



St Martin's College, Lancaster

Project Manager: Sarah Chesney

Email: SAMChesney@ucsm.ac.uk

Project Aims

This project¹ seeks to ease the personal administrative burden experienced by learning, teaching and research practitioners at St Martin's College, a key partner in the formation of the University of Cumbria. It will do so by providing a flexible learning system which will allow colleagues² to record significant aspects of their personal and professional development in ways which integrate with their existing workflows. This personal learning system will allow users to aggregate their records of learning and achievement into rich e-Portfolios to be used for a variety of professional purposes including career review, academic qualification, professional accreditation and personal development.

Flourish will achieve its aims by using the e-Portfolio PebblePad (Pebble Learning are partners in Flourish) and through the following work packages:

1. Embedding an e-Portfolio as a fundamental element within St Martin's Post Graduate Certificate in Teaching and Learning in Higher Education (PgCinLTHE)
2. Piloting it with users as part of the appraisal process
3. Recording and sharing the experience of users attendance at conferences through publishing to a shared, central repository
4. Working with professional accreditation bodies (e.g. HEA, SEDA and CILIP) to assess the efficacy of applications by e-Portfolio
5. Using e-Portfolios to smooth the creation and sustainability of cross departmental working and relationships between staff within a newly formed, dispersed/multi campus institution (the University of Cumbria).

Goals	Objectives
Every member of staff given the opportunity to have an e-portfolio to enhance CPD. Introduce a process	Overall St Martin's staff have the opportunity to experience first hand an e-Portfolio

¹ Hereafter the project will be referred to as Flourish

² Hereafter colleagues using the system will be referred to as 'users'. Where users other than colleagues are referenced a distinct descriptor will be offered.

<p>into the institution which enhances CPD and is sustainable in the long term.</p>	<p>and through using it themselves see scope and the potential this tool has for their own users. To enhance existing processes within the institution.</p>
<p>1.a Using an e-portfolio to improve Personal Development Planning within the PgCinLTHE</p> <p>1. b Using an e-portfolio as a vehicle to submit an assignment</p>	<ul style="list-style-type: none"> • Users will have access to their e-portfolio wherever there is a PC with an internet connection • Users will easily be able to make links and draw on evidence to enhance reflection on their own professional development. • Users will be able to easily share with relevant others at a distance (e.g. course tutor, other participants) to enhance dialogue and communication. <p>Users participating on the PgCinLTHE will be required to submit elements of their e-Portfolio as one of the assessments.</p> <p>This will explore the challenges and barriers that exist when introducing electronic submission of assignments. This process will ease the burden facing PgCinLTHE tutors when marking portfolios (previously submitted in paper format).</p>
<p>2. Appraisal Process</p>	<p>Using an e-portfolio to enhance appraisal will make the process relevant throughout the year, not just at the annual review.</p> <p>Staff will readily have to hand a rich range of evidence of achievement and progress to include in the appraisal process.</p> <p>Electronic evidence will not overburden the appraisee.</p>
<p>3. Sharing of learning from conferences</p>	<p>Users will be able to share their experience of attendance at a conference on a central repository linked to their e-Portfolio. This will encourage sharing of lessons learnt from conferences, encourage communication between colleagues</p>

	and avoid silos of expertise being built up with little or no reference to other colleagues within the institution or to institutional priorities and initiatives.
4. Working with professional accreditation bodies	Users will be able to accumulate evidence to use when applying for professional accreditation. They will have the evidence to hand and will be able to easily share it with the accreditor.
5. Team Building Across the New University	Teams will be encouraged to use the e-Portfolio to introduce themselves and get to know colleagues' professional interests, and to explore new ways of working together. This will facilitate the creation of communities across the dispersed university.

Critical Success Factors

1. a) User engagement with the e-Portfolio to enhance their own Personal Development Planning within the PgCinLTHE.
b) The use of the e-Portfolio for submission of assignments. Permission from Registry to submit assignments electronically.
2. Team use of the e-Portfolio to enhance the appraisal process. The success will be measured by determining whether those using the e-Portfolio to enhance appraisal (both appraisee and appraiser) will develop their use of the e-Portfolio and embed this within the appraisal process the following year to compare models of use.
3. A requirement that successful funding applications for attendance at conference disseminate their learning on the 'Conference Gateway'. Staff using the Conference Gateway to be aware of and be able to make use of others' experiences at conferences.
4. Applications for professional accreditation to be made through an e-Portfolio. Ease of creating an electronic application and ease of use for reviewing an application. Acceptance and willingness by accrediting bodies to explore the efficacy of electronic e-Portfolio submission.
5. Newly created teams in the university using the e-Portfolio as a means of remotely introducing team members and developing new ways of working within teams. Use of e-Portfolio to do this will be evaluated.

Scope

We have chosen PebbleLearning as our partner for Flourish. The PebblePad system will be used throughout the project. A consortium agreement has been agreed between and signed by the partners.

The project is managed by the Centre for the Development of Learning and Teaching (CDLT). All staff at St Martin's will have the opportunity to have their own e-Portfolio. However, it will not be compulsory for staff to use the software, nor will it be compulsory for those that do choose to have an account to use it solely in the ways prescribed by the Flourish work packages.

Flourish will incorporate key users from across the institution, namely:

- Academic staff
- The Centre for the Development of Learning and Teaching (CDLT) and Associates
- Learning and Information Services, including the Learning Technology Development Unit
- PgCinLTHE students (who are newly recruited St Martin's/University of Cumbria staff)
- Human Resources Service

The nature of Flourish means that the users will be a cross section of line managers, lecturers, professional staff, students, administrative staff and learning technologists.

Flourish will also seek to engage feedback and support relating to the development of the use of the e-Portfolio from:

- Registry
- Human Resources
- ICT Services
- The recognised Trade Unions

Flourish will communicate with professional bodies such as the HEA about the aims of the project and to align Flourish aims within work package 4 with the aims of the professional body relating to initial and continuing professional development.

Quality

Flourish will base its own approach on the User Acceptance Model, thus ensuring that the new processes are fit for purpose and fully meet user and stakeholder requirements.

Although every member of staff will have the opportunity to have their own e-Portfolio, Flourish will closely monitor selected groups of users. This will enable Flourish to :

1. Remain within the scope of the project and extract qualitative data to use in reports and research

2. Examine a number of defined test cases to confirm the continued use of the processes put in place during the life of Flourish after the project has finished.

These groups will be selected in the following ways:

- Through discussions with key stakeholders;
- Through evaluation of users readiness to implement a team approach to using an e-Portfolio (self selecting e.g. through application to the e-learning retreat);
- Through users preparing for accreditation with a national professional body;
- Students and tutors on the PgCinLTHE.

Once groups have been identified user feedback will be gained through questionnaires and focus groups, and an iterative process will ensure that if bespoke applications are developed, then user evaluation and feedback will be sought once again. PebblePad staff will be involved and consulted throughout this process.

PebblePad is developed on a Service Orientated Architecture utilising .Net web services to share and consume information. This project does not require any technical development work in the initial phases, other than that necessary to secure integration with existing institutional systems. However, in response to user feedback (see above) as Flourish develops it may be valuable to develop some bespoke application or process interfaces. Any technical development carried out as part of this project will properly documented and tested in concordance with the Software Quality Assurance (QA) and Open Source Maturity Model (OSMM) development guidelines. Any source code will be released under an appropriate open-source licence for reuse within the JISC community.

Flourish will also use an experienced external project evaluator to conduct an impartial evaluation of the project, during the life of Flourish and for the final report.

Risk

Risk	Likelihood	Impact	Risk Management Approach/Mitigating Actions	Early Warning Signs
Skills				
<i>Retention of staff</i>	<i>Med</i>	<i>Med</i>	<i>Motivation via contractual terms, good job design, good working environment & personal development. Consider retention clauses in contract for key staff. Employ staff on secondment basis.</i>	<i>Low morale. High turnover.</i>
Management				
<i>Competing priorities within the department</i>	<i>Med</i>	<i>High</i>	<i>Definition of time allocated to project and continuing awareness raising regarding relevancy of Flourish to CDLT strategy.</i>	<i>Differing views on priorities.</i>
<i>Necessary facilities not available</i>	<i>Med</i>	<i>High</i>	<i>Accommodation available to Project is currently limited. There could be implications for future of Project if additional functionality is required and appropriate accommodation is not available to support it.</i>	<i>Delay to work plans caused by lack of facilities.</i>
<i>Disruption created by formation of new university</i>	<i>Med</i>	<i>High</i>	<i>Adherence to project plan; document experiences; use PebblePad to communicate from outside college</i>	<i>Network failure.</i>
User acceptance				
<i>Flourish team overwhelmed with requests for e-Portfolios</i>	<i>Med</i>	<i>High</i>	<i>Select small groups of users to monitor. Hand 'ownership' of roll out to teams and monitor organic growth where possible.</i>	<i>Number of requests for accounts or training too many for project team to handle. User disenchantment with Flourish team's response to requests.</i>
<i>Users don't engage with the system</i>	<i>Med</i>	<i>Med</i>	<i>Awareness raising sessions; case studies developed and publicised. Heads of faculties and schools approached.</i>	<i>PebblePad statistics; lack of interest from staff; no requests for information following awareness raising sessions.</i>
<i>Lack of support from senior management</i>	<i>Low</i>	<i>High</i>	<i>Recruitment of senior managers to the project management board. Flourish aligned with key institutional objectives. Reporting of project successes at key institutional committees.</i>	

Integration with other college systems and policies				
<i>Confusion over separate user names & passwords</i>	<i>High</i>	<i>Med</i>	<i>Awareness raising that users can change their password to match their Blackboard one. Purchase software to align PebblePad usernames and passwords with Blackboards.</i>	<i>Number of enquiries about forgotten usernames and passwords. Lack of user engagement.</i>
<i>Confusion over the purpose of an e-Portfolio compared to the purpose of the VLE</i>	<i>Low</i>	<i>Low</i>	<i>Awareness raising highlighting the differences between the two systems.</i>	<i>Feedback from users.</i>
<i>Flash 7 not installed on all college PCs</i>	<i>High</i>	<i>High</i>	<i>PebblePad inserts a message saying why software is not working. Request that all staff machines have Flash 7 installed by default. Warn staff that they may need to put in a request to have Flash 7 installed.</i>	<i>Feedback from users. Complaints that the software doesn't work or that username and passwords don't work.</i>
Data				
<i>Failure of PebbleLearning server</i>	<i>Low</i>	<i>Low</i>	<i>Back-up procedures put in place by PebbleLearning means there would be minimal loss of data.</i>	<i>Continued communication with PebbleLearning</i>
<i>PebbleLearning goes into receivership</i>	<i>Low</i>	<i>Low</i>	<i>Source code of the software held in escrow. University of Cumbria have large enough servers to host the e-Portfolio system should PebbleLearning servers no longer be available.</i>	<i>Continued communication with PebbleLearning.</i>
<i>Data Protection Act & Freedom of Information Act</i>	<i>Med</i>	<i>Med</i>	<i>Communication with JISC legal services; institutional data protection officer; Freedom of Information officer</i>	<i>Requests from individuals increase and refer to the e-Portfolio.</i>

Work packages timetable

<i>WORKPACKAGES</i>	Month	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
		M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
Project start up		█	█	█	█																					
1:PgC in HE			█	█				█	█	█	█	█	█	█	█	█	█									
2:Appraisals			█	█	█	█	█	█	█	█	█	█	█	█	█	█	█									
3:Conference Gateway								█	█	█	█	█	█	█	█	█	█	█	█							
4:Prof Accreditation										█	█	█	█	█	█	█	█	█	█	█	█	█	█			
5:Building teams						█	█	█	█	█	█	█	█	█	█	█	█									
Key activities																										
E-learning retreat								█													█					

Project start date: 01/03/07

Project completion date: 31/03/09

Duration: 25 months

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
Project Start up	01/03/07	30/06/07	Project Manager appointed Project Administrator appointed Consortium Agreement with PebbleLearning signed Members of Project management board appointed Management Board First meeting Key stakeholders identified and notified of project Project Plan written & submitted Project Website set up Evaluation of Project start up activities & report to project management board Budget procedures put in place Select online survey tool to conduct use when surveying user engagement with software (Bristol Online Surveys)	03/07 03/07 05/07 04/07 04/07 05/07 05/07 05/07 06/07 04/07 04/07	CDLT CDLT College Registrar & PebbleLearning CDLT CDLT Project Manager (PM) PM PM PM Project administrator & Finance office PM
WORKPACKAGE 1: PGC in Teaching & Learning in HE <u>Objective:</u> Use of e-portfolio for evidence & reflection in PgC. Use of e-Portfolio as a vehicle for submitted an					

<i>assessed portfolio.</i>					
1. Overall	09/07	Ongoing	Embed use of e-portfolios within PgC & their use as evidence for assessment	06/08	PgC tutors
2. Introduce students through face to face training sessions	09/07	Ongoing	Training materials - paper and electronic	02/08	PgC tutors
3. Collaborate with PgC tutor team to design support materials and design activities	04/07	06/07	Training materials. Design of Activities	07/07	PgC tutors & PM
4. E-portfolio to include an online self evaluation tool.	04/07	05/07	Self evaluation analysis re peer observation		PM
5. Adjustment of approach & activities based on user and stakeholder evaluation	01/08	09/08	Questionnaire/qualitative interviews Report with user comments & feedback Dissemination Project Website Papers at conference e.g. HEA annual conference 09 Outputs Case studies Report written for PgC teams in HE (to include examples of activities/training delivered and lessons learnt) Peer reviewed journal articles	09/08	PgC tutor team PM
WORKPACKAGE 2: Appraisals <i>Objective: Pilot use of software to support and enhance the appraisal process</i>					
6. Training & support of staff using e-portfolios for appraisal (pilot using volunteer groups from CDLT).	04/07	06/08	Training materials/guides - paper & electronic (Camtasia) Case studies	06/07	PM
7. Evaluation by users & HR to find out initial	06/07		Questionnaire/qualitative interviews to	09/07	PM

reactions to software; attitudes to using the software for this particular purpose; measuring the effectiveness of the e-Portfolio for appraisal			inform report to HR & JISC - this will feed into: 2008 appraisal process University of Cumbria's review of the whole appraisal process Dissemination: Appropriate events Project Website		
8. Adjustment of approach & software based on evaluation of users	01/08	01/08	User acceptance - iterative process complete. Recommendations made to Project Management Board regarding continuation and support of this process.	06/08	PM & HR
<i>WORKPACKAGE 3:</i> Conference Gateway <u>Objective:</u> <i>Encourage sharing and good practice amongst colleagues</i>					
9. Creation of Conference Gateway	09/07	10/08		09/07	PM
10. Liaise with staff development re post-appraisal staff development form	09/07	01/08			
11. Liaise with Research Department re dissemination of research on Conference Gateway	12/07	02/08			
12. Evaluation of useage and benefits of using the Conference Gateway for <ul style="list-style-type: none"> • Users • Staff Development 	02/08	09/08	Report Dissemination	09/08	
<i>WORKPACKAGE 4:</i> Professional Accreditation <u>Objective:</u>					

<i>Develop a strong relationship with professional accrediting bodies whereby staff can submit an e-portfolio as part of the process of being accredited</i>					
13. Contact & develop relationship with HEA re professional standards; CILIP & SEDA regarding electronic submission	03/07	Ongoing	Recognition by professional bodies that staff can submit portfolios or evidence electronically.	09/08	
14. Encourage staff to record their evidence within an e-portfolio	01/08	09/08			
WORKPACKAGE 5: Building Teams <u>Objective:</u> <i>To enhance team building/create relationships across the newly formed university</i>					SC/JB
15. Contact CIA & UCLAN re team building	07/07	09/07		08/07	
16. Identify new teams of staff.	09/07	06/08	Agreement by a small number of teams to use the e-portfolio to introduce themselves and start to build relationships.	10/07	
17. Examination of how an e-Portfolio can support this objective	05/08	05/08	Questionnaire/qualitative interviews Report with user comments & feedback Dissemination Project website	07/08	
Key Activity E-learning retreat <u>Objective:</u> <i>To allow teams of staff to learn how to use the software & plan how to embed use of e-portfolios within their faculty or service</i>					
18. Desing and plan retreat based upon experience of Emerge event April 07.					
19. Evaluation of retreat <ul style="list-style-type: none"> • During retreat • Immediately after retreat 	09/07	03/08	Report Dissemination	03/08	

<ul style="list-style-type: none"> • 3 months after retreat • 6 months after retreat 					
20. E-learning retreat planning repeated with incorporating lessons learnt from Sept 07 retreat	04/08	09/08	2 day event		

Members of Project Team:

Sarah Chesney, Project Director, St Martin's College
Melissa Shaw Project Champion & Chair of Management Board, St Martin's College
Shane Sutherland, Partner, PebbleLearning

Staff development

Flourish resides in CDLT, the service responsible for the PgCinLTHE and educational development throughout the institution, including e-learning. Through CDLT, Flourish will ensure that all of the end users in the selected groups have support and training available to them including:

- All tutors in the teaching team for the PGCinLTHE;
- All students on the PgCinLTHE ;
- All staff who make a request for an e-Portfolio.

Training and support will be offered in the form of introductory activities, training materials and face to face workshops with opportunities to make personal links with colleagues. Users of the e-Portfolio will also be encouraged and facilitated to further develop as a community of practice and to share their learning and their various uses of the system.

All stakeholders will be made aware of the project and its potential impact and be kept up to date with bulletins; reports to appropriate institutional committees; internal presentations at faculty and services events.

In addition to the above, the project team will participate in appropriate training enabling them to successfully manage the project.

Sustainability

It is the intention of the lead institution to purchase a sufficient number of licences from Pebble Learning to continue the project until at least July 2010 (see budget). By this time the e-administration system will be fully embedded into CPD activities, a key part of the research and scholarly activity process and ways of working within the new University. It is anticipated that the value of an e-portfolio system which allows for integration with other institutional systems will increase over time, and that just as the VLE has become a major part of the teaching provision, this tool will also become recognised as key to individual staff success and to an efficient and supportive institutional approach to CPD, communities of practice, research, and team working.. Additionally, the post of Project Manager will be based on an internal secondment of a current member of St Martin's staff thus ensuring continuity and maximising institutional benefit.

As previously mentioned, the Flourish project team will author reports of progress to a number of institutional committees namely:

- Flexible and Distributed Learning Sub Committee which in turn reports to the Learning and Teaching Assessment Committee which reports to Academic Board
- Human Resources Committee which reports to a Sub Committee of the University Board.

This approach ensures institutional awareness and ownership on a large scale.

The ethos underpinning Flourish is one which encourages individual ownership of an e-Portfolio and investment in its development. An objective of Flourish, therefore is that the process for individual staff will ensure Flourish's sustainability in the long term.

Exit Strategy

The Flourish project team will make a number of formal recommendations to the Project Management Board and the appropriate institutional committees at the end of the project. In making the recommendations the project management team will have considered whether:

1. All staff will continue to have the opportunity to access an institutional e-Portfolio to support their ways of working and CPD activities;
2. An e-Portfolio will continue to be available to students on the PgCinLTHE;
3. The University of Cumbria will develop a strategy relating to e-Portfolios including the hosting of an e-Portfolio system for staff and students.

These recommendations will be based on user feedback and the extent to which the project objectives have been successfully met.

Dissemination

Flourish will disseminate the project to the wider HE community in a number of different ways, depending on the audience. It is assumed that the community will be interested in the process of introducing an e-Portfolio to enhance staff's own continuing professional development and the challenges and attitudes associated with introducing a change in working.

Based on the separate work packages (see appendix 2) Flourish will do the following:

Timing	Dissemination Activity	Audience	Purpose	Key message
Spring 07 and ongoing	JISC events	External HE and FE staff	Raise awareness/promote the project/align with related development work	The potential value to the He and FE sectors of the project and the learning arising from
Spring 07 and	Key institutional	Key internal staff	Raise awareness/promote	The potential value to the

ongoing	committees		the project/engage	institution of the project and the learning arising from it
Spring 07	Short presentation at annual internal conference	Internal staff	Raise awareness/promote the project/engage	Staff can participate in this project
Spring 07	Institutional newsletter	Internal staff	Raise awareness	Staff can participate in this project
Summer 07	Flyers	HEA conference	Raise awareness/promote	This approach can be considered by many practitioners
Autumn 07	Short papers at conferences	Staff developers/learning technologists	Inform	Reporting on work in progress
Autumn 07	First e-Learning Retreat	Internal staff	Raise awareness/promote the project/engage	Staff can participate in this project for the development of their practice and to support their own CPD.
Ongoing	Project website	Internal and external HE staff	Inform	Process of introducing e_portfolios for CPD
2008	Presentations and workshops at internal conferences	Internal staff	Raise awareness/promote the project/engage s	Staff can: <ul style="list-style-type: none"> participate in this project for the development of their practice

				<p>and to support their own CPD.</p> <ul style="list-style-type: none"> • make use of the learning from the project to inform the development of their practice
2008	Presentations and workshops at appropriate external conferences	External HE and FE and professional staff	Raise awareness/promote the project/engage/prompt action	The learning from the project can inform the development of their practice
2008	Workshops	Engage	Introduction and hands on experience of e-Portfolio for accreditation bodies	Preparing bodies for electronic submissions
2008/9	Journal articles	Various	Inform and inspire	TBC
2009	Published case studies	Various	Inform and inspire	TBC

Risk	Likelihood	Impact	Risk Management Approach/Mitigating Actions	Early Warning Signs
Skills				
<i>Retention of staff</i>	<i>Med</i>	<i>Med</i>	<i>Motivation via contractual terms, good job design, good working environment & personal development. Consider retention clauses in contract for key staff. Employ staff on secondment basis.</i>	<i>Low morale. High turnover.</i>
Management				
<i>Competing priorities within the department</i>	<i>Med</i>	<i>High</i>	<i>Definition of time allocated to project and continuing awareness raising regarding relevancy of Flourish to CDLT strategy.</i>	<i>Differing views on priorities.</i>
<i>Necessary facilities not available</i>	<i>Med</i>	<i>High</i>	<i>Accommodation available to Project is currently limited. There could be implications for future of Project if additional functionality is required and appropriate accommodation is not available to support it.</i>	<i>Delay to work plans caused by lack of facilities.</i>
<i>Disruption created by formation of new university</i>	<i>Med</i>	<i>High</i>	<i>Adherence to project plan; document experiences; use PebblePad to communicate from outside college</i>	<i>Network failure.</i>
User acceptance				
<i>Flourish team overwhelmed with requests for e-Portfolios</i>	<i>Med</i>	<i>High</i>	<i>Select small groups of users to monitor. Hand 'ownership' of roll out to teams and monitor organic growth where possible.</i>	<i>Number of requests for accounts or training too many for project team to handle. User disenchantment with Flourish team's response to requests.</i>
<i>Users don't engage with the system</i>	<i>Med</i>	<i>Med</i>	<i>Awareness raising sessions; case studies developed and publicised. Heads of faculties and schools approached.</i>	<i>PebblePad statistics; lack of interest from staff; no requests for information following awareness raising sessions.</i>
<i>Lack of support from senior management</i>	<i>Low</i>	<i>High</i>	<i>Recruitment of senior managers to the project management board. Flourish aligned with key institutional objectives. Reporting of project successes at key institutional committees.</i>	
Integration with other college systems and policies				

<i>Confusion over separate user names & passwords</i>	<i>High</i>	<i>Med</i>	<i>Awareness raising that users can change their password to match their Blackboard one. Purchase software to align PebblePad usernames and passwords with Blackboards.</i>	<i>Number of enquiries about forgotten usernames and passwords. Lack of user engagement.</i>
<i>Confusion over the purpose of an e-Portfolio compared to the purpose of the VLE</i>	<i>Low</i>	<i>Low</i>	<i>Awareness raising highlighting the differences between the two systems.</i>	<i>Feedback from users.</i>
<i>Flash 7 not installed on all college PCs</i>	<i>High</i>	<i>High</i>	<i>PebblePad inserts a message saying why software is not working. Request that all staff machines have Flash 7 installed by default. Warn staff that they may need to put in a request to have Flash 7 installed.</i>	<i>Feedback from users. Complaints that the software doesn't work or that username and passwords don't work.</i>
Data				
<i>Failure of PebbleLearning server</i>	<i>Low</i>	<i>Low</i>	<i>Back-up procedures put in place by PebbleLearning means there would be minimal loss of data.</i>	<i>Continued communication with PebbleLearning</i>
<i>PebbleLearning goes into receivership</i>	<i>Low</i>	<i>Low</i>	<i>Source code of the software held in escrow. University of Cumbria have large enough servers to host the e-Portfolio system should PebbleLearning servers no longer be available.</i>	<i>Continued communication with PebbleLearning.</i>
<i>Data Protection Act & Freedom of Information Act</i>	<i>Med</i>	<i>Med</i>	<i>Communication with JISC legal services; institutional data protection officer; Freedom of Information officer</i>	<i>Requests from individuals increase and refer to the e-Portfolio.</i>