



## JISC Project Plan

### Overview of Project

#### 1. Background

This project is a developmental project to address the pedagogical issues around communications between student, employers and tutors when undertaking work placement. It is hoped that by using e-portfolio's, students will be able to utilise a variety of media to articulate their placement experiences, rather than concentrating on written work.

**Need:** For many students, and indeed employers, this is their first foray into Foundation Degrees and work placement at HE level. Many of our students are working with enthusiastic small to medium enterprises (SMEs) who may be new to work placements at this level and we see this as a training vehicle for the whole work placement network rather than only a support vehicle for students.

By using a development model, which incorporates training and communication for the whole community, we will be encouraging multi-tiered support and facilitating the creation and dissemination of ideas and policies. In this way we hope to build a sustainable work placement network.

Without development of the support available to students and their employers many learners will not achieve the full potential of their abilities, or gain as much personal development or satisfaction from the learning experience as could be possible.

**Background:** The project will utilise an existing Elgg-based system, adapted to include an online work-placement brief, developed with HE Academy funding. Elgg will provide e-portfolio space and the blog facility where employers and tutors can deliver comments to enhance reflection for PDP use. The project will utilise Moodle to provide asynchronous discussion forums, and the online training packages – the college already uses Moodle extensively to deliver online learning.

#### 2. Aims and Objectives

**Aims:** During Foundation Degree (FD) work placements at Hull College, learners, employers and tutors need to keep in contact with each other in order to monitor progress. For many students, and indeed employers, this is their first foray into FDs and work placement at Higher Education (HE) level. Both students and employers have reported feeling 'lost' at times and unsure of certain practices and regulations. Through the use of online blogs and forums using Elgg and Moodle, students and employers experiences will be enhanced via easy access to support from the team and to an online community of peers taking part in similar experiences.

Students often have problems with being asked to write reflectively for their Personal Development Plan (PDP), simply recording what has been done, rather than reflecting on the task. The reflective element will be embedded within the student's blog on Elgg. They will be able to view 'prompts' in the form of interactive, personalised comments and questions from workplace mentors and tutors to help scaffold the students reflective processes.

Weak writing skills can inhibit the change from recording experience, to being asked to write reflectively. Some students will benefit from an e-portfolio facility in Elgg where images, sound and video can be used to record experience and reflections.

**Objectives:** The project will work toward the following SMART objectives:

- To raise the technological awareness and skill levels of 25 learners and their respective employers and tutors who are participating in Foundation Degrees. This will be achieved by project staff and tutors working with participants at the beginning of the project to assess their existing technological awareness, establishing a baseline. This will be reviewed during the project and at the end of the project.
- To ensure that the technology enhances those students, employers and tutors experiences. Again this will be done through the use of perception surveys and questionnaires, prior to commencement on the project and during their time on the FD.
- To facilitate the use of blogs in Elgg to facilitate and enhance reflective practice by incorporating tutor and employer comment as interactive and personalised prompts throughout the work placement.
- To ensure that the e-portfolio space enhances the recording of work placement experience via sound, images and video of the work placement, by comparing and contrasting existing work placement records to those produced via Elgg at regular intervals.

- To assess the extent to which the e-portfolio space has been used by students / employers to share and upload work to be assessed. This will be a comparative survey taken at the end of the academic year of all FD participants taking part in the project and assessing the level of involvement of each learner and their employer.
- To assess the extent to which the use of asynchronous discussion forums and the Elgg system enhanced communication between all parties. This will be a comparative study taken at the end of the academic year using historical data about the level of communication between learners, tutors and employers on other FD programmes.
- To measure the extent to which the use of e-learning impacted upon retention and achievement (R&A) levels. This will be done at the end of the academic year by comparing previous R&A data for the same FD for previous years with that of the cohort(s) being supported using the technology developed as part of this project.
- To develop a download facility to address the interoperability issues between e-portfolio systems, before the pilot starts in September 2007 for all the files stored in Elgg and all the blog transcripts; so at a single button press, learners e-portfolio work can be transferred onto portable media.
- To deliver training to learners, employers and tutors in both a face-to-face and online mode during September at pilot start.
- To pilot the system with learners, employers and tutors involved in work placements on FDs run at Hull College throughout the academic year 2007/2008.

### 3. Overall Approach

#### ▪ **Strategy and/or methodology and how the work will be structured**

The project will utilise an existing Elgg-based system, adapted to include an online work-placement brief, developed with HE Academy funding. Elgg will provide e-portfolio space and the blog facility where employers and tutors can deliver comments to enhance reflection for PDP use. The project will utilise Moodle to provide asynchronous discussion forums, and the online training packages – the college already uses Moodle extensively to deliver online learning.

This system will have a download facility for all the files stored in Elgg and all the blog transcripts, so at a single button press, learners e-portfolio work can be transferred onto portable media. This addresses the interoperability issues between e-portfolio systems. Training on the use of the online facilities and prompting for reflection / reflective writing will be developed and delivered to learners, employers and tutors in both a face-to-face and online mode. This online system will be piloted with learners, employers and tutors involved in work placements on FDs run at Hull College. Various evaluative processes will take place during and at the end of the pilot period. Findings will be disseminated to JISC at regular periods and a final report will be written.

The project will be managed by a team of staff here at Hull College, made up of academic and support staff with a wide range of skills in all aspects of the project. The project team will meet regularly; a schedule of meetings is included in this document (see Appendix 1) and will ensure the project moves toward the outcomes and objectives we have defined.

Each member of the team will be assigned specific responsibilities, taking a lead on issues which fall closely in line with their skills and role within the project, and within the wider college context. The following table shows these responsibilities in relation to the identified work packages detailed in section 15 of this project plan.

Member of staff	Role within project	Link to work packages.
Rob Goodfellow	Research	1.1; 1.3; 4.9; 4.10; 4.11; 4.13; 5.16; 5.17; 5.18; 5.19; 6.21; 6.22; 6.23; 6.25; 7.26; 7.27; 7.28.
Naomi Hoyland	Project Manager	1.1; 1.3; 2.4; 2.5; 2.6; 4.9; 4.10; 4.11; 4.13; 5.17; 5.18; 5.19; 7.26; 7.27; 7.28.
Gemma Heron	Project Manager	1.1; 1.2; 1.3; 4.9; 4.11; 4.13; 5.17; 7.26; 7.27; 7.28.
Saul Campbell	Research	1.1; 1.3; 4.9; 4.11; 4.12; 4.13; 4.14; 4.15; 5.17; 6.20; 6.21; 6.22; 6.23; 6.24; 6.25; 7.26; 7.27; 7.28.
Ben Jones	Technical	1.1; 1.3; 3.7; 3.8; 4.9; 4.11; 4.13; 5.17; 7.26; 7.27; 7.28.

Ted Prince	Technical	1.1, 1.3; 3.7; 4.9; 4.11; 4.13; 5.17; 7.26; 7.27; 7.28.
------------	-----------	---

▪ **Important issues to be addressed, e.g. interoperability**

The project will address the interoperability issues between E-portfolio systems between institutions, by developing a download facility for all files and blogs to enable them to be transported to portable media.

▪ **Scope and boundaries of the work, including any issues that will not be covered.**

The scope of work to be covered in this project is the utilisation of an existing Elgg-based system, to be adapted to include an online work-placement brief.

This will be piloted with three Foundation Degrees in the first academic year (07/08). These will be across a range of curriculum areas, including Computing and Arts & Media.

Elgg will provide e-portfolio space and the blog facility where employers and tutors can deliver comments to enhance reflection for PDP use. The project will utilise Moodle to provide asynchronous discussion forums, and the online training packages.

The project scope will not include the development of new technologies but rather will focus on the interoperability and development of bridging tools between existing systems and products.

▪ **Critical success factors.**

These will be:

1. The adaptation of the Elgg system to include an online work package for use by students and employers of FD programmes.
2. Download facility for files and Bloggs.
3. An enhanced experience of learners, mentors and tutors.

#### 4. Project Outputs

The tangible results of this project will be:

1. A report which will analyse the areas in which the project has or has not been successful, highlighting the implications and challenges of using blogs, e-portfolios and online project briefs to support learners, prompt reflective practice and widen participation to non-traditional students. This report will be based on an evaluation of the learners, tutors and employers experiences of using the technology via reflective blogs, case studies, questionnaires and observation.
2. The facility to download files, blogs and project brief from the Elgg environment onto transportable media via a single button press.
3. A staff development programme for staff involved in FD work placements in order to utilise the system and prompt reflection via comments.
4. A training programme for employer mentors in order to utilise the system and prompt reflection via comments.
5. A training programme for students in order to utilise the system and record reflections using a variety of media, based on others interactive comments.
6. We will develop a model to support learners reflections on their experiences in the workplace, thus enabling replication.

#### 5. Project Outcomes

Dissemination of the findings will help to develop an increased awareness of how blogs, forums and e-portfolios can support FD work placements in an FE environment. Evaluation of the learner's experiences in using a web-based vehicle to extend communication and reflection via the PDP, whilst on work placement, will help to provide guidance to the sector on the use of e-learning to support learners and employers in an FE environment. It will increase awareness of how these technologies can be used to facilitate WP through the use of a variety of digital media to record workplace experiences and to use as assessment evidence.

Using the e-portfolio space within Elgg and developing a download process to allow for easy transfer of files between different, and sometimes non-interoperable, systems will support lifelong learning for students, allowing them to store their assessments and reflections on a portable format. Completed workplace assessments can be used as a showcase. The Elgg-based system is available as open-source software and any technical development will be made freely available as per JISC guidelines, so other FE colleges, and indeed HEI's, can implement and use the system, making it a transferable model.

The staff, workplace mentor and tutor training can be re-used, helping to build knowledge and skills in the use of e-learning to support learners on HE courses delivered in FECs.

The project will deliver the following outcomes:

1. Increased retention and achievement for learners.
2. Improved experience of learning experience by individuals, their employers and mentors.
3. We will be increasing awareness across the college as to the benefits of the use of social software to support and underpin learning and development activity in HE provision.
4. Building upon the developments supported through the Elgg project.

## 6. Stakeholder Analysis

Stakeholder	Interest / stake	Importance
<b>External</b>		
Students	Support needed for pilot. Impact of learning experience, and ability to engage in a wider range of valid assessment methods.	High
Employers & Mentor	Support needed for pilot. Impact upon support for students. Impact on sharing the assessment progress with all parties.	High
Awarding bodies	Development of assessment procedures which utilise e-portfolios and Blogs	High
JISC	Project funder; project to provide real-world implementation of e-portfolios and Blogs, contribution to e-learning.	High
Other JISC projects	Opportunities for dialog and collaboration. Impact on domain of e-portfolio and Blog domain in developing use with work placements. <input type="checkbox"/> Portfolio SIG <input type="checkbox"/> RSC-YH	Medium
Other educational and training providers – e.g. FEI's, HEI's and WBL providers	Opportunities for dialog and collaboration. Sharing good practice.	Medium
<b>Internal</b>		
College management	Furthering College institutional policies and profile on e-learning, widening participation,	High

	leading-edge R&D	
Teaching & Learning staff	Support and participation needed for pilot. Impact on teaching , assessment and support of learners, mentors and employers during FD work placements. Impact on knowledge of Web2.0 technologies in Teaching & Learning.	High

## 7. Risk Analysis

List factors that could pose a risk to the project's success, assess their likelihood and severity, and how you will prevent them from happening (or manage them if they if they occur). Cover the types of risks listed and any others that apply.

Risk	Probability (1-5)	Severity (1-5)	Score (P x S)	Action to Prevent/Manage Risk
<b>Staffing:</b>				
Loss of key staff	2	3	6	Experienced staff will be seconded from within the institution Regular project team meetings and communication to minimise impact
Lack of communication – internal	2	5	10	Regular team meetings and full and prompt distribution of notes made; key project documents stored in central repository accessible to all team members; regular review of progress and objectives; project manager to be copied into all correspondence.
Lack of communication – external	2	4	8	
<b>Organisational</b>				
Project outcomes fail to match expectations of partners				Close and regular communication; open team meetings; regular update of project website
Scope of project over-ambitious	2	3	6	Regular reviews of progress against plan and available resources; clear line of communication with JISC Programme Manager to review scope of project if necessary
Refusal to use by any party – e.g. lack of motivation to use by learners, employers or tutors	1	5	5	Ensure all parties are aware of the development and that they are part of a pilot project. Unwillingness to participate will be accepted and more traditional modes of support continued.
Change to relevant college policy – ie ICT/ e-learning strategy.	1	5	5	Close tracking of development in college policies by Naomi Hoyland, also part of the project team, to ensure this development does not fall without future plans.
<b>Technical</b>				
Infrastructure unable to support technology	2	5	10	Careful contingency planning from outset; collaboration with technical teams in partner institutions to establish clear parameters about what is and is not possible
External suppliers fails to deliver hardware at required	3	5	15	Careful planning with technical and finance

time				teams to ensure ordering and receipt on time.
Lack of web access for learners / employers	1	5	5	Ensure that all potential learners and employers have access to WWW, facilitate access through college campus if necessary.
<b>Legal</b>	1	2	2	Draw on University and JISC Legal support

## 8. Standards

Name of standard or specification	Version	Notes
GNU Public License <a href="http://www.gnu.org/copyleft/gpl.html#SEC1">http://www.gnu.org/copyleft/gpl.html#SEC1</a>	Version 2	Licence for latest version of Elgg
WCAG <a href="http://www.w3.org/WAI/">http://www.w3.org/WAI/</a>	2.0	Web Accessibility

## 9. Technical Development

The development of Elgg software is outside the brief of this project; however enhancements to the software will need to be made in order for it to facilitate download and transfer of Blogs and other files in the e-portfolio. This activity is funded through the JISC funding secured. Any technical development that is carried out by this project will be made freely available to the wider community.

## 10. Intellectual Property Rights

We will comply with the intellectual property rights appropriate to the material and the ownership of that property. We will adhere to the obligations of any open source software that we use by using an open source licence.

All project documentation, with the exception of potentially sensitive budget information, will be in the public domain and published on the project website. Any technical development that is carried out by this project will be made freely available to the wider community.

## Project Resources

### 11. Project Partners

Whilst the University of Lincoln are involved in this project from an evaluative perspective they will not be involved in any operational aspects of this project.

No partnership agreement is required.

A memorandum of understanding will be developed and agreed by both parties to ensure full understanding and compliance.

### 12. Project Management

The project will be under the overall project management of Naomi Hoyland, who reports to the Vice Principal Finance & Estates. Naomi will be responsible for ensuring all financial and contractual elements of this project are met, in a timely manner, this will be achieved by working with the other key members of the project team for specific elements. Pauline Mitchell will be responsible for the operational management of the deliverables and financial management of the project.

The project team will constitute the core operational group, in which members will have clear roles and responsibilities and maintain close communications with each other; it will carry out regular reviews of progress and

plans in response to feedback from users and changing contexts, this will be reported to the college ILT Strategy Committee, which includes senior members of the management team, by Naomi Hoyland.

The Project Manager will convene regular meetings of the project team.

Name	Role	Contact details	Proportion of time
Naomi Hoyland	Project Management	nhoyland@hull-college.ac.uk	12 hours PCM
Pauline Mitchell	Project Management	pmitchell@hullc-ollegeac.uk	12 hours PCM
Gemma Heron	Project support	<a href="mailto:gheron@hull-college.ac.uk">gheron@hull-college.ac.uk</a>	7 hours PCM
Rob Goodfellow	Research / academic staff	rpapworth@hull-college.ac.uk	12 hours PCM
Saul Campbell	Research / academic staff	cpapworth@hullc-ollegeac.uk	12 hours PCM
Ted Prince	Technical advice – hardware & Systems	tprince@hull-college.ac.uk	1.5 days PCM
Steve Grainger	Content development team	<a href="mailto:sgrainger@hull-collee.ac.uk">sgrainger@hull-collee.ac.uk</a>	4 days PCM
David Perry		<a href="mailto:dperry@hull-college.ac.uk">dperry@hull-college.ac.uk</a>	4 days PCM
Ben Jones		<a href="mailto:bjones@hull-college.ac.uk">bjones@hull-college.ac.uk</a>	Full time

Technical training needs will be met as they arise, in consultation with colleagues from JISC-CETIS. Project team members will be encouraged to participate in appropriate JISC-CETIS SIG meetings.

Members of the project team will attend national dissemination events as identified.

### 13. Programme Support

The project team greatly value the benefits of communication and collaboration with other projects and are keen to continue to build these relationships through participation in programme meetings and JISC-CETIS SIG meetings, as well as on an ad-hoc basis. We welcome support from the programme manager in facilitating and fostering dialogue of this type. We will also seek support on JISC protocols and procedures from the programme manager as necessary.

### 14. Budget

See Appendix A, attached. As advised by the programme manager (Lisa Gray) we have amended this to reduce costings which were identified as unnecessary.

We have also revised the costings to remove the need for a new member of staff, this role has been taken on a full time basis by Billy Smithers, as he is very experienced in the development of Elgg modules.

## Detailed Project Planning

### 15. Workpackages

WORKPACKAGES	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
	Mar 07	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec 07	Jan 08	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec 08	Jan 09	Feb
1. Project Management																								
2. Employ new staff member																								
3. Implement online environment																								
4. Pilot system with learners																								
5. Dissemination																								
6. Evaluation																								
7. Assess and report																								

Project start date: 01.03.2007

Project completion date: 28.02.2009

Duration: [24] months

Workpackage and activity	Earliest start date	Latest completion date	Outputs (clearly indicate deliverables & reports in bold)	Milestone	Responsibility
<b>WORKPACKAGE 1: Project Management</b>					
<u>Objective:</u> To ensure delivery of project objectives according to timescale and budget					
1. Compile and agree project plan	April 2007	May 2007	Draft project plan submitted to Programme Manager	2	All
2. Overall financial management	Mar 2007	Feb 2009	Budget statements in quarterly reports to JISC		PM
3. Project group meetings (6 weekly)	Mar 2007	Feb 2009	Notes from meetings		All
<b>WORKPACKAGE 2: Employ new staff member</b>					

<b>Objective:</b> <i>To interview, select and employ a new staff member to develop modules for Elgg and maintain Elgg</i>					
4. Advertise for candidates	Mar 2007	Mar 2007	Advertisement placed in local press and college web site		NH
5. Interview candidates and select one	April 2007	April 2007	Candidate selected		NH
6. Candidate employed	May 2007	March 2009	Candidate employed	3	NH
<b>WORKPACKAGE 3: Implement online environment</b>					
<b>Objective:</b> <i>To design, develop, test, evaluate and maintain online environment</i>					
7. Set up technology to support environment	May 2007	Aug 2007	Server set up with Elgg installed		TP, BS
8. Design, develop and test Elgg module	May 2007	Aug 2007	Download facility	5	BS
<b>WORKPACKAGE 4: Pilot system with learners</b>					
<b>Objective:</b> <i>Pilot system with learners</i>					
9. Identify all pilot cohorts	June 2007	July 2007	Courses and cohort chosen for pilots	7	All
10. Brief and train supporting staff, employers and students in piloting cohorts	June 2007	Jan 2008	Completion of training programmes and training materials		RP, NH
11. Run semester one pilot	Sept 2007	Jan 2008			All
12. Evaluate semester one pilot results	Jan 2008	Jan 2008	Semester one pilot evaluation data	10	CP
13. Run semester two pilot	Jan 2008	July 2008			All
14. Evaluate semester two pilot	July 2008	July 2008	Semester two pilot evaluation data	11	CP
15. Evaluate full pilot	Aug 2008	Nov 2008	Full pilot evaluation data	12	CP
<b>WORKPACKAGE 5: Dissemination</b>					
<b>Objective:</b> <i>to ensure effective consultation and communication about project work with the wider</i>					

<i>community</i>					
16. Draft and agree initial dissemination strategy	May 2007	May 2007	Dissemination strategy	3	RP
17. Set up and publish Project website	March 2007	March 2009	Website	1	All
18. Regular internal dissemination	May 2007	March 2009	Events, documentation, feedback	6	RP, NH
19. Interim national/regional dissemination events/workshops	June 2007	March 2009	Events, documentation, feedback	8	RP, NH
<b>WORKPACKAGE 6: Evaluation</b>					
<u>Objective:</u> <i>to provide objective evaluation of the work of the project</i>					
20. Draft and agree overall evaluation framework	May 2007	May 2007	Evaluation framework	4	CP
21. Agree evaluation criteria for piloting activity	July 2007	Sept 2007			CP, RP
22. Produce interim evaluation reports	Sept 2007	July 2008	Pilot evaluation reports published online	9	CP, RP
23. Post-placement evaluation process	Aug 2008	Nov 2008			CP, RP
24. Compile evaluation findings	Dec 2008	Feb 2009			CP
25. Produce final evaluation reports	Feb 2009	March 2009	Final Evaluation report	14	CP, RP
<b>WORKPACKAGE 7: Assess and report</b>					
<u>Objective:</u> <i>To produce reports</i>					
26. Quarterly reports to JISC	July 2007	March 2009	Reports		All
27. Draft final report	Dec 2008	Feb 2009	Draft final report	13	All
28. Final report	Feb 2009	March 2009	Final report	15	All
29. Project Completion report	Feb 2009	March 2009	Final report	16	All

Members of Project Team:

PM: Pauline Mitchell / Gemma Heron

NH: Naomi Hoyland

BS: Billy Smithers / Ben Jones

RP: Rose Papworth / Rob Goodfellow

CP: Charles Papworth / Saul Campbell

TP: Ted Prince

## 16. Evaluation Plan

Timing	Factors to evaluate	Questions to address	Method (s)	Measure of success
<b>Formative evaluation</b>				
September 06 & September 07	Training and evaluation on Elgg system, 1 and 2.	How could the new Elgg based system be improved?	Questionnaires Observations Focus Group	Constructive feedback from learners, employers and tutors. Evidence of having improved technology to meet user needs between the two events.
June 07 – July 07	The effectiveness of the current paper based PDP process in encouraging and documenting reflection.	How reflective is the current PDP process?	Analysis of year 1 (06/07) FD student's paper based PDP documents.	Baseline level of recorded reflection evident in PDPs.
August 07 – Sep 07	The technical awareness and skill levels of learners, employers and tutors at phase 3 start.	Are learners, employers and tutors technically aware of social networking technologies and on-line storage facilities?	Questionnaires Observation	Completed technical profile for each participant
July 07 & July 08	Dissemination events	Has the event been successful in engaging the wider community?	Questionnaires	Continued dialog with wider community after the project ends.
June 08 – July 08	The effectiveness of the new blog based PDP process in encouraging, and documenting reflection.	Has the use of Blogs in PDP increased reflective practices?	Analysis of Year 2 FD (07/08) student's blog based PDPs to compare to previous years conclusions.	Comparison carried out between two years.
Timing	Factors to evaluate	Questions to address	Method (s)	Measure of success
<b>Summative evaluation</b>				
September 07 – July 08	During piloting process	1. Has the project team adapted the technology to maximise learner, employer and tutor engagement? 2. Has the frequency of use of the system and comments	Reflective blog diaries. Questionnaires Interviews Case study observations Management information and	Recommendation to roll out to other HE provision within the college. Recommendation considered and endorsed by HE Committee and ILT Strategy Committee.

		<p>increased?</p> <p>3. Has the technological awareness of learners, employers and tutors been raised?</p> <p>4. Is there an evident increase in reflective practice within PDPs?</p> <p>5. Has the project aided communication between learners, employer and tutor?</p>	system data	
February 09 - March 09	Whole project	<p>How successful has the project been for learners, employers and tutors and what lessons have been learned?</p> <p>What has the impact been of using the new system:</p> <p>(1) Has the technological awareness and skill levels of learners, employers and tutors been raised?</p> <p>2. Did the technology enhance the students, employers and tutors experience?</p> <p>2.1 Did using blogs in a more immediate fashion - incorporating tutor and employer comment as interactive and personalised prompts - facilitate and enhance reflective practice?</p> <p>2.2 Has the e-portfolio space enhanced the recording of work placement experience via sound, images and video of the work placement?</p>	Written report.	<p>Roll out of Elgg system within the college HE portfolio.</p> <p>Outputs taken up and developed further by the wider community</p>

		<p>2.3 Has the e-portfolio space been used by students / employers to share and upload work to be assessed, or have employers preferred to keep the output from work placements in their own domain?</p> <p>2.4 Has the use of asynchronous discussion forums and the Elgg system enhanced communication between all parties?</p> <p>3. Has the use of e-learning impacted upon retention and achievement levels?</p> <p>4. Can online communication facilities bring to the surface particular issues with work placements?</p>		
--	--	--	--	--

## 17. Quality Plan

Output	Timing	Quality criteria	QA method(s)/ Evidence of compliance	Quality responsibilities
Project website	Before publication; then quarterly	Usability/accessibility	Compliance checking; peer review Compliant with W3C and Hull College accessibility policy	Project Manager
Workshops and conference presentations	As appropriate	Fitness for purpose	Peer review	Project Manager
Consultation/dissemination events		Fitness for purpose; project objectives	Peer review	Project team
Documentation standards		Version control	JISC/Hull College policy	Project Manager
Technical specifications		Version control, fitness for purpose, adherence to standards	Best practice; peer review; assessment against objectives/standards	Technical staff with advice from CETIS
Final report	March 2009	Validity and usability of messages and lessons learned	Acceptance by JISC. Peer review by colleagues on JISC ePortfolio projects	Project Manager

## 18. Dissemination Plan

*Explain how the project will share outcomes and learning with stakeholders and the community. List important dissemination activities planned throughout the project, indicating purpose, target audience, timing, and key message.*

Timing	Dissemination Activity	Audience	Purpose	Key Message
23 Feb 2007 –  4 June 2007- (progress and training events)	Institution newsletter - 'Portal Press'	Hull College Staff	College news dissemination	Raise awareness and inform - Information that project bid has been successful. Inform staff of training events, Inform staff of project progress and final results.
Throughout the project	Project web page (JISC site)	Interested parties	Awareness, information, promotion	General project information and hyperlinks
Throughout the project	Project web site	Anyone interested in e-learning and it's application	Awareness, information, engagement, promotion	What the project is and project progress. Activities and promotions. Final dissemination of results.
14 May 2007	Presentation on project activities	Hull College HE course Leader's Committee	To inform HE course Leaders on the project, demonstrate ELGG, and show how it is being used in teaching/learning	Raise awareness, inform, engage- Information on the project, how ELGG is being used in learning, and the facilities available.  Get feedback
22 May 2007 – and on a regular basis	Presentation on project activities	Hull College ILT Strategy Committee	To inform the committee on the use of ELGG, as	Inform and engage - How ELGG is being used in learning, and the facilities

throughout the project			this will become part of the HE strategy. To inform on project progress and evaluation.	available. To inform on project progress and evaluation.  Get feedback.
May 2007	A4 flyer	Interested Parties	Inform/Awareness	General information about the project aims and objectives.
22 June 2007	10 minute video (TBC)	RSC-YH e-Learning Conference 2007	To describe how the team has used digital technologies to personalise learning – via individual blog comments and diverse e-portfolio contents	Inform - How personalised and individualised learning can be supported in work placements via the Elgg environment
w/c 11 June 2007	Learner training on alpha system	FD Software learners	Engagement	Engage - How to navigate and use the Elgg environment.  Get feedback
w/c 18 June 2007	Employer Training on alpha system	FD Software employers	Engagement	Engage - How to navigate and use the Elgg environment.  Get feedback from the community
3 July 2007	Workshop – staff training on alpha system	Hull College HE Staff	To give staff hands-on experience and training of using the Elgg environment	Engage - How to navigate and use the Elgg environment.  Get feedback from the community
End of July 2007	Progress report	JISC	Inform	Project progress
28-30 August 2007	Presentation or Poster (TBC)	8 <sup>th</sup> Annual Conference of the ICS HE Academy	To show how the originally funded mini-project has been evaluated and progressed with JISC funding	Raise awareness and inform - Original HEA project successful – this is how it is going to be developed
Sept 07	Staff training	HE staff involved in courses piloting the project	Engagement	How to use the system – feedback on use.
Sept 07	Learner training	Learners involved in courses piloting the project	Engagement	How to use the system – feedback on use.
Sept 07	Employer training	Employers involved in courses piloting the project	Engagement	How to use the system – feedback on use.
Jan 08	Staff training	HE staff involved in courses piloting the project	Engagement	How to use the system – feedback on use.
Jan 08	Learner training	Learners involved in courses piloting the project	Engagement	How to use the system – feedback on use.
Jan 08	Employer	Employers	Engagement	How to use the system – feedback

	training	involved in courses piloting the project		on use.
End of January 2008	Progress report	JISC	Inform	Project progress
July 2008	Workshop – staff training	Hull College HE Staff	To give staff hands-on experience and training of using the Elgg environment	Engage - How to navigate and use the Elgg environment. Get feedback from the community
End of July 2008	Progress report	JISC	Inform	Project progress
July 2008	Conference presentation	FDF	Inform	Project progress and evaluation
September 2008	Conference presentation	ALT	Inform	Project progress and evaluation
End of January 2009	Progress report	JISC	Inform	Project progress
March 2009	HEA ICS online Italics magazine	HEA members	Inform	Project evaluation
March 2009	Final report	JISC	Inform	Project evaluation
March 2009	Completion report	JISC	Inform	Project evaluation

## 19. Exit and Sustainability Plans

*Explain what will happen to project outputs at the end of the project (including knowledge and learning). Focus on the work needed to ensure they are taken up by the community and any work needed for project closedown, e.g. preservation, maintenance, documentation.*

Project Outputs	Action for Take-up & Embedding	Action for Exit
Website	To be maintained for 3 years beyond project end	Project Manager to ensure all deliverables are listed and/or included and appropriate archiving arrangements are in place
Project reports	Promotion through conferences, mailing lists and JISC website	Archived on website

Project Outputs	Why Sustainable	Scenarios for Taking Forward	Issues to Address
Elgg download button	Technology designed to be reusable and re-purposable	Continuing use by Community and Hull College	Reusability in other discipline areas and learning communities; collaboration with technical staff to ensure continued embedding and take-up
Scenarios and use cases	Identification of generic issues; technology independent	Provide input for other projects working on e-Portfolio	Need to be archived as part of a shared community resource

Embedding the use of Elgg within college HE work-placement provision	Technology designed to be reusable and re-purposable, enhancing reflective practice and communication between stakeholders.	Embed within ILT and HE strategy for continuation of use throughout the curriculum.  Ensure through business planning appropriate resources allocated.	Reusability in other discipline areas. Resource issues for addressing development.
--	---	--	--

## ***Appendixes***

### **Appendix A. Project Budget**