


## Annex A - Proposal Cover Sheet: e-Learning

<b>Cover Sheet for Proposals</b> <i>(All sections must be completed)</i>			
<b>Name of Capital Programme:</b> e-Learning - Cross-Institutional Use of e-Learning to Support Lifelong Learners (round 2)			
<b>Name of Lead Institution:</b> University of Plymouth			
<b>Name of Proposed Project:</b> UsPaCe			
<b>Name(s) of Project Partner(s):</b> Cornwall College of Further Education Falmouth Marine School The Centre for Sheltered Housing Studies, Worcester City College Plymouth			
<b>Full Contact Details for Primary Contact:</b>  <b>Name:</b> Dr Neil Witt <b>Position:</b> Technical Director, HELP CETL <b>Email:</b> nswift@plymouth.ac.uk <b>Address:</b> University of Plymouth, Drake Circus, Plymouth, PL4 8AA <b>Tel:</b> 01752 587908 <b>Fax:</b>			
<b>Length of Project:</b> 18 months			
<b>Project Start Date:</b> 1 <sup>st</sup> October 2007		<b>Project End Date:</b> 31 <sup>st</sup> March 2009	
<b>Total Funding Requested from JISC:</b> £199,788			
<b>Funding Broken Down over Financial Years (Mar–Apr):</b>			
<b>Apr07 – Mar08</b>		<b>Apr08 – Mar09</b>	
£71,075		£128,713	
<b>Total Institutional Contributions:</b>			
<b>Outline Project Description</b> UsPaCe is a regional, cross-institutional, collaborative project that will investigate the application of suitable Web 2.0 technologies to support: <ul style="list-style-type: none"> <li>• Foundation Degree (FdSc, FdA and HNC) learners engaged in Work Based Learning (WBL);</li> <li>• learners progressing from Foundation Degree to the final year of an Honours degree;</li> <li>• WBL mentors.</li> </ul> UsPaCe aims to support the needs of WBL learners and mentors via the creation and sharing of resources and by providing online student support for learners in the work-place to be accessed via desktop or mobile devices. Additionally UsPaCe will support and allow tutors, mentors, learners, employers and the South West Lifelong Learning Network (SWLLN) to interact, communicate and share ideas experiences and knowledge.			
<b>I have looked at the example FOI form at Appendix A and included an FOI form in the attached bid (Tick Box)</b>	<b>YES</b>	<b>NO</b>	
<b>I have read the Circular and associated Terms and Conditions of Grant at Appendix B (Tick Box)</b>	<b>YES</b>	<b>NO</b>	

## FOI Withheld Information Form

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

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

Section / Paragraph No.	Relevant exemption from disclosure under FOI	Justification
None		

Please see <http://www.ico.gov.uk> for further information on the Freedom of Information Act and the exemptions to disclosure it contains.

# 1. Introduction

## 1.1. Rationale

*UsPaCe will allow learners to take more control of what they feel will help them. They will be able to personalise their learning experience using the iGoogle interface which will allow the selection of channelled material that they feel is relevant. Material might come from tutors or from social tagging using Del.icio.us. As learners will be undertaking work based learning, their flexibility, in terms of the amount and timing of opportunities to engage in learning activities will be influenced by work commitments. Mediawiki will provide a space for asynchronous collaborative working with peers. ELGG will be used to enable support from peers and from learners who have already progressed to Honours degrees. Allowing graduates from Foundation degrees to maintain a connection with the world of education would benefit both them and existing learners as they would be able to keep abreast of learning opportunities and offer the benefit of their experience.*

UsPaCe will primarily support learners in work based learning whilst undertaking Foundation Degrees. As a group, they have different learning and support needs partly as a function of their generally non-traditional routes to HE and partly because of the differing nature of delivery between Foundation and Bachelor degrees. As it is not tied to any institution's learning delivery platform, UsPaCe will facilitate a smoother progression between the two. For this reason the project will pilot the above with six modules in four of its partner FECs. Tutors at both types of institution will need to be enabled to select and channel potentially useful learning content to learners, as well as supporting them through the social networking component (ELGG). This project will mine existing content from the HEFCE FDTL 3 funded SPAT project<sup>1</sup>, and the JISC funded SHELL-FISH<sup>2</sup> and SURF WBL<sup>3</sup> projects as well as encouraging contributions from partners.

A significant challenge for Foundation degrees identified by the University of Plymouth Colleges (UPC) partnership is finding sufficient workplace mentors. One method of alleviating this problem is to enable existing, committed mentors to support more learners. UsPaCe will specifically seek to make available support materials, such as the support materials developed by the SURF WBL project, and pilot the use of social networking as a means of supporting this group by FEC tutors.

The project team believe that the integration of these Web 2.0 technologies would be an important development in eLearning as it will build on learners' use of applications with which they are already comfortable and familiar. It will not be yet another online environment with which they will have to get to grips. Furthermore, this model would overcome many of the difficulties in providing cross-institutional delivery and seamless lifelong learning environments. The UsPaCe project has identified what it believes to be core functionality for supporting Foundation degree students, but it could be extended to add more services and/or to address the needs of other groups of learners.

## 1.2. Institutional Value

To find bid partners and to encourage collaboration between those who have come forward, this bid has been developed in a virtual Community of Practice. Others who have not wished to become involved have been able to 'lurk' to gain an insight into the bid conception, development and writing process.

In 2003 the University of Plymouth introduced a unique organisational structure for its partnership, built around a new UPC Faculty, University of Plymouth Colleges. One of the largest and longest established HE in FE partnerships in the country, it has quickly established policies, a management structure and quality processes that recognise the importance of shared responsibility and open relationships between the partners. It brings together the strengths of an increasingly research-informed University with the local and vocational focus provided by FE colleges across the South West. The UPC partnership currently has some 8,500 students undertaking 230 HE programmes at 18 college sites and over the last fifteen years, has developed a genuinely collaborative approach to ensuring high quality learning for all HE students.

The UsPaCe project will assist UPC to provide learners with access to the best possible learning experience. There is a need to share good practice and make learning materials available to students in a manner which places their needs at the heart of their learning experience, in both the college and work based learning environments. UsPaCe will allow learners to transfer relevant materials between institutions that could come part of a later portfolio. The lessons learned in delivering and using a tool such as UsPaCe across a network of colleges would be easily transferable to other partnerships within the HE and HE in FE sector.

Cornwall College sees the needs of employers as key to its strategic development, as detailed in its 2007-10

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<sup>1</sup> [www.spat.ac.uk](http://www.spat.ac.uk)

<sup>2</sup> [www.shell-fish.org.uk](http://www.shell-fish.org.uk)

<sup>3</sup> <http://www.staffs.ac.uk/COSE/SURFWBL/>

Strategic Plan, with Work Based Learners identified as a priority student group at HE level. Underpinning the strategic plan are commitments to continue the enhancement of IT systems to support and develop Work Based Learners' experiences and to continue increasing flexibility in HE delivery. The College's track record of flexibility, innovation and high customer satisfaction provides a sound springboard from which to develop this work, with ensuring high quality provision being the highest priority for the College's development.

City College is committed to using ILT to enhance the learning experience on its courses, improving the quality of provision and developing students' skills and understanding of the use of new technologies. The increasing use of eLearning has been highlighted as a key strength and the college's Strategic Plan 2006/07-2008/09 aims to further improve the quality of teaching and learning through an increased use of eLearning. This project will support its collaborative work with employers to design appropriate HE provision, in particular supporting developments in online delivery and support through eLearning technologies.

### **Contribution to the programme and JISC community**

UsPaCe would contribute to JISC's eLearning Programme by:

- Creating and evaluating eLearning methodologies which can improve the quality of learning for students involved in lifelong learning
- Exploring the use of virtual Communities of Practice in supporting learners and tutors using.
- Create a resource which is suitable for use HE in FE as well as in HE, and which can follow the learner progressing to HE or employment
- Providing the learner with an personalised learning experience
- Involving multiple academics as module leaders
- Facilitating the uptake of eLearning across several institutions, who are part of UPC. to support widening participation, work place learning, flexible delivery and personalised learner experiences;
- Producing evidence and in-depth lessons learned on the cross institutional use of technology to support lifelong learners,

UsPaCe also links to a number of the JISC priorities: assessment; e-PDP/e-Portfolio (as the learner's outputs can form part of a learner record); Collaboration and Discussion as the project will form a user community to share and discuss issues. The DfES' and HEFCE's emphasis on widening participation is also served as Foundation degree learners tend to have travelled non-traditional routes to HE.

The functionality provided will assist the JISC community in the development of the eLearning framework. It actively promotes links between colleges and universities and supports learning across different organisations. UsPaCe has identified an effective approach to eLearning practice which is also an example of best practice in terms of pedagogy, technology and learning. UsPaCe will promote both good and innovative practice in the area of feedback to learners and help embed the promotion of and recording key skill development across each learner's lifelong learning.

## **2. Project Description**

### **2.1. Aims and objectives**

The Objectives of UsPaCe are to:

- Develop the UsPaCe activity space using **iGoogle** and:
  - Del.icio.us**: web site which enables collecting, notating and sharing of useful web pages;
  - ELGG**: open source social networking platform with eportfolio capabilities. ELGG will provide e-portfolio space and blogging facilities to allow employers and tutors to comment , enhance and feedback on e-portfolios;
  - Mediawiki**: software which allows web pages to be created and edited collaboratively and can be interfaced with ELGG to provide community workspace.

To enable:

- Social Tagging via Del.icio.us
- Group work and community formation via ELGG;
- Social networking via ELGG;
- Resource sharing via Mediawiki and Del.icio.us;
- Resource creation via Mediawiki and Del.icio.us;
- ePortfolio creation via ELGG.
- Develop the user access space using iGoogle to allow users to create a personalised learning experience. This personalised learning experience may also be accessed using mobile technologies;
- Develop tutor support materials on the use of UsPaCe;
- Host outputs from the activity space within the HELP CETL repository;
- Tailor and repackage existing content e.g. from SURF WBL and SPAT as UsPaCe support materials;
- Develop suitable iGoogle Gadgets based on user needs;

- Include relevant resources from the HELP CETL and other CETLs;
- Ensure suitable outputs are placed on JORUM.

## 2.2. Use cases articulating learning and/or teaching context

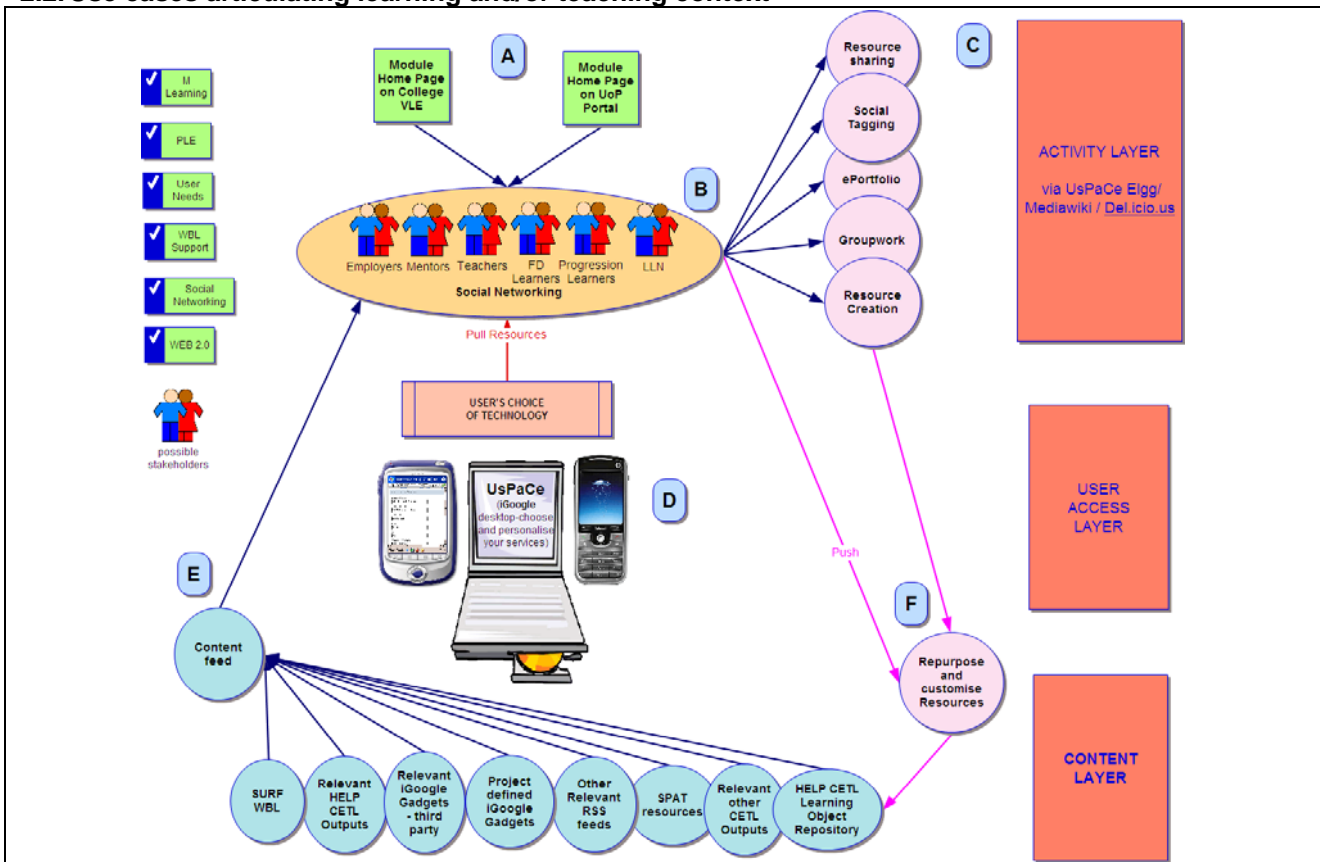


Figure 1. Use Cases for UsPaCe

FD Learner's Perspective 1		FD Learner's Perspective 2	
A	I access my module community from my course module page on Moodle	D	I check my iGoogle page from my phone and see from the coursework deadline reminder Gadget that I need to submit my latest ePortfolio entry in 10 days time
B	I post my ideas for our group work assignment to my blog on our module community on ELGG	B	Check the ELGG ePortfolio community and see my tutor has linked to some new resources on Reflection
C	I add the latest links I've found to our Del.icio.us network via a web browser. These also appear in our ELGG module community	C	I see that there is a discussion on the use of these resources from some other students and a mentor
C	We all develop the group work project on the Wiki in our module community on ELGG	C	I am able to review the issues raised from all the students
C	Our tutor posts her interim group work feedback to us in her module blog	D	I download the Reflection resources to look at over the weekend
D	I check my iGoogle page and see if the tutors' blog has been updated with our interim feedback	B	I use some of the resources to help me with my ePortfolio and ask my Mentor for feedback
C	I update my ePortfolio on ELGG by adding a new blog entry and link to both the group work wiki and the tutor's comments on her blog	D	I check my iGoogle from my phone to see if there are any relevant updates of my favourite sites and blogs; I see mentor has posted feedback to my portfolio blog where he suggests some areas for future development
	<b>Tutor's Perspective</b>		<b>Mentor's Perspective</b>
B	The mentor's community is discussing the need for more support in defining their role in the learning process	B	A learner who I am mentoring is having difficulty with referencing. I cannot help him and post my concerns to the mentor community.
E	I access the SURF WBL mentor handbook and edit the material to make it focus around our needs	B	Another mentor responds and reassures me that it is a frequent problem; last year and one of the course tutors sent her a link to a guide on this subject.
B	I show this to my community by uploading it to our ELGG community	E	
C		B	She posts the link which enables me to help the learner make sense of his problem.
F	We repackage the updated Mentor handbook and make it available to others	E	

Table 1. Use Cases for UsPaCe.

### 2.3. Project Plan and Activities

The UsPaCe project is divided into 8 work packages (WP)

- WP1 Project Management
- WP2 System Development
- WP3 Review and repurposing of learner and mentor support
- WP4 Repository usage
- WP5 Tutor support
- WP6 Piloting
- WP7 Pedagogic and Usability Evaluation
- WP8 Dissemination.

#### WP1 Project Management

This WP will be led by the Project Coordinator.

- The project consists of five sub-areas: (1) System Development; (2) Content and Support; (3) Piloting in Cornwall College; (4) Piloting in City College Plymouth; (5) Pedagogic Evaluation. Figure 2 illustrates the management structure.
- Project Academic Directors (PADs) will be assigned to lead each sub-area, the Project Coordinator will interface between the PADs.
- A Project Management Group (PMG) consisting of the PADs and relevant project staff will be responsible for overseeing strategy, operation and monitoring of UsPaCe. The PMG will meet at least every six weeks and will be chaired by the Dean of the University of Plymouth Colleges (UPC) faculty. The HELP CETL's regional videoconferencing infrastructure will be used when applicable.

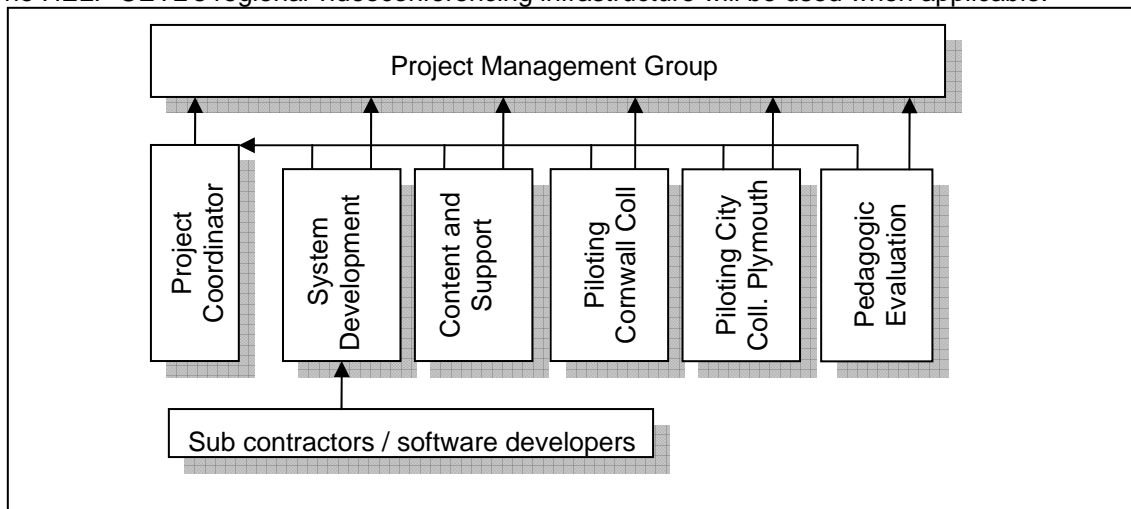


Figure 2. Project Management Structure.

#### WP2 System Development

This WP will be lead by the System Development PAD.

- User needs analysis will be undertaken based on:
  - existing data from user needs analysis from the Shell-fish<sup>4</sup> and Shell-fish 2<sup>5</sup> Del Tools projects;
  - latest national data informed by the LEX project<sup>6</sup> and projects funded under JISC JISC circular 05/06: Learner experiences of eLearning<sup>7</sup>;
  - focus groups of learners and tutors at all participating colleges.
- A System Design process will be undertaken consisting of:
  - Wire framing based on focus groups to form UsPaCe design.
  - Web 2.0 installation and commissioning of ELGG and Mediawiki and associated themes, Formation of Del.icio.us network
  - Format definition for all materials.
- System Production, roll-out of UsPaCe, expert walkthrough.
- User Testing to include testing with focus groups based on predefined tasks, usability testing, desktop and mobile device testing – this links with WP7 Pedagogic and Usability Evaluation.

<sup>4</sup> [http://www.jisc.ac.uk/whatwedo/programmes/programme\\_edistributed/deletshellfish.aspx](http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/deletshellfish.aspx)

<sup>5</sup> [http://www.jisc.ac.uk/whatwedo/programmes/programme\\_edistributed/etools2.aspx](http://www.jisc.ac.uk/whatwedo/programmes/programme_edistributed/etools2.aspx)

<sup>6</sup> [http://www.jisc.ac.uk/whatwedo/programmes/elearning\\_pedagogy/elp\\_lex.aspx](http://www.jisc.ac.uk/whatwedo/programmes/elearning_pedagogy/elp_lex.aspx)

<sup>7</sup> [http://www.jisc.ac.uk/fundingopportunities/funding\\_calls/2006/10/circular0506\\_learner\\_experiences.aspx](http://www.jisc.ac.uk/fundingopportunities/funding_calls/2006/10/circular0506_learner_experiences.aspx)

- iGoogle Gadget development with development based on user needs. JAVA development, and user and device testing.
- 3<sup>rd</sup> party iGoogle Gadget assessment, Review of suitable 3<sup>rd</sup> party Gadgets. Recommendations for inclusion in UsPaCe.

### **WP3 Review and repurposing of learner and mentor support**

This WP will be lead by the Content and Support PAD.

It will be necessary to identify a range of existing resources and group them into a set of resource This material may be linked to external resources which will require identification by the project.

- Review and repurpose SURF WBL material<sup>8</sup> for learner and mentor support.
- Review and repurpose of HELP CETL<sup>9</sup> and other CETLs material for learner and mentor support.
- Review and repurpose of SPAT<sup>10</sup> material for learner and mentor support.
- Development of UsPaCe support materials for all users.

### **WP4 Repository usage**

This WP will be lead by the Content and Support PAD and will:

- Develop Strategy and processes for using the HELP CETL repository
- Develop Strategy and processes JORUM usage.

### **WP5 Tutor support**

This WP will be lead by the Content and Support PAD:

- A Tutor User Community will be established.
- A Tutor support process will be established to assist with the roll-out of UsPaCe to the learner groups.
- On-going Tutor support, both virtual and physical, will be provided for the lifecycle of the project.

### **WP6 Piloting**

This WP will be lead by the Piloting PADS based at Cornwall College and City College Plymouth.

- A Learner User Group will be established.
- Pilot 1 will take place at Cornwall College Camborne with 26 students studying an FdSc in Healthcare Practice.
- Pilot 2 will take place at Falmouth Marine School (part of Cornwall College) with 12 students studying an HNC in Integrated Contingency Management.
- Pilot 3 will take place at Cornwall College Camborne with 16 students studying an FdA in Health & Social Sciences.
- Pilot 4 will take place at The Centre for Sheltered Housing Studies, Worcester (part of Cornwall College) with 19 students studying an FdSc in Housing with Support.
- Pilot 5 will take place at City College Plymouth with 20 students studying an FdA in Public Services.
- Pilot 6 will take place City College Plymouth with 20 students studying and FdSc in Software Development and Software Engineering.

### **WP7 Pedagogic and Usability Evaluation**

This WP will be lead by the Pedagogic and Usability Evaluation PAD.

- Pedagogic value will be evaluated by tutors, learners and any other stake holders in relation to, amongst other issues, UsPaCe's role in achieving learning outcomes.
- This WP will link to the pilots to evaluate usability and pedagogic usefulness. The usability testing will look at practical issues such as navigation, page structure and logical progression through tasks.
- The pedagogic evaluation will employ a number of methods to capture this data, including confidence logs, questionnaires, interviews and focus groups. The findings will be used to support the iterative development of UsPaCe.

### **WP8 Dissemination**

This WP will be led by the Project Co-ordinator. A range of dissemination activities will occur with the main targets being:

- 1 dissemination for awareness;
- 2 dissemination for understanding;
- 3 dissemination for action.

The key principles which will drive the dissemination activity include:

<sup>8</sup> <http://www.staffs.ac.uk/COSE/SURFWBL/>

<sup>9</sup> <http://www.help-cetl.ac.uk>

<sup>10</sup> <http://www.spat.ac.uk>

- starting the dissemination process early by involving users in the design and testing of UsPaCe;
- using a variety of methods to reach end users, including a recognition that time spent with end users is crucial to effective embedding.

The outcomes of the project will be available to institutions within the UPC network and all HEIs and FECs. Institutions will be encouraged to take up the project outcomes because the best practice will be 'packaged' to include:

- best practice collated from a range of departments, faculties and colleges;
- case studies of the use and implementation of this best practice;
- implementation strategies and staff development resources.

Dissemination processes will also endeavour to include:

- the publication of academic papers;
- the development of UsPaCe communities;
- workshops at learning and teaching conferences.

#### 2.4. Project Timetable

WP	Work package title	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M
<b>WP1</b>	<b>Project management</b>																		
<b>WP2</b>	<b>System Development</b>																		
	User needs																		
	System Design																		
	System Production																		
	User Testing																		
	iGoogle Gadget development																		
	3 <sup>rd</sup> party iGoogle Gadget assessment																		
<b>WP3</b>	<b>Review and repurposing of learner and mentor support</b>																		
	SURF WBL Materials																		
	CETLs Materials																		
	SPAT Materials																		
<b>WP4</b>	<b>Repository usage</b>																		
	Strategy for HELP CETL and JORUM usage																		
	Repository usage implementation																		
<b>WP5</b>	<b>Tutor support</b>																		
	Support Materials development																		
	Tutor support implementation																		
<b>WP6</b>	<b>Piloting</b>																		
	Pilot with Cornwall College 1																		
	Pilot with Cornwall College 2																		
	Pilot with Falmouth Marine School																		
	Pilot with CSHS																		
	Pilot with City College Plymouth 1																		
	Pilot with City College Plymouth 2																		
<b>WP7</b>	<b>Pedagogic Evaluation</b>																		
<b>WP8</b>	<b>Dissemination</b>																		

Table 2 Project Timetable

## 2.5. Deliverables

The deliverables of UsPaCe will be:

- Six pilots demonstrating the use of eLearning to support cross-institutional delivery of lifelong learning where the pilots will involve a number of academic staff and WBL mentors, a range of students on different modules.
- A case study and use cases will be produced for each pilot.
- An evaluation report which will analyse areas in which the project has been more and less successful, highlighting the implications and challenges of implementing eLearning to support cross-institutional delivery of lifelong learning using the UPC partner colleges as an example but the outcomes will be applicable across the sector.
- An evaluation of learners' experiences of using these Web 2.0 technologies, and of its influence on learning.
- An evaluation of the tutors' and mentors' experiences of using these Web 2.0 technologies, and of its influence on practice.
- Outcomes of this project will also be written up as a briefing document for UPC and its partner colleges.
- All tools developed, such as the iGoogle gadgets, will be made freely available to the community via the project website.
- Suitable outputs will be placed in Jorum.

## 2.6. Project Management Arrangements

The project management arrangements are outlined in *WP1 Project Management* using a model successfully employed in the Shellfish and Shellfish 2 JISC projects.

## 2.7. Analysis of Risks

This project is primarily an innovative blending of existing but discrete technological applications to create a pedagogically driven framework for student collaboration, reflection and support. The core of the project team has previously worked with each other successfully and the majority of staff have been identified or are in place to commence work on the project once funding is secured. Frequent user testing and evaluation will be used to ensure that the project does not deviate from its intended outcomes.

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
Staffing	2	3	6	Staff are identified and the majority are in post. Key staff are experienced and can support an RA and can take over each other's role if required
Timing of study limits student participation	3	3	9	Involvement of Module staff will be critical to ensure embedding in January
Low student engagement	3	4	12	Close monitoring and support; Running multiple pilots spreads the risk

## 2.8. Intellectual Property

Project outputs will be made available, free at the point of use, to the UK HE and FE communities in perpetuity, and they will be disseminated widely by the project in partnership with JISC, and through other eLearning network organisations. The project team have experience of working with the within the JISC quality plan framework.

Software components of the deliverables will be released under appropriate open source licences to ensure that they be freely shared with organisations and communities with which JISC has close working arrangements. All software that is developed will be made available free of charge to the education community in perpetuity and all code developed will be made available through open source models. Outputs will be licensed under an Open Source agreement that promotes their reuse.

## 2.9. Sustainability Issues

It is envisaged that UsPaCe will be used in an HE in FE context by the partner colleges after the piloting process is complete. An embedding strategy will be developed after the piloting process and presented to both UPC and the University of Plymouth.

Due to the piloting taken place across two academic years (Jan 2008-July 2008 and September 2008 – March 2009) the project will ensure there are sufficient internal resources and materials in place to support tutors and learners until the end of the 2008/09 academic year as it will be unrealistic to expect users to

discontinue usage at the end of the funding period. Project outcomes will be sustained for the use of the sector for at least 12 months after the end date of funding by the use of JORUM for suitable outputs and the project website will be managed by the HELP CETL once the funding period is over.

### 3. Dissemination and Evaluation

This project will provide a valuable insight into the eLearning activity and methodologies of HE in FE students. The information gained will be able to inform practice across the sector and ensure that the eLearning delivery of Foundation Degrees and progression to Honours Degree is more able to meet the expectations of their students. It is anticipated that institutions will be able to plan their delivery around suitable technology as a result of this work. Outcomes will also complement work undertaken in the JISC phase one eLearning programme and subsequent projects funded under JISC circular 05/06 Learner experiences of eLearning<sup>11</sup>.

The implications for institutions raised from the case studies will help develop recommendations for policy, practice and further research and the project will contribute to building shared understanding related to students' use of technology for learning. The comparisons between tutor and student attitudes to technology will assist in developing in practice in supporting students by considering their expectations and needs

Dissemination is a fundamental component of this project in order that the outcomes will have a significant impact on the HE in FE and HE communities. Dissemination will commence from the initial stages in order to raise the sector's awareness of the aims and objectives of the project. The Principal Investigators of the project also working with the HELP CETL, and as such are able to access the HE in FE community as well as disseminating through CETL publications such as the newly formed British Journal of HE in FE (BJHEinFE).

Appropriate dissemination routes will be identified throughout the lifespan of the project and will include:

- Project website for awareness raising
- Relevant conferences such as ALT-C to reach the academic research community
- HE subject centre events to reach subject practitioners
- Internal UPC conferences to reach the institutional decision makers
- Foundation Degree Forward and HELP CETL events to reach the HE in FE practitioners and policy makers
- Submission to the FDF *forward* publication
- Events with other suitable CETLs (such as Foundation Direct)
- Collaboration with the HEA for the dissemination of workshops and briefing papers
- Regular project updates in the BJHEinFE
- Peer reviewed papers to be submitted related to the project findings and the methodology employed.
- Attend relevant JISC-CETIS special interest groups and other appropriate meetings.

Evaluation is embedded throughout the project and the project will be reviewed and monitored by the Project Management Group

## 4. Key Personnel and Project Management

### 4.1 Project Management

The project management arrangements are outlined in *WP 1Project Management* using a model successfully employed in the Shellfish and Shellfish 2 JISC projects

### 4.2 Collaborative working and governance

All academic partners involved in the UsPaCe project are part of University of Plymouth Colleges and as such have entered into an Academic Co-operation Agreement. The partnership consists of Cornwall College (including Falmouth Marine School and the Centre for Sheltered Housing Studies), City College Plymouth, the Higher Education Learning Partnerships CETL and University of Plymouth Colleges (UPC) Faculty. Part of the South West LLN is also run through UPC thus allowing them to participate in this project. If the UsPaCe project is funded all partners have agreed to implement a Consortium Agreement based on the JISC template<sup>12</sup> in addition to the UPC Academic Co-operation Agreement

UsPaCe will be informed by current partnership strategies and can inform the further development or implementation of these strategies via routes such as the established Subject Forums, Communities of Practice supported by the HELP CETL and Joint Boards of Study.

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<sup>11</sup> [http://www.jisc.ac.uk/fundingopportunities/funding\\_calls/2006/10/circular0506\\_learner\\_experiences.aspx](http://www.jisc.ac.uk/fundingopportunities/funding_calls/2006/10/circular0506_learner_experiences.aspx)

<sup>12</sup> [http://www.jisc.ac.uk/media/documents/funding/project\\_management/consortium\\_agreements.pdf](http://www.jisc.ac.uk/media/documents/funding/project_management/consortium_agreements.pdf)

The support of WBL learners and mentors is a theme identified both locally and across the region and is also an area being investigated by Development Activities within the HELP CETL and UsPaCe will complement with work being undertaken by the CETL. The process of writing this bid was facilitated by the Blended Learning Community of Practice implemented by UPC and supported by the HELP CETL and is based on feedback obtained from partner colleges on possible strategic directions and user experiences from the JISC funded Shellfish projects and UPC Blended Learning activities.

#### 4.3 Key personnel (CVs in appendix)

Name	Institution	Role in UsPaCe	Previous experience
Dr Neil Witt	UPC/HELP CETL	Project Director	Technical Director HELP CETL, Project Director Shell-fish and Shell-fish 2, JISC Emerge project member, Project Academic Director SPAT project. Successfully run over 35 funded IT and education research projects. University Teaching Fellow
Dr Anne McDermott	UPC/HELP CETL	Project Director/ Evaluation PAD	Research Fellow HELP CETL, Project Management Shell-fish and Shell-fish 2, JISC Emerge project member. University Teaching Fellow
Ali Press	Cornwall College	CC Piloting PAD	HE ELearning Champion
Lianne Coleman	City College Plymouth	CCP Piloting PAD	Head of Partnership Development
Matthew Newcombe	EDaLT, UoP	Technical Development	Senior Learning Technologist EDaLT, mLearning Project Manager CEPPL CETL, University Teaching Fellow 2005-2006. 7 years experience of working in both FE and HE context as a learning technologist.
Mike Peters	HELP CETL/Cornwall College	Technical Development	ICT Developer HELP CETL
Julie Johns	UPC	Blended Learning Liaison	Blended Learning Coordinator for UPC
To be appointed		Research Assistant	To be seconded from HELP CETL Development Activities or a Partner College
Ruth Berrata/ Emma Reed	Cornwall College	Module Leader	Programme coordinator
Celia Webster/ Judith Mann	Cornwall College	Module Leader	eLearning Champion, Cornwall College  HELP CETL Award holder
David Warren	Falmouth Marine school	Module Leader	HE Curriculum Manager
Mark Chislett	Centre for Sheltered Housing Studies	Module Leader	Blended Learning Coordinator
James Tinsley	City College Plymouth	Module Leader	Programme coordinator
Sue Atkinson	City College Plymouth	Module Leader	HELP CETL Award holder
ICO <sup>3</sup>	ICO <sup>3</sup> , UoP spin-out company	Technical Development, Coding, Hosting, web 2.0 development	As well as providing services to a range of academic organisations - including Action on Access, TechDis and SEDA – ICO <sup>3</sup> also provide services to a range of smaller academic projects and interests. In total they have over 500 different clients and have worked on the JISC funded Shell-fish and Shell projects