to top level executives who are prepared to engage with CQFW levels 6-8 learning, again provided that it is of modular structure and in the main can be delivered on-line. Wedgwoods' research suggests that a "one size fits all" approach is not appropriate, but, that a move to workbased and demand led learning is an imperative that UK Universities must respond to. The research of Connor (2007) on "Workforce Development" suggests that small businesses are less likely to access taught external courses, but are, increasingly geared up to on-line learning. The CBI's Report in 2007 on "Fit for Business" indicates that 52% of UK firms with over 5,000 employees use UK Universities for some of their learning and development needs. By comparison only 15% of SMEs in the UK had access either FECs or HEIs for training activity. These statistics indicate an opportunity for growth and demand for work based learning.

Findings from a commissioned report by the Council for Industry and Higher Education by WAG states that employers engage with HE to meet specific needs and that this occurs at many academic levels from pre HE to Phd level. However, the report specifically notes that 'a priority for many employers at the professional and higher levels of their workforce is improving management and leaderships skills'. The report notes that employers in Wales 'also seek employability skills, specific technical skills and leading edge knowledge.'

FE/HE 'employer engagement' is an issue of great significance within current UK and Welsh Assembly government policies<sup>1</sup>. It is proposed in these policies that through the development

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<sup>1</sup> DfES(2003) 21<sup>st</sup> Century Skills: realising our potential. Government White Paper on Skills. Report CM 5810,DfES.

of higher level skills in the workplace the FE and HE sectors can make a significant contribution to UK competitiveness<sup>2</sup>. Despite assertions about the importance of higher level skills, however, a drive for closer engagement between higher education institutions [HEIs], further education colleges [FECs] and employers, the scale and profitability of this market remains relatively uncertain. It is a highly unpredictable and contested market with many private providers. However, many opportunities exist for the FE/HE sector to engage more fully with employers and employer agencies<sup>3</sup>, especially if the HE sector can fully utilise its accreditation systems effectively with respect to continuing professional development [CPD] training and link this with the Credit and Qualifications Framework for Wales [CQFW].

The work of Felstead [2008] is also important in terms of evidencing demand for work based learning in Wales.<sup>4</sup> He notes that the *One Wales* vision for skills and employment is for an economy based on high skill and high quality jobs.<sup>5</sup> He also notes that a political imperative for this type of focus resulted in the Webb Review of FE [2007] which promulgated a clear desire to increase the employment rate and the quality of jobs in Wales by encouraging a closer employer and education interface.<sup>6</sup> Felstead's findings highlight that 'the UK has proportionately more people with low qualification levels than many of its major comparators and is ranked 18<sup>th</sup> across the Organisation for Economic Co-operation and Development [OECD]. Wales has fewer people with CQFW level 4 or above qualifications in comparison to the rest of the UK. Current statistics sees Wales with 25.6% of the working population with these 'higher level skills' in comparison to 27.2% ['Outer UK] and 38.4% [London and the South East].<sup>7</sup> Felstead's research also offers disturbing statistics that this current 'population' of 25.6% is a falling population when in 1992 the 'population' with level 4 qualifications in Wales stood at 26.1%. So Wales, in relative terms has been at standstill in terms of generation of workers with high level skills and qualification whilst the rest of the UK has seen a positive incremental rise in that 'population' of between 3 and 5%. Other increasing data from Felstead that evidences a demand for higher level work based learning is that graduates only make up 19% of the Wales workforce in comparison to 29% in London and the South East.<sup>8</sup> Overall, Felstead's research highlights that there is a real need to uplift the skills content of jobs in Wales and an particularly important job to be done to 'raise the expectations of employers so that workers' skills are used more effectively.'<sup>9</sup>

A recent feasibility study by Middlesex university [Nov 2008], commissioned by UWIC as part of a HEFCW sponsored project on Workforce Development in Wales [currently led by UWIC on behalf of an HE consortium of 8 Welsh HEIs] highlights the following

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WAG (2008) Skills That Work for Wales, A Skills and Employment Strategy and Action Plan, CMK 22-07-312, D1930809

<sup>2</sup> Leitch S (2006) Prosperity for ALL in the Global Economy –World Class Skills (Leitch Review of Skills) December, DfES.

<sup>3</sup> R Bolden and G Petrov (2008) Employer Engagement within Higher Education: a Literature Review, HEFCE/HERDA-SW.

<sup>4</sup> A Felstead (2009) 'Are jobs in Wales High Skilled and High Quality?' Forthcoming in Contemporary Wales, 21,1, 2009.

<sup>5</sup> *One Wales* (2007) Labour party and Plaid Cymru, Chapters 4 and 6.

<sup>6</sup> WAG (2007) Promise and Performance: Review of the Mission and Purpose of Further Education in the context of the Learning Country: Vision into Action (The Webb Review).

<sup>7</sup> A Felstead (2009) 'Are jobs in Wales High Skilled and High Quality?' Forthcoming in Contemporary Wales, 21,1, 2009. p10

<sup>8</sup> A Felstead (2009) 'Are jobs in Wales High Skilled and High Quality?' Forthcoming in Contemporary Wales, 21,1, 2009. p20

<sup>9</sup> A Felstead (2009) 'Are jobs in Wales High Skilled and High Quality?' Forthcoming in Contemporary Wales, 21,1, 2009. p28

- Support for the concept of an all-Wales Centre for Workforce Development in Higher Education [“*Great idea!*” was one enthusiastic response];
- The idea of establishing an **Observatory** to collate and disseminate WBL expertise and research appropriate to the needs of Welsh work – place learners was met with positive responses and a keenness to share expertise;
- An observatory was not only to be a repository of information. The function of such a centre would be multifaceted to bring together information, provide an overview of services, and be useful for learners, businesses and higher education. One respondent stated:

*“A coordinated approach collating and disseminating information on higher level workforce development would be beneficial to all stakeholders in both the education and the business sectors.”* The role of the centre as an observatory was seen as bringing activities on to the same page. *“It is long overdue; there is the need to capture all activities.”* Also on a positive note, it was felt that a central observatory, could provide an overview of services. *“It would be useful if the observatory also monitored WAG initiatives, funding and services.”* The suggestion for an All Wales Centre consistent with the current policy context was regarded as important and it was noted that the proposed Centre meets these policy directions. *“This is consistent with the Skills Council Strategy. It is a good idea.”* There was a need for the Centre to be user friendly, with people sharing through dissemination.

- Evolving the centre as an engine to facilitate collaboration and partnership between higher education and business was also viewed positively. None of the respondents were against this idea and most of the respondents in the survey valued it as very good or excellent;

As one respondent said, *“I am extremely enthusiastic about that...it is a good point and an innovative idea.”* Another stressed, *“Great idea...from a business perspective, collaborations work perfectly well, and that should be a way forward for business and higher education.”*

Partnerships were regarded by most respondents as worth trying despite awareness of the challenges these can present. An all-Wales Centre for Workforce Development in Higher Education was seen as a challenge but achievable. *“...the idea of a Centre for Wales is crucial in helping cross – referencing of materials and experience. Partnerships need to be sustainable and accessible. Very difficult to establish – but it should be tried.”* It was recognised that it can be a challenge to get the private sector involved.

- Quality assurance and APEL, formal recognition of learning from life and work experience, was also seen as having real value-addedness. It was seen as beneficial to support a lifelong learning agenda.

*“This would be hugely valuable especially where SMEs are concerned – and smaller institutions and smaller companies. This would help transferability, and make it easier for industry to participate. It could free up the system. Experiential learning is very important in the work-place so this might give it more recognition”.*

- There was a view that if an all-Wales centre had a quality assurance role it could challenge conventional higher education protocols used to determine quality through the Quality Assurance Agency (QAA) which was seen as having an overall function over quality. However, HE quality descriptors are often seen as not consistent with quality perspectives of businesses and organisations, that emphasise measurable returns.

*“This is a crucial point – we already have a flexible system but it needs to be managed to demonstrate how credits could be used to facilitate work-force progression to Foundation and higher qualifications and to provide new routes.”*

- The role of an all-Wales centre for workforce development in higher education in promoting new opportunities to expand work-force involvement in higher level learning was seen as crucial and a welcomed idea that holds the key to the essence and sustainability of any collaboration and partnership between business and higher education;

*“This is another crucial activity, to inform people of what is available and how to get it. This will be easier if it can be shown there is money and other kinds of benefits available – to business and to higher education institutions.”*

- The promotion of new opportunities to expand work – force involvement in HE, was also seen as an important activity that could create a standard approach. Locality was stressed, in that it was seen as important to create opportunities locally as people want to stay in their local areas. Commitment and involvement of all partners, developing effective models of communication and marketing and ensuring its neutrality such that they do not favour only particular groups would be a useful strategy to expand work-force involvement in higher education.
- Facilitating development of HE programmes appropriate to individual needs and for small businesses in Wales was seen to have good value. *“HE should respond to market demands.”* The nature of the programmes was also seen through a sectoral lens. *“If they are designed entirely from the perspective of SME end-users the value would be high. If they are designed and delivered from the perspective of “normal” HE programmes, the value could be low.”*
- An all-Wales Centre could facilitate the development of (learner managed and other) innovative work – based learning programmes appropriate to the needs of the large number of dispersed SMEs. This was viewed very positively.

*“Useful? Yes indeed! It would be particularly relevant to SMEs and the Third Sector (charities etc) in the context of bite sized and other learning models, bearing in mind their lack of training budgets for conventional opportunities. Learner managed work – based learning would offer greater flexibility for clients and employers but could possibly raise issues related to the contracts of university staff.”*

Employers were described as being concerned with provision of delivery, timing and direct usefulness to needs. *“Yes; but do SMEs need programmes? They need just in time courses. It may be innovative from the academics point of view but at the end of the day programmes will be laborious and boring for business”.* And *“If a new model or various models that work are developed that will be welcomed.”*

Some of the respondents had a concern about how effective learning activities might be and given the geographic terrain of Wales, who would be able to access the learning.

- The role of an all-Wales centre for workforce development in staff development activities was generally viewed as sound and feasible, *“We certainly need staff development to facilitate workforce development, especially in institutions that are not previously involved in such services.”*

There was also a stress for staff development in higher education to steer staff away from traditional views and practices that are not suitable for workforce development and particularly un-useful to businesses.

*“Yes I think there will be a need for that particularly the development of flexible learning materials and content issues, delivery issues and assessment of such programme. I think it is a different arena to traditional teaching which is taking place in HE.”*

## Appendix B

**Note** In terms of work-based learning, the University’s Academic Handbook has been recently updated in accordance with the QAA Code, Section 9, and the ASET code of practice (UWIC is a member of ASET).

Integrating the experience gained from a Work-Placement with higher level learning (a “Professional Development Programme”) for a student has become a key topic in Higher Education and Government Education policy.

“Higher level learning, where universities and employers are working together, is critical to the future growth demands of the country and as the economy needs more graduates employers are telling universities its quality, not quantity which counts” (Higher Level Learning 2006)

This view is supported by a statement made by Bill Rammell, Minister for Higher Education who said that “The Government aims to unite Universities and employers in the bid to build a workforce that is able to compete with the best in the world” (Rammell, B; 2007, p2). Bill Rammell also made the point that “We need to prepare people for jobs we can’t even envisage will exist in years to come”.

There is no doubt that high workforce skills can be enabled, by continuing progress achieved through lifelong learning accessed in the workplace and delivered in collaboration by the higher education provider. There is nothing new in providing students with the opportunity of work placement experience but the UK trend from 1998 to 2005 has shown a steady decline in the number of students on placement in the majority of Higher Education Institutions.

The answer to encouraging quality work placement opportunities lies in developing working “partnerships” between the Placement Provider, the University and the Student. There needs to be a “Meeting of Minds” so that those involved achieve quality outcomes. Historically outside providers whether in the Private, Public or Voluntary sector may have been “afraid” to approach or engage with a University because of the untouchable “Ivory Towers” perception that such institutions are purely academic centres of learning. In this context, whilst wanting to encourage students to leave University with a good level of soft skills the providers might be reluctant to come forward to discuss how best these skills might be developed. The answer to this is simple really; the Universities need to open up new dialogues with the outside providers (approach directly) and break down any traditional perceived barriers such as the University not being approachable or does not want to engage.

The strategic development of Higher Level Learning for the workforce in Wales report (UWIC and project partners to HEFCW, (2007), *Strategic Development of Higher Level Learning for the Workforce in Wales*, Project proposal to HEFCW Strategic Development Fund Assessment Panel, p.5) makes reference to the four characteristics of the demand for high level learning as being:-

1. Context bound- driven by immediate work requirements
2. Learner and learning orientated
3. Capable of ownership by numbers of people in the workplace
4. Consistent with new learning concepts such as learning networks, learning organisation and communities practice.

The report goes on to make the point that the most important factor is for Higher Education Institutions (HEIs) to be proactive in stimulating the demand amongst employers and their employees for this type of high level work based learning.

Whilst these observations relate to the need for the existing workforce to become engaged so that skill levels can be improved the point that HEIs must be pro active in engaging is highly relevant to the process of helping undergraduates to also obtain work-placement experience. The HEIs must go to the providers to open a dialogue and develop a partnership if a work placement programme is to become successful.

It is in making such an approach to the outside providers that a clearly defined and succinct strategy (clearly stated aims) that can be easily understood is critical to gaining ownership of what all parties involved in the work-placement process are required to achieve.

Taking account of these requirements, The Four Corners of Responsibility has been developed to assist in the introduction of a new work-placement programme across the Cardiff School of Management UWIC which will involve up to 500 second year undergraduate students. The Four Corners of Responsibility have been designed to ensure that the quality of delivery of the work based learning programmes are implemented to the very highest standard at all times and the required standards are enshrined within the culture and attitude of all those involved with Integrated Work and Learning.

The defined Four Corners of Responsibility are part of a ten point action plan developed for the Cardiff School of Management (UWIC) and are designed to underpin the standards in all that needs to be achieved for the ongoing success of a placement programme. These are

1. how to communicate the strategy internally
2. student engagement
3. external providers
4. professional accreditation
5. aims, learning outcomes and assessment methods
6. benchmarking
7. use of blackboard
8. IT and systems development
9. marketing
10. administration, processes and procedures.

The Four Corners of Responsibility can therefore be seen as a form of 'mission statement' that can be incorporated into module handbooks, marketing literature, web sites, internal and external communications.

The aim is to set a high standard of achievement for the department delivering and managing the overall programme, and to set out for all the stakeholders involved the level of service expectation they have a right to always receive.

At the same time all the stakeholders need to play their part and also deliver the levels of excellence required if the programme is to gain a reputation of being a centre of excellence for work placement.

If at any time, any member of the work placement team or other stakeholder fails to meet the high expectations of the Four Corners of Responsibility, then they will be reminded of the benefit to be gained by understanding and taking ownership of the aims of the work placement programme, as set out in the Four Corners of Responsibility.

There are several ways an employer can be involved in providing a student with a work placement. Placement options include a 30 day placement during the academic year, a 15 week summer placement or a full year out 12 month secondment. It may be possible to undertake the placement between years one and two or between years two and three for the 15 week and full year out placements. The exact start and finish dates are a matter of agreement between the students' tutor and the employing organisation.

Once a work placement opportunity has been agreed and a student appointed to this placement, then the student's academic tutor will agree with the placement provider the basis of a project or running of a particular campaign.

The student will be required to demonstrate the achievement of academic aims and outcomes defined in their work placement module, and these will be linked to the agreed project/campaign.

In addition, students will be required to reflect on how they have changed and developed as an individual, especially in relation to their skills/competencies through the placement experience.

## Appendix C

### Sustainability

| <b>Project Outputs</b>                          | <b>Why Sustainable</b>   | <b>Scenarios for Taking Forward</b>  | <b>Issues to Address</b>  |
|---|--|--|---|
| Project Report with detailed case studies       | Will be maintained and updated as part of LTDU core focus on L&T issues, research. | Further development in terms of on-going research within the university or partners, funded as part of UWIC's internal L&T fund (10 projects appointed each year). | - Accessible<br>- Appropriate to needs of sector including tutors, managers.<br>- Remains relevant and is updated for at least 12 months after end of Project |
| Advice guidelines & best practice documentation | Maintain and update as part of key LTDU role and responsibility                    | Increased awareness and interest sectors and employers   | Applicability and appropriateness of information and advice   |
| Web page  | Maintain and update as part of key LTDU role and responsibility                    | Update and review based on continuing feedback. Also from HE Academy and Welsh bodies  | Continuing applicability and appropriateness of information and advice  |
| Submission of materials to                      | Remain in contact with   | Content to be developed by staff   | - Content to remain IMS   |

|                           |  |  |  |
|---------------------------|--|--|--|
| <p>content repository</p> | <p>CETIS.<br/>         Work with CETIS Assessment SIG ensures that majority if not all of questions are compatible with IMS QTI specification and can therefore be exported into other systems</p> | <p>within UWIC and project partners as part of their own teaching process, or as part of a UWIC-funded L&amp;T Project.<br/>         Shareable across communities.</p> | <p>compatible (assistance from CETIS SIGs)<br/>         - Further work is undertaken to ensure questions remain 'fit for purpose' in terms of learning outcomes, level and accessibility</p> |
|---------------------------|--|--|--|

VICE-CHANCELLOR AND PRINCIPAL: PROFESSOR ANTONY J CHAPMAN  
IS-GANGHELLOR A PRIFATHRO: YR ATHRO ANTONY J CHAPMAN



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Northavon House,  
Coldharbour Lane,  
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BS16 1QD

18<sup>th</sup> December 2008

To Whom It May Concern:

I have great pleasure in supporting UWIC's institutional innovation project proposal for technical innovation in the context of lifelong learning and workforce development.

UWIC is committed to strategies of lifelong learning and employer engagement and should we be successful in this bid the funding will enable further work to be undertaken in these vital areas. In particular, this will complement developments that are taking place through our Technology Enhanced Learning Plan and will further enhance our capacity to provide accessible and flexible services to learners in the workplace and their employers.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Antony Chapman', written in a cursive style.

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