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| Cover Sheet for Proposals (All sections must be completed) | |  | |
| Name of Initiative: | Institutional innovation projects in lifelong learning and workforce development | | |
| Name of Lead Institution: | University of Bradford | | |
| Name of Proposed Project: | Workforce Engagement in Lifelong Learning (WELL) | | |
| Name(s) of Project Partner(s): | West Yorkshire Lifelong Learning Network (WYLLN) | | |
| Full Contact Details for Primary Contact: | | | |
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| Length of Project: 2 years | | | |
| Project Start Date: March 2009 | | Project End Date: March 2011 | |
| Total Funding Requested from JISC: £ | | | |
| Funding Broken Down over Financial Years (April-March): | | | |
| Mar 09 | Apr 09 – Mar 10 | Apr 10 – Mar 11 | |
| £ | £ | £ | |
| Total Institutional Contributions: £ | | | |
| Outline Project Description | | | |
| <p>This project will develop, implement and evaluate a model for module/unit delivery and assessment which integrates personal, organisational (of the employer) and institutional technologies that will support personalised learning and also satisfy University accreditation and progression requirements. The model will be piloted with learners from our Escalate programme, engaged on programmes through their employer in two Academic Schools at the University of Bradford.</p> <p>The Escalate Initiative is a direct response to the Leitch report, and the Bradford programme has received support from HEFCE and Yorkshire Forward to develop curriculum and deliver modules with employers, designed to equip today's workforce with the skills necessary for the period up to 2020 and beyond. (http://www.brad.ac.uk/admin/pr/pressreleases/2008/district.php) The University is establishing partnerships with local employers who are committed to the concept of becoming learning organisations, and to their workforce being part of this key skill developmental programme. Escalate at Bradford aims to deliver a radical culture change in the make-up of the student body, and in the approach to learning and learning spaces. It aims to achieve a significant paradigm shift in the delivery of programmes by the University and is therefore the ideal 'test-bed' for radical new approaches to curriculum delivery.</p> <p>The key features of the model will be:</p> | | | |

- It will include support for all the major aspects of module/unit delivery, including: familiarisation and integration with relevant and appropriate technologies; support for academic and social induction; delivery of the main learning materials; communication and collaboration (both staff-student and student-student); formative and summative assessment; use of ePortfolios; APEL for previous learning and experience and for further course(s) of study.
- It will test the outputs of previous JISC projects, for example the e-APEL project which has produced a software tool which streamlines the initial stages of application for the accreditation of prior experiential learning (APEL) (<http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/xinstit1/eapel>) and the eTutor project which seeks to create an online learning community through existing web 2.0 technologies (<http://etutor.pbwiki.com/>)
- It will deliver learning in a reduced (or extended) time frame to meet the needs of employers and individuals. Traditionally programmes are offered only within semester and administrative structures which may not fit the flexibility needs of employers and their performance appraisal mechanisms.
- It will prepare learners for further online learning and assessment in the future.
- It will introduce learners to using ePortfolios for professional and personal development

The long-term aim is to create a model of programme delivery that can be used on any academic programme to encourage greater participation from learners in employment in a range of industries and business sectors, with a flexible approach that fits around employer and student needs rather than institutional timeframes and structures. Thus, the system can be used by the sector as an exemplar of a model for module/unit delivery using innovative technologies which offer flexible lifelong learning in the workplace, encourage the use of APEL and PDP, and satisfy the demands of institutional QA and academic standards.

| | | |
|--|------------|--|
| I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box) | YES | |
| I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box) | YES | |

FOI Withheld Information Form

We would like JISC to consider withholding the following sections or paragraphs from disclosure, should the contents of this proposal be requested under the Freedom of Information Act, or if we are successful in our bid for funding and our project proposal is made available on JISC's website.

We acknowledge that the FOI Withheld Information Form is of indicative value only and that JISC may nevertheless be obliged to disclose this information in accordance with the requirements of the Act. We acknowledge that the final decision on disclosure rests with JISC.

| Section / Paragraph No. | Relevant exemption from disclosure under FOI | Justification |
|--------------------------------|---|----------------------|
| | | |
| | | |

Fit to programme objectives and value to sector

Purpose

1. This project will develop, implement and evaluate a model for module/unit delivery and assessment which integrates personal, organisational (of the employer) and institutional technologies that will support personalised learning and also satisfy University accreditation and progression requirements. The model will be piloted with learners from our Escalate programme, engaged on programmes through their employer in two Academic Schools at the University of Bradford.
2. The long-term aim is to create a model of programme delivery that can be used on any academic programme to encourage greater participation from learners in employment in a range of industries and business sectors, with a flexible approach that fits around employer and student needs rather than institutional timeframes and structures. Thus, the system can be used by the sector as an exemplar of a model for module/unit delivery using innovative technologies which offer flexible lifelong learning in the workplace, encourage the use of APEL and PDP, and satisfy the demands of institutional QA and academic standards.
3. The key features of the model will be:
 - It will include support for all the major aspects of module/unit delivery, including: familiarisation and integration with relevant and appropriate technologies; support for academic and social induction; delivery of the main learning materials; communication and collaboration (both staff-student and student-student); formative and summative assessment; use of ePortfolios; APEL for previous learning and experience and for further course(s) of study.
 - It will test the outputs of previous JISC projects, for example the e-APEL project which has produced a software tool which streamlines the initial stages of application for the accreditation of prior experiential learning (APEL) (<http://www.jisc.ac.uk/whatwedo/programmes/elearningcapital/xinstit1/eapel>) and the eTutor project which seeks to create an online learning community through existing web 2.0 technologies (<http://etutor.pbwiki.com/>)
 - It will deliver learning in a reduced (or extended) time frame to meet the needs of employers and individuals, Traditionally programmes are offered only within semester and administrative structures which may not fit the flexibility needs of employers and their performance appraisal mechanisms.
 - It will prepare learners for further online learning and assessment in the future.
 - It will introduce learners to using ePortfolios for professional and personal development

Escalate

4. Escalate is itself a radical proposal to make a paradigm shift both across the University, and within the delivery of public services in the district This will also have key lessons for the sector through the development of a programme which responds to Leitch, HEFCE's Employer Engagement Strategy and the University's ethos of 'Making Knowledge Work'. In the first instance, the proposal focuses on delivering high quality employer "needs-based" learning programmes to large public sector bodies. Once established, it will roll out across the large private and SME sectors. The key shift is for the University to plan using a needs analysis approach, to the delivery of learning and training at the time and location the employer wishes, and to deliver in module sizes that are appropriate. Alongside this shift, the employers will commit to becoming Learning and Development Organisations in which learning is driven by their own strategic objectives.
5. Thus, Escalate at Bradford offers the ideal 'test-bed'/case study/development site for technology-supported approaches to curriculum design and development as:
 - it covers a wide range of curriculum areas

- it will involve all the possible permutations of student applicants, in terms of both the amount and nature of learning required (from non-accredited or prior experiential learning which may be translated into credit at a later date to full programmes, and from contact-based as well as full distance learning) and the personal characteristics and backgrounds of the learners. The broad cultural mix of the intended student audience at Bradford is also an important advantage for the evaluation of changes in practice.
 - while the programme is being managed as a discrete programme within the University and is, in that regard, self-contained, it is fully integrated with the important policy developments in the University which affect curriculum planning (e.g. the Ecoversity initiative; the University's developing Quality Enhancement strategy). Escalate both complies with the University QA requirements and will inform future change and development to the regulatory and quality frameworks.
6. The overall aim of Escalate is to develop curriculum and delivery modules with employers, designed to equip today's workforce with the skills necessary for the period up to 2020 and beyond. The project is establishing a partnership with local employers who have already committed to become members of the Escalate Programme through the Board, and the wider partnership. This means that they have already agreed to the concept of becoming learning organisations, and to their workforce being part of this key skill developmental programme. The initial market is already secured, as the planning has taken place with the key employers. The project is closely linked with the University's Ecoversity Strategy, and will facilitate the establishment of programmes in sustainable development as well as influencing the design of learning spaces.
 7. The project is ambitious as it seeks to deliver a radical culture change in the make up of the student body, and in the approach to learning and learning spaces. This is a development project designed to achieve a significant paradigm shift in the design and delivery of programmes by the University of Bradford. The project has been developed with large local public sector employers, and focuses on: needs analysis; establishment of the culture of learning organisations; recognition of a variety of forms of learning; and negotiated programmes of study.
 8. Towards the midpoint of its development phase, the Escalate Partnership Board will begin the process of designing and delivering roll out and expansion of the programme to the large private sector firms, the burgeoning SME sector and farther afield. Preparatory work has already begun through the expansion of Executive Education at the School of Management, the links with the SME Knowledge Network and developing the West Yorkshire proposal on Employer Engagement with SMEs.
 9. Escalate will build up to 400FTEs in 2009/10 and we will therefore test the new processes of curriculum design on a substantial range of learning opportunities in a range of discipline areas across the University, sufficient to ensure that the final process is scalable to institutional adoption.

Escalate and workforce development

10. This project will focus upon work in two academic schools and capitalize upon the work of the West Yorkshire Lifelong Learning Network (WYLLN), with the model being used initially with specific programmes in the School of Health and the School of Lifelong Education and Development (SLED).
11. The School of Health Studies works extensively with the NHS and social care sectors, who together spend more than £5 million annually on training and developing staff. 'Only a small fraction is targeted at staff working in support roles..... It is not acceptable that the some of the most dependent people in our communities are cared for by the least well trained' (Department of Health (2006), *Learning for a Change in Healthcare*. NHS Executive, London.)

The report 'Learning for a Change in Healthcare' (DOH 2006) identified that participation in learning opportunities are currently unacceptably low for those staff employed in bands 1–4 of the NHS pay and careers framework. The report also acknowledged the interface with

the social care sector and the implications of widening participation in learning for the wider workforce of the voluntary and community sector, including patients, service users and carers. Several key messages emerged from the report; widening participation in learning should become an inherent feature of service development and improvement, a strategic approach would be required to develop and support participation and that sustaining such an approach would provide a considerable challenge. Through the Health, Social Care and Early Years Sector Group of WYLLN, which is led by University of Bradford, we are currently working with the Strategic Health Authority to identify the learning needs of these workers.

12. The School of Health has been working with the Sector Skills Council (SSC) for the UK health sector (Skills for Health), who lead on the modernisation of education and training across the health sector and now have a position statement and strategy 'Higher Education within the Sector Skills Council for Health' and Learning Design Principles that are key to development of health care award pathways in Higher Education (Skills for Health (2006) Higher Education within the Sector Skills Council for Health: A position statement and strategy). These principles highlight a commitment to design and deliver learning opportunities that are developed in response to an analysis of needs in the workplace. The overall aim is to design small packages of learning that build into more comprehensive awards through incremental progression, these should be accessible, interdisciplinary and provide a flexible framework that allows for multiple 'step-on step off' points. There is also acknowledgement of the need to recognise and reward all learning, including work-based, experiential and formal learning. The position paper and strategy identifies several aims that are integral to the attainment of competence based learning provision, including working in partnership with Higher Education Institutions, developing seamless and integrated educational pathways and standardising mechanisms for design that address National Occupational Standards and the Knowledge and Skills Framework. This policy will lead to the development of employer-led provision through the accreditation of existing training and CPD/PPD materials and the embedding of competency frameworks within academic qualifications. It will be important, as part of this process to develop e-learning units that utilise technologies that not only support the learning directly associated with those accredited programmes, but also on-going personal and professional development in the workplace.
13. Over the past five years the University's School of Lifelong Education and Development (SLED) has built strong links with the West Yorkshire Fire and Rescue Service. The Foundation Degree in Leadership and Management delivered through SLED was designed to meet their training needs for the development of middle managers. Also from this the MA Integrated Emergency Management was developed for senior managers in the Resilience Community. Both of these courses have been very successful, and the FD is also beginning to recruit from NHS and Local government employees. However, a recent review of training needs by the West Yorkshire Fire and Rescue Service indicates that in order to more closely align the academic programmes with their organisational management development programme (of 18-24 months) and to cater for the large numbers of staff involved, a shorter timeframe with more flexible delivery is required. In addition they are looking for a more flexible post-graduate programme along with the MA Integrated Emergency Management to meet the general needs of their senior managers. In discussions with other Public Sector Employers, similar messages are coming through. So far three possible solutions to this have been identified: Work Based Learning (WBL) - currently there are 60 credits of WBL in the Foundation Degree. A greater degree of flexibility would be achieved by increasing this to other parts or whole modules; Blended Learning - a combination of the above would allow the foundation degree to be delivered more flexibly over a shorter period of time; AP(E)L - the process of accrediting prior experiential learning needs to be made more accessible for candidates i.e. through e-portfolios, where students can provide evidence on line. As part of this development we are seeking to explore and test how the use of technology can support the transition into academic study, though for example AP(E)L and induction, personal development planning throughout and beyond the programme, the integration of different forms of learning, and how might facilitate variations in the pace and place of learning.

14. Both the School of Health Studies and SLED are also working with the West Yorkshire Lifelong Learning Network (WYLLN) in the curriculum and delivery developments described above, as well as with Escalate. As part of this they are also taking part in project, through WYLLN, to develop, implement and pilot new APEL arrangements linked to vocational progression. The West Yorkshire Lifelong Learning Network (WYLLN) is one of 29 LLNs across England. WYLLN is a partnership of higher education institutions, further education colleges and other strategic organisations throughout West Yorkshire. All partners are committed to providing quality vocational learning opportunities to enable learners to progress into and through higher education, with the broad aim of the network being to strengthen the performance of West Yorkshire businesses and the wider regional economy through improved vocational and work-based progression of young people and adults into higher education. WYLLN is focusing its activities around 7 sectors which reflect the sub-regional higher level skill priorities identified by Yorkshire Forward and those of the Learning and Skills Council for West Yorkshire. This relationship and the resources and support it offers, enhances the opportunity to integrate and trial different delivery approaches and technologies alongside the development of new curricula and learning strategies. It further provides additional opportunities for future roll-out and dissemination as the number of progression agreements increases and the impact of the network grows.
15. The Escalate bid was obviously developed in the light of the curriculum delivery practices which we could envisage at the time of writing. This call from JISC has given us the opportunity to reflect on the suitability of these conventional approaches for the curriculum shift envisaged by Escalate and in particular to consider the implications of the very rapid changes in learning technology which have affected us over the last year. Among the most important influences on our thinking have been the adoption of an institutional ePortfolio (PebblePAD) underpinned by work from our JISC ELP project (<http://www.elp.ac.uk/>); uses of social networking, blogs and wikis, informed by the ELP2 project (<http://www.elp.ac.uk/elp2.html>); growing use of audio stimulated by the ASEL project (<http://www.bradford.ac.uk/lss/tqeg/projects/asel.php>); dramatic growth in the use of computer-aided assessment which will be stimulated further by the consolidation of our thin client facility (part-supported by the JISC IT4SEA project (<http://www.bradford.ac.uk/lss/jisc/>)) and a range of other technologies which are increasingly being integrated into curriculum delivery (such as the repository implementation from the Bradford BURP project (<http://www.bradford.ac.uk/library/burp/index.php>)). As a result, we have concluded that the established approaches referred to in the original Escalate vision have important limitations which may be particularly significant when dealing with the flexible and rapid demands of workforce development. This project will enable us to incorporate the lessons we have learned from our own experience and from developments across the sector such as the current JISC Curriculum Design and Delivery projects (one member of this project team is a Critical Friend to this programme).
16. This project relates to major themes in the bid as explained in the following table (the figures in brackets refer to specific numbered paragraphs in the JISC call):

| Main Theme in this bid | What we intend to achieve | Value to the community |
|--|---|---|
| Institutions have well-managed, well understood and affordable processes, supported by technology, for assessing evidence of prior experience and learning (para 14) | Review of current APEL processes across the sector along with a review of the current practice relating to the delivery of courses within the workplace. Case study based on practical use of the software resource produced by the e-APEL JISC project. | Our specifications and evaluations will be available to all UK HE institutions who wish to investigate similar models Evaluation of the use of the e-APEL resource in a work-based learning environment. |
| A wide range of learning opportunities... with a | A flexible programme delivery to suit the individual pace of each | A model offering greater flexibility for lifelong learners |

| | | |
|---|---|--|
| range of study hours, course length, attendance patterns and educational skills/levels (para 15) | learner that meets the needs of the employer and their organisational performance framework, that can be built up into an award | within the accreditation requirements of the institution will be available to other UK HE institutions |
| Institutions and employers recognise the existing skills and expertise of lifelong learners (para 15) | Case studies of APEL being used in work-based learning with employers engaged in the APEL process. Clear guidance for lifelong learners on how to apply for and what is accreditable as APEL | Our specifications and evaluations will be available to all UK HE institutions who wish to investigate similar models Guidance for learners on the application of APEL for all UK HE institutions |
| Learners can record and reflect on their personal and professional development achievements on an ongoing basis, and share these with employers, professional bodies, peers and educational institutions as they choose (para 16) | Case studies of the PebblePAD ePortfolio tool being used by work-based learners outside the University, and how this fits in with their employers' performance appraisal structure | Evaluation of the use of the University's PebblePAD ePortfolio tool in a work-based learning environment. |
| Institutions offer technology-supported learning opportunities and other employer-related services that are appropriate, relevant and affordable for small businesses (para 25) | Access to online learning environment where learners can access materials from any location and make further contribution to a linked e-portfolio. Clear guidance for learners with little or no exposure to online learning with support mechanisms (e.g. workplace mentor) | Guidance for UK HE Institutions on delivering online learning in the workplace, to user groups with little or no experience of online technologies |
| Institutions are able to demonstrate the viability of a range of technology-supported models for offering work-based learning (para 26) | Using the evaluation from the eTutor project, a set of module/units that can be used for WBL will be produced and piloted with groups of learners. | Evaluation of the use of the eTutor resource in a work-based learning environment available to other UK HE institutions with associated findings and case studies. |

Outcomes and Deliverables

17. These are specified in the following table:

| Outcome | Associated deliverables | Availability |
|---|---|--|
| Model of technology-supported delivery of lifelong and workplace learning | Evidence of the benefits of this technology-supported model of learning for workplace users and lifelong learners, that demonstrates value for money for employers whilst meeting the needs of the institutional strategic objectives | Download report which explains and evaluates the model |
| Two case studies of the model in use on two academic programmes | Improved understanding of using technology-supported learning in the workplace, with full evaluation to further | Download case studies which will include |

| | | |
|---|--|---|
| | develop technologies and lead to informed change in lifelong learning provision | multimedia content |
| Institutional guidance for the delivery of lifelong learning programmes with flexible programme length and assessment processes | An enhanced institutional process for the delivery of flexible lifelong and work-based learning that can integrate with existing programmes, meets institutional standards of delivery and assessment. | Download procedural documents and associated guidance |
| Individual learner guidance | Guidance for all UK HE institutions on producing a workbook/guidance for lifelong learners in a language and context they are familiar with | Download workbook and resources for students |
| Further development of previous outputs from JISC funded projects | Evaluation of previously funded JISC projects to share this with other UK HE institutions. | Download review of related projects and any adaptations of their material |

Project organisation and the project team

18. The project will be organised in workpackages as detailed later and monitored through the following mechanisms:

- Each workpackage will be the formal responsibility of a member of the core staff team and the Project Manager will ensure effective co-ordination and risk management.
- All project documents and reports to be published online (software to be determined in consultation with JISC). The project team has experience of running project blogs, social software with controlled access such as Ning, and formal project management packages such as Central Desktop.
- In addition to this work with the lifelong learning workforce engagement project, we suggest a programme of dissemination and discussion with appropriate networks.
- External 'critical friend' will be appointed to liaise with internal critical friend on a regular basis and to run annual evaluation workshop, taking the perspective of Appreciative Inquiry (following models adopted within the JISC Users and Innovation Programme).
- Formal evaluation process will be agreed with JISC Programme Manager and administered by External Evaluator, appointed through the project.

Staffing

19. The following staff are currently in post:

| Name and current roles | Main role in project and relevant experience |
|---|--|
| <p>Professor Geoff Layer Deputy Vice Chancellor Academic Escalate Project Sponsor</p> | <p>Will act as Project Director</p> <p>A Fellow of the Royal Society of Arts, he was awarded the O.B.E. for services to Higher Education in 2003. Involvement in regional/national initiatives includes non-executive Director of the Higher Education Research Opportunities (HERO), Trustee of the National Open College Network, a non-executive director of Careers Bradford, a Trustee of Yorkshire & Humber Open College Network, and Council member of West Yorkshire Learning and Skills Council. He was Director of Action on Access from January 2000 to December 2006, supporting implementation of the HEFCE Widening Participation strategy. The team contributed to 10 HEFCE policy documents, produced 50 publications, provided 52 seminars and 7 conferences.</p> |
| <p>Professor Peter Hartley Head of Centre for Academic Practice</p> | <p>Will act as Internal critical friend, with particular role re staff development support for the revised curriculum design meeting processes</p> <p>National Teaching Fellow with particular focus on applications of e-learning. Has been Project Director for and contributor to JISC projects (e.g. ELP1 on e-portfolios now completed; ELP2 on social software to complete December 08; ASEL ongoing on use of audio and web 2.0). Managed University e-learning Benchmarking and subsequent Pathfinder). Drafted current University LTA Strategy and QE Strategy. Currently, evaluator of Solstice CETL and critical friend to cluster of JISC U&I projects. Critical Friend to JISC U&I and Curriculum Delivery Programmes.</p> |
| <p>Celia Moran Escalate Programme Manager</p> | <p>Will co-ordinate this project with the Escalate Programme.</p> <p>Director of Escalate SDF employer engagement project, 2008 to 2011. Formerly Director of Development, and strategic lead for knowledge transfer and widening participation at Leeds Trinity & All Saints, and Foundation Degree Coordinator and Teaching Fellow at Leeds Metropolitan University'.</p> |
| <p>Vicki Illingworth Escalate Learner Development Officer</p> | <p>Will co-ordinate this project with the Escalate Programme.</p> <p>Learning Development Officer for Escalate, 2008-2011. Formerly Learning Area Coordinator of the Groupwork area of the national Learnhigher CETL. Co-developed the collaborative Making Groupwork Work online resource (http://www.learnhighergroupwork.com/index.php)</p> |
| <p>Jane Priestley Senior Lecturer, School of Health</p> | <p>Will coordinate the project on School of Health courses</p> <p>Senior Lecturer with over 20 years experience teaching of health care students in both practice and academic settings, recently appointed to the post of University Teaching Fellow. With extensive experience of working with other HEIs and with Statutory and Professional bodies, currently actively engaged in the development of service user involvement in health care education at local, regional and national level.</p> |

| Name and current roles | Main role in project and relevant experience |
|--|--|
| Dr Alan Maybury Academic Development Officer, School of Lifelong Education and Development | Will coordinate the project on School of Lifelong Education and Development courses Academic Development Officer with extensive experience in developing foundation degrees. Developed the MA Integrated Emergency Management aimed at senior officers and critical incident commanders in the Emergency Services, the first of it's kind in a UK HEI |
| Ruth Whitfield, Learning Architect, Centre for Academic Practice | Will provide technical support and expertise to the project Recently awarded the Baroness Lockwood Aware for Distinguished Teaching (BLADT) for innovative use of ICT with diverse student groups. Extensive experience of web development and learning technology. |

20. Staff to be recruited:

| Role | FTE | Functions and relationships |
|----------------|-----|--|
| Project worker | 0.5 | 0.5 appointment to this project to provide effective co-ordination and project management. |
| Web Developer | 0.4 | To develop the web interfaces for data entry and retrieval. |

NB both posts to be for duration of project

Engagement with the JISC community

21. As well as the participation in JISC events and the ongoing publication of our deliverables, we envisage that engagement will focus on the following:

- Networking with specific related projects
For example, we are aware that University of Derby are working on a project funded through the JISC e-learning Capital Fund to develop software that will streamline the initial stages of application for APEL for students and staff who assess APEL applications. We would be able to test the outputs of this project and use the software tool and informed practice to award APEL to learners engaged on courses linked to this project and provide feedback and evaluation data to the project group at the University of Derby. Also, Swansea Institute of Higher Education has developed the eTutor project (<http://etutor.pbwiki.com/>) with the aim of developing an effective online learning environment from currently available web 2.0 services. The project was focussed on assessing the viability of this method of delivery rather than designing a rich, fully interactive learning environment, leaving an opportunity to take this work a step further by creating a sophisticated online learning environment.
- Conferences and seminars
We will submit papers and workshops to relevant conferences at all stages of the project (e.g. ALT, HEA, SEDA)

Risk analysis

22. Risk analysis is outlined in the following table:

| Risk | Management |
|---|--|
| Employer turbulence affects progress of Escalate project | The partners that we will be working with come from different parts of the public sector, thus minimising risk and the additional student numbers have been set cautiously so that they should be easily achievable should one or more partners have difficulties. |
| HE Supply and Employers' Demand not met appropriately through inappropriate market knowledge | By working in partnership with employers the risk will be minimised as we will be responding to specific employer need. Also Escalate will be taking note from other key strategic projects addressing Employer Engagement, and engaging with HEFCE and the wider sector in ongoing dialogue on the progress of the range of activities in the current Employer Engagement Strategy Action plan. |
| Staffing and administrative delays | If there are any delays in appointing technical staff the contingency plan is to employ permanent staff to the project and back-fill their main role. We have used this procedure with other projects and it has worked very effectively (e.g. HEA Pathfinder). |
| Not able to integrate courses with alternative timeframe of delivery into existing University systems | We will be working with established and well-known systems. There is enough expertise in the sector to ensure that any problems with integration can be dealt with. |
| Failure to become sustainable | The Development Project will use existing internal costing and pricing review work, emerging sector research and further contribute to a ongoing review of costing and pricing of provision. This will be kept under close review by the Escalate Board and the University. |
| Withdrawal of support from specific courses due to economic downturn | Escalate has a growing base of links with employers so substitute courses/programmes will be available. |

Project Workplan

24. The project is divided into the workpackages (WPs) explained in the table below. The project can be summarised in the following stages:

Stage 1: Setting up the project (Workpackage 1): setting up the team and recruiting new staff.

Stage 2: Research and review (Workpackages 2-3): reviewing current provision across the sector and evaluating applicability.

Stage 3: Redesigning the processes (Workpackage 4): design the model of module unit delivery based on the outcomes of Stage 2

Stage 4: Implementation, evaluation and improvement (Workpackage 5): refining and implementing the new model on specified programmes

Ongoing: Dissemination and involvement with JISC and the wider JISC community will take place throughout the project (Workpackage 6)

| WP | Purpose of workpackage | Timescale | Milestones | Methodology | Main criteria for evaluation |
|-----|---|----------------|---------------------------------|--|--|
| WP1 | To set up the project | Up to July 09 | March 09: core team established | Recruitment Initial planning meetings to produce more detailed workplan and engage stakeholders Establishing links with other related projects: recruiting external critical friend and evaluator | Full team in post Quality of workplan |
| WP2 | To review current practice for models of learning that can be applied to learners in the workplace across the sector and the available e-portfolio technologies to support learning | March – May 09 | May 09: review completed | Review of practice across the sector: desk research, interview, visits and meetings. Guidance for use of the PebblePAD ePortfolio | Usefulness of criteria to all stakeholders Usefulness of review report Quality of action plan |
| WP3 | To evaluate different models and techniques of technology support for delivering lifelong learning to those within employment | March – May 09 | July 09: review completed | Review of developments across the sector: desk research, interview, visits and meetings Specific evaluation of technological models and techniques which have come out of previous JISC projects and HEFCE initiatives, e.g. a-APEL, eTutor, etc. | Usefulness of criteria to all stakeholders Outcomes of pilots in terms of effectiveness of revised process and user satisfaction Usefulness of review report Quality of action plan |

| WP | Purpose of workpackage | Timescale | Milestones | Methodology | Main criteria for evaluation |
|-----------|--|-------------------|--|---|---|
| WP4 | Agree new delivery methodology and support structures | May 09 – Sept 09 | Sept 09: new method agreed | Model is developed through consultation with relevant stakeholders for revised method against the criteria developed above Guidance materials for staff, employers and individual learners devised and implemented to support new model | Fit to criteria established in WP 2and3 |
| WP5 | Pilot, review and improve methodology | Sept 09 – July 10 | July 10: new method stable and integrated | Specific pilots are evaluated against the criteria Outputs from the pilots are integrated into existing University systems (e.g. new modules and programmes are included in University 'catalogues' and prospectus) | Does process in action meet criteria from WP 2-4? |
| WP6 | Dissemination and involvement with the wider community | Oct 10 – March 11 | March 11: wider community has access to materials and evaluation | Attendance at all relevant JISC events Ongoing partnership with support project Conferences and web dissemination Specific events and dissemination to partner networks, e.g. LearnHigher CETL; ELESIG Propose CAMEL consortium with other successful bids where there is most synergy (builds on our experience in Pathfinder) | |

Supporting letters from the institution and project partners

University of Bradford
Richmond Road
Bradford BD7 1 DP

JISC, Northavon House,
Coldharbour Lane,
Bristol, BS16 1QD.

Dear Sirs,

Thanks to the support we have received from HEFCE and Yorkshire forward, the Escalate project is now up and running and will include three specific developments:

- the development team has been established to build the relationship with employers, develop learning programmes and develop staff to build the capacity of the University to deliver the initiative
- a new 24/7 learning resource facility at the University
- up to 1,200 new learners

Escalate addresses a major shift at the University of Bradford in the delivery of academic credit-bearing courses based on employer needs. The project builds on the existing excellent graduate employment achievements that are an integral part of Bradford's provision and focuses on developing provision for those already in the workplace. This requires a shift in the academic framework across the university so that it becomes more focused on part-time provision; reflecting the principles of negotiations over pace, length, curriculum content and delivery models. A significant task for Escalate will be to address creative ways of providing learner support to a very different group of learners.

Initially, Escalate will work with a number of large public sector bodies and then be rolled out to the private sector and small/medium-sized enterprises in which the partners commit to become learning organisations.

The Escalate focus is on the *delivery* of innovative curricula to a new and different group of learners. It was assumed when the programme was developed that this could be broadly accommodated by the conventional curriculum delivery approaches adopted across the University (and which are typical of current UK HE institutions). This call from JISC has given us the opportunity to reflect on the suitability of these conventional approaches for the curriculum shift envisaged by Escalate and in particular to consider the implications of the very rapid changes in learning technology which have affected us over the last year (e.g. adoption of institutional ePortfolios underpinned by work from our JISC ELP project; uses of social networking, blogs and wiki's informed by the ELP2 project; and the growing use of audio stimulated by the ASEL project). And we have concluded that the established approaches have important limitations which may be particularly significant when dealing with the flexible and rapid demands of workforce development.

We believe that the development of an integrated model of technology support model as outlined in the bid will provide us with more appropriate delivery methods to deal with these new learners and may also provide a blueprint for the more flexible approaches to the curriculum we will need to employ right across the University in order to remain competitive across the next decade.

As our current approaches and technologies are fairly representative of standard practices across UK HE, the models which this project will allow us to develop will be of significant value to all other institutions across the sector who are looking for new and more flexible approaches to curriculum delivery.

Thus, not only is this project proposal of central importance to a major strategic initiative by the University, but the outcomes and deliverables will be relevant to virtually all HE institutions. The project has support at the highest level and this will be augmented as the project develops. For example, as well as the core team of staff listed in the project document, we will be able to incorporate the experience and expertise of additional staff from the Escalate team (now in post)

and other staff in Learner Support Services with significant experience of developing and running successful JISC and HEA projects.

As I said of the Escalate project in our launch press release: "The University has, for some time, been at the forefront of widening participation in higher education and graduate employment, and this initiative presents an opportunity to further build on that excellence and to further embed the links between higher education and the world of work." This JISC project will enable us to place significant innovation in technology-supported curriculum delivery at the heart of these links and at the heart of our institutional processes.

Yours truly,

A handwritten signature in black ink, appearing to read "Geoff Layer", with a horizontal line underneath.

Geoff Layer

Celia Moran
Escalate Manager
University of Bradford
Richmond Road
Bradford
BD7 1DP

9th January 2009

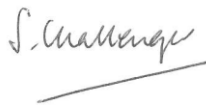
Dear Celia

Thank you for forwarding details of your proposed project which you are planning to submit to the January round of JISC funding.

Having considered the proposal it is clear that the project's aims and activities are in close alignment to the overall aim of the West Yorkshire Lifelong Learning Network (WYLLN) and our strategic objective of improving the progression of vocational learners into and through higher education through activities such as developing greater use of APL/APEL and flexible teaching and learning strategies. The project also seems to complement the recent APEL project we commissioned from you in December and the curriculum development work you are involved with through our Leadership, Management, Innovation and Enterprise Sector group and the Health, Social Care and Early Years sector group.

I hope you are successful with your project submission and I look forward to future discussions to see how we can share the learning and outcomes from this project and your WYLLN funded projects/activities.

Yours sincerely

A handwritten signature in cursive script that reads "S. Challenger". A horizontal line is drawn underneath the signature.

Stephen Challenger
Executive Director West Yorkshire Lifelong Learning Network