



## Project Document Cover Sheet

Project Information			
<b>Project Acronym</b>	WELL		
<b>Project Title</b>	Workforce Engagement in Lifelong Learning		
<b>Start Date</b>	April 2009	<b>End Date</b>	March 2011
<b>Lead Institution</b>	University of Bradford		
<b>Project Director</b>	Geoff Layer		
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<b>Partner Institutions</b>	West Yorkshire Lifelong Learning Network (WYLLN)		
<b>Project Web URL</b>	tbc		
<b>Programme Name (and number)</b>	<i>JISC Institutional Innovation Programme: Lifelong Learning and Workforce Development</i>		
<b>Programme Manager</b>	Ruth Drysdale		

Document Name			
<b>Document Title</b>	<i>Project Plan</i>		
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<b>Author(s) &amp; project role</b>	Celia Moran, Project Coordinator Vicki Illingworth, Project Manager		
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Document History		
Version	Date	Comments
V1.0	30 April 2009	Draft for comments
V1.1	8 May 2009	First Issue



## **JISC Project Plan**

### ***Overview of Project***

#### **1. Background**

This project arises from a key area of concern for the higher education sector, and a major priority for the University of Bradford, that of employer engagement, and more specifically employee learning.

The University of Bradford has secured HEFCE Strategic Development and Yorkshire Forward Funding to establish Escalate, an ambitious and flagship employer engagement programme. Escalate is a direct response to the Leitch report, and the Bradford programme will 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. 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 higher skills development programme. Escalate at Bradford aims to deliver a paradigm shift in the make-up of the student body, and in the approach to learning and learning spaces. Beyond this, Escalate also seeks to influence a radical culture change within both the delivery of public services in the district and in employers' attitudes to learning and development. 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 to learners in the workplace. Alongside this shift, the employers will commit to becoming Learning and Development Organisations in which learning is driven by their own strategic objectives.

The success of Escalate, and other employer engagement programmes across the sector, will be dependent upon our being able to deliver truly responsive learning that meets the requirements of employers and their staff, and is fully integrated with experience and training in the workplace.

This project builds upon previous University work such as use of e-Portfolios, the ALPS (Assessment and Learning in Practice Settings) CETL, and JISC projects such, e-APEL, e-Tutor.

## 2. Aims and Objectives

### Aim

The overall 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. 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.

### Objectives

Specifically, the project will:

- i. undertake a review of current practice of higher education delivery in the workplace, including the use of technology.
- ii. review APEL policy and procedures and its application in work-based programmes.
- iii. evaluate the use of ePortfolio tools and APEL resources in a work-based learning context (e.g. PebblePad and the e-APEL).
- iv. develop a model of technology-supported delivery of lifelong and workplace learning, that supports the principles of flexibility in relation to place and pace of learning.
- v. pilot and evaluate the model with at least two groups of workplace learners.
- vi. share and disseminate the results findings of the project across the sector and among employers and employer intermediaries.

## 3. Overall Approach

The project will be divided into six work packages, some of which will run concurrently in order to meet the required milestones and deadlines:

WP1	To set up the project
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
WP3	To evaluate different models and techniques of technology support for delivering lifelong learning to those within employment
WP4	Agree new delivery methodology and support structures
WP5	Pilot, review and improve methodology
WP6	Dissemination and involvement with the wider community

In the early stages there will be a focus upon research and gathering of current practice, review and evaluation. In the later stages the emphasis will shift towards working directly with learners and their employers and developing and testing approaches to delivery and support in the workplace. It will be important for the project team to engage with relevant parts of the University throughout, most notably Academic Quality and Support Unit, Centre for Academic Practice and Learning Support Services. In order to ensure that the model that emerges is feasible and can inform the development of the University's systems and processes.

The project will draw upon and evaluate existing learning approaches and technologies and adapt these as appropriate, particularly those from previous JISC projects: it will not be developing new ones.

### Critical Success Factors

The critical success factors of the project are:

- i. Successful recruitment to the Project Officer post within the required timescales.
- ii. Identification of appropriate examples of workplace delivery.
- iii. Identification of examples of ePortfolio's in practice (e.g. eAPEL and PebblePad)
- iv. Identification and cooperation of two suitable groups of learners with whom to test the proposed model.
- v. Ability to gain the necessary approvals (such as Course Approval) for the model to be tested.
- vi. Support and cooperation of the wider University community

## 4. Project Outputs

<b>Output</b>	<b>Associated deliverables</b>
Model of technology-supported delivery of lifelong and workplace learning	Report that describes the model and outlines the benefits, including value for money for employers whilst meeting the needs of the institutional strategic objectives
Two case studies of the model in use on two academic programmes	Report and multi-media case studies describing, demonstrating and evaluating the use of the model.
Institutional guidance for the delivery of lifelong learning programmes with flexible programme length and assessment processes	Procedural documents and guidance for enhanced institutional processes that can integrate with existing programmes, and meet institutional/sector standards of delivery and assessment.
Individual learner guidance	Guidance for all UK HE institutions on producing a workbook/guidance for lifelong learners, including downloadable workbook and resources for students.
Evaluation of previously funded JISC projects to share with other UK HE institutions.	Downloadable review of related projects and any adaptations of their material

## 5. Project Outcomes

Outcome	Impact	Change
Clear and well managed technology-supported processes for assessing APEL	Processes will be accessible and well understood by both staff and students	Increase in APEL applications and approvals.
Greater recognition of the existing skills and expertise of lifelong learners.	University is more attractive to lifelong and work-based learners and their employers.	Increase in students accessing the University via work-based or experiential routes and greater use of APEL.
More flexible and responsive academic infrastructure	Barriers to developing and delivering employer-responsive provision will be reduced.	Wider range of learning opportunities both possible and available, especially for learners in work.
Increased understanding of the benefits and shortcomings of available technology for work-related learning.	Ability to select and adopt appropriate technology for work-related programmes.	Increased use of technology, and greater value derived from the use of that technology.
Increased understanding of the value of ePortfolios for workforce development programmes, and their integration with professional development in the workplace.	Better integration of ePortfolios with performance and appraisal systems.	Enhanced learning and support for work-based learners, and a more holistic and seamless approach to workforce development,
Increased understanding and guidance in relation to the support needs of individual work-based learners.	Enhanced student experience.	An effective tailored support package is more likely to attract students and facilitate successful outcomes.

## 6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
Project Sponsor	Reputation of University in relation to learning & teaching, employer engagement and ability to deliver projects to plan. Implications for future funding.	High
Escalate Programme	Contribution to Escalate employer engagement outcomes, and impact upon success of overall programme.	Medium
Escalate Learner Development Officer	Responsibility for co-ordinating and overall management the project	High
Project Officer	Responsible for day to day delivery	High
Case Study participants	Their interest will relate to the benefits to them and costs v benefits of their involvement. In other words they will be interested in ensuring that their participation is not unduly demanding and that the results of the project have some clear and tangible outputs that are of benefits to them and learners like them.	High

University Learner Development Unit	Greater understanding of work-based learners' support needs and opportunities for addressing these. Involvement in taking forward outcomes of the project across the University.	Medium
Associate Deans (Teaching & Learning)	Ability to implement outcomes and findings in new work-based learning programmes, and to transfer findings to other appropriate programmes.	Medium
Escalate Champions	Ability to implement outcomes and findings in new work-based learning programmes, and to transfer findings to other appropriate programmes.	High
Centre for Academic Practice	Greater understanding of work-based learners' support needs and opportunities for addressing these. Involvement in dissemination.	High
WYLLN	Progression and successful outcomes for vocational learners and the use of flexible delivery and technology to support this. Involvement as a partner also means that WYLLN's reputation is also an issue.	Medium
Employers	Learning opportunities that are responsive to their needs and can be delivered flexibly with appropriate delivery and support mechanisms. Employer related provision that makes appropriate use of technology to support learning in the workplace. Integration of academic learning with professional development, performance management and appraisal.	High
Learners	Delivery and support appropriate to their needs.	High
Strategic Health Authority	Currently developing an education programme for band 4 Assistant Practitioners within particular areas of NHS. Standard job descriptions and competencies are being prepared and this project will offer delivery of the educational programme to Rehabilitation staff.	High
National Fire College	Have an interest in the learning and development undertaken by Fire and Rescue Service personnel	High
Bradford Metropolitan District Council	Have an interest in the learning and development undertaken by Fire and Rescue Service personnel	High

## 7. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
<b>Staffing</b>				
Failure to recruit suitable staff	2	4	8	Use existing staff and back fill, and/or use freelance staff.
Delays in staff appointments	3	3	9	Use existing staff and reconsider milestones
Loss of project manager	2	4	8	Escalate Director would take role as interim
<b>Organisational</b>				
Competing priorities leading to lack of input and support	3	5	15	Schedule regular meetings and maintain regular communication.
Project plan inaccurate	2	4	8	Quarterly review against progress and update.
University academic infrastructure does not accommodate the design and delivery of courses in alternative timeframes and modes.	1	5	5	We are working with established and well-known systems and processes, and there is high-level buy-in which means that systems and processes can be changed to accommodate new ways of working.
Withdrawal of support from specific Schools/courses	3	4	12	Escalate has a growing base of links with Schools and employers so substitute course should be available.
Failure to become sustainable	1	3	3	The Escalate Programme is addressing costing and pricing and sustainable approaches to costing and pricing will be incorporated into this project. The rationale behind this project is to make tailored employer-responsive provision more cost-effective, and hence more sustainable.
<b>Technical</b>				
Technology to be evaluated does not support work-based learning and cannot be integrated with development in the work-place	1	5	5	There is a wide range of technology available to support learning in different contexts, so it should be possible to find substitute technology.
<b>External suppliers</b>				
Employer turbulence in economic downturn affects Escalate Programme	2	5	10	Escalate is rapidly developing its partnership base and working with employer intermediaries such as Employment and Skills Board, Train to Gain, Chambers of Commerce and CBI, all of which support the notion of skills development to address the downturn.
Mismatch between employer demand and HE supply.	3	5	15	As above. Escalate is developing, though partners, a detailed understanding of employer requirements, and is developing across a range of sectors.
<b>Legal</b>				
Data protection legislation may affect ability to share information with employers.	4	2	8	Permission will be sought form participants for information to be shared where appropriate.

## 8. Standards

This project will use a combination of technology, most of which are currently used by the University of Bradford, for example Blackboard and PebblePad. These packages have been selected as they are the ones adopted by the Institution, and are used with our other educational partners. We will identify the technologies used by the employer partners through the work of the project, and establish the standards used.

## 9. Technical Development

This project will not be undertaking any new technical development, however there may be a need for interface development as the project develops.

## 10. Intellectual Property Rights

The intellectual property rights of materials brought to and used in this project will remain vested with the original copyright holder, and any permissions to use the materials will be sought from those holders.

The copyright of any materials developed as part of the project will comply with JISC requirements. The University will be responsible for the IPR and copyright of materials/deliverables created, but these will be made available for use across the sector so that they can use or modify them for their own purposes.

## *Project Resources*

### 11. Project Partners

Partner	Role	Contact	Agreement
West Yorkshire Lifelong Learning Network	Facilitating employer-responsive curriculum development and APEL.	Joanne Beaumont <a href="mailto:j.e.beaumont@hud.ac.uk">j.e.beaumont@hud.ac.uk</a> 01484 471106	WYLLN Partnership Agreement in place, no formal agreement required for this project.

## 12. Project Management

Name	Job Title	Project role	Contact details
Celia Moran	Director of Escalate	Overall responsibility for delivery of project.	c.a.moran@bradford.ac.uk
Vicki Illingworth	Learner Development Officer	Project Manager – will coordinate the project and take responsibility for overall monitoring and reporting on progress. Reporting to Director of Escalate.	v.i.illingworth@bradford.ac.uk
tba	WELL Project Officer	Day to day delivery of the project, reporting to Project Manager	tba
Jane Priestley	Senior Lecturer, School of Health	Will provide the case material for Health Studies and coordinate the project in School of Health.	j.a.priestley@bradford.ac.uk
Dr Alan Maybury	Academic Development Officer	Will provide the case material for Lifelong Education and Development and coordinate the project in School of Lifelong Education and Development.	a.maybury@bradford.ac.uk
Professor Peter Hartley	Head of Centre for Academic Practice	Internal critical friend, and support for staff development relating to the new curriculum design and roll out of the 'model'	p.hartley@bradford.ac.uk
Ruth Whitfield	Learning Architect	Technical support and expertise, integrations with existing technologies and approaches	r.whitfield@bradford.ac.uk

### Bi- Monthly Project Meetings

The project manager will oversee the project which will be delivered and coordinated on a day to day basis by the project officer. The core project team (above) will meet on a bi-monthly basis to assess progress, address emerging issues and review the delivery plan. Meetings will be convened and serviced by the project officer and chaired by the project manager.

### Project Board

The Escalate Programme Board which is chaired by the Deputy Vice Chancellor and meets bi-monthly will serve as the project board and will receive quarterly progress reports for the project manager.

The project team will need to be familiar with existing technology, including the use of PebblePad and as the project develops there may be additional training needs, for example in the use of Elluminate. It is expected there will be training needs within the learners groups, and any materials developed to address this will become an additional deliverable.

### 13. Programme Support

The support of the programme manager will be welcomed throughout to ensure that the appropriate processes are followed and that the outcomes and outputs are achieved within the appropriate timeframes. Training and sharing opportunities in relation to use of technology for employer-responsive and work-based learning, and in relation to evaluation would also be welcome.

### 14. Budget

See Appendix A

### *Detailed Project Planning*

### 15. Workpackages

See Appendix B

### 16. Evaluation Plan

We have appointed an external evaluator, Professor Peter Chatterton, to evaluate the project. Peter Chatterton was adviser to the institutions taking part in the pilot phase of the e-learning benchmarking exercise: University of Bristol, University of Hertfordshire, University of Strathclyde and the University of Wales Institute. He specialises in helping industry, education and Government to devise innovative strategies and implementation programmes focused on e-Learning, e-Working, e-Commerce and e-Government.

Timing	Factor to Evaluate	Questions to Address	Method(s)	Measure of Success
Oct09	Curriculum design for work-based learners	How can we design a sufficiently generic curriculum model that is transferable to a range of applications, yet still meets the needs of employers?	Desk research, interviews, visits, meetings.	Criteria developed for new model of curriculum design and delivery. Usefulness/applicability to all stakeholders. Satisfies QAA requirements.
Oct09	E-technology available to support work-based learning	What technology is available, what has been used already in relevant applications, what evaluation has already been undertaken. What is the potential of this technology to support learning and professional development.	Review of developments across the sector and outcomes of previous JISC projects, including previous evaluations.	Criteria developed for technology to support work-based learning. Usefulness to all stakeholders. Transferability to a range of applications. Accessibility/ease of use Possibilities for integration with other applications.

Dec09	New methodology and learning approach.	Is the model readily understood and can it be piloted within the existing infrastructure? Is the model such that it does not over-burden the learners and the staff in the pilot?	Consultation with stakeholders.	Fit to criteria established above. Successful implementation of pilot phase.
March10	Progress of pilot	Are staff and learners engaging with pilot? Is the information that is being gathered useful? What are the barriers for learners in using learning technology? What training and support so they need? To what extent do the employers need to be able to use the technology and what support do they need? Could the use of the new model increase engagement and successful outcomes?	Questionnaires, focus groups with pilot learners. Interviews with staff and employers. Project team meetings, progress reports.	Staff and learners are fully engaged and rich data is being gathered.
Oct10	Results of pilot	Does new approach fit criteria. Fitness for purpose What training and support so they need? To what extent do the employers need to be able to use the technology and what support do they need? Could the use of the new model increase engagement and successful outcomes? Transferability Does it satisfy QAA and University QA requirements Is it cost effective	Questionnaires, meetings with pilot groups and other stakeholders. Student learning outcomes. Project team meetings, progress reports.	Pilot results lead to modified version of new model, ready to roll out.
Oct 10 to March 11	Dissemination	Is the project of interest/use to the sector and to employers? Are the results readily understood and accessible?	Web evaluation. Conference evaluations. Number of invitations received.	Positive conference evaluations and feedback through web-site.

## 17. Quality Plan

<b>Output</b>	Model of technology-supported delivery of lifelong and workplace learning				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Oct09	FHEQ QAA CoP	Reviewed by Project Officer in consultation with Academic Support Unit	Report to Programme Board and Learning & Teaching Committee	Project Manager	
Oct09	University Regulations	Reviewed by Project Officer in consultation with Academic Support Unit	Report to Programme Board and Learning & Teaching Committee	Project Manager	
Dec09	University course approval and quality assurance processes	Course Approval and review. Team meetings	Model agreed as appropriate by Course Approval and Review Teams.	School Coordinators	

<b>Output</b>	Two case studies of the model in use on two academic programmes				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Oct 10		Review by internal critical friend and external evaluator.	Submit to Programme Board	Project Manager and School Coordinators	
Oct 10		Review and sign off by Project Board	Case studies added to web-site	Project Manager	

<b>Output</b>	Institutional guidance for the delivery of lifelong learning programmes with flexible programme length and assessment processes				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Oct 10	Existing University quality assurance guidance s	Approval by Academic Support Unit	Guidance published and circulated internally, including on web. Included in CART members briefings.	Project Manager, AQSU	

<b>Output</b>	<b>Individual learner guidance</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Oct 10	University guidelines for the production of student course and module handbooks.	Programme Board	Guidance is approved by Programme Board and available to learners	Project Manager, Course and module leaders	University templates

<b>Output</b>	<b>Evaluation of previously funded JISC projects to share with other UK HE institutions.</b>				
<b>Timing</b>	<b>Quality criteria</b>	<b>QA method(s)</b>	<b>Evidence of compliance</b>	<b>Quality responsibilities</b>	<b>Quality tools (if applicable)</b>
Oct 09	Previous JISC reports	Internal critical friend External evaluator Programme Board	Evaluation approved by Programme Board Evaluation available on web-site	Project Manager	

## 18. Dissemination Plan

Timing	Dissemination Activity	Audience	Purpose	Key Message
From start	Project web site	UK HE and FE, University staff, employers, WYLLN partners, employer intermediaries.	To explain project purpose, scope and outcomes	Evaluation of existing approaches and technologies and applicability to employer engagement programmes across the sector
Throughout	Stakeholder meetings, Escalate website	Escalate and University partners, those with an interest in employer engagement.	To explain project, emerging findings and how it supports Escalate to wider audience	University is responding to employer requirements in relation to flexible curricular and delivery.
	Related programmes and projects	Those involved or interested in similar activity e.g. HEA Supra-Network, Employer Engagement Exchange Group	To share experience and learn from other programmes and projects.	Sharing experience and project progress.
	JISC programme meetings and events	Those involved in other projects within the programme	To share experience and learn from projects.	Sharing experience and project progress
	Conference submissions	UK HE and FE, employers, employer organisations, others with an interest in employer engagement, work-based learning or higher level skills, .	To explain project purpose and outcomes, share findings, share good practice, receive feedback from others.	Good practice and criteria for developing technology supported learning in the workplace.
At the end of the project	Papers and publications	UK HE and FE, employers, employer organisations, others with an interest in employer engagement, work-based learning or higher level skills, .	To explain project purpose and outcomes, share findings, share good practice, receive feedback from others.	Good practice and criteria for developing technology supported learning in the workplace.

## 19. Exit and Sustainability Plans

Project Outputs	Action for Take-up & Embedding	Action for Exit
Model of technology-supported delivery of lifelong and workplace learning	This is planned for implementation across a range of potential subject areas across the University	Dissemination across University and embedding within University procedures and guidance.
Two case studies of the model in use on two academic programmes	Published on web-site and maintained for 5 years	Used as a basis for conference submissions and publications.
Institutional guidance for the delivery of lifelong learning programmes with flexible programme length and assessment processes	Will be published at end of project and reviewed/updated regularly in the light of ongoing experience and further developments.	Publish and build into process for reviewing course development guidelines.
Individual learner guidance	Will be published at end of project and reviewed/updated regularly in the light of ongoing experience and further developments.	Publish and build into process for reviewing student course and module handbooks.
Evaluation of previously funded JISC projects to share with other UK HE institutions.	Published on web-site and maintained for 5 years	Used as a basis for conference submissions and publications.

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Model of technology-supported delivery of lifelong and workplace learning	Will support University's strategic aim or growing part-time, flexible and work-related learning.	Extend use across a range of courses.	Transferability Learner support for use of technology Staff development Cost-effectiveness
Two case studies of the model in use on two academic programmes	Useful reference and evidence base for future projects and studies	Available as part of growing literature and evidence base for employer engagement	Perceptions about academic versus 'vocational' education
Institutional guidance for the delivery of lifelong learning programmes with flexible programme length and assessment processes	Useful reference for those developing employer-responsive provision in the future.	Embed in University guidance and procedures.	Traditional views of HE and resistance to change.
Individual learner guidance	Useful reference for those developing employer-responsive provision in the future, and to learners. .	Embed in University guidance and procedures. Make available on web.	Traditional views of HE and resistance to change.
Evaluation of previously funded JISC projects to share with other UK HE institutions.	Useful reference and evidence base for future projects and studies	Available as part of growing literature and evidence base for employer engagement	Perceptions about academic versus 'vocational' education

## Appendixes

### Appendix A. Project Budget

Directly Incurred Staff	Mar 09	Apr 09 – Mar 10	Apr 10 – Mar 11	TOTAL £
Total Directly Incurred Staff (A)	0	29,005	43,354	72,359
Non-Staff	Mar 09	Apr 09 – Mar 10	Apr 10 – Mar 11	TOTAL £
Travel and expenses	200	4,000	4,000	8,200
Hardware/software	0	3,000	0	3,000
Dissemination	0	1,500	1,500	3,000
Evaluation	0	2,500	2,500	5,000
Other				
Total Directly Incurred Non-Staff (B)	200	11,000	8,000	19,200
Directly Incurred Total (C) (A+B=C)	200	40,005	51,354	91,559
Directly Allocated	Mar 09	Apr 09 – Mar 10	Apr 10 – Mar 11	TOTAL £
Staff	2,765	33,990	35,279	72,034
Estates	199	2,393	2,393	4,985
Other				
Directly Allocated Total (D)	2,964	36,383	37,672	77,019
Indirect Costs (E)	1,894	22,734	22,734	47,362
Total Project Cost (C+D+E)	5,058	99,122	111,760	215,940
Amount Requested from JISC	1,000	50,000	50,000	101,000
Institutional Contributions	4,058	49,122	61,760	114,940
Percentage Contributions over the life of the project	JISC 47%	Partners 53%		Total 100%
No. FTEs used to calculate indirect and estates charges, and staff included	No FTEs – 0.6 (PA)		Which staff: <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100px; height: 15px; margin-bottom: 2px;"></div> <div style="background-color: black; width: 100px; height: 15px;"></div>	

## Appendix B. Workpackages

### JISC WORK PACKAGE

WORKPACKAGES	Apr 09	May 09	Jun 09	Jul 09	Aug 09	Sep 09	Oct 09	Nov 09	Milestone 1	Dec 09	Jan 10	Feb 10	Mar 10	Apr 10	May 10	Jun 10	Jul 10	Aug 10	Sep 10	Milestone 2	Oct 10	Nov 10	Dec 10	Jan 11	Feb 11	Milestone 3	Mar 11				
1: To set up the project									Criteria for model established											Complete pilot											
2. To review current practice for models of workplace learning and the available e-portfolio technologies.																															
3. To evaluate different models and techniques of technology support for work-based lifelong learning.																															
4. Agree new delivery methodology and support structures																															
5. Pilot, review and improve methodology																															
6. Dissemination and involvement with the wider community																															

Project start date: 5 April 2009

Project completion date: 31 March 2011

Duration: 24 months

				Milestone	Responsibility
<b>YEAR 1</b>					
WORKPACKAGE 1:					
To set up the project					
<i><b>Objective: To put in place the necessary personnel and infrastructure to ensure successful delivery of the project.</b></i>					
1. Recruitment of Project Officer	April 09	July 09	Project Officer in post	<b>1</b>	CM, VI
2. Establish Project Team	April 09	July 09	Monthly Project Meetings commence	<b>1</b>	VI
3. Initial planning meetings to produce more detailed workplan and engage stakeholders	April 09	May 09	Workplan produced Stakeholders informed of commencement of project	<b>1</b>	CM/VI
4. Establishing links with other related projects: recruiting external critical friend and evaluator	April 09	April 09	Attend initial conference. Evaluator appointed	<b>3</b>	VI

<p><b>WORKPACKAGE 2:</b></p> <p>To review current practice for models of workplace learning.</p> <p><b>Objective: To ensure that the project is informed by the experience of existing approaches to work-based learning.</b></p>					
<p>5. To review existing approaches to workplace learning adopted by the university.</p>	July 09	Aug 09	Summary of approaches, where these are used and associated benefits/issues	<b>1</b>	PO
<p>6. To gather information and understand any existing practice among employer partners.</p>	July 09	Sept 09	Record of employers current method of delivering work-based learning with reasons for adopting this process	<b>1</b>	PO
<p>7. To gather information through WYLLN of workplace learning practice across West Yorkshire.</p>	July 09	Aug 09	Comparative data of practice across region	<b>1</b>	PO, VI
<p>8. To undertake a literature review of practice across the sector, including APEL, drawing upon HEA employer engagement observatory.</p>	Aug 09	Oct 09	Overview report summarising existing approaches to workplace learning.	<b>1/3</b>	PO, VI, CM
<p>9. Generate a set of criteria for an appropriate model of delivery against which the learning approaches can be evaluated.</p>	Sept 09	Nov 09	Criteria that meets employers needs and is applicable to other contexts	<b>1</b>	PO, VI, AM, JP, PH, CM

<p><b>WORKPACKAGE 3:</b></p> <p>To evaluate different models and techniques of technology support for work-based lifelong learning.</p> <p><b>Objective:</b> To ensure that the project learns from and builds upon existing experience of using technology in workplace learning.</p>					
<p>10. To review and evaluate existing technology used by the University to engage with work-based learners.</p>	<p>July 09</p>	<p>Aug 09</p>	<p>Summary of technology used, where and how it is used and associated benefits/issues</p>	<p><b>1</b></p>	<p>PO</p>
<p>11. To gather information about the technology used by employer partners to support learning and development in the workplace.</p>	<p>July 09</p>	<p>Sept 09</p>	<p>Details of employers' available technology and how this is used to deliver workplace learning.</p>	<p><b>1</b></p>	<p>PO</p>
<p>12. To gather information from WYLLN about the use of technology to support workplace learning across West Yorkshire.</p>	<p>July 09</p>	<p>Aug 09</p>	<p>Comparative data of technology used across region</p>	<p><b>1</b></p>	<p>PO, VI</p>
<p>13. To review previous relevant JISC projects.</p>	<p>Aug 09</p>	<p>Oct 09</p>	<p>Evaluation of previously funded JISC projects to share with other UK HE institutions.</p>	<p><b>2/3</b></p>	<p>PO, VI, CM</p>
<p>14. Generate a set of criteria for an appropriate model of delivery against which the technology can be evaluated</p>	<p>Sept 09</p>	<p>Nov 09</p>	<p>Criteria that meets employers needs, uses accessible technology and is applicable to other contexts</p>	<p><b>1</b></p>	<p>PO, VI, AM, JP, PH, CM</p>

<p><b>WORKPACKAGE 4:</b></p> <p>Agree new delivery methodology and support structures</p> <p><b>Objective: To generate an integrated model of APEL, delivery, technology and support that can be trialled with workplace learners.</b></p>					
15. Develop model which integrates APEL, learning approaches and technology based upon evaluations above.	Oct 09	Nov 09	Guidance for learners about how to apply for APEL and what can be accredited.	<b>2</b>	PO, VI, AM, JP, PH, CM
16. Determine and implement support needs required for learners to engage and make effective use of technology.	Oct 09	Nov 09	Individual learner guidance - additional deliverable	<b>2</b>	PO, AM, JP
17. Consult stakeholders on proposed model.	Nov 09	Dec 09	Consultation document that ensures employers needs are met	<b>2</b>	PO, VI, AM, JP, PH, CM
18. Refine model based upon stakeholder consultation.	Dec 09	Jan 10	Model of technology-supported delivery of lifelong and workplace learning	<b>2</b>	PO, AM, JP

				Milestone	Responsibility
<b>YEAR 2</b>					
<p>WORKPACKAGE 5:</p> <p>Pilot, review and improve methodology</p> <p><b>Objective: To test new model and criteria with a group of learners, in order to inform further refinement.</b></p>					
19. Pilot eAPEL package with 2 groups of work-based learners.	Jan 10	Mar 10	Case study of an example online APEL package with learners.	<b>2</b>	PO, AM, JP
20. To implement the pilot model with groups of learners on two academic programmes.	Jan 10	Sept 10	Two case studies of the model in use on two academic programmes. Institutional guidance for the delivery of lifelong learning programmes with flexible programme length and assessment processes	<b>2</b>	PO, VI, AM, JP
21. Evaluate use of PebblePad (the institutions ePortfolio tool) and its integration with employers' performance review processes.	Jun 10	Sept 10	Evaluative report for use in other academic departments. Guidance on setting up PebblePad to support employers' performance review criteria.	<b>2</b>	PO, AM, JP

Project Acronym: WELL  
 Version:1.0  
 Contact: Vicki Illingworth  
 Date: April 2009

<b>WORKPACKAGE 6:</b>  Dissemination and involvement with the wider community  <b>Objective:</b> <b>To disseminate and share the findings and experience of the project with a wide audience in order to inform future projects and developments.</b>					
Project web site	Jun 09	Mar 11		<b>3</b>	PO
Stakeholder meetings, Escalate website	Jul 09	Mar 11	Minutes and papers of meetings	<b>3</b>	VI, PO
Related programmes and projects	Jul 09	Mar 11		<b>3</b>	VI
JISC programme meetings and events	Jul 09	Mar 11	Minutes and papers of meetings, notes and outputs from events	<b>3</b>	VI
Conference submissions	Jul 09	Mar 11	Feedback at conference sessions	<b>3</b>	CM, VI, PO
Papers and publications	Apr 10	Mar 11		<b>3</b>	CM, VI, PO
Final Report		Feb 11		<b>3</b>	CM, VI, PO, PC
Completion Report		Mar 11		<b>3</b>	CM, VI, PO, PC

Members of Project Team:

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 CM = Celia Moran  
 JP = Jane Priestley  
 PC = Peter Chatterton

PH = Professor Peter Hartley  
 PO = Project Officer (TBC)  
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