


Cover Sheet for Proposals <i>(All sections must be completed)</i>		
Name of Initiative:	Institutional innovation projects in lifelong learning and workforce development	
Name of Lead Institution:	University of Wales Institute, Cardiff (UWIC)	
Name of Proposed Project:	Technology Enhanced Learning to Support a Welsh Centre for Workforce Development	
Name(s) of Project Partner(s):	Various (as outlined in proposal)	
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Length of Project:	2 Years	
Project Start Date:	April 2009	Project End Date: March 2011
Total Funding Requested from JISC: £177,346		
Funding Broken Down over Financial Years (April-March):		
	Mar 09	Apr 09 – Mar 10
£34,444	£67,747	Apr 10 – Mar 11 £75,155
Total Institutional Contributions: £67,1000		
Outline Project Description 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. Within and across these streams the project will 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		
I have looked at the example FOI form at Appendix B and included an FOI form in the attached bid (Tick Box)	✓	
I have read the Circular and associated Terms and Conditions of Grant at Appendix D (Tick Box)	✓	

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 aspect being the strengthening of employer links and broadening the range of opportunities available for students to gain employability skills. This is being achieved by the strengthening of 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 that incorporate UWIC's commitment to workforce development and technology enhanced learning. Although each stream is separate and self-defining they have been selected because of the potential for cross-fertilisation, allowing an exploration of 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 Continuing 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 and/or 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 organized 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 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 this can 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 good 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 have been piloted 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

3.1 The project team will take forward the expertise garnered from it's 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 undertaken and regular reviews of progress will be reported at meetings of the Steering Group (as outlined in paragraph 1.8.1)

4. Project Management Arrangements

4.1 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).

4.2 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

5.1 The following specific outputs will be delivered by the project.

- Effective pedagogic models of delivery and a set of illustrative case studies applicable to work-based & lifelong learning
- Guidance documents and good practice exemplars on the development of approaches to technology enhanced learning for work-based students
- Effective institutional and strategic models that can best support the learning experience for these students and
- Report on possible Welsh models of flexible and distributed learning, supported through technology. To include a report to WAG re. video-conferencing & *Adobe Connect* and issues pertaining to the support of Welsh medium content delivery.
- Submission of developed content, as outlined in the description of streams, 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, and dissemination of activities through the GWELLA network and events.
- Regular reporting at HE Academy Welsh Institutional Group by the Dean of L&T

5.2 These will be sustained and taken forward by the following:

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
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 - Appropriate to needs of sector including tutors, managers. - 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 content repository	Remain in contact with CETIS. 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	Content to be developed by staff within UWIC and project partners as part of their own teaching process, or as part of a UWIC-funded L&T Project. Shareable across communities.	- Content to remain IMS compatible (assistance from CETIS SIGs) - Further work is undertaken to ensure questions remain 'fit for purpose' in terms of learning outcomes, level and accessibility

6. Previous experience of the project team

Dr Colleen Connor, Dean of Learning and Teaching

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

Dr Spencer Jordan (Senior Learning Development Co-ordinator)

Dr 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).

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.

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.

Section	Relevant exemption from Disclosure	Justification
None	None	None

8. Work Plan, April 2009 – March 2011

	April - June 2009	July- September 2009	September - June 2010	July - September 2010	October - Jan 2011	Feb - March 2011
Stream One - School of Management	Baselining Activity	Pilot work placements - Phase 1	Delivery using Adobe Connect	Interim Evaluation Report	Delivery using Adobe Connect - Phase 2	Final Evaluation & Report Writing
Stream Two - Centre for Dental Technology	Baselining Activity	Set up and preparation	Delivery across programme using Adobe Connect	Interim Evaluation Report	Delivery using Adobe Connect - Phase 2	Final Evaluation & Report Writing
Stream Three - Regulation of Care Services Award	Baselining Activity	Set up and preparation	Delivery using WAG videoconferencing facilities	Interim Evaluation Report	Delivery using Adobe Connect - Phase 2	Final Evaluation & Report Writing
Stream Four – Learning Coaches	Baselining Activity	Set up, planning and preparation	Delivery using Adobe Connect & Web 2.0 services	Interim Evaluation Report	Delivery using Blackboard, Adobe Connect – Phase 2	Final Evaluation & Report Writing

9. Risk Analysis

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing				
- 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
Organisational				
- partner withdrawal	2	4	8	Maintain close relationship with partners; establish early warning mechanisms to detect trouble
Technical				
- software/hardware issues	2	4	8	Maintain alternative avenues; monitor and evaluate ongoing progress Review & guidance from CETIS Review what is being used in colleges; seek guidance from CETIS
- None IMS Compliance	2	3	6	
- Incompatibility between systems	2	4	8	
- Software / hardware failure	3	5	15	
External suppliers	2	4	8	Overview ongoing progress in terms of software purchasing
Legal	1	1	1	Annual review of possible legal issues
Procedural & Regulatory				
- issue with regulations re. delivery	2	2	4	Review existing procedures and regulations
- student appeal	3	3	9	Evaluation of student experience

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



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

18th 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 'Anthony J Chapman', written in a cursive style.

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